

Miami-Dade County Public Schools

Treasure Island Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	10
III. Planning for Improvement	14
IV. ATSI, TSI and CSI Resource Review	23
V. Reading Achievement Initiative for Scholastic Excellence	23
VI. Title I Requirements	26
VII. Budget to Support Areas of Focus	27

Treasure Island Elementary School

7540 E TREASURE DR, North Bay Village, FL 33141

<http://treasureisland.dadeschools.net/>

School Board Approval

This plan was approved by the Dade County School Board on 10/11/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Treasure Island Elementary is to develop internationally minded, independent, healthy, life-long learners by creating a global community where teachers, students, staff and families are actively engaged in encouraging one another to positively impact the world in unity and peace.

Provide the school's vision statement.

The vision of Treasure Island Elementary is to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Joseph, Tarese	Teacher, K-12	Joseph Tarese- 208485@dadeschools.net provides support to teachers in data-analysis, integration of technology, best practices for instruction, intervention, cross-curricular instruction, professional development, assessment, and ELA curriculum resources.
Stokes, Susan	Instructional Coach	Susan Stokes sstokes3@dadeschools.net - Instructional Coach - She provides support to teachers in data-analysis, integration of technology, best practices for instruction, cross-curricular instruction, professional development and ELA curriculum resources.
Villar, Dalia	Principal	Dalia Villar daliavillar@dadeschools.net - Monitors the delivery of curriculum and instruction throughout the building while facilitating collaboration amongst all stakeholders. As the leader of the school, manages the school operations while overseeing schoolwide incentives to promote learning through interventions, collaborative planning, and parental involvement between the school and the community.
Harvard, Marquis	Assistant Principal	Marquis Harvard - Assistant Principal - Marquis harvard@dadeschools.net. He is responsible for the assisting the principal in supporting teachers, students and families. He manages schedules, testing, intervention plans, professional development.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The process to involve stakeholders will be implemented through EESAC and Faculty Meetings. The School Improvement Plan will be discussed and modified as necessary to ensure student and teacher success.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Administration will monitor the School Improvement Plan and provide teacher professional developments based on Needs Assessment Surveys. Student data will be monitored bi-weekly and discussed during monthly collaborative meetings.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	88%
2022-23 Economically Disadvantaged (FRL) Rate	93%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: B 2018-19: B

	2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	3	11	8	7	9	0	0	0	38	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in English Language Arts (ELA)	0	0	4	17	3	1	0	0	0	25	
Course failure in Math	0	0	1	9	5	1	0	0	0	16	
Level 1 on statewide ELA assessment	0	0	0	5	15	15	0	0	0	35	
Level 1 on statewide Math assessment	0	0	0	3	11	8	0	0	0	22	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	9	26	18	18	0	0	0	71	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	2	21	11	7	0	0	0	41

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	0	0	16	0	1	0	0	0	19
Students retained two or more times	0	0	0	1	0	0	0	0	0	1

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	3	11	8	7	9	0	0	0	38	
One or more suspensions	0	0	0	0	0	5	0	0	0	5	
Course failure in ELA	0	0	4	17	3	1	0	0	0	25	
Course failure in Math	0	0	1	9	5	1	0	0	0	16	
Level 1 on statewide ELA assessment	0	0	0	5	15	15	0	0	0	35	
Level 1 on statewide Math assessment	0	0	0	3	11	8	0	0	0	22	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	9	26	18	18	0	0	0	71	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	1	6	13	10	0	0	0	30

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	3	0	5	0	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	3	11	8	7	9	0	0	0	38	
One or more suspensions	0	0	0	0	0	5	0	0	0	5	
Course failure in ELA	0	0	4	17	3	1	0	0	0	25	
Course failure in Math	0	0	1	9	5	1	0	0	0	16	
Level 1 on statewide ELA assessment	0	0	0	5	15	15	0	0	0	35	
Level 1 on statewide Math assessment	0	0	0	3	11	8	0	0	0	22	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	9	26	18	18	0	0	0	71	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	1	6	13	10	0	0	0	30

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	3	0	5	0	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	54	60	53	58	62	56	58		
ELA Learning Gains				62			57		
ELA Lowest 25th Percentile				56			45		
Math Achievement*	54	66	59	63	58	50	53		
Math Learning Gains				77			65		
Math Lowest 25th Percentile				66			58		
Science Achievement*	60	58	54	56	64	59	66		
Social Studies Achievement*					71	64			
Middle School Acceleration					63	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress	81	63	59	56			58		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	58
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	291
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	494
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	19	Yes	2	1
ELL	51			
AMI				
ASN				
BLK				
HSP	57			
MUL				
PAC				
WHT	60			

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	63			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	39	Yes	1	
ELL	55			
AMI				
ASN				
BLK	70			
HSP	61			
MUL				
PAC				
WHT	72			
FRL	61			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	54			54			60					81
SWD	29			21							3	
ELL	48			54			40				5	81
AMI												
ASN												
BLK												
HSP	53			54			60				5	80
MUL												

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	65			58			58				3	
FRL	57			55			69				5	82

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	58	62	56	63	77	66	56					56
SWD	33	45	38	22	60	50	27					40
ELL	38	61	69	58	67	55	37					56
AMI												
ASN												
BLK	75	67		63	75							
HSP	54	62	56	61	76	72	53					55
MUL												
PAC												
WHT	70	60		76	83		69					
FRL	55	62	60	64	76	68	50					53

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	58	57	45	53	65	58	66					58
SWD	27	55		19	27							38
ELL	50	70		49	50							58
AMI												
ASN												
BLK	29			36								
HSP	58	63	50	51	58		59					60
MUL												
PAC												
WHT	68	45		62	82		83					
FRL	53	58	50	50	66	60	64					58

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	59%	56%	3%	54%	5%
04	2023 - Spring	60%	58%	2%	58%	2%
03	2023 - Spring	35%	52%	-17%	50%	-15%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	47%	63%	-16%	59%	-12%
04	2023 - Spring	57%	64%	-7%	61%	-4%
05	2023 - Spring	66%	58%	8%	55%	11%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	54%	50%	4%	51%	3%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Data that indicated the lowest performance was shown in FAST PM3 ELA data for 3rd grade students. Data showed that 34% of students are reading at proficiency in comparison to 50% at a state level and 50% at a district level. Contributing factors are a large English Language Learners population and delay in ESE services for students in 3rd through 5th grade as a result of teacher vacancy in that position.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The greatest decline from the prior year was in 3rd grade ELA student reading proficiency. 2021 - 2022 shows a proficiency score of 43 percent. Whereas, 2022-2023 data show 8 percent decline (35%). Contributing factor includes an increase in the identification of students that qualify for exceptional student education services/accommodation, and an influx of students that enroll as English Language Learners, Level 1 and Level 2.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The largest gap was recognized in 3rd grade ELA reading with 66% of students that were not reading at proficiency in our school compared to 50% that were not reading at proficiency at a state level. Contributing trends include large population of students that are in ESOL 1 and ESOL 2, as well as students that qualify for exceptional student education services.

Which data component showed the most improvement? What new actions did your school take in this area?

In the 2022-2023 ELA Data, 59% of students in 5th grade achieved a proficiency score of 3 or higher, indicating a increase of 2% percentage points from the previous year's data (2021-2022 ELA Data), which reported a proficiency score of 57%. Contributing factors to this improvement were collaborative data chats that were conducted after after topic and iReady assessments, differentiated instruction schoolwide initiative, and job-embedded professional development (JEPD) o support ongoing progress monitoring. New actions that have been taken to support student achievement are standards-based collaborative planning opportunities for teachers across each grade level, instructional support and coaching interactive learning environments.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Reading Deficiency Attendance Highest priorities for school improvement in the upcoming school year include: 1. Targeting the ELL and ESE population to implement effective intervention strategies using Reading Horizons. 2. Integrate intervention strategies in before/after school tutoring opportunities. 3. Scheduling intervention blocks within schedules to optimize support needed for students in Tier 2 and 3. 4. Improving school culture by creating student and teacher incentives that promote engagement. A key area of focus.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Highest priorities for school improvement in the upcoming school year include:

1. Targeting the ELL and ESE population to implement effective intervention strategies using Reading Horizons.
2. Integrate intervention strategies in before/after school tutoring opportunities.
3. Scheduling intervention blocks within schedules to optimize support needed for students in Tier 2 and 3.
4. Improving school culture by creating student and teacher incentives that promote engagement.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Data that indicated the lowest performance was shown in FAST PM3 ELA data for 3rd grade students. Data showed that 34% of students are reading at proficiency in comparison to 50% at a state level and 50% at a district level. Contributing factors are a large English Language Learners population and delay in ESE services for students in 3rd through 5th grade as a result of teacher vacancy in that position.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The 2023-2024 3rd Grade ELA Reading proficiency will increase by 5 percentage points from PM1 to PM3 to 39 percent by the 2024 ELA PM3 FAST assessment.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Administration and instructional coaches will monitor by conducting walkthroughs to ensure that the rigorous and standard aligned instruction is taking place with fidelity. Data Analysis of formative assessments of the L25 students will be reviewed monthly to monitor progress. This data will also be discussed and analyzed during L25 mentor meetings to ensure students are meeting their goals. This will also be evidenced through observations, data chats, lesson plans, collaborative planning, and student product reviews.

Person responsible for monitoring outcome:

Dalia Villar (daliavillar@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

With the implementation of collaborative learning, an additional 5 percentage points in ELA 3rd grade by the 2023-2024 state assessment by June 2024.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Collaborative learning is based on the theory that knowledge is a social construct. Collaborative activities are most often based on four principles: (1) the learner or student is the primary focus of instruction; (2) interaction and "doing" are of primary importance; (3) working in groups is an important mode of learning; (4) structured approaches to developing solutions to real-world problems should be incorporated into learning. Collaborative learning can occur peer-to-peer or in larger groups. Peer teaching/learning is a type of collaborative learning that involves students working in pairs or small groups to discuss concepts, or find solutions to problems. It enables learners to take responsibility for reviewing, organizing, and consolidating existing knowledge and material; understanding its basic structure; filling in the gaps; finding additional meanings; and reformulating knowledge into new conceptual frameworks. Learning from peers increases learning both for the students being helped as well as for those giving the help.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Provide professional development training to faculty in Reading ELA to address the new state standards and ELA teaching methods using quality student work across curriculum.

Person Responsible: Lourdes Dorvilus (ms.dorvilus@dadeschools.net)

By When: 08/15/2023 - We will provide a professional development in the area of teaching and learning, the state standards and strategies for effective instruction.

The Leadership Team will monitor the timely implementation of standards-based district assessments in PM1 for ELA, Reading such as the F.A.S.T. and i-Ready AP1. As a result, teachers will have access to timely data for which to plan for remediation and enrichment.

Person Responsible: Dalia Villar (daliavillar@dadeschools.net)

By When: 08/17/2023 - 09/15/2023

Data analysis will be conducted after the following assessments have been administered: district progress monitoring assessment (bi-weekly data analysis), F.A.S.T. state assessment (quarterly data analysis), and i-ready academic progress monitoring period (quarterly data analysis). As a result of consistent data analysis, teachers will be able to identify students' academic gaps and adjust their instruction to ensure that the gaps in knowledge are closed in ELA.

Person Responsible: Susan Stokes (sstokes3@dadeschools.net)

By When: 08/22 - 10/14

#2. Instructional Practice specifically relating to Collaborative Planning**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Data that indicated the lowest performance was shown in FAST PM3 ELA data for 3rd grade students. Data showed that 34% of students are reading at proficiency in comparison to 50% at a state level and 50% at a district level. Contributing factors are a large English Language Learners population and delay in ESE services for students in 3rd through 5th grade as a result of teacher vacancy in that position.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If we successfully implement collaborative planning, then our students will increase a minimum of 20% in overall learning gains and learning gains for the Lowest 25% in both reading and math.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Collaborative Planning will be monitored through administrative classroom walkthroughs to ensure effective instruction is evident. Administration will also review lesson plans to ensure that instruction is standards-based and aligned to the instructional needs of all learners.

Person responsible for monitoring outcome:

Dalia Villar (daliavillar@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the Targeted Element of Collaborative Planning, our school will focus on the evidence based strategy of: Establishing and implementing instructional frameworks and a planning protocol that promotes achievement for all learners during the instructional block. This tool will include an Opening routine, whole group instruction, small group instruction and independent practice.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Establishing and implementing the instructional framework will ensure that teachers present lessons clearly and skillfully using explicit instruction. The framework will also ensure that teachers plan effectively for content mastery and pacing.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Create a school-wide collaborative planning schedule and develop a collaborative planning framework that addresses whole and small group.

Person Responsible: Susan Stokes (sstokes3@dadeschools.net)

By When: 08/29-9/14

Instructional coaches and teachers will unwrap standards to allow teachers to develop appropriate lessons targeting the grade level.

Person Responsible: Susan Stokes (sstokes3@dadeschools.net)

By When: 8/22-10/14

Provide teachers professional development for the Florida Standards and the framework for effective instruction with a focus on instructional planning.

Person Responsible: Susan Stokes (sstokes3@dadeschools.net)

By When: 8/22-10/14

#3. Positive Culture and Environment specifically relating to Teacher Attendance

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Teacher attendance is directly correlated to student academic achievement. When instructional personnel aren't present students do not receive the standards-based instruction needed to achieve academic success. This results in a decrease in student gains, which also lowers staff morale on the data review, which shows during the 2021-2022 school year more than 59% of staff had more than 10 or more absences. During the 2022-2023 school there was an increase of staff with 10 or more absences with the percentage increasing to 65%. This increase in staff having 10 or more absences represented a 6% increase.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If we successfully implement Celebrate Successes of Instructional and Non-Instructional staff, our morale for working together will increase by 20 percentage points on the 2023-2024 Climate Survey by June 2024. In addition, if we successfully implement school-wide attendance initiatives the percentage points of staff who missed more than 10 days will decrease.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Staff meetings will begin with an opportunity for connection and teachers will have designated speaking time during every meeting to ensure that all input is considered. The leadership team will survey teachers to garner ideas on initiatives/strategies/systems they would like to have implemented in our school. Based on the survey teachers will volunteer to lead different initiatives and showcase their leadership. In addition, a Strategic Staff Attendance Initiative will involve close monitoring and reporting of staff absences.

Person responsible for monitoring outcome:

Lourdes Dorvilus (ms.dorvilus@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the Area of Focus of Positive Culture and Environment, we will focus on implementing the evidence based strategy Celebrate Successes. Consistently acknowledging and celebrating staff and student success will promote a positive school culture and increase staff and student morale. When school culture is positive and morale is high, staff and students are more likely to be present and put forth maximum effort.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The 2022-2023 Staff Data identified an increase of 6 percentage points in the amount of staff with 10 or more absences. This data indicates that there is a critical need to provide teachers with incentives for improved attendance. Also provide staff with opportunities to lead initiatives/strategies/systems they would like to have implemented in our school. By leading different initiatives teachers will feel empowered and connected to the school's overall mission.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

We will implement a Staff/Student of the Month Celebration that highlights and celebrates their successes. We will also celebrate staff and students birthdays. As a result of implementing Staff of the Month Celebration and celebration of birthdays, the staff's teamwork, cohesiveness, and collaboration will increase.

Person Responsible: Tarese Joseph (208485@dadeschools.net)

By When: 8/22 - 10/14

Staff and students with 100% attendance per month, will be able to enter a drawing for a prize and participate in a PTA led breakfast. Staff and students with 100% attendance at the end of the school year will be celebrated and entered for the Grand Finale Drawing for their accomplishments. There will be a Principal's 100% Attendance 10 Day Challenge, the class with 100% attendance will be entered into a drawing to receive a \$25 class gift card.

Person Responsible: Lourdes Dorvilus (ms.dorvilus@dadeschools.net)

By When: 9/1-10/20

The Leadership team will work with all stakeholders to create an attendance committee that will be utilized to determine which staff members are selected for attendance awards, gift cards, and etc.

Person Responsible: Dalia Villar (daliavillar@dadeschools.net)

By When: 12/23

#4. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

As a result of the 2022 data analysis, it was determined that the area of critical need was in English Language arts proficiency in the subgroup of SWD. According to the 2022 data the SWD fell below the 2 % from reaching the 41% proficiency level. We will focus on standard-based instruction to address this critical need.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of standard-based instruction, there will be a three percentage point increase of the score proficiency on grade level or above in the area of Reading ELA by 2023-2024 State Assessment.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The administrative team will attend weekly Common Planning to monitor teachers collaborating to plan for differentiated instruction in the classroom. The administrative team will conduct classroom walkthroughs to determine if differentiated instruction strategies are being utilized in the classroom.

Person responsible for monitoring outcome:

Marquis Harvard (239895@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence-based strategy being implemented for this Area of Focus will be differentiated instruction during the sixty-minute block. Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Differentiated Instruction will allow for effective teaching that provides all students with different avenues to learning through acquiring content, processing, constructing, or making sense of ideas. Developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability, will increase student achievement.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

In class assessments and topic Assessments will be used to create DI groups and assist in determining learning gaps for targeted instruction.

Person Responsible: Susan Stokes (sstokes3@dadeschools.net)

By When: By August 22, 2023

From August 31, 2023 through October 14, 2023, based on data, teachers will use flexible grouping for small group instruction, resulting in closing the learning gap.

Person Responsible: Marquis Harvard (239895@dadeschools.net)

By When: October 14, 2023

From August 31, 2023 through October 14, 2023, teachers will collaborate during meetings to create plans and gather resources and materials in order to utilize during differentiated instruction.

Person Responsible: Dalia Villar (daliavillar@dadeschools.net)

By When: October 14, 2023

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

N/A

Reading Achievement Initiative for Scholastic Excellence (RAISE)**Area of Focus Description and Rationale**

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

According to the 2023 FAST STAR AP3 Data 54% of kindergarten students are proficient, 42 % of 1st grade students are proficient, and in 2nd grade 24% of the students are proficient in Reading/ELA.

Vocabulary plays a fundamental role in reading comprehension. Therefore, the implementation of vocabulary strategies and practices will be integrated into instruction in order to increase the number of student meeting proficiency.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

According to the 2023 FAST STAR AP3 Data 38% of the 3rd Grade students are proficient, 60% in 4th Grade, and 59% in 5th grade are proficient in Reading/ELA. Vocabulary plays a fundamental role in reading comprehension. Therefore, the implementation of vocabulary strategies and practices will be integrated into instruction in order to increase the number of student meeting proficiency.

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

With the implementation of vocabulary and differentiation strategies an additional 10% of K-2 student population will score at grade level or above in ELA by 2023-2024 state assessment. Over 41% of our Students with Disabilities will demonstrate an increase in student academic achievement in ELA and Math by the second progress monitoring assessment.

Grades 3-5 Measurable Outcomes

With the implementation of vocabulary and differentiation strategies, an additional 10% of 3-5 student population will score at grade level or above in ELA by 2023-2024 state assessment. Over 41% of our Students with Disabilities will demonstrate an increase in student academic achievement in ELA and Math by the second progress monitoring assessment.

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

The Leadership team will conduct quarterly data chats, adjust groups based on current real time data and follow-up with regular walkthroughs to ensure that vocabulary instruction is aligned to current data. Administrators will review bi-weekly lesson plans for indication of explicit instruction aligned to vocabulary. Administrators will throughout walkthroughs ensure and review indicators of differentiated instruction. The Leadership team will track and monitor Fast PM Data and I-ready Diagnostic Data. The data will be analyzed during the Leadership Team meetings to ensure students are demonstrating growth. Extended Learning Opportunities will be provided to those students who have not demonstrated growth on either of these assessments.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Villar, Dalia, daliavillar@dadeschools.net

Evidence-based Practices/Programs**Description:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term “evidence-based” means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida’s definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida’s definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district’s K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Within the Targeted Element of Vocabulary, our school will focus on the evidence-based strategy of: Explicit Vocabulary Instruction aligned with before, during, and after reading strategies. Differentiation will assist in accelerating student understanding of the use of context clues. Data-Driven instruction will be monitored through use of bi-weekly assessments and data trackers to drive instructional planning for next steps.

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

Explicit Vocabulary Instruction, along with differentiated instruction, will ensure that teachers are using data to plan lessons that are customized to the needs of students. Teachers will continually make adjustments to instruction as needed. This strategy will support students in learning to utilize context clues when identifying vocabulary within a text.

Action Steps to Implement

List the action steps that will be taken to address the school’s Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
8/17-10/11- Teachers will develop lesson plans that inclusive of Vocabulary instruction. As a result, teachers will use appropriate resources, and lesson plans will reflect student learning in identifying vocabulary within a text.	Stokes, Susan, sstokes3@dadeschools.net
8/17-10/11 Teachers will plan with Transformation Coach to utilize interactive vocabulary word walls throughout instruction.	
12/22- The School Leadership team will provide incentives for students who have demonstrated growth from PM1 to PM2.	Villar, Dalia, daliavillar@dadeschools.net
During Leadership Team Meetings, we will select and implement a School-wide Collaborative Learning Structure or strategy for the month. As a result, walkthroughs will be conducted bi-weekly, to monitor the implementation of the Collaborative Structure of the Month for Students with Disabilities during whole group instruction.	Harvard, Marquis, 239895@dadeschools.net

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The SIP and progress will disseminated through ESSAC Meetings, Parent Meetings, websites, annual parent meetings, and PTA Meetings.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Treasure Island Elementary will build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress through ESSAC Meetings, Parent Meetings, websites, annual parent meetings, and PTA Meetings.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)(ii))

Treasure Island Elementary will strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum through weekly Collaborative Planning and Instructional Planning with the Curriculum Coach.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

n/A

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

n/a

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

n/a

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

n/a

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

n/a

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Collaborative Planning	\$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Teacher Attendance	\$0.00
4	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No