

Miami-Dade County Public Schools

# Francis S.Tucker K 8 Center School



2023-24

Schoolwide Improvement Plan (SIP)

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## Francis S.Tucker K 8 Center

3500 S DOUGLAS RD, Miami, FL 33133

<http://tucker.dade.k12.fl.us/>

### 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.**

Frances S. Tucker K-8 Center provides the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

**Provide the school's vision statement.**

The STArts Magnet program at Frances S. Tucker K-8 Center aims to nurture forward-thinking, action-oriented highly skilled, creative problem solvers who will become global citizens through the integration of Arts and STEM curriculum.

### 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
Pickett, Fredrelette	Principal	Dr. Pickett's job duties and responsibility consists of meeting with the administrative team to collaborate with teachers in disaggregating, analyzing, and interpreting data. Additionally, Dr. Pickett will conduct walkthroughs in order to provide feedback and information for the appropriate implementation of data-driven instruction and observe student's academic learning needs being met.
Garrido, Marisol	Assistant Principal	Mrs. Garrido's job duties and responsibilities consist of meeting with the leadership team to disaggregate, analyze, and interpret data from baseline assessments, progress monitoring, and MTSS/RTI progress. Students in the lowest 25 percentile group will be identified and proper interventions will be implemented to meet the student's learning needs and monitor their progress. Additionally, identify and monitor RTI Tier 2 and Tier 3 intervention groups. Scheduling quarterly data chats with coaches and teachers to analyze and reflect data-driven instruction and student's academic growth progress. Weekly walkthroughs to observe standard-aligned instruction and student engagement in the classroom.
ALFARO, YANELIS	Instructional Coach	Ms. Alfaro's job duties and responsibilities consist of assisting teachers with the implementation of the K-12 Comprehensive Research-based Reading Plan. Provide support to teachers by following the coaching model. Meeting the leadership team to disaggregate, analyze, and interpret data from baseline assessments, progress monitoring, and MTSS/RTI progress. Identify students working below grade level or lowest 25 percent to coordinate appropriate intervention schedule for MTSS/RTI Tier 2 and Tier 3. Additionally, plan with teachers data driven instruction to meet students' learning needs and encourage teachers to participate in professional development to effectively implement reading materials and strategies.
Salazar, Yaliesperanza	Instructional Coach	Ms. Salazar's job duties and responsibilities consist of assisting teachers with the implementation of the mathematics curriculum. Provide support to teachers by following the coaching model. Meeting the leadership team to disaggregate, analyze, and interpret data from baseline assessments, progress monitoring, and MTSS/RTI progress. Identify students working below grade level or lowest 25 percent to coordinate appropriate intervention schedule for MTSS/RTI Tier 2 and Tier 3. Additionally, plan with teachers data driven instruction to meet students' learning needs and encourage teachers to participate in professional development to effectively implement mathematics materials and strategies.

Name	Position Title	Job Duties and Responsibilities
Herrera, Jose	Magnet Coordinator	Mr. Herrera's job duties and responsibilities consist of assisting administration and teachers with implementation and on-going support of the magnet curriculum. He will provide coaching, mentoring, and training to all teachers to ensure student success with the magnet curriculum. Additionally, he will schedule quarterly data chats with the science coach and the teachers to analyze and reflect data-driven instruction and student's academic growth progress.
Basualdo, Anabel	Teacher, Adult	Mrs. Basualdo's job responsibilities and duties consist of assisting the school's magnet lead teacher and project partners in developing magnet strand-specific curricula, designing authentic, experiential, and interdisciplinary magnet themed projects, and delivering quality content in the specialized magnet classes. She will also integrate computer supported collaborative learning by using design thinking, problem-based learning, and inquiry-based learning as instructional strategies. She will, moreover, assist teachers in implementing the science curriculum and working with the magnet lead teacher in analyzing and reflecting data-driven instruction and student's academic growth progress.

### 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 for involving stakeholders to give input in the SIP development process entails them completing the climate survey and analyzing the school data to identify areas in which the school can set goals to improve in the 2023-2024 school year.

### 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))

The SIP will be regularly monitored for effective implementation and to monitor the impact on increasing student achievement in meeting the State's academic standards by conducting monthly leadership team meetings to analyze data and make appropriate revisions as needed.

### Demographic Data

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

<b>2023-24 Status</b> (per MSID File)	Active
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<b>School Type and Grades Served</b> (per MSID File)	Combination School PK-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	94%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	100%
<b>Charter School</b>	No
<b>RAISE School</b>	Yes
<b>ESSA Identification</b> *updated as of 3/11/2024	ATSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (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) Economically Disadvantaged Students (FRL)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: A
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

### 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	6	7	10	12	10	7	2	0	0	54	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in English Language Arts (ELA)	0	1	2	9	0	6	3	0	0	21	
Course failure in Math	0	0	1	8	1	2	1	0	0	13	
Level 1 on statewide ELA assessment	0	0	0	17	13	17	9	0	0	56	
Level 1 on statewide Math assessment	0	0	0	16	21	17	5	0	0	59	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	9	7	18	19	17	25	19	0	0	114	

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	20	17	15	6	0	0	60

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	1	0	1	5	0	0	0	0	0	7
Students retained two or more times	0	0	0	1	0	0	1	0	0	2

#### 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	5	13	9	11	9	6	7	0	0	60	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	2	4	13	6	2	6	0	0	33	
Course failure in Math	0	2	0	6	2	7	2	0	0	19	
Level 1 on statewide ELA assessment	0	0	0	14	14	25	0	0	0	53	
Level 1 on statewide Math assessment	0	0	0	9	22	31	0	0	0	62	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

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	1	2	2	13	6	14	14	0	0	52

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	2	3	9	0	0	0	0	0	17
Students retained two or more times	0	0	0	1	0	0	1	0	0	2

#### 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	5	13	9	11	9	6	7	0	0	60	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	2	4	13	6	2	6	0	0	33	
Course failure in Math	0	2	0	6	2	7	2	0	0	19	
Level 1 on statewide ELA assessment	0	0	0	14	14	25	0	0	0	53	
Level 1 on statewide Math assessment	0	0	0	9	22	31	0	0	0	62	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

**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	1	2	2	13	6	14	14	0	0	52

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	2	3	9	0	0	0	0	0	17
Students retained two or more times	0	0	0	1	0	0	1	0	0	2

## 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*	52	61	53	44	62	55	48		
ELA Learning Gains				61			52		
ELA Lowest 25th Percentile				54					
Math Achievement*	52	63	55	38	51	42	41		
Math Learning Gains				51			24		
Math Lowest 25th Percentile				57					

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	58	56	52	38	60	54	46		
Social Studies Achievement*		77	68		68	59			
Middle School Acceleration		75	70		61	51			
Graduation Rate		76	74		53	50			
College and Career Acceleration		73	53		78	70			
ELP Progress	67	62	55	41	75	70	41		

\* 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	53
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	264
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	384
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

**ESSA Subgroup Data Review (pre-populated)**

<b>2022-23 ESSA SUBGROUP DATA SUMMARY</b>				
<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	30	Yes	3	1
ELL	47			
AMI				
ASN				
BLK	29	Yes	2	2
HSP	59			
MUL				
PAC				
WHT				
FRL	54			

<b>2021-22 ESSA SUBGROUP DATA SUMMARY</b>				
<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	36	Yes	2	
ELL	49			
AMI				
ASN				
BLK	28	Yes	1	1
HSP	55			
MUL				
PAC				
WHT				
FRL	47			

**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	52			52			58					67
SWD	31			22			30				5	58
ELL	38			56			45				5	67
AMI												
ASN												
BLK	33			31							3	
HSP	59			62			61				5	67
MUL												
PAC												
WHT												
FRL	52			49			52				5	78

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	44	61	54	38	51	57	38					41
SWD	22	41		30	64		23					
ELL	37	56	62	39	58	60	36					41
AMI												
ASN												
BLK	27	54		15	29		15					
HSP	53	65	63	46	61	60	50					42
MUL												
PAC												
WHT												
FRL	41	61	56	35	50	55	36					41

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	48	52		41	24		46					41
SWD	42	47		50	33		50					
ELL	51			56			30					41

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
AMI												
ASN												
BLK	34	38		27	14		50					
HSP	54	56		48	28		40					44
MUL												
PAC												
WHT												
FRL	45	44		38	18		42					41

### 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	45%	56%	-11%	54%	-9%
04	2023 - Spring	45%	58%	-13%	58%	-13%
06	2023 - Spring	54%	50%	4%	47%	7%
03	2023 - Spring	34%	52%	-18%	50%	-16%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	74%	58%	16%	54%	20%
03	2023 - Spring	41%	63%	-22%	59%	-18%
04	2023 - Spring	34%	64%	-30%	61%	-27%
05	2023 - Spring	36%	58%	-22%	55%	-19%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	43%	50%	-7%	51%	-8%

### 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.**

The 2023 FAST ELA Reading data demonstrated that overall grades 3-6 showed the lowest performance was ELA Reading with no growth from 2021-2022 to 2022-2023 remaining at 44%. A contributing factor was the increase enrollment of students new to the state or country that lack foundational reading skills.

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

Specifically in the 2023 FAST ELA Reading, third grade students decreased proficiency level by 13 percentage points from 47% in 2022 FSA ELA Reading to 34% in 2023 FAST ELA Reading assessment.

**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 data component with the greatest gap compared to the state is science. Our school data currently is at 43% and the state level is 51%. Our science data did increase from 2021-2022 from 38% to 43%, meaning that the strategies implemented are demonstrating progress. A factor that contributed to this was that fifth grade had an increase in student enrollment coming out of state and country.

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

The data component that demonstrated the most improvement was 2023 FAST Mathematics proficiency level increasing from 37% to 47% overall grades 3-7. One important new action take was to consistently provide math intervention and tutoring before/after school to students demonstrating deficiencies in math topic assessments. Additionally, the math coach met with teachers during collaborative planning and analyzed data to drive classroom instruction and differentiated instruction to help close the learning gap.

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

1. The "Substantial Reading Deficiency" component was an area of concern as the data demonstrates that 114 students in grades K-6 are reading below grade level.
2. Another area of concern is "Students with two or more indicators" component that has 60 students in grades 2-6 with two or more early warning indicators.

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



1. Increasing proficiency levels in reading, math, and science.
2. Decreasing the number of students with substantial reading deficiencies.
3. Increasing magnet student enrollment.
4. Providing professional development support for magnet science curriculum.
5. Decreasing student attendance of 30+ absences.

**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 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.

According to the 2023 FAST ELA Reading Assessment, 44% of the students in grades 3-5 showed proficiency, and in 2023 NGSSS Science 43% of the fifth-grade students showed proficiency, in comparison to 2022 data that demonstrates a slight decline in the reading proficiency data that was at 46% proficiency and an increase in science data from 37%. A contributing factor is that there is a lack of foundational reading skills that are attributed to student reading and comprehending on grade level which correlates with the student's ability to continue to increase science proficiency levels. Based on the data we will focus on collaborative planning with the reading coach and science lead teacher to support teachers with the appropriate strategies and resources to implement in the classroom and close the reading gap.

**Measurable Outcome:**

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

By implementing collaborative planning, there will be a minimum gain of 10 percentage points in students meeting reading proficiency level in grades third through fifth and for NGSSS Science Assessment a minimum gain of 5 percentage points in students meeting proficiency level in fifth grade by the end of the school year.

**Monitoring:**

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

The Leadership Team will conduct quarterly data chats, adjust groups based on current data in real-time, and follow up with regular walkthroughs to ensure quality instruction. Particularly, administration will review bi-weekly lesson plans for indicators of differentiation for L25 students. Data analysis of Reading (biweekly assessments) and Science (topic assessments) will be reviewed during grade level planning to ensure students meet the standards. In addition, the data will be analyzed during the Leadership Team meetings to ensure collaborative planning is having positive impact on students demonstrating growth on remediating standards.

**Person responsible for monitoring outcome:**

Marisol Garrido (mgarrido@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 evidenced based intervention of instructional planning/coaching. Collaborative planning will facilitate the implementation of reading strategies during the science block to support vocabulary and reading comprehension. The implementation of instructional planning will be monitored through the use of Performance Matters data to analyze reading proficiency in bi-weekly reading assessments and science topic assessments.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Instructional Support/Coaching is when teachers work together to set a measurable goal to improve instructional outcomes. Coaching Cycles focus on the identified goal and increases the achievement and engagement of every student by bringing out the best performance of every teacher. Coaches use both student-centered and teacher-centered methods to help teachers improve the decisions they make about their instruction.

**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.

The action step that will be taken during 08/14/23-09/29/23 will be to create schedules to include weekly grade level meetings. As a result, teachers will meet with the reading coach to discuss pacing guides, instruction, and students' learning needs.

**Person Responsible:** Marisol Garrido (mgarrido@dadeschools.net)

**By When:** The action step needed will be implemented by the end of the first quarter.

The action step that will be taken during 8/14/2023 - 9/29/2023 will be for the reading coach to plan collaboratively with the science lead teacher to analyze science data, review science pacing guides and the use of appropriate reading strategies during science to close the reading learning gap.

**Person Responsible:** YANELIS ALFARO (yanelisalfaro@dadeschools.net)

**By When:** The action step needed will be implemented by the end of the first quarter.

The action step that will be taken during the 8/14/2023 - 9/29/2023 will be to meet weekly for collaborative planning with the teachers to review pacing guides, student informational text exposure and reading strategies to be implemented during the science block.

**Person Responsible:** YANELIS ALFARO (yanelisalfaro@dadeschools.net)

**By When:** The action step needed will be implemented by the end of the first quarter.

**#2. Instructional Practice specifically relating to Math****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.

According to the 2022-2023 FAST PM 3 data, 46% of the students in grades 3-6 showed proficiency in Math as compared to 2021-2022 FSA Math proficiency of 38%. Based on the data and the identified contributing factors of increase in ESOL students and Level 1 scores, students readiness levels limit abilities to meet grade level standards and the essential use of small group instruction, we will implement the Targeted Element of Differentiated Instruction.

**Measurable Outcome:**

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

With the implementation of Differentiated Instruction, there will be an increase of 10 percentage points from the 2023-2024 Math FAST PM1 to FAST PM3 of the students who will receive consistent differentiated instruction to meet proficiency levels by the end of the school year.

**Monitoring:**

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

The leadership team will conduct quarterly data chats. There will be walkthroughs to ensure quality instruction is taking place and lesson plans are being modified according to data gathered. Topic assessments and other data information will be analyzed during grade level meetings to modify instruction.

**Person responsible for monitoring outcome:**

Fredrelette Pickett (fpickett@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 Math, our school will focus on the evidence-based strategy of Data-Driven Instruction. Data-driven instruction will assist in remediating benchmarks and addressing students needs through differentiated instruction to improve the overall learning gains in mathematics proficiency levels. Differentiation will be monitored using data trackers to drive instructional planning and data-driven conversations to include OPMs.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

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. Research demonstrates this method benefits a wide range of students.

**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.

The action step that will be taken during 08/14/23-09/29/23 will be to create schedules to include weekly grade level meetings. As a result, teachers will meet with the math coach to discuss pacing guides, instruction, and students' learning needs.

**Person Responsible:** Marisol Garrido (mgarrido@dadeschools.net)

**By When:** The action step needed will be implemented by the end of the first quarter.

The action step that will be taken during 08/14/23-09/29/23 will be to identify students' learning needs by analyzing FAST PM 3 data in comparison to current FAST PM 1 data. As a result, the math coach and teachers will be able to use the data to plan for instruction and meet students' learning needs.

**Person Responsible:** Yaliesperanza Salazar (ysalazar@dadeschools.net)

**By When:** The action step needed will be implemented by the end of the first quarter.

The action step that will be taken during 08/14/23-09/29/23 will be to implement differentiated instruction routine in the classroom. As a result, the math coach and teachers will be able to create a routine based on the students' learning needs from the math topic assessment data.

**Person Responsible:** Yaliesperanza Salazar (ysalazar@dadeschools.net)

**By When:** The action step needed will be implemented by the end of the first quarter.

**#3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups****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.

Based on the 2021 – 2022 data review, our school will focus on the learning loss of Students with Disabilities and Black/African American Students, which indicates that we are below the 41% subgroup score. The subgroup of Students with Disabilities scored 36% and Black/African American Students 28% in the Federal Percent of Points Index. When analyzing the data, the identified students are in the lowest 25% group and scored 31% in reading and 14% in mathematics. One contributing factor to the 2021-2022 school data is an increase in out-of-state ESE students to our school. Those new students had to adjust to a new curriculum, standards, and state assessments like the FSAA and the FAST.

**Measurable Outcome:**

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

Based on the 2022-2023 data our school will continue to focus on the learning loss of Students With Disabilities and our black/African American students, which indicate that they are 41% below the subgroup score. When analyzing the data from the 2022-2023 FAST Assessment Black/African American students scored 36% in reading and 33% in math. The Students With Disabilities scored 20% in reading and 8% in math. By implementing intervention during the 2023 – 2024 there will be a minimum of 5 percentage points increase for those students not meeting proficiency. The Black/African American students will increase in reading from 36% to 41% and in math from 33% to 38%. The Students with Disabilities will increase in reading from 20% to 25% and in math from 8% to 13% by the end of the school year.

**Monitoring:**

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

The Leadership Team will lead SPED and General Education Teachers in common planning sessions with data analysis from iReady diagnostics and FAST progress monitoring assessments. The administration will conduct walkthroughs to ensure students with disabilities and Black/African American students are receiving differentiated instruction via small groups.

**Person responsible for monitoring outcome:**

Marisol Garrido (mgarrido@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.)

Our school will focus on the evidence-based strategy of differentiated instruction and Response to Intervention (Rtl). Differentiated instruction will allow the students to receive academic support based on their learning needs with the core instruction and skills may vary from week to week depending on student progress. Additionally, Rtl is a multi-tier approach to support students with learning needs and reduce the academic learning gap. The Rtl process begins with high-quality instruction and includes providing aligned interventions with on-going progress monitoring.

The Rtl multi-tier approach will be used during the reading block to provide high-quality instruction and providing intervention to those students with disabilities to address specifically their learning needs. In Rtl tier 1, students will receive the on-grade level using the McGraw-Hill Wonders and differentiated instruction. Then Rtl tier 2, students will receive small group intervention with the Horizon program, and tier 3 students will receive specific skill-based intervention. By using the Rtl multi-tier approach with fidelity students with disabilities will be able to decrease the learning loss and make learning gains. As per mathematics, a similar approach will be used by providing differentiated instruction to the students during the math block as a tier 1 intervention. For tier 2 and 3 students will be assigned a specific iReady math lesson or Reflex math lesson that addresses their learning needs.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

RtI is a structured program designed to help at-risk students make enough progress and ideally achieve comparable results to their peers. It involves screening students to see who is at risk, deciding whether supporting intervention will be given in class or out of class, using research-based teaching strategies within the chosen intervention setting, closely monitoring the progress, and adjusting the strategies being used when enough progress is not being made.

**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.

The action steps that will be taken during 08/14/23-9/29/23 by the reading coach will be providing support to implement differentiated instruction lessons for students with disabilities and Black/African American students. The reading coach will also monitor students' progress on FAST Reading PM1 and weekly completion of iReady reading lessons. As a result, the reading coach will be able to review data to ensure students are making progress.

**Person Responsible:** YANELIS ALFARO (yanelisalfaro@dadeschools.net)

**By When:** The action step needed will be implemented by the end of the first quarter.

The action steps that will be taken during 08/14/23-9/29/23 by the math coach will be providing support to implement differentiated instruction lessons for the students with disabilities and Black/African American Students. In addition, the math coach will monitor the students' progress on FAST Mathematics PM1 and weekly completion of iReady mathematics lessons. As a result, the math coach will be able to review data to ensure students are making progress.

**Person Responsible:** Yaliesperanza Salazar (ysalazar@dadeschools.net)

**By When:** The action step needed will be implemented by the end of the first quarter.

The action steps that will be taken during 08/14/23-9/29/2023 by the principal will conduct walkthroughs to observe differentiation lessons in the classrooms. As a result, the principal will be able to provide feedback to teachers about their differentiated lessons.

**Person Responsible:** Fredrelette Pickett (fpickett@dadeschools.net)

**By When:** The action step needed will be implemented by the end of the first quarter.

The action steps that will be taken during 08/14/23-9/29/2023 by the assistant principal will conduct data chats with teachers to analyze data and monitor students' progress. As a result, the assistant principal will be able to review the data with the teachers and discuss students' progress as well as the teacher's learning goals for next quarter.

**Person Responsible:** Marisol Garrido (mgarrido@dadeschools.net)

**By When:** The action step needed will be implemented by the end of the first quarter.



**#4. Positive Culture and Environment specifically relating to Other****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.

According to the 2022-2023 SIP survey, 46% of our teachers responded that, after a PD opportunity, they are provided with the requisite support/resources to implement the newly learned strategy all the time. Based on the data and the identified contributing factors of building a rigorous STArts magnet program and insufficient experience in implementing PBL strategies, we will implement a mentorship program for our teachers that will consist of expert teachers of PBL as mentors and fledgling teachers of PBL as mentees.

**Measurable Outcome:**

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

With the implementation of a mentorship program, 56% of the teachers will meet with their mentors to receive the requisite support and resources for project-based learning strategies that will enrich our STArts magnet program by the end of the school year.

**Monitoring:**

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

The mentorship program will be monitored by the school's magnet lead teacher Mr. Herrera using the following two methods: through teacher reflection surveys and unit plan implementation as it relates to our STArts magnet program.

**Person responsible for monitoring outcome:**

Marisol Garrido (mgarrido@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 targeted element of a mentorship program, our school will focus on the evidenced based intervention of mentoring. The mentorship program will help teachers implement the PBL strategies they learned at the PBL PD. The mentorship program will be monitored monthly through teacher reflection surveys and unit plans with students.

Mentorship programs lead to higher academic gains by students whose teachers have a mentor assisting them throughout the year. Furthermore, teachers who are mentored report that they can carefully construct learning outcomes for projects, produce more authentic assessments, and implement engaging teaching strategies.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Mentorship Programs refers to the implementation and maintenance of mentoring programs which may include: teacher to teacher, student to student, and teacher/staff to student. Effective Mentorship Programs include regularly scheduled meetings between the mentor and mentee(s) with a purposeful conversation that has set objectives. Mentorship can help develop students' social emotional competencies, create a sense of belonging, and increase valuing of school.

**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.

The action step that will be taken during 08/14/23-09/29/23 will be to create a list of mentees that will meet with a given mentor, as well as a calendar for the monthly meetings. As a result, teachers will know who will be supporting them through the PBL process and when meetings will take place with anticipation.

**Person Responsible:** Jose Herrera (josherrera@dadeschools.net)

**By When:** The action step needed will be implemented by September 13th, 2023.

The action step that will be taken during 08/14/23-09/29/23 will be to create a plan of PBL topics that will be discussed at each monthly meeting. As a result, teachers will know with anticipation what will be presented and it will help them prepare questions or concerns that the mentors can provide support with.

**Person Responsible:** Jose Herrera (josherrera@dadeschools.net)

**By When:** The action step needed will be implemented by September 13th, 2023.

The action step that will be taken during 08/14/23-09/29/23 will be that administration will monitor teacher's attendance in the PBL PD. As a result, administration will ensure that there is fidelity to the PBL implementation for the school's magnet program.

**Person Responsible:** Marisol Garrido (mgarrido@dadeschools.net)

**By When:** The action step needed will be implemented by the end of the first quarter.

**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)).

The process to review school improvement funding allocations and ensuring resources are allocated based on needs is for the Leadership Team to review the ESSA data and identify areas of improvement. The Leadership Team discusses strategies to improve student's learning needs, which will determine if funding allocations and resources are needed to meet the area of focus.

**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

Based on the 2022 – 2023 data review, our school will focus on the learning loss of Reading proficiency for students in kindergarten – 2nd grade. The 2022 – 2023 FAST STAR P3 data indicates, that

32% of students in kindergarten, 42% of students in first grade, and 60% of students in second grade are not meeting proficiency levels and are scoring below the 40th percentile. One of the contributing factors to the 2022 - 2023 data is an influx of out-of-state or out-of-the-country students who lack foundational reading skills and are acquiring the English language.

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

During the 2022 – 2023 school year the data demonstrated that 65% of the students in 3rd grade, 53% of the students in 4th grade and 50% of the students in 5th grade scored below a Level 3 in Grade 3, Grade 4, and Grade 5 on the FAST ELA PM3. These students did not meet proficiency reading levels. During this school year we will focus on reading strategies to improve the percentage of students meeting proficiency reading levels. One of the contributing factors to the 2022 - 2023 data is an influx of out-of-state and out-of-the-country students who lack foundational reading skills and are acquiring the English language.

### 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

By implementing Before, During and After (BDA) reading strategies during the 2023-2024 school year, the school's goal is for kindergarten to 2nd grade students to increase by 10% their proficiency level

based on the Reading data from FAST - Star PM1 to FAST - Star PM3. In addition to the FAST Progress Monitoring, will also utilize the iReady Reding Diagnostic Assessments to monitor their Growth.

### **Grades 3-5 Measurable Outcomes**

By implementing Before, During and After (BDA) reading strategies during the 2023-2024 school year, the school's goal is for 3rd to 6th grade students to increase by 10%their proficiency level based on the Reading data from FAST - PM1 to FAST - PM3. In addition to the FAST Progress Monitoring, will also utilize the iReady Reading Diagnostic Assessments to monitor their Growth.

## **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 schools' area of focus will be monitored with fidelity throughout the school year to ensure students' academic achievement. Monitoring the data collected will allow for the teachers to adjust and differentiate instruction.

- \* Analyzing data with teachers
- \* Identifying students in the lowest 25 percent
- \* Schedule targeted students to attend intervention
- \* Monitor student's progress in intervention
- \* Conduct walkthroughs to ensure fidelity of intervention
- \* Collaborative planning meetings
- \* Data chats to analyze progress monitoring
- \*Tutoring during after school program – TALENTS
- \* Participation in district or transformational training on Reading Horizons intervention
- \*Participation in district or transformation training on HMH – Read 180 and System 44 Curriculum

### **Person Responsible for Monitoring Outcome**

Select the person responsible for monitoring this outcome.

Garrido, Marisol , mgarrido@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 ELA Reading, our school will focus on the evidence-based strategy of Before, During, and After (BDA) Reading strategies to enable students to become active and strategic

readers. The students will be able to apply the BDA Reading strategies to help them interact with the text and improve their reading comprehension skills. The BDA Reading strategies will facilitate the implementation of

the K-12 Comprehensive Evidence-based Reading plan and the B.E.S.T. ELA Standards to effectively improve students' outcomes on reading comprehension. The Before, During and After (BDA) Reading Strategies will be used during the Language Arts Reading block to address the learning needs of students improving their reading comprehension skills. Students in grades kindergarten through seventh grade will be able to use the strategies as follows: (1) before reading students will be able to preview the text to set a purpose for reading; (2) during reading, they will use the identified purpose for reading to annotate the text while reading as well as utilizing vocabulary strategies to determine the meaning of unknown words; and (3) after reading, students will be able to dissect the questions given by the teacher or textbook and answer the questions making text evidence connections. The Before, During and After (BDA) Reading Strategies will be effective for those struggling readers who will benefit from strategies that will improve their reading comprehension across genres.

### **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?

Teaching BDA Reading Strategies enables students to become active and strategic readers. This is a process that engages students in the use of active reading strategies before, during, and after reading. Before reading, students preview the text to set a purpose for reading. This purpose can be set based on the genre (poetry, fiction, non-fiction) of the text. This knowledge or purpose is then used to annotate the text while reading. The students annotate (take notes) based on the main characteristics of the genre. Skimming is a strategic, selective reading method in which students focus on the main ideas of a text. This technique can also be used when students are searching for supporting evidence to respond to comprehension questions. Additionally, students utilize vocabulary strategies to determine the meaning of unknown words which will further enhance their understanding. After reading, students dissect the questions and answers carefully, as well as search the text for appropriate evidence if need be. The Paraphrasing Strategy is designed to help students focus on the most important information in a passage and to improve students' recall of main ideas and specific facts. Students read short passages of materials, identify the main idea and details, and rephrase the content in their own words.

### **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
The action steps that will be taken during 08/14/23-9/29/23 by the reading coach will be to support teachers during weekly instructional planning to ensure they understand how to implement pacing guides. Providing instructional resources and model lessons on how to implement the Before, During and After (BDA) Reading Strategies effectively. The teachers and the reading coach will monitor student's progress using biweekly assessment data. As a result, by the end of the first quarter, the reading coach will be able to support teachers using the Before, During and After (BDA) Reading Strategies in their classroom.	ALFARO, YANELIS, yanelisalfaro@dadeschools.net
The action steps that will be taken during 08/14/23-9/29/23 by the assistant principal will be to meet with teachers during data chats to discuss their plan on how they will use the Before, During and After (BDA) Reading Strategies in the classroom and how they will monitor student's progress. As a result, by the end of the first quarter the assistant principal will be able to identify teachers that are using the strategy effectively or who needs additional support.	Garrido, Marisol , mgarrido@dadeschools.net
The action steps that will be taken during 08/14/23-9/29/23 by the principal will be to conduct walkthroughs to ensure teachers are using the Before, During and After (BDA) Reading Strategies in their classrooms. As a result, by the end of the first quarter the principal will be able to see evidence of the Before, During and After (BDA) Reading Strategies being implemented in the classrooms.	Pickett, Fredrelette, fpickett@dadeschools.net
The action steps that will be taken during 08/14/23-9/29/23 by the reading coach will be to communicate with teachers on professional development opportunities related to ELA. As a result, by the end of the first quarter the reading coach will have shared via email or Schoology professional learning opportunities for teachers.	ALFARO, YANELIS, yanelisalfaro@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 School Improvement Plan (SIP) will be disseminated with stakeholder as follow:

1. School's Webpage: <https://tuckereagles.net>
2. Faculty Meeting
3. EESAC Meeting
4. Copy Available at the Main Office

**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))

To build positive relationships with parents, families, and other community stakeholders the school's plan is to provide the following opportunities communicated via our school webpage (<https://tuckereagles.net>), flyers, ClassDojo communication platform:

1. Open House for Parents
2. Teacher-Student-Parent Conferences
3. Curriculum Parent Night
4. STEAM Family Night
5. Magnet Program Showcases

**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)**

The school plans to strengthen the academic program by giving priority to the lowest 25% students to participate in the T.A.L.E.N.T.S. after school program to receive reading and mathematics tutoring sessions. Additionally, as an incentive through the after school program students will have an opportunity to receive enrichment of our STArts magnet curriculum in the areas of science, arts, fitness/kinetics, and robotics. Furthermore, to enrich our school curriculum, as part of the STArts magnet curriculum, teachers will be implementing the new strategy of Project-Based Learning (PBL). PBL will allow teachers to create a rigorous unit plan in which it is student-centered and they work to solve an open-ended problem.

**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))**

This plan is developed based on our students, parents, and families needs from Title 1 survey, climate survey EESAC meeting, and community meetings. Additionally, during school activities we encourage students and parents to provide feedback to improve the plan yearly.

#### **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))**

The school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subjects areas as follow:

1. Counselor being available to students on daily basis to assist as needed.
2. Mental Health coordinate provides services twice a week to students that are referred for assistance.
3. Counselor and Mental Health coordinator present different Values Matter lessons and Socially and Emotionally discussion to support their physical and mental well-being.
4. Afterschool program provides weekly Socially and Emotionally lessons as well as dance, sports, robotics, and chess to engage students in a positive manner.



**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))**

Not applicable

**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).**

The school has implemented a school-wide discipline plan that sets appropriate behavior expectations and procedures to address behavior problems. The school follows the Student Code of Conduct and the MTSS Tiered Behavior Matrix. Behavior intervention such as counseling, behavior contracts, mentoring, Functional Behavior Assessment, etc. will be implemented as needed.

**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))**

For the 2023-2024 school year, teachers will be offered professional learning for our magnet curriculum to use the Problem-Based Learning (PBL) strategy to improve instruction and increase proficiency academic levels. The school will implement a mentor program that those teachers that previously received the PBL training will assist other teachers to implement the strategy effectively in their classrooms. This will promote collaborative planning and support for teachers to ensure that they grow professionally and continue to be part of our school team.

**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))**

At Frances S. Tucker, we invite early childhood education programs to attend a field trip to the school to help with the transition to kindergarten. Additionally, a parent meeting is conducted to inform parents about the school, meet the teachers, and learn about our school-wide magnet program.

## 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: Collaborative Planning	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Math	\$0.00
3	III.B.	Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	\$0.00
4	III.B.	Area of Focus: Positive Culture and Environment: Other	\$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.**

Yes