West Homestead K 8 Center School

2023-24

Schoolwide Improvement Plan (SIP)

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West Homestead K 8 Center

1550 SW 6TH ST, Homestead, FL 33030

http://whe.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 West Homestead K-8 Center is to increase student achievement while strengthening core values and skills necessary to become productive citizens.

Provide the school's vision statement.

West Homestead K-8 Center's vision is to prepare our students to successfully compete in all facets of the 21st century learning environment and workforce.

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
Robinson, Carl	Principal	The role of a principal is to provide strategic direction in the school system. Principals develop standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff and oversee facilities.
Galera, Peter	Assistant Principal	Assistant principal deals with the issues of school management, student activities and services, community relations, personnel, and curriculum instruction. They coordinate with principals and board members to assist in defining and enforcing school policies and guidelines for students, staff, and faculty.
Escoto, Tetyana	Instructional Coach	The Literacy Coach (K-5) will provide direct instructional services related to improving and supporting classroom instruction at schools that receive support from the District's Educational Transformation Office.
Kroger, Shari	Instructional Coach	The Literacy Coach (Grades 6-8) will provide direct instructional services related to improving and supporting classroom instruction at schools that receive support from the District's Educational Transformation Office.
Lenard, Chrissy	Instructional Coach	The Transformation Science Coach (K-8) will provide direct instructional services related to improving and supporting classroom instruction at schools that receive support from the District's Educational Transformation Office.
Herrera Rivero, Ofelia	Instructional Coach	The Transformation Math Coach (K-8) will provide direct instructional services related to improving and supporting classroom instruction at schools that receive support from the District's Educational Transformation Office.
Quick, Argentina	Assistant Principal	Assistant principal deals with the issues of school management, student activities and services, community relations, personnel, and curriculum instruction. They coordinate with principals and board members to assist in defining and enforcing school policies and guidelines for students, staff, and faculty.

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.

All stakeholders (SLT, teachers, staff, parents and business community representatives) will be actively involved in the development, implementation, and monitoring of SIP, and will be given opportunities to provide ongoing input and feedback throughout the 2023-24 school year. All stakeholders participated in the completion of the 2022-23 End-of-Year Reflections Tool.

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))

This will primarily be facilitated via monthly EESAC meetings. In addition, all stakeholders will participate in the completion of Mid-Year/End-of-Year SIP review.

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)	Combination School PK-7
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	99%
2022-23 Economically Disadvantaged (FRL) Rate	85%
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) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 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	17	19	10	11	18	15	10	6	106
One or more suspensions	0	0	0	1	7	3	9	4	3	27
Course failure in English Language Arts (ELA)	0	1	1	25	4	4	36	0	2	73
Course failure in Math	0	1	1	3	3	2	15	5	10	40
Level 1 on statewide ELA assessment	0	0	0	35	61	50	64	50	35	295
Level 1 on statewide Math assessment	0	0	0	28	35	35	33	22	22	175
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	2	38	66	78	67	52	78	59	44	484

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	1	1	36	37	37	61	24	25	222

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	1	0	35	0	0	0	0	0	38
Students retained two or more times	0	0	0	3	1	2	3	0	0	9

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	6	28	15	33	20	28	24	14	17	185
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	4	31	7	8	19	2	3	74
Course failure in Math	0	0	0	13	4	4	13	10	1	45
Level 1 on statewide ELA assessment	0	0	0	39	33	72	52	39	42	277
Level 1 on statewide Math assessment	0	0	0	33	35	56	42	30	37	233
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	2	0	3	44	32	56	51	31	38	257

The number of students identified retained:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Retained Students: Current Year	0	0	2	26	3	2	3	3	4	43
Students retained two or more times	0	0	0	3	5	4	2	3	0	17

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	18	20	8	17	16	16	11	7	12	125
One or more suspensions	0	0	1	7	2	10	6	4	2	32
Course failure in ELA	0	2	2	26	4	36	0	2	0	72
Course failure in Math	0	2	2	4	2	17	6	11	0	44
Level 1 on statewide ELA assessment	0	0	0	98	50	70	59	39	35	351
Level 1 on statewide Math assessment	0	0	0	64	35	36	24	24	15	198
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	44	67	50	105	52	86	76	53	49	582

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	2	1	74	37	66	27	27	17	251

The number of students identified retained:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Retained Students: Current Year	2	1	0	35	0	0	0	0	0	38
Students retained two or more times	0	0	0	4	3	3	4	0	0	14

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*	21	61	53	23	62	55	23		
ELA Learning Gains				44			35		
ELA Lowest 25th Percentile				42			29		
Math Achievement*	41	63	55	35	51	42	29		
Math Learning Gains				65			38		
Math Lowest 25th Percentile				62			45		
Science Achievement*	27	56	52	28	60	54	24		
Social Studies Achievement*	56	77	68	53	68	59	48		
Middle School Acceleration	100	75	70	100	61	51	81		
Graduation Rate		76	74		53	50			
College and Career Acceleration		73	53		78	70			
ELP Progress	55	62	55	37	75	70	25		

* 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](https://www.floridacims.org).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	313
Total Components for the Federal Index	7
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	489
Total Components for the Federal Index	10
Percent Tested	99
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	25	Yes	2	1
ELL	32	Yes	1	
AMI				
ASN				
BLK	35	Yes	1	
HSP	34	Yes	1	
MUL				
PAC				
WHT				

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	50			

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	40	Yes	1	
ELL	45			
AMI				
ASN				
BLK	44			
HSP	48			
MUL				
PAC				
WHT				
FRL	49			

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	21			41			27	56	100			55
SWD	8			27			17				5	63
ELL	15			39			22	45			6	55
AMI												
ASN												
BLK	24			35			24	80			5	
HSP	19			41			27	51			6	55
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												
FRL	25			46			32	69	100		7	65

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	23	44	42	35	65	62	28	53	100			37
SWD	9	41	62	24	69	82	7					29
ELL	17	40	40	32	63	60	20	45	100			37
AMI												
ASN												
BLK	22	46		26	60	62	30	62				
HSP	23	43	40	36	65	61	28	51	100			37
MUL												
PAC												
WHT												
FRL	23	44	42	35	65	63	28	53	100			37

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	23	35	29	29	38	45	24	48	81			25
SWD	13	31	20	15	25	20	0					30
ELL	20	36	30	28	39	51	22	48				25
AMI												
ASN												
BLK	22	29		24	29		17	44				
HSP	24	37	27	31	41	48	26	50	80			25
MUL												
PAC												
WHT												
FRL	24	36	29	29	38	45	24	47	81			25

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. <u>The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.</u>

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	19%	56%	-37%	54%	-35%
07	2023 - Spring	31%	50%	-19%	47%	-16%
08	2023 - Spring	23%	51%	-28%	47%	-24%
04	2023 - Spring	21%	58%	-37%	58%	-37%
06	2023 - Spring	20%	50%	-30%	47%	-27%
03	2023 - Spring	11%	52%	-41%	50%	-39%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	53%	58%	-5%	54%	-1%
07	2023 - Spring	49%	48%	1%	48%	1%
03	2023 - Spring	26%	63%	-37%	59%	-33%
04	2023 - Spring	41%	64%	-23%	61%	-20%
08	2023 - Spring	58%	59%	-1%	55%	3%
05	2023 - Spring	40%	58%	-18%	55%	-15%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	27%	40%	-13%	44%	-17%
05	2023 - Spring	23%	50%	-27%	51%	-28%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	56%	44%	50%	50%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	52%	68%	-16%	66%	-14%

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.

Star K-2 Reading scores showed the lowest performance as evidenced by the school percentage of 16% At/Above Garde Level. FAST Reading scores indicate the lowest performances were 3rd and 5th Grade. Contributing factors include an increase in ELL enrollment, inability to fill open instructional positions, inconsistent ELL/ESE support due to class coverage, and poor student attendance (146 students with 18 or more absences).

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

FSA (23% proficiency) versus PM3 (21% Proficiency) Reading scores showed the greatest decline from the prior year. Contributing factors include an increase in ELL enrollment, inability to fill open instructional positions, inconsistent ELL/ESE support due to class coverage, and poor student attendance (146 students with 18 or more absences).

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.

Third through fifth grade FAST Reading proficiency data (18%) shows the greatest gap when compared to the state average of 54%. Contributing factors include an increase in ELL enrollment, inability to fill open instructional positions, inconsistent ELL/ESE support due to class coverage, and poor student attendance (146 students with 18 or more absences).

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

The most improvement was shown in 6-8 grade mathematics (2022 – 35% proficiency 2023 – 53% proficient). Actions taken in this area included restructuring of teacher placement and extended learning opportunities.

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

Two areas of concern include student absences (146 students with 18 or more absences) and the number of students scoring levels 1-2 in both ELA and Math.

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

The highest priorities for school improvement include securing personnel to fill open instructional positions, boosting staff morale, and increasing student attendance.

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 Differentiation

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.

The 2023 third grade FAST data indicates that students scored at 12% proficiency in ELA. Our current 3rd grade cohort is comprised of 39 retained students. 24% of the rising 3rd graders are at or above grade level, as evidenced by the 2022-2023 STAR reading assessment results. We will implement the Targeted Element of Differentiation to ensure that the diverse needs of all students are being met.

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

With differentiation, it is expected that our ELA proficiency for third grade will increase by 8 percentage points, bringing our grade level proficiency to 20% as evidenced by the 2023-2024 ELA state assessment.

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

Leadership Team (Mr. Robinson, Mr. Galera and Dr. Quick) will conduct quarterly data chats with teachers. Additionally, teachers will conduct on-going data chats with students to keep them abreast of areas of concern, as well as progress made.

Person responsible for monitoring outcome:

Tetyana Escoto (tescoto@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.)

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.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Teachers will analyze data to appropriately place students in groups based on individual needs. In addition, teachers will provide ongoing monitoring of student progress. Hence, this instructional practice is beneficial to meeting the individual and grade level needs of all learners

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.

Professional development with a focus on differentiation, for ELA, will be developed and delivered to instructional staff. This professional development will be used to review the basic principles of differentiated instruction. (August 14, 2023)

Person Responsible: Shari Kroger (skroger@dadeschools.net)

By When: August 14, 2023

The ELA 3rd grade teachers will work collaboratively with the Literacy Coach, during common planning, to analyze the students most current data in order to develop small groups. Differentiated activities will be planned in advance to support targeted implementation. (August 14-September 29, 2023)

Person Responsible: Tetyana Escoto (tescoto@dadeschools.net)

By When: September 29, 2023

ELA Teachers will actively monitor and track student progress utilizing their individual class data trackers. With consistent use of data trackers to drive instruction, it is expected that teachers will be able to remediate areas of deficiencies with fidelity. (August 14-September 29, 2023)

Person Responsible: Peter Galera (pgalera@dadeschools.net)

By When: September 29, 2023

#2. 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.

After analyzing the 2022-2023 FAST PM3 ELA assessment, data from the subgroup Students with Disabilities (SWD) indicates 40% of students are at proficiency. It is evident that these students have gaps in foundational reading skills that are impeding them from accessing grade level text successfully; therefore, we will implement the targeted element of SWD to strengthen their foundational reading skills.

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

If we successfully implement differentiated instruction and monitor more frequently , it is expected that ELA proficiency data for SWD students will increase by 5 percentage points on the 2024 FAST PM3 Reading assessment.

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

The area of focus will be monitored through common planning with the development of D.I. activities for instruction. Improvements will be seen through D.I. data and OPMs. Administration will conduct walk-throughs to ensure lessons created during common planning have evidence of D.I. in the lesson plan and delivered with
fidelity.

Person responsible for monitoring outcome:

Peter Galera (pgalera@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.)

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.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Our school will focus on the evidence-based strategy of differentiation. Differentiated instruction will assist in accelerating the learning gains of our students as it is a systematic approach of instruction to meet the students' needs. Differentiated Instruction will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

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.

Administration and instructional coaches will meet collaboratively with ELA teachers who teach SWD to plan for differentiated instruction to remediate standards not yet mastered. As a result of this remediation, students will be able to fill learning gaps and thus increase their performance. (August 14 - September 29, 2023)

Person Responsible: Shari Kroger (skroger@dadeschools.net)

By When: September 29, 2023

The teachers will utilize data to create groups for differentiated instruction. Within the D.I. groups where SWD students are, reading manipulatives that assist with tracking and pacing will be utilized. As a result, SWD students will be more engaged in their reading passages. (August 14 - September 29, 2023)

Person Responsible: Tetyana Escoto (tescoto@dadeschools.net)

By When: September 29, 2023

The teachers will provide ongoing corrective feedback allowing SWD students to take ownership of their learning and enhance their comprehension of the targeted skills. As a result, student performance will increase as evidenced on their ongoing progress monitoring and application of feedback. (August 14 - September 29, 2023)

Person Responsible: Peter Galera (pgalera@dadeschools.net)

By When: September 29, 2023

#3. Positive Culture and Environment specifically relating to Early Warning System

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 Power BI SIP 22-23, 6% of students received one referral, while 5% of students received 2 or more referrals. Based on limited personnel and the necessity to divide classes, consistent classroom management was not effectively implemented school-wide. Because of this, we will implement the targeted element of Early Warning System (EWS)

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

If we successfully implement mindfulness strategies, then the percentage of our students being referred to the office for behavioral assistance will decrease by 1 percentage point as evidenced by the Power BI SIP 23-24.

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

At school leadership team meetings, administration will monitor/discuss/record trends (monthly) and the number of students being referred to the office for negative/off-task behaviors.

Person responsible for monitoring outcome:

Peter Galera (pgalera@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.)

Mindfulness is the practice of being in a state of active and open attention in the present. Research suggests that in an educational setting, practicing Mindfulness can benefit students' well-being, social skills, ability to focus, and academic performance. Mindfulness may also reduce stress and burnout for teachers and administrators. The key element to successful Mindfulness practices is to incorporate consistent times for practice throughout the school week, as little as 10-15 minutes at a time can be beneficial.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Based on school population, 94% of the students at West Homestead K-8 Center are on free and reduced lunch. Over the past three years our students were faced with challenges presented by a nationwide pandemic. Challenges not only include learning loss, but social and emotional challenges that impacted student performance. To that end, the school's leadership team agreed that there is a vast need to place a targeted focus on the social and emotional wellbeing of all students which will assist in accelerating learning.

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 2 - Moderate 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.

At bi-weekly faculty meetings, student services will engage staff in mindfulness activities entitled "mindful minute." The rationale is centered around modeling activities that teachers will implement with students in the classroom. (August 14 - September 29, 2023)

Person Responsible: Tetyana Escoto (tescoto@dadeschools.net)

By When: September 29, 2023

Brain Power Wellness, a community partner, will provide multiple professional developments for instructional staff on the implementation of mindful activities for students to promote social and emotional wellness. (August 14 - September 29, 2023)

Person Responsible: Tetyana Escoto (tescoto@dadeschools.net)

By When: September 29, 2023

Brain Power Wellness, a community partner, will provide onsite modeling for instructional staff on the implementation of mindful activities for students to promote social and emotional wellness. (August 14 - September 29, 2023.)

Person Responsible: Carl Robinson (carlrobinson@dadeschools.net)

By When: September 29, 2023.

#4. Instructional Practice specifically relating to Science

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 data findings for the 2023 NGSSS Science test (data collection map), Science proficiency data decreased by 2 percentage points compared to 2022 NGSSS Science test, from 28% to 26%. Based on this data we will implement the Targeted Element of Science.

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

With the Evidence-Based Intervention, measurable % of 5th and 8th grade students will increase proficiency by 5 percentage points to 31% on the 2024 NGSSS Science Test.

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

To achieve this goal, Topic assessments/ Unit assessments will be monitored and analyzed quarterly by the Science Coach and teachers. This will assist with identifying standards/ benchmarks needing to be readdressed to increase student proficiency. An electronic data tracker will be used to track individual student data and assist with predicting progress to school goal.

Person responsible for monitoring outcome:

Chrissy Lenard (c_lenard@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.)

To achieve this goal, the evidence-based intervention that will be implemented is celebrate Successes. Topic assessments/ Unit assessments will be monitored and analyzed by the students. This will assist with identifying student achievement/proficiency. An electronic data tracker will be used to track individual student data and will allow students to take ownership of their goals and accomplishments.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Celebrate Successes is when staff and student accomplishments are given special recognition and achievements are publicly celebrated allowing for encouragement from all stakeholders. Showing the connection between effort and achievement helps students to see the importance of effort and allows them to change their beliefs to emphasize it more. Recognition is more effective if it is contingent on achieving some specified standard.

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 Science data tracker clearly identifying the top 45 percent of students in grade 5th and 8th based off 2023 FAST Assessment scores.

Person Responsible: Chrissy Lenard (c_lenard@dadeschools.net)

By When: August 14 - September 29, 2023

Share trackers with teachers and administrators to assist with monitoring student progress on Unit/ Topic Assessments which will guide the remediation of lowest tested standards.

Person Responsible: Chrissy Lenard (c_lenard@dadeschools.net)

By When: August 14 - September 29, 2023

Leadership team will provide opportunities to celebrate student progress and/or proficiency.

Person Responsible: Carl Robinson (carlrobinson@dadeschools.net)

By When: August 14 - September 29, 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).

Allocated monies will be used to target student learning. Purchasing of interventionists and hourly teachers for extra learning opportunities are the two sources that will be focused on during the 2023-2024 school year.

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 data review, our school will implement the Targeted Element of ELA based on the findings that demonstrated grades K, 1, and 2 demonstrated a proficiency score of 22%, 8% and 24%, respectively, on the 2023 STAR PM3 Reading Assessment. Tier 1 instruction, in both planning and delivery, did not result in an increase in proficient students. Therefore, we will strategically develop, explicitly deliver, and systematically monitor tier 1 instruction.

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

Based on the data review, our school will implement the Targeted Element of ELA based on the findings that grades 3, 4, and 5 demonstrated a proficiency score of 12%, 22% and 17%, respectively, on the 2023 FAST PM3 Reading Assessment. Tier 1 instruction, in both planning and delivery, did not result in an increase in proficient students. Therefore, we will strategically develop, explicitly deliver, and systematically monitor tier 1 instruction.

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

If we successfully develop, deliver, and monitor Tier 1 instruction, then our ELA Proficiency, for each of these grade levels, will increase by a minimum of 5 percentage points as evidenced by the 2024 STAR PM3 Reading assessment.

Grades 3-5 Measurable Outcomes

If we successfully develop, deliver, and monitor Tier 1 instruction, then our ELA Proficiency will increase by 3 percentage points (Gr. 3), 3 percentage points (Gr. 4), and 8 percentage points (Gr. 5) as evidenced by the 2024 FAST PM3 Reading 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 participate in bi-weekly professional collaboration sessions, following up with targeted walk-throughs that monitor the alignment of planning to instructional delivery. Explicit feedback will be provided weekly and instructional shifts in planning will occur, based on feedback. Literacy coaches will collaboratively plan with teachers, utilizing instructional resources that define the expectation of the standards.
Collection of observational data and explicit feedback will be utilized to adjust planning and instruction. Data analysis of assessments, as well as the review of student work, will be utilized to track progress and determine the effectiveness of instructional delivery and planning.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Robinson, Carl, carlrobinson@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, our school will focus on the evidence-based strategy of: Standards-Based Collaborative Planning to the B.E.S.T ELA standards. Standards based professional collaboration sessions bring teachers together to learn from each other and share best practices. These collaborations will result in improved lesson quality, instructional effectiveness, and student achievement. Standards based collaborative planning will be monitored by observation of developed instruction, product reviews, and progress monitoring performance.

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?

Standards-Based Collaborative Planning will ensure teachers plan rigorous lessons aligned to standards that translate into effective delivery. Continual feedback related to delivery, product effectiveness, and assessment performance will guide shifts, tier teachers for Coach/Teacher Collaboration, enhancements in instructional delivery, and student performance.

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
Instructional delivery will include a stated purpose, daily learning target and end product, to ensure that what was planned for is delivered. As a result, teachers will deliver instruction with fidelity thus leading to higher student performance.	Escoto, Tetyana, tescoto@dadeschools.net
Data analysis of progress monitoring assessments, including product review, will be conducted bi-weekly to assess the delivery of content on student performance. As a result, teachers will use the data to drive instruction ensuring student growth.	Quick, Argentina, 242640@dadeschools.net
Administration will conduct walk-throughs and provide feedback to ensure lessons are being implemented with fidelity. As a result, expectations will be clear and there will be evidence of planning demonstrating an alignment of standards in all classrooms.	Robinson, Carl, carlrobinson@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.

All EESAC meetings will be advertised on the school's marquee, school messenger and flyers. In addition, parent workshops will be scheduled to provide assistance for home learning. During all events, parents will have the opportunity to participate and engage in all SIP conversations. (https://westhomesteadk8center.net)

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))

The school's Community Involvement Specialist (CIS) and Community Liaison Specialist (CLS) will meet with school administration on a monthly basis to discuss upcoming parent meetings. The purpose of the meetings is to provide parents assistance where needed, facilitate open discussions on questions and concerns and continue building relationships to further foster student achievement. (https://westhomesteadk8center.net)

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)

During the 2023-2024 school year, students will be invited to participate in extended learning opportunities after school and on Saturdays. Select students from grades 3-8 will be enrolled on the school's Robotics Team and will meet twice a week after school to prepare for competitions. During school hours, students who have scored proficient on the FAST PM3 Reading assessment will take part in enrichment opportunities during the Intervention block.

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))

Monies allocated to the school will be used to fund the extended learning opportunities and staff those that will be teaching during this time.

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))

Both elementary and middle school counselors will visit classrooms as an introduction. Moving forward, counselors will conduct small group and individual counseling sessions. RJP will be implemented and monitored.

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))

All 8th grade students will have the opportunity to speak with high school counselors and students and also visit their campus. High school articulation will take place at the school.

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).

Counselors will conduct monthly "character" lessons at the Tier 1 level. Upon request or from disciplinary data, small groups will be created to meet and discuss various topics such as conflict resolution and honesty.

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))

Throughout the year, professional learning activities will take place during common planning meetings and faculty meetings. Activities such as ELL strategies, hands-on learning and use of technology are samples of what will be presented to improve instruction. Administration will meet with teachers quarterly to conduct data chats on student progress.

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 the end of the year, Pre-K students at our school are introduced to the kindergarten classrooms and teachers. Opportunities for Pre-K services near the school campus to visit the school is planned and scheduled.