Miami-Dade County Public Schools

Whispering Pines Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Whispering Pines Elementary School

18929 SW 89TH RD, Miami, FL 33157

http://wpines.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.

Whispering Pines Elementary is a school which fosters life-long learners in an atmosphere of shared respect, achievement and teamwork.

Provide the school's vision statement.

Whispering Pines Elementary School works efficiently, to promote success and educate young minds.

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
Brown, Tamela	Principal	Provides leadership, direction, cohesiveness within the school by working collaboratively with all stakeholders. The principal ensures the school climate fosters student and teacher growth.
Pando-Landaburu, Ruth	Assistant Principal	The assistant principal assists the principal in providing leadership, direction and cohesiveness within the school by working collaboratively with all stakeholders. The assistant principal also ensures the school climate fosters student and teacher growth.
Flores, Surama	School Counselor	The school counselor guides, advises, recommends, consults and assists with a variety of concerns pertaining to students' academic and social-emotional needs.
Blaize, Kamelia	Teacher, K-12	Attends professional development sessions, models lessons, provides feedback, conducts data analysis and disseminates information.
Gonzalez, Doris	Teacher, ESE	The ESE teacher collaborates with colleagues to deliver classroom instruction that focuses on ensuring each student demonstrates appropriate learning gains in all core subject areas.

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 leadership team attended Synergy and participated in strategic planning based on student performance data. Input from the School Climate Survey was utilized in developing areas of focus and action steps.

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))

Through the use of student progress monitoring, classroom walkthroughs, staff feedback and stakeholder input, the SIP will be monitored on an on-going basis. Data will be shared and discussed during weekly leadership team meetings, grade level meetings and quarterly EESAC Meetings. Adjustments will be made as needed based on student performance data.

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

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	84%
2022-23 Economically Disadvantaged (FRL) Rate	74%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
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) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: B 2018-19: B 2017-18: A
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	5	9	8	9	6	0	0	0	37
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	2	6	2	4	0	0	0	0	14
Course failure in Math	0	1	1	2	0	5	0	0	0	9
Level 1 on statewide ELA assessment	0	2	6	2	4	0	0	0	0	14
Level 1 on statewide Math assessment	0	0	0	0	10	8	0	0	0	18
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	5	22	11	15	12	0	0	0	66

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	2	4	4	8	8	0	0	0	26

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	4	3	2	0	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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	9	6	5	7	6	3	0	0	0	36
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	8	5	7	2	2	0	0	0	24
Course failure in Math	0	0	0	9	3	3	0	0	0	15
Level 1 on statewide ELA assessment	0	0	0	16	4	11	0	0	0	31
Level 1 on statewide Math assessment	0	0	0	13	4	18	0	0	0	35
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	9	9	23	4	17	0	0	0	62
	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	0	9	24	19	36	23	0	0	0	111

The number of students identified retained:

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

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

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	9	6	5	7	6	3	0	0	0	36
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	8	5	7	2	2	0	0	0	24
Course failure in Math	0	0	0	9	3	3	0	0	0	15
Level 1 on statewide ELA assessment	0	0	0	16	4	11	0	0	0	31
Level 1 on statewide Math assessment	0	0	0	13	4	18	0	0	0	35
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	9	9	23	4	17	0	0	0	62
	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	0	9	24	19	36	23	0	0	0	111

The number of students identified retained:

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

II. Needs Assessment/Data Review

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

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

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	65	60	53	68	62	56	65		
ELA Learning Gains				63			47		
ELA Lowest 25th Percentile				55			17		
Math Achievement*	72	66	59	66	58	50	61		
Math Learning Gains				73			46		
Math Lowest 25th Percentile				68			33		
Science Achievement*	62	58	54	56	64	59	57		
Social Studies Achievement*					71	64			
Middle School Acceleration					63	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress	88	63	59	54					

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)	N/A
OVERALL Federal Index – All Students	70
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	352
Total Components for the Federal Index	5

2021-22 ESSA Federal Index	
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	63
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	503
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	30	Yes	1	1
ELL	65			
AMI				
ASN				
BLK	55			
HSP	71			
MUL				
PAC				
WHT	82			
FRL	63			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	45			
ELL	51			
AMI				
ASN	91			
BLK	49			
HSP	66			
MUL				
PAC				
WHT	70			
FRL	60			

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	65			72			62					88
SWD	28			40			31				4	
ELL	54			54							3	88
AMI												
ASN												
BLK	57			52							2	
HSP	62			72			69				5	88
MUL												
PAC												
WHT	74			81							3	
FRL	57			64			52				5	86

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	68	63	55	66	73	68	56					54
SWD	36	56	42	41	68		25					
ELL	36	50		43	70							54
AMI												
ASN	91			91								
BLK	48	65		48	65		20					
HSP	71	65	60	67	74	72	57					58
MUL												
PAC												
WHT	68	50		78	64		92					
FRL	61	58	57	62	73	65	52					55

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	65	47	17	61	46	33	57					
SWD	47	45		40	36		27					
ELL	43			36								
AMI												
ASN	50			60								
BLK	48			32								
HSP	68	49	17	65	53	42	63					
MUL												
PAC												
WHT	71	67		75	33		69					
FRL	59	42	13	54	43	33	54					

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	69%	56%	13%	54%	15%
04	2023 - Spring	65%	58%	7%	58%	7%
03	2023 - Spring	58%	52%	6%	50%	8%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	75%	63%	12%	59%	16%
04	2023 - Spring	72%	64%	8%	61%	11%
05	2023 - Spring	66%	58%	8%	55%	11%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	60%	50%	10%	51%	9%

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.

According to 2023 FCAT Science Assessment Data, 60% of fifth grade students scored at Level 3 or above in Science. Although this is the lowest component, this score demonstrates a 5 percentage point increase as compared to student performance during the 2022 administration of the FCAT Science Assessment

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

Student performance in ELA decreased from 69% in 2022 to 64% in 2023.

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.

There are no data components that indicate a gap between student performance and the state average.

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

Student performance in Mathematics increased from 55% of students scoring at Level 3 or higher to 60% when comparing data from 2022 to 2023.

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

1. Student Attendance
2. Substantial Reading Deficiency

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

1. Individualized Goal Setting
2. School-Wide Academic Incentive Program
3. Improved Student Attendance
4. Continuation of Golden Geckos Mentoring Program
5. Maintain Gold STEAM School Designation Status

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

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

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

According to the data points from Contributing Factors and Evidence Review, 24% of teacherswere absent for 10.5 days or more during the 2022-2023 school year. Based on the data and the identified Contributing Factors from Contributing Factors and Evidence Review, we will implement an incentive program to reduce the rate of teacher absenteeism.

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

By partnering with the WPE PTA to provide monthly incentives for teachers with 100% attendance, the percentage of teachers with 10.5 or more absences will decrease by 5% or more during the 2023-2024 school year.

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

Teacher attendance will be monitored on a daily basis. On a monthly basis, all teachers that have 100% will be recognized and eligible to receive an a gift from the WPE PTA.

Person responsible for monitoring outcome:

Tamela Brown (pr5951@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.)

Implementing reward/incentive programs promotes a healthy and supportive learning environment as well as supporting the mental health of students and employees within and beyond the school.

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

Regular and consistent teacher attendance directly correlates to increased student achievement.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

Monitor teacher attendance on a daily basis.

Person Responsible: Tamela Brown (pr5951@dadeschools.net)

By When: August 14, 2023 - September 29, 2023

Identify teachers on a monthly basis that have 100% attendance.

Person Responsible: Tamela Brown (pr5951@dadeschools.net)

By When: August 14, 2023 - September 29, 2023

Recognize teachers on a monthly basis that have 100% attendance and select one eligible teacher to be rewarded.

Person Responsible: Tamela Brown (pr5951@dadeschools.net)

By When: August 14, 2023 - September 29, 2023

#2. 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.

Forty percent of students were absent for more than ten days during the 2022-2023 school year. Being that student attendance is highly correlated to student achievement, it is imperative to reduce the amount of students absent for more than ten days.

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

It is our goal to decrease the amount of students missing more than 10 days of school by 5% during the 2023-2024 school year.

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

The attendance bulletin is reviewed on a daily basis by classroom teachers to ensure accuracy. Classes with 100% attendance are announced on a daily basis. Classes with 10 days or more of perfect attendance on a monthly basis will participate in the Atten"dance" each month.

Person responsible for monitoring outcome:

Tamela Brown (pr5951@dadeschools.net)

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

The attendance review committee will monitor the attendance bulletin and make individual phone calls to parents when students are absent from school for 5 or more days.

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

Referrals will be sent to the school social worker for students with 5 or more unexcused absences to initiate home visits and referrals to outside agencies to provide assistance as needed.

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.

School Messenger/Personal Phone calls are made to parents each day when students are absent. As a result, a positive relationship will be developed between the home and school.

Person Responsible: Tamela Brown (pr5951@dadeschools.net)

By When: August 14, 2023 - September 29, 2023

After 5 unexcused absences, a student success coach/mentor will be assigned to work directly with students. As a result of this, families will have the opportunity to form a positive relationship with a member of the school attendance review committee.

Person Responsible: Tamela Brown (pr5951@dadeschools.net)

By When: August 14, 2023 - September 29, 2023

After 10 unexcused absences, the truancy referral process is initiated. As a result of this, services will be provided to families that may assist with improving student attendance.

Person Responsible: Tamela Brown (pr5951@dadeschools.net)

By When: August 14, 2023 - September 29, 2023

#3. 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 2023 FCAT Science Assessment Data, 60% of fifth grade students scored at Level 3 or above in Science as compared to the state average of 51% and district average of 50%. When compared to student performance in ELA and Math, students scored the lowest in Science.

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

As a result of teachers collaborating to analyze student work and student data, student performance on the 2024 administration of the FCAT Science Assessment will increase by a minimum of 3%.

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

The administrative team will participate in planning sessions and conduct data conferences on a quarterly basis to analyze student performance and implement research based strategies to support effective teaching and learning.

Person responsible for monitoring outcome:

Tamela Brown (pr5951@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.)

Teachers will analyze Topic Assessment Data and develop intervention groups based on students demonstrating deficiencies within each standard.

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

By utilizing this strategy, teachers will ensure that students have a clear understanding of the targeted 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.

Teachers will utilize the 2023 Science Baseline Assessment to identify students' prior knowledge of Science Standards.

Person Responsible: Tamela Brown (pr5951@dadeschools.net)

By When: August 14, 2023 - September 29, 2023

Teachers will implement instruction based on the District Pacing Guide and administer Topic Assessments.

Person Responsible: Tamela Brown (pr5951@dadeschools.net)

By When: August 14, 2023 - September 29, 2023

Teachers will use data from Topic Assessments to develop intervention groups for students that have not demonstrated proficiency in identified standards.

Person Responsible: Tamela Brown (pr5951@dadeschools.net)

By When: August 14, 2023 - September 29, 2023

#4. Instructional Practice specifically relating to Benchmark-aligned Instruction

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 FSA Proficiency Data, 68% of third through fifth grade students demonstrated proficiency in ELA and 74% of students demonstrated proficiency in Math. Being that high-quality instruction is the expectation in all grade levels and subjects, it is imperative that teachers receive proper training, follow up and support in implementing the BEST Standards.

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

With proper implementation of the BEST Standards, an additional two percent of third through fifth grade students will demonstrate proficiency in ELA and an additional one percent of students will demonstrate proficiency in Math.

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

Growth monitoring will be aligned with the FAST Progress Monitoring testing windows.

Person responsible for monitoring outcome:

Tamela Brown (pr5951@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.)

Teachers will use student performance data from FAST Progress Monitoring Assessments to guide instructional planning and delivery.

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

Students grades should be a direct reflection on how well a student understands standards that are taught in class. Teachers must provide instruction that is based on current standards and opportunities for reteaching and intervention to close performance gaps.

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.

Administrators and teachers will analyze current classroom data. As a result, teachers will be able to use this information to develop annual goals.

Person Responsible: Tamela Brown (pr5951@dadeschools.net)

By When: August 14, 2023 - September 29, 2023

Administrators will conduct a preliminary walkthrough of each classroom to collect baseline data pertaining to classroom climate, evidence of standards based instruction, and research based strategies. As a result,

administrators and teachers will work collaboratively to ensure standards based instruction and research based strategies are implemented on a consistent basis.

Person Responsible: Tamela Brown (pr5951@dadeschools.net)

By When: August 14, 2023 - September 29, 2023

Administrators will monitor student grades in the Electronic Gradebook on a weekly basis to ensure grades are aligned with the BEST Standards. As result, administrators will be able to ensure that grades are recorded on a weekly basis and parents and students will be able to accurately monitor student performance.

Person Responsible: Tamela Brown (pr5951@dadeschools.net)

By When: August 14, 2023 - September 29, 2023

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: Positive Culture and Environment: Teacher Attendance	$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	$0.00
3	III.B.	Area of Focus: Instructional Practice: Science	$0.00
4	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction	$0.00
		Total:	$0.00

Budget Approval

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

No