

Miami-Dade County Public Schools

Nathan B. Young Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	11
III. Planning for Improvement	15
IV. ATSI, TSI and CSI Resource Review	24
V. Reading Achievement Initiative for Scholastic Excellence	24
VI. Title I Requirements	27
VII. Budget to Support Areas of Focus	0

Nathan B. Young Elementary School

14120 NW 24TH AVE, Opa Locka, FL 33054

<http://nbyoung.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.

We prepare our students to live in a global society with a focus on literacy, physical and mental well-being, and experiential learning.

Provide the school's vision statement.

Nathan B. Young Elementary School is committed to providing students with innovative educational experiences in and out of the classroom. We will lead students on paths of educational discovery that prepare them to become quality, responsible citizens, who live purpose filled lives.

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
Davis, Niurka	Principal	The principal will oversee the ESSA subgroup specifically relating to students with disabilities for academic achievement in reading and mathematics. A collaboration between the principal, exceptional student education specialist, teachers, and parents will be established to meet the measurable outcome. The principal will create, monitor, and modify plans to support collaborative structures to meet student's goals, track progress, and provide immediate interventions. The development of all SIP measurable outcomes is closely monitored to ensure they align with the school's goals.
Hicks, Kamie	Assistant Principal	The Assistant Principal is overseeing the instructional practice of science and its implementation. This will include curriculum development, teacher support, department meetings, and collaborating with curriculum support specialist to develop and enhance the science program within the school. This will include collaborating with surrounding schools, incorporating innovative teaching methods, and using the science strategy toolbox to engage students effectively in science learning.
Brown, Quinnesha	School Counselor	The school counselor will oversee attendance and school-wide initiatives. This will include tracking student attendance, participation in the attendance review committee, and working with students, parents, and teachers. An emphasis will be placed on school culture (attendance) while collaborating with school staff to develop incentive programs that encourage regular attendance and recognize students for their efforts. Support and services will be provided to families in need to improve school culture, attendance, and collaborate with all stakeholders.
Henderson, Cyntheria	Math Coach	The Mathematics Transformation Coach will oversee the implementation of instructional practice (student engagement) in mathematics. A strong emphasis will be placed on incorporating hands-on activities, manipulatives, real-world examples, group projects, and interactive games. Regular feedback and discussions will take place to enhance the student engagement process. The mathematics transformation coach will focus on one engagement bi-weekly during collaborative planning for the purpose of continual engagement of students for student centered learning and conduct professional learning to enhance student engagement.
Sinclair, Delores	Reading Coach	The Transformation Coach will provide direct instructional services related to improving and supporting classroom instruction at schools that receive support from the District's Turnaround Office. Emphasis will be on utilizing the coaching model to support teachers in effective evidenced-based instructional strategies that will improve students' academic success.

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 Educational Excellence School Advisory Council (EESAC) is the sole body responsible for final decision making at the school relating to the implementation of the components of the School Performance Excellence Plan. The EESAC's function is to bring together all stakeholders and involve them in an authentic role in decisions which affect instruction and the delivery of programs. Teachers elect teachers; Parents elect parents; Students elect students; Educational support employees elect educational support employee; The Principal appoints business/community representative -- to ensure council diversity. The Principal and UTD designated steward are automatic members. Meetings are held monthly to discuss the School Improvement Plan process and to solicit input for the implementation of goals.

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 School Improvement Plan (SIP) provides the school with the opportunity to identify the academic, culture and priority goals along with strategies for improvement. The school's leadership team in conjunction with stakeholders refine the SIP quarterly to define the academic and priority goals to increase student achievement. This plan is a living document and is revised according to formative assessment data, stakeholder input and other data collection tools such as surveys.

Demographic Data

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

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	100%
2022-23 Economically Disadvantaged (FRL) Rate	100%
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) 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: B 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	13	11	13	5	5	0	0	0	47
One or more suspensions	0	0	0	1	0	1	0	0	0	2
Course failure in English Language Arts (ELA)	0	0	12	20	5	7	0	0	0	44
Course failure in Math	0	0	13	12	0	7	0	0	0	32
Level 1 on statewide ELA assessment	0	0	0	6	9	18	0	0	0	33
Level 1 on statewide Math assessment	0	0	0	5	11	17	0	0	0	33
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	14	26	31	14	21	0	0	0	106

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	10	15	10	19	0	0	0	54

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	0	0	0	7	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	2	0	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	1	20	11	7	15	12	0	0	0	66	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	3	15	7	4	1	0	0	0	30	
Course failure in Math	2	4	9	7	1	12	0	0	0	35	
Level 1 on statewide ELA assessment	2	11	20	9	26	21	0	0	0	89	
Level 1 on statewide Math assessment	4	34	21	8	24	18	0	0	0	109	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	3	14	24	27	10	10	0	0	0	88	

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	3	11	19	10	20	16	0	0	0	79

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	3	6	10	4	1	0	0	0	27
Students retained two or more times	0	0	0	5	2	0	0	0	0	7

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	1	20	11	7	15	12	0	0	0	66	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	3	15	7	4	1	0	0	0	30	
Course failure in Math	2	4	9	7	1	12	0	0	0	35	
Level 1 on statewide ELA assessment	2	11	20	9	26	21	0	0	0	89	
Level 1 on statewide Math assessment	4	34	21	8	24	18	0	0	0	109	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	3	14	24	27	10	10	0	0	0	88	

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	3	11	19	10	20	16	0	0	0	79

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	3	6	10	4	1	0	0	0	27
Students retained two or more times	0	0	0	5	2	0	0	0	0	7

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*	47	60	53	38	62	56	20		
ELA Learning Gains				76			41		
ELA Lowest 25th Percentile				80					
Math Achievement*	54	66	59	37	58	50	19		
Math Learning Gains				73			10		
Math Lowest 25th Percentile				74					
Science Achievement*	28	58	54	11	64	59	21		
Social Studies Achievement*					71	64			
Middle School Acceleration					63	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress		63	59						

* 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	47
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	187
Total Components for the Federal Index	4
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	389
Total Components for the Federal Index	7
Percent Tested	96
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	27	Yes	1	1
ELL				
AMI				
ASN				
BLK	47			
HSP	54			
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	49			

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	43			
ELL				
AMI				
ASN				
BLK	55			
HSP	20	Yes	2	1
MUL				
PAC				
WHT				
FRL	56			

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	47			54			28					
SWD	35			18							2	
ELL												
AMI												
ASN												
BLK	46			53			32				4	
HSP	54			54							2	
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	49			56			30				4	

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	38	76	80	37	73	74	11					
SWD	38	73		29	64		9					
ELL												
AMI												
ASN												
BLK	39	76	76	40	71	75	10					
HSP	31			8								
MUL												
PAC												
WHT												
FRL	38	76	80	37	73	74	11					

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	20	41		19	10		21					
SWD	15			23								
ELL												
AMI												
ASN												
BLK	19	32		18	8		18					
HSP	20			20								
MUL												
PAC												
WHT												
FRL	20	41		19	10		21					

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	44%	56%	-12%	54%	-10%
04	2023 - Spring	38%	58%	-20%	58%	-20%
03	2023 - Spring	49%	52%	-3%	50%	-1%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	58%	63%	-5%	59%	-1%
04	2023 - Spring	52%	64%	-12%	61%	-9%
05	2023 - Spring	58%	58%	0%	55%	3%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	23%	50%	-27%	51%	-28%

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 2022-2023 FAST PM3 data, 27% of 5th grade students were proficient in science as compared to the state average of 51% and district average of 50%. Based on the data and the identified contributing factors of: New teacher to grade level, lack of standards aligned instruction, vague lesson plans and late science strategic planning, We will implement the targeted element of instructional coaching/professional learning.

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

In 2022-2023, FAST PM3 data showed the greatest decline in Grade 4 ELA with students demonstrating only 38% proficiency. During the 2021-2022 school year, this cohort of students demonstrated 47% proficiency on the FSA Reading Assessment. A contributing factor was 12 students with diverse IEP accommodations in grade 4. This contributing factor influenced the class' performance on the FAST PM3 assessment due to the diverse learning needs, level of complexity of the assessment content for individualized learners, and number of students with specific learning disabilities that entered grade 4 at/ below two grade levels.

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 when compared to the state average was grade 4 reading. The state average was 57% with an average scale score of 312. Our school average was 37% with an average scale score of 298. A factor this can be attributed to is the number of students (12) in this cohort with specific learning disabilities that impacted cognitive processes related to reading, such as decoding, comprehension, and connecting ideas. Although tailored support, including small group and differentiated instruction, was implemented to targeted students, achieving proficiency remained a challenge.

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

The data component that showed the most improvement was grade 3 math. In 2021-2022 grade 3 math was 37% when compared to 2022-2023 at 56%. This showed an increase of 19%. The new actions included peer collaborations within common planning, effective use of instructional framework, engagement in a variety of learning tasks including the use of manipulatives and "collaborative talk", and the use of interventionist to pull out targeted students.

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

Upon reflecting on the EWS, two potential areas of concern are the number of students absent 10% or more days and the number of students who scored at level 1 on statewide assessments.

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

1. Increase daily attendance to 97% or more present.
2. Increase proficiency percentage in grades 3-5 by 5%.
3. Decrease the number of students with a substantial reading deficiency from 88 to 44.
4. Use data driven decision making across all subjects with semi quarterly reflections on current data.
5. Increase student engagement.

Area of Focus

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

#1. Instructional Practice specifically relating to 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 2022-2023 FAST PM3 data, 27% of 5th grade students were proficient in science as compared to the state average of 51% and district average of 50%. Based on the data and the identified contributing factors of: New teacher to grade level, lack of standards aligned instruction, vague lesson plans and late science strategic planning, We will implement the targeted element of instructional coaching/professional learning.

Measurable Outcome:

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

With data driven decision making, 37 % of 5th grade students will achieve a level 3 or higher on the SSA Assessment by the end of the year.

Monitoring:

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

The leadership team will conduct bi-weekly walk-throughs during science and conduct quarterly data chats to discuss topic assessment data. Science journals and end products will be reviewed during common planning. The leadership team will meet to discuss OPMs for science topic assessments. At the end of each quarter, science data chats will be conducted with administration and teachers to ensure the fidelity of end products.

Person responsible for monitoring outcome:

Kamie Hicks (mshicks@dadeschools.net)

Evidence-based Intervention:

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

The evidence-based intervention is data driven decision making.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

By promoting a culture of data driven decision making, schools instill in students the importance of analytical thinking and evidence-based approaches. Incorporating data driven decision making into science, promotes a more effective and student-centered learning environment. Also, data driven decision making allows the identification of struggling students and timely interventions. Data driven decision making will be monitored through the use of the instructional coach's agenda which will specify data chat days to discuss assessments and progress monitoring; hence allowing more deliberate instruction for 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.

8-/14 – 9/29 - The teacher participates in Professional Development focusing on standard aligned instruction, then lesson plans will be aligned to state standards.

Person Responsible: Kamie Hicks (mshicks@dadeschools.net)

By When: 9/29/23

8-14– 9/29 - The teacher will participate in Peer Observations with a partner Science teacher at a nearby school (Robert B. Ingram Elementary) to learn effective science strategies in order to maximize the quality of instruction and meet the needs of all learners. Walk- throughs will be conducted by coaches and administrators to measure the effectiveness of tier 1 instruction.

Person Responsible: Kamie Hicks (mshicks@dadeschools.net)

By When: 9/29/23

8-14– 9/29 - The teacher will provide extended learning opportunities for targeted students.

Person Responsible: Kamie Hicks (mshicks@dadeschools.net)

By When: 9/29/23

8-14– 9/29 Administrators will conduct walk-throughs to assess the effectiveness of tier 1 instruction.

Person Responsible: Kamie Hicks (mshicks@dadeschools.net)

By When: 9/29/23

#2. ESSA Subgroup specifically relating to Hispanic**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 data review from the ESSA subgroup summary in 2021-2022, we will focus on the Hispanic subgroup. This is based on our findings that Hispanic student achievement fell below 41% for two consecutive years and below 32% for one consecutive year. Incorporating strategies tailored to help Hispanic learners excel will improve achievement among the targeted subgroups of Hispanic students and the lowest 25th percentile.

Measurable Outcome:

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

By creating collaborative spaces, Hispanic students will demonstrate a 10% increase in average proficiency of 50% or higher on bi-weekly and progress monitoring assessments.

Monitoring:

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

Teachers will use differentiated instruction to create an inclusive environment that supports peer collaborative structures. This will be monitored by flexible grouping, scheduled walk throughs with the leadership team, and data collection.

Person responsible for monitoring outcome:

Niurka Davis (pr5971@dadeschools.net)

Evidence-based Intervention:

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

The evidence-based intervention being is collaborative learning structures.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Collaborative learning structures supports the individualized learner as the primary focus and enables learners to take responsibility for organizing and consolidating existing knowledge. Organizing students into collaborative groups based on their abilities and strengths, allows for targeted support.

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.

8/14 -9/29 Form diverse groups with a combination of Hispanic and non Hispanic students who are proficient.

Person Responsible: Niurka Davis (niurkadavis@dadeschools.net)

By When: 9/29

8/14 -9/29 Define clear learning outcomes for each collaborative task, ensuring they align with the benchmarks.

Person Responsible: Niurka Davis (niurkadavis@dadeschools.net)

By When: 9/29

8/14 -9/29 Scaffold tasks within collaborative groups and gradually increase complexity to build confidence and content skills.

Person Responsible: Niurka Davis (niurkadavis@dadeschools.net)

By When: 9/29

#3. 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 2021-2022 student attendance data reflected 50% of students with 16 or more absences for the school year. The 2022-2023 data reflected 37% of students with 16 or more absences, which is a 13 percentage point decrease. To continue this positive trend, we will focus on student and parent incentives to achieve the targeted goal.

Measurable Outcome:

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

If we implement school-wide incentives for students and parents, then we will decrease the number of students with 16 or more absences by 10 percentage points by June 7, 2024.

Monitoring:

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

The Attendance Review Committee will meet bi-weekly to analyze attendance data, identify excessive absences, and supporting students and parents with attendance issues.

Person responsible for monitoring outcome:

Niurka Davis (niurkadavis@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 rewards and incentives on a daily, bi-weekly, monthly and quarterly basis to motivate students and parents to reach the targeted goals. The Attendance Review Committee will plan for and execute the incentive plan.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Using rewards and incentives will provide immediate gratification, motivating students to attend classes regularly. Additionally, incentives create a sense of competition among students fostering a positive peer competition that promotes healthy attendance habits. Reinforcing positive behaviors, will lead to improved attendance habits over time. The focus will be on students be on fostering a genuine interest in learning rather than just attending for awards/incentives.

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.

8/14/23-09/29/23 The attendance review committee will have weekly meetings to discuss the attendance data as reported by Power BI. As a result, the committee will confirm that students with 3 or more absences have been referred to student services, parent meetings have been held and wrap around services have been provided.

Person Responsible: Quinnesha Brown (qgrant@dadeschools.net)

By When: 9/29

8/14/23-09/29/23 The attendance review committee will implement the PBIS reward system, and at least 4 rewards based initiatives. Parents will be recognized at the quarterly honor roll assembly. As a result, student attendance will increase to a daily average of 95% and above.

Person Responsible: Quinnesha Brown (qgrant@dadeschools.net)

By When: 9/29 Ongoing

8/14/23-09/29/23 The HERO attendance liaison will make contact with all parents of students reporting 5 or more absences in the quarter. Wrap around services will be offered to parents and documented in DSIS as well as the monthly Truant Student Status Form if applicable. As a result, parents of truant students will be supported, resulting in a decrease in student absences.

Person Responsible: Quinnesha Brown (qgrant@dadeschools.net)

By When: 9/29

#4. Instructional Practice specifically relating to Student Engagement**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 2022- 2023 student climate survey, only 41% of students strongly agree that their teachers make learning fun and interesting, and only 41% of students agree that their teachers make them want to learn. Based on the data and the identified contributing factors of: lack of professional development in the area of engagement, inadequate planning and resources. We will implement the targeted element of school wide student engagement practices.

Measurable Outcome:

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

With professional learning specific to student engagement, 60% of teachers will actively employ student engagement strategies in 3 out of 5 lessons as evidenced by administrative walk- throughs. Additionally, 50% of students will agree that learning is fun an interesting. Resulting in a 9% increase of students who agree that their teachers make them want to learn.

Monitoring:

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

The leadership team will conduct bi-weekly walk-throughs during whole group instruction and attend collaborative planning and conduct quarterly data chats to discuss topic assessment data. Science journals, in addition to math and ELA end products will be reviewed during collaborative planning. Students will complete a mid year survey to assess whether learning is fun and engaging.

Person responsible for monitoring outcome:

Kamie Hicks (mshicks@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.)

Student Centered Learning

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The term Student-Centered Learning refers to a wide variety of educational programs, learning experiences, instructional approaches, and academic-support strategies (physical or virtual) that are intended to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students and groups 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.

On 8/14-9/29, teachers will participate in professional learning related to different modalities of student engagement. As a result, teachers will be able to include a variety of engagement strategies within their instruction.

Person Responsible: Delores Sinclair (226754@dadeschools.net)

By When: 09/29/23

8/14/23-9/29/23 Instructional coaches and administrators will complete "student engagement" form during walk-through to identify engagement strategies within the classroom as a follow up to professional learning from 8/14/23. As a result, teachers will continue to include engagement strategies as part of their instructional block.

Person Responsible: Kamie Hicks (mshicks@dadeschools.net)

By When: 09/29/23

8/14-9/29/23 Instructional coaches will focus on one engagement bi-weekly during collaborative planning for the purpose of continual engagement of students for student centered learning. As a result, teachers will strengthen their knowledge on engagement strategies thus, increasing academic achievement.

Person Responsible: Cyntheria Henderson (233530@dadeschools.net)

By When: 09/29/23

8/14- 9/29/23 Administrators and Instructional Coaches will conduct Data chats to ensure the academic growth of all students. As a result of closely examining the data, teachers and coaches will modify, and develop meaningful instruction, in an effort to be more deliberate in meeting student needs.

Person Responsible: Niurka Davis (niurkadavis@dadeschools.net)

By When: 09/29/23

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 of reviewing school improvement funding allocations involves gathering data on student performance, demographics, identifying the needs through surveys, and allocating funds based on the identified needs, considering factors such as class size, teacher professional development, and technology enhancement. Allocations will be adjusted as necessary based on ongoing assessments and feedback from all stakeholders.

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

The instructional practice specifically relating to Reading/ELA is differentiated instruction. The 2022-2023 iReady AP2 reported that in kindergarten 31% of students demonstrated proficiency; in 1st Grade 35% of students demonstrated proficiency; in 2nd Grade 36% of students demonstrated proficiency.

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

The instructional practice specifically relating to Reading/ELA is differentiated instruction. The 2022-2023 FAST Reading data reports that in 3rd grade 49% of students demonstrated proficiency; in 4th grade 38% of students demonstrated proficiency; in 5th grade 44% of students demonstrated proficiency. Schoolwide showing a total of 44% in 2022-2023.

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

The 2022-2023 iReady AP2 reported that in grades K-2; 35% of students demonstrated proficiency. If we implement differentiated instruction strategies with fidelity, then 45% of students in grades K-2 will demonstrate proficiency in ELA/Reading on the K-2 STAR assessment. This will bring our STAR median percentile up by 10% points from 2022-2023.

Grades 3-5 Measurable Outcomes

The instructional practice specifically relating to Reading/ELA is differentiated instruction. The 2022-2023 FAST Reading data reports that in 3rd grade 49% of students demonstrated proficiency; in 4th grade

38% of students demonstrated proficiency; in 5th grade 44% of students demonstrated proficiency. Schoolwide showing a total of 44% in 2022-2023.

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 differentiated instruction plan for K-2 and 3-5 will be monitored by conducting walk-throughs to ensure that the designated DI time on each teacher's schedule is being utilized for DI. Each student will have a DI folder that will include trackers for ongoing progress monitoring as well as student work.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Hicks, Kamie, mshicks@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?

Anchor Charts serve as artifacts of classroom learning. Like an anchor, they hold students' and teachers' thoughts, in alignment to standards and skills, as well as ideas and processes in place. Anchor charts can be displayed as reminders of prior learning and built upon over multiple lessons.

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?

The rationale for selecting Anchor charts is that it helps provide clarity and consistency in instruction. They can outline procedures, expectations, or strategies, ensuring that all students have a shared understanding of how to approach reading tasks. Additionally, many students are visual learners, and anchor charts organize information in a visually appealing and structured manner. They use headings, bullet points, graphics, and color-coding to emphasize important points and relationships.

Action Steps to Implement

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
8/21/23 - 9/29/23 The instructional coach will collaborate with teachers to provide practical examples, strategies, and best practices for creating and using anchor charts.	Hicks, Kamie, mshicks@dadeschools.net
On 8/21/23 - 9/29/23 , The instructional coach will establish regular opportunities for teachers to collaborate and share their anchor charts, strategies, and success stories with their colleagues during scheduled PLC's.	Sinclair, Delores, 226754@dadeschools.net
8/21/23-9/29/23 The literacy leadership team will continue to share anchor charts on a shared digital platform or physical space where teachers can upload, display, and access anchor charts. Teachers will also continue to request copies of selected anchor charts.	Davis, Niurka, pr5971@dadeschools.net
8/21/23-9/29/23 The literacy leadership team will conduct walk-throughs to view anchor charts in classrooms as well as student journals and notebooks and provide constructive feedback to teachers based on their observations, highlighting strengths and offering suggestions for improvement.	Sinclair, Delores, 226754@dadeschools.net
8/21/23-9/29/23 Teachers will diligently ensure that the language and content featured on the anchor charts are fully aligned with the material and concepts that students are expected to master in preparation for upcoming assessments.	Sinclair, Delores, 226754@dadeschools.net
8/21/23-9/29/23 Teachers will leverage assessments as a backward planning tool, utilizing the data and insights gained from assessments to inform and tailor the development of relevant and effective anchor charts.	Hicks, Kamie, mshicks@dadeschools.net
8/21/23-9/29/23 Teachers will participate in professional learning to create anchor charts that outline the specific skills, strategies, or content areas that will be assessed. This helps students understand what they need to focus on during reading activities and assessments.	Sinclair, Delores, 226754@dadeschools.net
8/21/23-9/29/23 Teachers will participate in professional learning specifically related to incorporating instruction aligned to benchmarks once the anchor chart has been created.	Sinclair, Delores, 226754@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.

By implementing a multi-faceted approach, we will effectively disseminate information about the SIP, UniSIG budget, and SWP progress to a diverse range of stakeholders, ensuring that the content is clear, accessible, and meaningful to each group.

School Staff: A portion of the opening of schools staff meeting was dedicated to discuss the SIP, UniSIG budget, and SWP progress. This ensured that teachers and staff are well-informed and aligned with the initiatives for the SIP.

Families: Utilize the school's website, parent portal, and REMIND app to post detailed information, progress reports, and relevant documents that parents can access at their convenience. ESSAC meetings will also be a means of disseminating information to parents, teachers and community stakeholders in language that is clear for all in attendance. The ESSAC chair will also include visuals and infographics to make the information digestible for all.

School's webpage: <https://nbyeagles.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))

Disseminating the School Improvement Plan (SIP), University-School Partnership (UniSIG) budget, and the School-Wide Program (SWP) progress to various stakeholders is crucial for transparency, accountability, and maintaining engagement. Parents will be able to access information using school's website, parent portal, or app for detailed information, progress reports, and relevant documents at their convenience. Parent-Teacher meetings are scheduled each quarter on the school-wide calendar for teachers to meet parents regarding their child's progress. Several school-wide initiatives are implemented to build positive relationships with families such as Literacy and Math night, Attendance competitions, i-Ready celebrations, etc.

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)

According to 2022-2023 FAST PM3 data, 27% of 5th grade students were proficient in science as compared to the state average of 51% and district average of 50%. Based on the data and the identified contributing factors of: New teacher to grade level, lack of standards aligned instruction, vague lesson plans and late science strategic planning, We will implement the targeted element of instructional coaching/professional learning.

The teacher will participate in professional learning focusing on standard aligned instruction, as a result, lesson plans will be aligned to state standards.

Based on the data review, our school will implement the targeted element of SWD achievement based on our findings that SWD student achievement was 35%, and overall, ELA performance among SWD is gradually trending upward, from 13% proficiency in 2021 to 18% in 2022 and 35% in 2023. Incorporating strategies tailored to help SWD learners excel will improve achievement among the targeted subgroups of SWD and lowest 25th percentile. Teachers will place students with disabilities in groups with other students in order to allow SWD to learn from their peers and to receive additional support from their peers. Teachers will utilize ESOL strategies during instruction to scaffold all lessons.

According to 2022- 2023 student climate survey, only 41% of students strongly agree that their teachers make learning fun and interesting, and only 41% of students agree that their teachers make them want to learn. Based on the data and the identified contributing factors of: lack of professional development in the area of engagement, inadequate planning and resources. We will implement the targeted element of school wide student engagement practices. Instructional coaches and administrators will complete "student engagement" form during walk-through to identify engagement strategies within the classroom as a follow up to professional learning from 8/14/23. As a result, teachers will continue to include engagement strategies as part of their instructional 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))

This collaborative approach ensures that students receive comprehensive support and that their diverse needs are addressed holistically. The school's plan is aligned with ESSA guidelines, focusing on improving academic achievement, enhancing the effectiveness of educators, and ensuring equitable access to quality education for all students. The school taps into available state and federal funding sources to support various initiatives. The plan is developed with consideration for leveraging these funds strategically to maximize impact.