Miami-Dade County Public Schools

Turner/Guilford/Knight School

2023-24

Schoolwide Improvement Plan (SIP)

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Turner/Guilford/Knight

7000 NW 41ST ST, Miami, FL 33166

[no web address on file]

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.

This Mission of EAOP at Turner Guilford Knight is to offer trans formative education inside the local jail to empower incarcerated students to define and achieve their educational goals and to make our community safer by breaking cycles of poverty and inter-generational violence.

Provide the school's vision statement.

At Turner Guilford Knight, our vision is to immerse our staff and stakeholders into empowering our at-risk youth for embracing and assuming accountability for their learning, positively actualizing their efforts and developing and implementing healthier attitudes regarding their emotional, physical and social-well being.

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
Clark, Theron	Principal	As a principal, Theron Clark serves as the school's instructional leader. Dr. Clark provides a mission and shapes a vision for academic success for all students. He uses data to drive decision-making, cultivate leadership in others, and provide the appropriate curriculum offerings.
Lafaille, Eddy	Assistant Principal	As the assistant principal, Mr. Lafaille assists the principal in implementing the vision and mission for the school. He monitors and evaluates the following: instructional staff's implementation of tiered instruction, process of administering assessments, and alignment of the professional development to faculty needs.
Alonso, Nadeshka	Other	As the Testing Coordinator, Ms. Alonso oversees the preparations and administration of all standardized test.
Strauss, Taylor	Teacher, K-12	As a K-12 Teacher, Mr. Strauss plans and presents lessons to facilitate students' understanding and application of mathematical concepts by preparing and distributing learning material such as notes, assignments, and quizzes.
Lewis, Felicia	Reading Coach	As an instructional coach, Ms. Lewis provides support to the Reading/ELA teacher in the classroom. She also provides intervention to students using data to provide enrichment and remediation to students. She collaborates with the teacher to plan and implement data-driven instruction and provide intervention and enrichment to students.
Antonini, Enrique	Math Coach	As an instructional coach, Mr. Antonini provides support to the Math teacher in the classroom. He also provides intervention to students using data to provide enrichment and remediation to students. He collaborates with the Math teacher to plan and implement data-driven instruction and provide intervention and enrichment to students.
Scalf, Kimberly	Teacher, ESE	As an ESE Teacher, Ms. Scalf assists in the implementation of a strong core instruction, using a process for identifying specific student needs, data analysis; differentiating instruction and incorporating intervention activities across the curriculum, and collaborates with teachers.
Hansen, Susan	School Counselor	As a School Counselor, Ms. Hansen is responsible for assisting with the master schedule, supporting students' social and emotional well-being, reviewing student courses and monitoring student readiness for graduation.

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 has been involved in the process of developing the the School Improvement Plan via
district workshops which were attended as a team. Information and data received via school team and department meetings are processed and analyzed for the sake of identifying the best course of action for addressing the school's improvement.

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 monitoring process will be designed to identify strengths, weaknesses, and areas for improvement within the plan. Through identifying appropriate data collection methods for the unique transient environment, all instructional staff and student services staff will disaggregate information to identify patterns and areas where SIP methods are demonstrating a positive affect and adjust those areas where improvement is needed. Information will be shared with other stakeholders as a mean to address adjustments or areas where supplementary resources may be needed to meet the efforts identified within the SIP. The Leadership Team, with input from the entire staff, will make efforts to design improvements that address effectiveness while also ensuring buy-in.

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)	High School 7-12
Primary Service Type (per MSID File)	Alternative Education
2022-23 Title I School Status	No
2022-23 Minority Rate	100%
2022-23 Economically Disadvantaged (FRL) Rate	15%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	
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)	
School Grades History *2022-23 school grades will serve as an informational baseline.	

School Improvement Rating History	2021-22: MAINTAINING
	2018-19: MAINTAINING
	2017-18: MAINTAINING
	2016-17: MAINTAINING
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	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
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	

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	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	0	0	1
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	12
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	14
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	12

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	12

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	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	
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*		55	50		54	51			
ELA Learning Gains									
ELA Lowest 25th Percentile									
Math Achievement*		43	38		42	38			
Math Learning Gains									
Math Lowest 25th Percentile									
Science Achievement*		62	64		41	40			
Social Studies Achievement*		69	66		56	48			
Middle School Acceleration					56	44			
Graduation Rate		89	89		56	61			
College and Career Acceleration		70	65		67	67			
ELP Progress		49	45						

* 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)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
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				
ELL				
AMI				
ASN				
BLK				
HSP				
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				

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				
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT				
FRL				

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												
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
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												

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												
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

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												
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

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
10	2023 - Spring	*	54%	*	50%	*
07	2023 - Spring	*	50%	*	47%	*
08	2023 - Spring	*	51%	*	47%	*
09	2023 - Spring	*	51%	*	48%	*

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	*	48%	*	48%	*
08	2023 - Spring	*	59%	*	55%	*

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

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	52%	*	48%	*

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	65%	*	63%	*

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

HISTORY						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
N/A	2023 - Spring	*	66%	*	63%	*

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.

Testing percentage was the lowest. The changes in the structure at the facility made access to devices more challenging.

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

Trend data for this site shows no evidence of small group instruction, and inconsistency in administering assessments.

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.

Testing percentage demonstrated the largest gap. The changes in the structure at the facility made access to devices more challenging.

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

None. Testing was inadequate to demonstrate improvement.

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

Testing and reading performance. Testing due to the physical barriers to devices in the program. Reading performance due to traditionally lower reading performance for students in TGK.

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

Provide teachers with professional learning in Differentiated Instruction.
Implementation of Differentiated Instruction with fidelity.

Increase supplemental resources for ELA and Mathematics.
Provide support for teachers of students with disabilities.

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 area of focus at TGK will be the use of differentiated instruction in the classroom by the instruction teacher.

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

A measurable outcome will be that 100% of the students will be testing on the states PM platform.

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

The area of focus monitored will be the use of a quarterly STAR test as well as the states PM system.

Person responsible for monitoring outcome:

Eddy Lafaille (238362@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 will be to test students on the STAR test quarterly. Along with the quarterly STAR administration student will also be taking the states PM exams. These exams will be the bases for the intervention plan that teachers will use for their differentiated instruction groups and mini lessons.

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

The rational is based on student needs and the teacher mastery of math content to be able to create both differentiated instruction groups as well as mini lessons to best support the individual needs of the 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.

No action steps were entered for this area of focus

#2. 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.

As per the 2022-2023 FAST PM3 data, it was observed that 50% of the 7th grade students, 100% of the 8th grade students attained a 1 on the FAST ELA Assessment. Likewise, 50% of 7th grade students achieved level 4, while a significant 87% achieved level 1. Given this data and the factors identified as contributors,
including a notable concentration of level 1 results, it's apparent that student readiness levels posed limitations in mastering grade-level tasks. Consequently, the main emphasis will be on implementing differentiated instructional strategies across all core subjects to address these challenges.

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

By arranging for all students at level 1 to participate in an intensive reading course and delivering supplementary reading interventions, our goal is to decrease the count of level 1 students by 3 percent in the 2024 FAST PM 3 Assessment.

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

Student progress will be tracked using data chats reflecting their FAST PM 1 and PM 2 data. These data chats will highlight areas of concern, allowing for targeted support. Teachers will guide students through the identified areas of concern and conducting weekly interventions to address these specific needs.

Person responsible for monitoring outcome:

Eddy Lafaille (238362@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 implementation of differentiated instruction will enhance the framework for effective teaching, offering diverse avenues for students to learn. This approach is poised to boost student achievement on state assessments. It ensures that all students can learn effectively, irrespective of variations in their abilities. Research attests to the positive impact of this approach on a broad spectrum of students.

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

Teachers will differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

No action steps were entered for this area of focus

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

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

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

After participating in a Pre Positive Culture and Environment survey, the staff will engage identified strategies of implementation to increase the student learning environment via teacher investment, administration transparency and staff alignment. Upon the conclusion of the school year, there will be a 5% increase in positivity markers within the Post Positive Culture and Environment survey.

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

This area of focus will be monitored through implementation of a transparent communication plan, professional learning to provide relevant and impactful PL opportunities that align to teacher's needs for professional growth and instructional practice, increased opportunities to foster a culture of collaboration and increased opportunities to recognize and celebrate the successes and achievements of both teachers and students.

Person responsible for monitoring outcome:

Eddy Lafaille (238362@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.)

Fostering positive teacher-student relations through positive incentive programs for successful collaborative projects and academic increases.
Professional development for increase awareness of teacher pedagogy and practice as it relates to student growth and school culture.
Encouraging student involvement in classroom and school decision making.
Increased schoolwide/community building activities.

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

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.

No action steps were entered for this area of focus