

Miami-Dade County Public Schools

Dr. Toni Bilbao Preparatory Academy School



2023-24

Schoolwide Improvement Plan (SIP)

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Dr. Toni Bilbao Preparatory Academy

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[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.

The mission of Dr. Toni Bilbao Preparatory Academy is to provide each student a diverse education in a safe, supportive environment that promotes self-discipline, motivation, and excellence in learning.

Provide the school's vision statement.

Dr. Toni Bilbao Preparatory Academy and the multicultural community it serves will work cooperatively with key stakeholders and parents to improve student achievement and prepare learners to become vital contributors to a global, bilingual society.

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
Santos, Yesenia	Assistant Principal	As the Assistant Principal, serving in the capacity of instructional and organizational leader, works to assist the principal in overall administration of instructional programs and school site operations. Responsibilities include but are not limited to, working with the principal to oversee the operations of the school, curriculum alignment, master scheduling, and all safety procedures. Additionally, she oversees the progress monitoring of students in grades K through 8th grade through data chats and teacher effectiveness. She is responsible for coordinating and monitoring the iReady Implementation Plan, Dual Language/BISO and Cambridge programs and facilitates weekly collaborative planning for reading and math. She also oversees the ESOL Coordinator and monitors the ELL student performance in alignment with their ACCESS. She serves as the lead for the Teacher Leaders on the Professional Learning Support Team (PLST). She is responsible for planning the professional development for staff based on the needs assessment. She serves as the School Assessment Coordinator and conducts the test administrator trainings.
Vega, Gloria	Principal	As the principal, serving in the capacity of instructional and organizational leader, it is necessary to oversee all programs and policies to ensure successful outcomes, high quality educational experiences and services for the students in a nurturing, supportive and safe environment. Additionally, the principal is responsible for observing teacher instructional practices and provide feedback to improve teacher effectiveness. As a result of instructional teacher practices, opportunities for professional development and adult learning are implemented to enhance student achievement. The principal is also responsible for monitoring student progress through ongoing data chats, standards-based lesson plan development and lesson effectiveness through classroom walkthroughs and observations. The principal is also responsible for recruiting and retaining effective teachers and staff to build capacity and continuity in closing the student achievement gap. The principal monitors and works with the ESE Chairperson to ensure that the students with disabilities are receiving their services and that they are on track for progress. Finally, the principal oversees all operational duties such as but not limited to, budget, property inventory and building customer relationships.
Garneff, Maritza	Teacher, K-12	Ms. Garneff is the New and Early Career Teacher Leader on the Professional Learning Support Team (PLST). She is responsible for participating in Leadership Team meetings. She collaborates with the PD Liaison to prepare and conduct professional development meetings for the new and early career teachers. She serves as a mentor and team leader for other teachers and staff members. She also serves on the EESAC committee.
Abreu, Jessica	Other	Ms. Abreu serves as the ESE instructional leader of the department and behavioral management teacher. She uses data to determine ESE student needs and increase student achievement; assist with professional development needs. She takes part in student testing and IEP meetings.

Name	Position Title	Job Duties and Responsibilities
Jara, Juan	Teacher, K-12	Mr. Jara is Professional Development Liaison and Teacher Leader on the Professional Learning Support Team (PLST). He is responsible for proposing and closing out professional development courses for the school.

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.

Engage parents, teachers, students, community members, and school leadership to understand their perspectives on why the school has been identified for support and improvement. Their insights can help in identifying root causes and areas of concern. Present the school's performance data to stakeholders, making sure they understand the metrics used for evaluation. This transparency fosters a shared understanding of the school's strengths and weaknesses. Collaborate with stakeholders to analyze the performance data and identify key areas that require improvement. Their involvement can provide different viewpoints and ensure that the most pressing issues are addressed. Involve stakeholders in brainstorming and selecting potential interventions based on the identified priorities. Their input can help in choosing strategies that align with the school's culture, resources, and unique challenges. Ensure a diverse representation of stakeholders including parents, teachers, students, school administrators, community members, and local organizations. This diversity brings a broader perspective to the planning process. Hold regular meetings or focus groups to update stakeholders on the SIP development progress, gather feedback, and ensure that their voices are heard throughout the process.

Use surveys or other feedback mechanisms to collect input from stakeholders who might not be able to attend meetings in person. This provides an opportunity for a wider range of voices to contribute. Clearly communicate the purpose, goals, and progress of the SIP development to stakeholders. Make sure they understand their role and the impact of their input on the final plan. Encourage stakeholders to contribute ideas for flexible interventions that can be adjusted based on the evolving needs of the school. This adaptive approach ensures that the plan remains relevant and effective. Involve stakeholders in the ongoing monitoring and evaluation of the SIP's implementation. Regular updates and feedback loops can help refine strategies and make timely adjustments.

In summary, stakeholder involvement is essential at every stage of School Improvement Plan (SIP) development under the Every Student Succeeds Act (ESSA). Engaging a diverse group of stakeholders, sharing transparent information, and incorporating their insights will lead to a more holistic, effective, and sustainable improvement process for the identified school.

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) is a critical tool for enhancing student achievement and addressing achievement gaps. To ensure its effective implementation and impact on increasing student achievement in meeting State academic standards, especially for those students with the greatest achievement gaps, the following monitoring and revision processes can be employed:

The school will gather and analyze various data points regularly, including standardized test scores,

classroom assessments, attendance records, and discipline data. Data will be disaggregated to identify achievement gaps among different student groups, such as low-income students, English language learners, and students with disabilities. A dedicated team, comprising teachers, administrators, and support staff, will be responsible for monitoring the progress of the SIP. The team will meet on a regular basis to review data, discuss trends, and identify areas where the plan is making a positive impact or falling short. Teachers will implement formative assessments to gauge student understanding and adjust instruction accordingly. The results of formative assessments will inform instructional practices and provide insights into whether the SIP strategies are effectively addressing the achievement gaps. Parents, students, teachers, and community members will be engaged in the monitoring process. Regular feedback will be collected through surveys, focus groups, and meetings to ensure that all stakeholders are aligned with the SIP goals and can provide insights for improvement.

The SIP strategies and interventions will be reviewed periodically to assess their effectiveness in addressing the achievement gaps. Strategies that show promising results will be continued, while those yielding limited impact will be reconsidered for modification or replacement. Teachers and staff will receive ongoing professional development to enhance their capacity to implement the SIP effectively. Professional development opportunities will align with the specific needs identified through data analysis. The SIP will be designed with flexibility to adjust strategies based on evolving needs and emerging trends. The school will remain open to adopting innovative approaches that show potential to accelerate student achievement. At regular intervals (e.g., annually), the school improvement team will conduct a comprehensive review of the SIP's progress and impact. The team will assess whether the identified goals are being met, and if not, they will determine the root causes and propose revisions. Decisions regarding revisions to the SIP will be grounded in data. Analysis of student performance, feedback from stakeholders, and evidence-based research will guide the decision-making process. The school will periodically reassess its long-term and short-term goals in light of changing circumstances and emerging priorities. Adjustments to goals may be necessary to better align with the evolving needs of students and the community.

In summary, the monitoring and revision of the School Improvement Plan will be an iterative process that relies on regular data analysis, stakeholder engagement, professional development, and data-driven decision-making. This approach ensures that the plan remains responsive to the needs of all students, especially those facing achievement gaps, and continues to drive continuous improvement in student achievement.

Demographic Data

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

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	96%
2022-23 Economically Disadvantaged (FRL) Rate	48%
Charter School	No
RAISE School	Yes
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)	Students With Disabilities (SWD) English Language Learners (ELL) Hispanic Students (HSP)

(subgroups below the federal threshold are identified with an asterisk)	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
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	14	2	8	3	5	9	5	0	46
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	2	6	12	4	4	4	1	0	33
Course failure in Math	0	1	2	6	8	6	9	10	0	42
Level 1 on statewide ELA assessment	0	0	0	14	17	15	21	15	0	82
Level 1 on statewide Math assessment	0	0	0	8	5	15	25	15	0	68
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	1	9	30	20	22	27	19	0	128
	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	2	2	16	10	15	21	13	0	79

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	3	0	14	1	0	0	0	18
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	14	2	8	3	5	9	5	0	46
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	6	12	4	4	4	1	0	33
Course failure in Math	0	1	2	6	8	6	9	10	0	42
Level 1 on statewide ELA assessment	0	0	0	14	17	15	21	15	0	82
Level 1 on statewide Math assessment	0	0	0	8	5	15	25	15	0	68
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	1	9	30	20	22	27	19	0	128

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	2	2	16	10	15	21	13	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	0	0	0	3	0	14	1	0	0	18
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	14	2	8	3	5	9	5	0	46
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	6	12	4	4	4	1	0	33
Course failure in Math	0	1	2	6	8	6	9	10	0	42
Level 1 on statewide ELA assessment	0	0	0	14	17	15	21	15	0	82
Level 1 on statewide Math assessment	0	0	0	8	5	15	25	15	0	68
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	1	9	30	20	22	27	19	0	128

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	2	2	16	10	15	21	13	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	0	0	0	3	0	14	1	0	0	18
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*	60	61	53	67	62	55	54		
ELA Learning Gains				77			63		
ELA Lowest 25th Percentile				78			56		
Math Achievement*	67	63	55	67	51	42	57		
Math Learning Gains				69			31		
Math Lowest 25th Percentile				64			19		
Science Achievement*	41	56	52	42	60	54	46		
Social Studies Achievement*	78	77	68		68	59			
Middle School Acceleration		75	70		61	51			
Graduation Rate		76	74		53	50			
College and Career Acceleration		73	53		78	70			
ELP Progress	60	62	55	69	75	70	63		

* 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)	N/A
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	357
Total Components for the Federal Index	6
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	67
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	533
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	27	Yes	1	1
ELL	57			
AMI				
ASN				
BLK				
HSP	59			
MUL				
PAC				
WHT	73			

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	56			

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	44			
ELL	67			
AMI				
ASN				
BLK				
HSP	67			
MUL				
PAC				
WHT	58			
FRL	65			

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	60			67			41	78				60
SWD	25			33			15				5	45
ELL	57			66			43	68			6	60
AMI												
ASN												
BLK												
HSP	60			68			40	77			6	60
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	77			69							2	
FRL	52			64			39	67			6	70

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	67	77	78	67	69	64	42					69
SWD	33	61	64	31	54	54	10					45
ELL	66	79	77	67	74	70	36					69
AMI												
ASN												
BLK												
HSP	67	78	78	68	69	64	42					69
MUL												
PAC												
WHT	69			46								
FRL	63	75	74	63	73	70	42					62

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	54	63	56	57	31	19	46					63
SWD	24	42		17	22	10	50					48
ELL	49	64	58	58	33	21	38					63
AMI												
ASN												
BLK												
HSP	54	62	56	57	29	19	45					63
MUL												
PAC												
WHT												
FRL	49	56	60	50	20	16	23					63

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	49%	56%	-7%	54%	-5%
07	2023 - Spring	63%	50%	13%	47%	16%
04	2023 - Spring	68%	58%	10%	58%	10%
06	2023 - Spring	60%	50%	10%	47%	13%
03	2023 - Spring	47%	52%	-5%	50%	-3%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	72%	58%	14%	54%	18%
07	2023 - Spring	71%	48%	23%	48%	23%
03	2023 - Spring	61%	63%	-2%	59%	2%
04	2023 - Spring	78%	64%	14%	61%	17%
05	2023 - Spring	60%	58%	2%	55%	5%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	37%	50%	-13%	51%	-14%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	77%	68%	9%	66%	11%

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.

2023 data findings:

Based on 2023 Science assessment, there was a decrease of 6% percentage points in student proficiency from 2022-2023. In 2022 the Science assessment score was 43% and in 2023 it went down to 37%. Strategically aligning resources were lacking. Ongoing Progress Monitoring (OPM) in collaborative planning to guide the differentiation needed was not done with fidelity.

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

2023 data findings:

Based on 2023 Science assessment, there was a decrease of 6% percentage points from 2022-2023. In 2022 the Science assessment proficiency score was 43% and in 2023 it went down to 37%. Strategically aligning resources were lacking. Ongoing Progress Monitoring (OPM) in collaborative planning to guide the differentiation needed was not done with fidelity.

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.

2023 data findings:

Based on 2023 data results the Math component had the greatest comparable gap. The School passing rate was 68% and the District was 54%. We successfully focused on data-driven instruction and extended learning opportunities. We employed differentiated instruction, small groups, 1:1 mini conferencing, and providing immediate feedback. Also, we infused the IXL program from beginning of the school year.

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

2023 data findings:

Based on 2023 data results the Math component showed the most improvement. It stayed steady from 69% in 2022 to 68% in 2023. We successfully focused on data-driven instruction and extended learning opportunities. We employed differentiated instruction, small groups, 1:1 mini conferencing, and providing immediate feedback. Also, we infused the IXL program from beginning of the school year.

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

Enrollment and Attendance

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

Reading, Enrollment, Attendance, Science, and Technology usage (responsibly)

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 the data from the 2022-2023 Statewide Science Assessments, our 5th graders had a proficiency of 37% which was 6% lower than in 2021-2022 where they had a 43% a proficiency. Based on this data, we are not meeting the unique needs of all learners, therefore it is evident that we must improve our standards-based instruction by providing a more student centered approach to the delivery of grade-level content in order to increase student proficiency in the 5th grade Statewide Science Assessments.

Measurable Outcome:

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

With the implementation of a more a student centered learning approach 10% (for a total of 47%) of the 5th grade population will score at grade level or above in the 2023-2024 Statewide Science Assessment by May 2024.

Monitoring:

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

The Leadership Team, specifically Yesenia Santos-Urena, will conduct quarterly data chats, adjust groups based on current data in real time, and follow-up with regular walkthroughs to ensure quality instruction is taking place. Administrators will review lesson plans for targeted standards and specifically look at data from formative assessments to observe student progress. This data will help identify the students that are demonstrating growth on remediated standards. Extended learning opportunities will be provided to those students who are not showing growth.

Person responsible for monitoring outcome:

Yesenia Santos (ysantos@dadeschools.net)

Evidence-based Intervention:

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

Within the Targeted Element of Science, our school will focus on the Evidence-based intervention of: Student centered learning. Student centered learning is designed to cater to the unique learning requirements, interests, goals, or cultural contexts of individual students as well as student groups. Using data to assist in developing the measurable design to drive instructional planning and insure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Data-Driven instruction will be monitored through the use of data trackers.

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 student needs. Data-Driven instruction will be monitored through the use of data trackers.

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.

08/14/2023-09/29/2023: Facilitate weekly collaborative planning meetings to provide teachers with an opportunity to collaborate and brainstorm challenges, needs, and shared best practices. Teachers will attend collaborative planning and take turns taking the lead and modeling explicit instruction during small groups. As a result, the collaborative opportunities will positively impact overall student achievement.

Person Responsible: Gloria Vega (glopez4@dadeschools.net)

By When: 08/14/2023-9/29/2023

09/27/2023: Provide Professional Development for teachers on effective implementation of the new student centered learning as it applies to project-based learning and the STEAM curriculum. As a result, teachers will develop project-based lessons aligned to Standards utilizing STEAM concepts, which directly targets the need for more focused and sustained learning experiences.

Person Responsible: Gloria Vega (glopez4@dadeschools.net)

By When: 09/27/2023

08/14/2023-9/29/2023: Teachers will develop lesson plans that are inclusive of the student centered learning practices. As a result, teachers will have student groups, appropriate resources, and lesson plans that are designed to cater to the unique learning requirements, interests, goals, or cultural contexts of individual students as well as student groups.

Person Responsible: Juan Jara (jjara@dadeschools.net)

By When: 08/14/2023-9/29/2023

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

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

According to the 2022-2023 FAST PM3 ELA assessment results, although we scored above the district, showed our overall ELA score dropped from 67% in 2022 to 57% in 2023. This indicating a 10% drop in overall proficiency.

Measurable Outcome:

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

With the implementation of Academic Vocabulary Instruction, 5% of our K-8 student population will score at grade level or above in the area of ELA in the 2023-2024 FAST PM3 assessment by May 2024.

Monitoring:

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

The Leadership Team, specifically Gloria Vega, will coordinate with different grade levels to ensure that specific vocabulary lessons are allocated to ELL Level 1 students in i-Ready and Imagine Learning. Moreover, collaborative planning across all grade levels will be supervised to confirm that teachers are selecting recommended books and diverse texts aligned with the B.E.S.T. standards outlined in the K-5 ELA Handbook.

The PLST (Professional Learning and Support Team) will offer professional development sessions and conduct monthly meetings with teachers. These gatherings aim to cultivate effective strategies for teaching vocabulary, as well as for designing interactive word walls and bulletin boards. Administrators will oversee the implementation of vocabulary lessons through classroom walkthroughs, examination of lesson plans, and the use of OPMs (Observation and Performance Measures). Data collected will be analyzed during Leadership Team meetings, along with individual discussions about data between team members and teachers.

Person responsible for monitoring outcome:

Gloria Vega (glopez4@dadeschools.net)

Evidence-based Intervention:

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

Within the Targeted Element of ELA, our school will focus on the Evidence-based intervention of Academic Vocabulary. Instruction in Academic Vocabulary plays a vital role in enhancing the vocabulary aptitude of all learners. It is essential to integrate Academic Vocabulary by employing various effective teaching methods, such as interactive journals, dynamic word walls, engagement with a variety of texts, visual prompts, infusion into everyday conversations, and its alignment with the subject matter being taught. Data-Driven instruction will be monitored through the use of data trackers.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Academic Vocabulary Instruction plays a critical role in improving vocabulary skills for all learners. Academic Vocabulary should be incorporated through effective lessons in a myriad of ways including the use of interactive journals, interactive word walls, exposure to diverse texts, visual stimuli, incorporation into daily dialogue, etc., and associated with the content being taught.

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.

08/14/2023-09/29/2023: Teachers will assign targeted vocabulary lessons and closely monitor Imagine Learning & i-Ready usage and passing rate to reinforce the B.E.S.T. Standards. The required minutes will be completed during the school day with fidelity. As a result, students will demonstrate learning gains as measured by ongoing progress monitoring assessments.

Person Responsible: Yesenia Santos (ysantos@dadeschools.net)

By When: 08/14/2023-09/29/2023

08/14/2023-09/29/2023: Educators will make use of the recommended books from the B.E.S.T. Literature Library in their initial teaching phase, as outlined in the ELA K-5 Handbook. As are result, students will exhibit improved proficiency in FAST and STAR assessments.

Person Responsible: Yesenia Santos (ysantos@dadeschools.net)

By When: 08/14/2023-09/29/2023

08/14/2023-09/29/2023: Teachers will implement the Accelerated Reader program with fidelity to increase vocabulary knowledge. As a result, students will demonstrate an increase in ELA proficiency as measured by progress monitoring assessments.

Person Responsible: Yesenia Santos (ysantos@dadeschools.net)

By When: 08/14/2023-09/29/2023

#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 2022-2023 School wide SIP teacher survey, 59% of teachers felt, "that all staff members have the opportunity to be considered for leadership roles at my school. This question in the "Engages the Team" section of the survey was the lowest scoring. Based on this data and identified contributing factors of : 41% of teachers feeling that they were not given the opportunity to take on a leadership role, we will be implementing the Targeted Element of Empowering Teachers and staff. Empowering Teachers and Staff will enable the leadership team to provide support for teachers, students, and staff to become leaders, innovators, risk-takers, and designers of new ways to approach challenges within the school.

Measurable Outcome:

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

With the implementation of Empowering Teachers and staff, an additional 10% of teachers and staff will be afforded the opportunity to take on leadership roles in the 2023-2024 school year. By involving a greater number of individuals in collaborative leadership roles, the school will enhance its ability to enable effective communication among students and staff, thereby strengthening focused academic investments. This will be reflected in the 2023-2024 School wide SIP teacher survey in July 2024.

Monitoring:

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

The leadership team, specifically Yesenia Santos-Urena, will ensure that teachers receive increased chances to actively participate in significant choices regarding the school's operations and functions. Staff members will take part in extended extracurricular activities, enhancing leadership growth and achieving the best results in all undertakings. To guarantee the ongoing utilization of leadership development, administrators will persist in fostering and boosting staff morale by establishing an inclusive and welcoming atmosphere. They will collaborate with other stakeholders and appreciate ideas that contribute to school enhancement. The Professional Learning Support Team (PLST) will persist in empowering teachers and staff to foster leadership possibilities.

Person responsible for monitoring outcome:

Yesenia Santos (ysantos@dadeschools.net)

Evidence-based Intervention:

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

Within the Area of Focus of Positive Culture and Environment, our school will focus on Empower Teachers and Staff. The school plans to implement Empowerment of Teachers and Staff by involving a broader range of individuals in the process of making significant choices about the school's structure, functioning, and educational matters. These leadership positions will encompass chances for teachers, staff, students, parents, and community collaborators to assume responsibility for making beneficial contributions.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Empower Teachers and Staff is when a leadership team provides support for teachers, students, and staff to be leaders, innovators, risk-takers, and designers of new ways to approach challenges.

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.

08/14/2023-09/29/2023: Active promotion will be carried out to encourage different staff members to engage and/or act as delegates for various school-based initiatives. Regular updates will be provided to all staff members about these chances through weekly briefings. As a result, teacher involvement in District initiatives will see a boost, ultimately benefiting all school stakeholders.

Person Responsible: Gloria Vega (glopez4@dadeschools.net)

By When: 08/14/2023-09/29/2023

08/14/2023-09/29/2023: The administration team will meet monthly with the EESAC team to involve more stakeholders in leadership roles.

Person Responsible: Yesenia Santos (ysantos@dadeschools.net)

By When: 08/14/2023-09/29/2023

08/14/2023-09/29/2023: Grade-level/department meetings will be held weekly to address District PD updates, differentiation, cross-curricular connections, and Best Practices. As a result, teacher involvement in District PDs will see a boost, ultimately benefiting all school stakeholders.

Person Responsible: Juan Jara (jjara@dadeschools.net)

By When: 08/14/2023-09/29/2023

#4. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

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

According to the 2022-2023 Student School Climate Survey in PowerBi, 86% of student felt that they had enough equipment to help them complete their assignments. One of the main equipment used is technology and the availability of school issued laptops, since MDCPS has implemented the BYOD and 1:1 device initiatives to enhance learning experiences. While these initiatives provide numerous benefits, they also expose students to a wider array of digital platforms and tools. Consequently, there is an urgent need to educate students about responsible and ethical technology use to mitigate potential risks Based on this information, we will be implementing the Targeted Element of Digital Citizenship.

Measurable Outcome:

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

With the implementation of Digital Citizenship, a 10% increase in digital literacy and a 10% decrease in reported incidents of cyberbullying and inappropriate online behavior among students in grades 2-8, as documented in the 2023-2024 school's climate survey by July 2024.

Monitoring:

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

The Leadership Team, specifically Mrs. Maritza Garneff, will closely monitor the incidents and consistently reviewing data, to gauge the impact of its Digital Citizenship efforts and make informed decisions about refining the curriculum and strategies. This approach ensures that the desired outcome is actively pursued and that any necessary adjustments are made to create a safer and more responsible digital environment for students.

Person responsible for monitoring outcome:

Maritza Garneff (maritzagarneff@gmail.com)

Evidence-based Intervention:

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

Within the Area of Focus in Positive Culture and Environment, our school will focus on Digital Citizenship. Digital Citizenship is a notion aimed at aiding educators, tech leaders, and parents in comprehending the essential knowledge students need to wield technology responsibly.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Digital Citizenship is a concept which helps teachers, technology leaders, and parents understand what students should know to be able to use technology appropriately. With the growth of Bring Your Own Device (BYOD) and 1:1 initiatives in schools, there is a need to talk about responsible use of technology. Digital Citizenship is more than just a teaching tool; it is a way to prepare students/technology users for a society full of technology. Digital citizenship refers to the ability to think critically, behave safely, and participate responsibly in our digital world.

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.

08/14/2023-09/29/2023: Provide training sessions for teachers to familiarize them with the Digital Citizenship curriculum and effective teaching strategies. As a result, teachers will be better equipped to help students understand how to use technology responsibly.

Person Responsible: Juan Jara (jjara@dadeschools.net)

By When: 08/14/2023-09/29/2023

08/14/2023-09/29/2023: Conduct regular workshops and class discussions focusing on different aspects of Digital Citizenship. As a result, students will be more engaged in case studies and scenarios that encourage critical thinking and ethical decision-making in online environments.

Person Responsible: Gloria Vega (glopez4@dadeschools.net)

By When: 08/14/2023-09/29/2023

08/14/2023-09/29/2023: Collaborate with core subject teachers, such as Math, English, to integrate Digital Citizenship themes into various subject areas, reinforcing its importance across the curriculum. As a result, more digital fluency will be used through all subjects.

Person Responsible: Yesenia Santos (ysantos@dadeschools.net)

By When: 08/14/2023-09/29/2023

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Based on the 2023 FAST STAR AP 3 results, our school will target Reading/ELA. According to the FAST STAR PM3 Reading data, 63% of students in kindergarteners scored below the 40% percentile, 58% of first graders scored below the 40% percentile, and 48% of second graders scored below the 40% percentile. Our data reflects that students in kindergarten and 1st grade are performing below grade level expectations. Tier 1 instruction, in both planning and delivery, did not result in an increase in the proficiency of students in grades kindergarten and 1st. Therefore, we will strategically develop explicit and systematic delivery and monitoring of Tier 1 instruction and implementation of DI with fidelity.

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

Based on the results from FAST, our school will target Reading/ELA. The 2023 FAST ELA data shows that 48% of third graders are proficient, 70% of fourth graders are proficient, and only 49% of fifth graders are proficient. Our data reflects these students are performing below grade-level expectations in 3rd and 5th grade. The data also shows that students did not make adequate progress in Reading/ELA in grades 3 and 5. Tier 1 instruction in both planning and delivery did not result in an increase in proficient students. Therefore, we will strategically develop explicit and systematic delivery and monitoring of Tier 1 instruction and implementation of DI with fidelity.

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

Based on the Data collected from the 2022-2023 FAST STAR PM3 assessment our Kindergarten and 1st grade students scored below the 40th percentile. Based on this data, the leadership group will engage in weekly joint planning sessions, subsequently conducting focused walkthroughs to oversee the adherence to varied teaching approaches. Each week, precise feedback will be furnished, leading to adjustments in instructional planning as required. The administrative team will work alongside educators to jointly devise strategies, employing progress tracking information to establish clear remedial teaching. Observational data collection and specific input will steer planning and teaching refinements. Biweekly evaluation of progress tracking assessments and the examination of outcomes will be employed to trace advancements and gauge the efficiency of instructional strategies and planning. With the implementation of Differentiated Instruction (DI), there will be an increase of 10% in proficiency in the 2023-2024 FAST STAR PM3 assessment in grades K and 1st.

Grades 3-5 Measurable Outcomes

Based on the Data collected from the 2022-2023 FAST STAR PM3 assessment our 3rd and 5th grade students scored below the 40th percentile. Based on this data, weekly collaborative planning sessions will involve the leadership team, followed by targeted walkthroughs designed to monitor the implementation of diverse teaching methods. Each week, detailed feedback will be provided to facilitate any necessary adjustments in instructional planning. Transformation coaches will collaborate with educators to develop strategies, using progress tracking data to establish focused remedial instruction. The collection of observational data and specific input will guide enhancements in both planning and teaching. Biweekly assessment of progress tracking and the review of outcomes will be utilized to track progress and assess the effectiveness of instructional strategies and planning. With the implementation of Differentiated Instruction (DI), there will be an increase of 10% in proficiency in the 2023-2024 FAST STAR PM3 assessment in 3rd and 5th grade.

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.

Under the scope of the ELA Targeted Element, our school will emphasize the evidence-based approach of Differentiated Instruction. This strategy encompasses tailoring diverse learning paths for individual students, considering their content acquisition, idea processing, comprehension, and material assimilation. Moreover, it entails creating teaching materials and assessment methods that facilitate effective learning for all students in a classroom, irrespective of their skill variations. The implementation of differentiated instruction will be overseen through the evaluation of formulated teaching approaches, assessment of outcomes, and the continuous monitoring of progress.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Vega, Gloria, glopez4@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?

With in the ELA Targeted Element, our school will center its attention on the evidence-backed tactic known as Differentiated Instruction. This approach encompasses the provision of diverse learning pathways tailored to individual students, encompassing content absorption, idea processing, idea construction, and comprehension. Furthermore, it entails the creation of instructional resources and evaluation methods that ensure effective learning for all students in a classroom, irrespective of their varying abilities. The implementation and effectiveness of differentiated instruction will be assessed through the observation of crafted teaching methods, reviews of learning outcomes, and ongoing progress monitoring evaluations. Teachers will also use Anchor charts and Concept-Oriented Reading Instruction (CORI) to help students connect new knowledge to known concepts.

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?

Adhering to differentiated instruction with precision will contribute to narrowing the learning disparities among our least advanced students. Differentiated instruction, a strategy supported by evidence, has

demonstrated its efficacy in addressing and reducing these learning gaps. Consistent input on teaching implementation, the efficacy of learning materials, and assessment results will steer adjustments and improvements in instructional methods and student achievements.

Anchor Charts function as tangible representations of classroom learning. Much like an anchor, they securely hold the thoughts of both students and teachers, keeping them aligned with standards, skills, ideas, and processes. These charts serve as visual cues that can be exhibited to jog memories of previous lessons and expanded upon throughout various instructional sessions.

The intention behind Concept-Oriented Reading Instruction (CORI) is to enhance student learning within various subjects. CORI illustrates to students how to establish links between new information and their existing knowledge, as well as how to showcase their understanding in captivating manners.

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
08/14/2023-09/29/2023: Teachers will administer FAST PM1 to establish students' baseline data. As a result, teachers will disaggregate and analyze data to conduct data chats and formulate differentiated instruction groups.	Santos, Yesenia, ysantos@dadeschools.net
08/14/2023-9/29/2023: Administrators and teachers will analyze baseline data to put students in instructional groups based on deficiencies. As a result, instructional coaches will conduct coaching cycles to demonstrate for teachers how to effectively group students, based on data, to implement differentiated instruction.	Santos, Yesenia, ysantos@dadeschools.net
08/14/2023-09/29/2023: During common planning, teachers will develop differentiated instruction lessons that address students' deficiencies. As a result, the administration will monitor differentiated instruction lessons for fidelity.	Vega, Gloria, glopez4@dadeschools.net