Gloria Floyd Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Gloria Floyd Elementary School

12650 SW 109TH AVE, Miami, FL 33176

http://gloriafloyd.dadeschools.net/

School Board Approval

This plan was approved by the Dade County School Board on 10/11/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Our mission at Gloria Floyd Elementary, in cooperation with the parents and the community, is to provide a well-rounded education, in a safe learning environment which will enable all of our students to reach their highest potential.

Provide the school's vision statement.

At Gloria Floyd Elementary School, we envision our students receiving a state of the art educational experience, in a multicultural setting, which will nurture and encourage them to become effective communicators, critical thinkers, and productive citizens.

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
Smith, Christine	Principal	The principal's role is to set the goals and vision for the school and implement a plan for student and staff success. As the main instructional leader in the building, the principal sets the tone for all stakeholder investment in student success. The principal guides decision-making and engages various stakeholders in making decisions in order to work efficiently for the achievement of all students.
Garcia, Natalie	Assistant Principal	As the assistant principal, Ms. Garcia oversees multiple programs throughout the school year. Facilitates and plans leadership team meetings. Leads and develops colleagues. Provides for a safe and clean learning environment. Welcomes a climate of engaging, highly qualified teachers, positive support systems with a goal focused on student achievement.
Navarro, Laura	Teacher, K-12	As a teacher leader, Ms. Navarro helps to facilitate, model, and implement strategies that will result in student success such as interventions, differentiated instruction, and use of data trackers. She communicates consistently with staff, students, and parents in order to provide support and ensure that every student makes progress.
Murali, Latha	Teacher, K-12	Ms. Murali works closely with instructional staff to identify needs and assist with proper implementation of school goals. She works closely with administration to establish professional learning communities and monitor their effectiveness. Additionally, she works closely with data to continuously plan for student achievement.
Aycardi, Danielle	Teacher, ESE	As a teacher leader, Ms. Aycardi helps to facilitate, model, and implement strategies that will result in student success such as interventions, differentiated instruction, and use of data trackers. She communicates consistently with staff, students, and parents in order to provide support and ensure that every student makes progress.
De Leon, Michelle	Instructional Technology	As the Media Specialist, Ms. Deleon oversees all components of the media center. Additionally, she is responsible for laptop distribution and offering technology support to the staff.

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 process of involving stakeholders in the School Improvement Plan (SIP) development process is essential for creating a comprehensive and effective plan that addresses the diverse needs of the school community. Stakeholder involvement in the development of the SIP includes: 1. Meetings held with the SLT and staff members to outline the purpose of the SIP and identify Areas of Focus 2. School Climate survey results from students and parents are analyzed in order to gather information from a larger segment of stakeholders. 3. ESSAC meetings are held to provide an opportunity for the integration and development of the SIP. The input from all stakeholders is used to shape the areas of focus, action plans, and strategies that will be part of the SIP.

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))

Designated staff members, including school administrators and instructional leaders, will review the collected data and meet regularly to assess whether the strategies outlined in the SIP are yielding the desired outcomes. The team will collaboratively analyze the data to understand what is working and what needs adjustment. If certain strategies are not producing the expected results, the school will conduct a thorough analysis to identify the underlying causes. The school will ensure that professional development opportunities for teachers and staff are available in order to provide the knowledge and skills needed to effectively implement the SIP's action plan. A comprehensive approach to monitoring and revising the SIP will assist the school in its efforts to increase student achievement and address the academic standards set by the state, particularly for those students who are facing the greatest achievement gap.

Demographic Data	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	96%
2022-23 Economically Disadvantaged (FRL) Rate	82%
Charter School	No
RAISE School	No
2021-22 ESSA Identification	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History	2021-22: A 2019-20: B 2018-19: B

	2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	4	9	7	7	7	3	0	0	0	37
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	7	11	9	5	2	0	0	0	34
Course failure in Math	0	5	6	5	1	6	0	0	0	23
Level 1 on statewide ELA assessment	0	0	0	7	12	15	0	0	0	34
Level 1 on statewide Math assessment	0	0	0	4	6	11	0	0	0	21
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	15	15	19	15	16	21	0	0	0	101

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	5	6	4	8	6	0	0	0	29

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	3	6	6	2	0	0	0	0	0	17
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	15	7	7	3	5	0	0	0	37
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	5	10	6	2	4	0	0	0	27
Course failure in Math	0	6	4	4	2	5	0	0	0	21
Level 1 on statewide ELA assessment	0	0	0	4	8	11	0	0	0	23
Level 1 on statewide Math assessment	0	0	0	2	5	9	0	0	0	16
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	6	14	11	12	15	0	0	0	58

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	8	7	5	6	10	0	0	0	36

The number of students identified retained:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Retained Students: Current Year	0	9	7	2	3	2	0	0	0	23
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	15	7	7	3	5	0	0	0	37
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	5	10	6	2	4	0	0	0	27
Course failure in Math	0	6	4	4	2	5	0	0	0	21
Level 1 on statewide ELA assessment	0	0	0	4	8	11	0	0	0	23
Level 1 on statewide Math assessment	0	0	0	2	5	9	0	0	0	16
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	6	14	11	12	15	0	0	0	58

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	8	7	5	6	10	0	0	0	36

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	9	7	2	3	2	0	0	0	23
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	2022			2019		
	School	District	State	School	District	State
ELA Achievement*	70	62	56	68	62	57
ELA Learning Gains	87	69	61	55	62	58
ELA Lowest 25th Percentile	68	60	52	32	58	53
Math Achievement*	76	64	60	70	69	63
Math Learning Gains	87	71	64	59	66	62
Math Lowest 25th Percentile	89	66	55	38	55	51
Science Achievement*	60	53	51	55	55	53
Social Studies Achievement*		0	50		0	
Middle School Acceleration						
Graduation Rate						
College and Career Acceleration						
ELP Progress	63			67		

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	75
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	600
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

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	59			
ELL	76			
AMI				
ASN				
BLK	68			
HSP	78			
MUL				
PAC				
WHT	90			
FRL	75			

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)

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	70	87	68	76	87	89	60					63

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
SWD	41	71	55	59	88		50					52
ELL	71	84		81	97		58					63
AMI												
ASN												
BLK	52	86		61	71							
HSP	73	87	73	78	90	92	62					67
MUL												
PAC												
WHT	90			90								
FRL	69	87	68	75	87	89	57					65

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	56	33	23	50	23	8	42					57
SWD	23	18		33	18	10	22					58
ELL	56	35		49	22		42					57
AMI												
ASN												
BLK	31	18		24	9		9					
HSP	62	38		56	29		50					57
MUL												
PAC												
WHT	60			50								
FRL	49	28	20	41	23	10	33					54

2018-19 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 2017-18	C & C Accel 2017-18	ELP Progress
All Students	68	55	32	70	59	38	55					67
SWD	46	35	33	43	41	25	21					50
ELL	65	54	35	73	62	47	48					67
AMI												

2018-19 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 2017-18	C & C Accel 2017-18	ELP Progress
ASN												
BLK	48	52	33	42	32	7	27					
HSP	71	54	26	74	65	57	60					67
MUL												
PAC												
WHT	90			70								
FRL	65	50	24	69	53	29	51					62

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	65%	56%	9%	54%	11%
04	2023 - Spring	62%	58%	4%	58%	4%
03	2023 - Spring	61%	52%	9%	50%	11%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	79%	63%	16%	59%	20%
04	2023 - Spring	74%	64%	10%	61%	13%
05	2023 - Spring	63%	58%	5%	55%	8%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	56%	50%	6%	51%	5%

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.

The data component that showed the lowest performance was the statewide science assessment, in which 66% of students demonstrated proficiency. Although this was the lowest area of performance, Gloria Floyd Elementary met its goal and increased the science proficiency rate by 6%. The contributing factors include the implementation of science labs, partnerships, STEM projects, and differentiated instruction in Science.

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

The data component that showed the greatest decline from the prior year was math proficiency, which decreased from 76% (2022) to 72% (2023). Multiple factors contributed to this decline. First, in 2022, the school had the support of a math curriculum support specialist, but in 2023, this was no longer provided. Also, in 2023, there was the introduction of the new BEST standards and new FAST assessment, with which teachers and students were unfamiliar. Finally, there were issues with the supply of math textbooks, which made it challenging for students to access the curriculum.

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.

All data components indicate that students at Gloria Floyd Elementary scored above the state average in all areas. The greatest gap is in 3rd and 4th grade math. In 3rd grade math, the state average is 59% and Gloria Floyd Elementary's average is 74%, a difference of 17%. In 4th grade math, the state average is 61% and Gloria Floyd Elementary's average is 71%, a difference of 10%. One of the key factors that contributed to this gap is the school's Math Coach. The Math Coach presented relevant information at school-wide professional developments, assisted teachers with differentiated instruction, and provided intervention and small group assistance to students. Data chats and targeted differentiated instruction helped achieve this level of proficiency.

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

The data component that showed the most improvement was the statewide science assessment, in which 66% of students demonstrated proficiency, as compared to 60% proficiency in 2022, an increase of 6%. New actions taken in this area include the implementation of science labs, STEM projects, differentiated instruction in science, and a scheduling wheel for 4th and 5th grade students. While ELA proficiency rates improved from 70% to 75%, proficiency rates in math decreased from 76% to 72%. Overall, the school's proficiency rate is higher in all areas when compared to state averages.

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

A potential area of concern is student attendance. Attendance review committee meetings are held with fidelity and support is offered to families as needed. However, despite these efforts, student attendance is an ongoing concern. Students with attendance issues often do not demonstrate proficiency on district and state tests. Therefore, we will continue to monitor attendance and create new incentives to hopefully improve student attendance the upcoming school year.

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

Our highest priorities for school improvement in the upcoming year are:
1. Create science enrichment opportunities to improve Science proficiency.
2. Create incentives to improve student attendance.
3. Implement progress monitoring with fidelity across all grade levels and subject areas to ensure data is used
to differentiate instruction and meet students' needs.

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

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

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

Based on the our data review, our school will focus on Culture & Environment, specifically relating to Student Attendance. Based on the 2022-2023 school-wide attendance data, 21 percent of students were absent 11 or more times. When compared to the district average of 16 percent of students with 11 or more absences, this is a difference of 10 percentage points. It is evident that there is a correlation between student overall
attendance and deficiencies in student achievement levels.

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

With the implementation of attendance initiatives and interventions we expect to see a decrease of 4 percentage points of students with 11 or more absences by the end of the 2023-2024 school year.

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

Homeroom teachers will monitor daily attendance and report students to the attendance committee that have accumulated excessive tardies and/or absences. Student absences will be monitored on a weekly basis and action steps to prevent excessive absences will be implemented with fidelity.

Person responsible for monitoring outcome:

Christine Smith (christinesmith1@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 selected for implementation for this area of focus is Attendance Initiatives. Student absences will be closely monitored. When students are absent, parents will be called. Upon accumulating 5 absences, additional measures will be taken, including meetings, home visits, counseling, and referrals to outside agencies. There will also be incentives for students with perfect attendance.

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

The rationale for selecting this specific strategy was to created and maintain open communication with families, stressing the importance of attendance, and providing support as needed to ensure students are present in school. As a results of these interventions, student attendance should increase.

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.

The Attendance Review Committee (ARC), Ms. Natalie Garcia, Ms. Trueba, and Ms. Solares will develop and implement an action plan for monitoring student attendance. This action plan will include a protocol for immediate intervention when absences begin to increase.

Person Responsible: Natalie Garcia (289901@dadeschools.net)

By When: The attendance action plan will be developed August 14th - September 29, 2023.

Administration and the ARC will launch a school wide campaign emphasizing the important of attendance. The campaign will be titled "Present, On Time, and in Uniform". The campaign will celebrate the achievements of student attendance.

Person Responsible: Christine Smith (christinesmith1@dadeschools.net)

By When: The school wide campaign for attendance will launch August 14th - September 29, 2023.

The members of the ARC will begin early interventions for students with numerous tardies and absences. The parents/legal guardians of students with an increasing number of absences and tardies will be contacted.

Person Responsible: Gisela Trueba (gtrueba@dadeschools.net)

By When: This will take place August 14th - September 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.

Based on the our data review, our school will focus on the Instructional Practice specifically relating to ELA. Based on the 2022-2023 Florida Assessment of Student Thinking (FAST) Progress Monitoring three (PM3), 75 percent of students in grades third through fifth were proficient in English Language Arts (ELA). When compared to the results from the 2021-2022 Florida Standards Assessment (FSA) ELA from the previous year, there is an increase of 5 percentage points. We selected the overarching area of ELA due to the students in fourth and fifth grade being required to participate, for the first time, in the Benchmarks for Excellent Standards (B.E.S.T.) writing assessment during the 2023-2024 school year.

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

With the implementation of the instructional practice specifically related to ELA, 60 percent of the students in fourth and fifth grade participating in the 2023-2024 B.E.S.T. Writing Assessment will be proficient.

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

The leadership team, Ms. Latha Murali, and Ms. Laura Navarro will ensure that writing instruction is being implemented and encourage collaboration among teachers to share best practices for teaching writing. Teachers will clearly define the objectives and standards for student writing across different grade levels and analyze data related to student writing performance and provide purposeful feedback to students.

Person responsible for monitoring outcome:
Laura Navarro (lnavarro30@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 selected for implementation for this area of focus is Deliberate Practice. Deliberate practice is a way of training designed to bring students to high levels of skill efficiently. The idea is to transform novice habits, movements, and ways of thinking into expert habits, movements, and ways of thinking.

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

Deliberate Practice is a continuous process. It involves purposeful and focused efforts to improve writing skills through targeted exercises, feedback, and continuous refinement. By implementing the Deliberate Practice intervention strategy, students will be able to systematically enhance their writing skills and become more proficient writers.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Administration will provide each third through fifth grade teacher with a bounded color copy of the MDCPS Florida's B.E.S.T. Standards English Language Arts Benchmark Planning Cards. As a result, teachers will attend collaborative planning meetings better prepared to collaborate and share best practices.

Person Responsible: Natalie Garcia (289901@dadeschools.net)

By When: The teachers will be provided with the MDCPS Florida's B.E.S.T. Standards English Language Arts Benchmark Planning Cards August 14th - September 29, 2023.

Teachers will utilize the interrelatedness of Reading and Writing in third through fifth grade in order to elevate students' writing samples.

Person Responsible: Latha Murali (murali@dadeschools.net)

By When: Teachers will demonstrate the relatedness of Reading and Writing through August 14th - September 29, 2023.

All students in grades third thru fifth grade will develop a writing journal. The writing journal will be utilized for setting goals, focused writing exercises, editing, recording progress and feedback.

Person Responsible: Laura Navarro (lnavarro30@dadeschools.net)

By When: The writing journals will implemented August 14th - September 29, 2023.

#3. 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.

Based on the data review, our school will implement the Targeted Element of Differentiation. We selected the overarching area of Differentiation based on our 2022 data findings that demonstrated a decrease from 76 percent of students of students meeting proficiency in Mathematics to 72%. We are not meeting the unique needs of all learners; therefore, it is evident that we must improve our ability to differentiate instruction based on the levels of the students we serve. We will provide the scaffolding necessary for our students to
access grade-level content in order to make learning gains and move towards proficiency.

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

If we successfully implement Differentiation, then our student proficiency in mathematics will increase by a minimum of 2 percentage points as evidenced by the 2024 State Assessments.

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

Administration and teachers will conduct bi-weekly reviews of data during collaborative planning, adjust groups based on that data, and identify appropriate materials for differentiated instruction and enrichment. Administration will conduct multiple data chats with teachers yearly in order to address needs and walkthroughs will be conducted regularly in order to provide feedback to all necessary stakeholders.

Person responsible for monitoring outcome:

Natalie Garcia (289901@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 Differentiation, our school will focus on the evidence-based strategy of: Data-Driven Instruction. Data-Driven instruction will assist in accelerating learning gains and proficiency as it is a systematic approach of instruction to meet the students' needs. Data-Driven instruction will be monitored through the use of data trackers to drive instructional planning and data driven conversations.

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

Data-Driven Instruction will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

School administrators along with members of the SLT will implement protocols and procedures for the effective administration of the first Progress Monitoring session for the subject areas of Reading and Math. As a result, all teachers will be provided timely and accurate data for instructional use when differentiating instruction based on students' needs.

Person Responsible: Christine Smith (christinesmith1@dadeschools.net)

By When: All teachers will be provided timely and accurate data for instructional use August 14th - September 29, 2023.

Teachers will share Progress Monitoring (PM1) data results with students and their parents via performance reports. As a result, students and their parents will understand their current academic levels.

Person Responsible: Laura Navarro (lnavarro30@dadeschools.net)

By When: Teachers will share the results of PM1 August 14th - September 29, 2023 with the parents of the students.

After the administration of PM1, teachers will create instructional groups in order to differentiate instruction based on students needs. Teacher led differentiated instructional groups will focus on standards that students had difficulty mastering. Student work samples will be organized in DI folders based on standards.

Person Responsible: Natalie Garcia (289901@dadeschools.net)

By When: The groups and folders will be created August 14th - September 29, 2023.

#4. Instructional Practice specifically relating to Small Group Instruction

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

Based on the data review, our school will focus on the Instructional Practice specifically relating to small group instruction. Based on the 2022-2023 Florida Assessment of Student Thinking (FAST) Progress Monitoring three (PM3), 75 percent of students in grades third through fifth were proficient in English Language Arts (ELA). In grades Kindergarten through second grade, 48 percent of students demonstrated proficiency. In other Tier 1 schools, 59% of students in grades kindergarten through second demonstrated proficiency. Therefore, there is an 11% difference in proficiency rate between our school and other Tier 1 schools.

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

With the implementation of the instructional practice specifically related to small group instruction, we anticipate an increase of 3 percent in the median score for the Reading STAR exam.

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

Administration will ensure that small groups are flexible and strategic. All grade level teachers will engage in planning and collaboration in order to tailor small group instruction to the individual needs of the students within each group. Ms. Aycardi, ESE teacher and Ms. Bendezu, ESE Teacher, will monitor and provide varied levels of support.

Person responsible for monitoring outcome:

Natalie Garcia (289901@dadeschools.net)

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

The evidence-based intervention being implemented for this Area of Focus is flexible/strategic grouping.

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

Flexible and strategic student grouping is an approach where students are organized into groups for various learning activities based on their individual needs, strengths, and learning styles. This method aims to optimize learning outcomes by allowing students to collaborate with peers, share ideas, and receive targeted instruction that aligns with their academic levels and preferences.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

Teachers and administrators will work collaboratively in order to identify students for Tier II and Tier III support while using the 2023-2024 ELA Decision Trees as a resource. Students with similar learning needs will be grouped together.

Person Responsible: Natalie Garcia (289901@dadeschools.net)

By When: The groups will be created August 14th - September 29, 2023.

Teachers will communicate the goals and benefits of small group instruction to both the students and their parents or guardians. Teachers will provide parents with updates regarding progress and areas of improvement regularly.

Person Responsible: Natalie Garcia (289901@dadeschools.net)

By When: Teachers will communicate progress and areas of improvement August 14th - September 29, 2023.

The teachers will act as facilitators and provide guidance during small group sessions. They will encourage active participation, monitor progress, and provide timely feedback.

Person Responsible: Laura Navarro (lnavarro30@dadeschools.net)

By When: Teachers will continue to act as facilitators and provide guidance during small group instruction on an ongoing basis August 14th - September 29, 2023.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

Effective dissemination of the school improvement plan (SIP) is crucial to ensure that all stakeholders, including teachers, students, parents, and community members, are aware of the plan's goals, strategies, and timelines. The SIP will be presented and shared during ESSAC meetings, during parent workshops and meetings hosted by the Community Involvement Specialist (CIS), and online platforms. Components of the the SIP such as the plan's progress and upcoming activities will be shared with staff, parents, and community members.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students, and keep parents informed of their child's progress. This will be done via a multifaceted strategy that revolves around open communication, active engagement, and collaborative initiatives. The school will utilize clear communication channels and digital platforms such as, but not limited to Schoology, Class Dojo, the school website, and School

Messenger. Regular parent-teacher conferences will be scheduled throughout the academic year to discuss each student's progress, strengths, and areas for improvement. The school will organize open house events at the beginning of the academic year, allowing parents and families to explore the school site, meet teachers, and understand the school's curriculum and expectations. Family-oriented events, such as STEM nights and Scholastic Book Fairs, will foster a sense of community involvement and pride. The school will celebrate and respect the cultural diversity within its student body by organizing events, festivals, and discussions that promote understanding and inclusivity among parents, students, and staff.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

In order to strengthen the academic program at the school and enhance the learning experience for students, the following strategies and initiatives are being implemented: The school is utilizing data to identify areas of improvement and areas of strength in the academic program. This data-driven approach allows educators to tailor interventions and enhancements based on real-time insights. The school is committed to ongoing professional development for teachers to enhance their instructional techniques and strategies. This includes training on differentiated instruction, assessment methods, deliberate practice, and utilizing technology effectively in the classroom.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

The SIP is being developed in a strategic manner in order to align and support the Title I program. The SIP includes areas of focus to narrow the achievement gap and obtain proficiency, improve academic performance, and enhance educational opportunities for economically disadvantaged students. By addressing the specific needs of these students, the SIP ensures that Title I funds are utilized in a targeted and purposeful manner.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

The school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas by providing counseling opportunities to students identified as benefiting from counseling. Monthly activities and classroom visits are conducted by the school counselor in order to improve students' social and emotional skills.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

NA

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

A school wide plan has been implemented in order to prevent and address problem behaviors. At the first tier, the focus is on creating a positive and inclusive school environment for all students. At the second tier, for students who require additional support, targeted interventions are implemented. Targeted Tier 2 supports include: daily behavior chart, small group interventions, social skills training, check ins (staff mentor). At the highest level of support, Tier 3 the following interventions are implemented: a functional assessment of behavior (FAB), a behavior intervention plan (BIP) and regular monitoring.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

A combination of in-person, virtual, and collaborative approaches helps educators continually improve their instructional practices, effectively use assessment data, and address the challenges of recruiting and retaining effective teachers, especially in high-need subjects. Creating a positive and supportive work environment, with opportunities for career advancement and ongoing professional development, contribute to teacher retention. On a monthly basis, teachers have the opportunity to participate in the Teacher Spotlight Activity. Colleagues nominate each other in faculty meetings for this activity. This initiative builds moral and creates opportunities for interaction and relationship building.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Our school implements the Kindergarten Rocks 'N' Enrolls Campaign to support transition to kindergarten and to facilitate enrollment. The SLT visits, contacts and invites representatives from nearby early childhood centers to the school in order to showcase the different programs we have to offer incoming Kindergarten students. Families from the early childhood centers are invited to a Kindergarten Rocks Meet and Greet at the school site. During the meet and greet, they are presented with valuable information via a presentation given by the SLT. They also have the opportunity to meet school administrators, kindergarten teachers and tour the school.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	$0.00
2	III.B.	Area of Focus: Instructional Practice: ELA	$0.00
3	III.B.	Area of Focus: Instructional Practice: Differentiation	$0.00
4	III.B.	Area of Focus: Instructional Practice: Small Group Instruction	$0.00
		Total:	$0.00

Budget Approval

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

No