Miami-Dade County Public Schools

Dr. Gilbert L. Porter Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

Dr. Gilbert L. Porter Elementary School

15851 SW 112TH ST, Miami, FL 33196

http://glpsod.dade.k12.fl.us/

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.

Dr. Gilbert L. Porter Elementary School envisions every child to be a lifelong learner who is a responsible, productive, and caring citizen. It is our mission to create an environment that focuses on the child's strengths; to motivate parents, teachers, administrators, and non-instructional personnel to believe that, at "The School of Discovery," all children are allowed to explore the depths of their potential; and to create an environment for learning where every child succeeds.

Provide the school's vision statement.

We are committed to provide educational excellence for all.

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
Gonzalez, Jesus	Principal	The principal will monitor the implementation of standardized curriculum across grade levels, assess teaching methods, monitor students achievement, encourage the involvement of all stakeholders, revise policies and procedures, manage school budget, hire and evaluate staff and oversees the operation of the building.
Somohano, Lorena	Assistant Principal	The Assistant Principal will support the school principal with the day to day activities to include curriculum. As a curriculum leader, she attends District meetings and disseminates information with all of the instructional staff and/ or grade level teachers as well as provides assistance. In addition, she oversees all of the educational programs (Bilingual, ESOL, ESE and Gifted) and assists with the operation of the facilities.
Cid, Maria	ELL Compliance Specialist	As ELL Compliance Specialist, the team leader oversees the ELL compliance and plans. She ensures students are receiving all of the necessary services and assistance. As a PLST leader, she is responsible for creating and holding the in-school professional development courses. Ms. Cid also assists staff with their professional developments needs and concerns.
Florez, Hercilia	Instructional Coach	As Instructional Coach, the school leader attends District meetings and disseminates information with all of the instructional staff and/or grade level teachers as well as provides assistance.
Armas, Mayte	Other	As a Digital Innovation Leader, the team leader attends District meetings and trainings in new technology programs to be implemented in the classroom. The team leader provides training and/or in-house professional development to instructional staff as well as provides support as needed.

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 school leadership team meets to review school data, staff, parents as well as student climate surveys. Based on the results of the previously mentioned data points, goals are developed to implement throughout the school year. The SIP is developed based on the goals that have been developed. The SIP is presented and voted during EESAC meetings. In addition, SIP is presented during grade level as well as faculty meetings.

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 Leadership team will conduct quarterly data chats after each of the FAST PM as well as i-Ready Diagnostic Assessments. Data chats will be held to discuss students assessments, differentiated instruction as well as interventions progress. Administration will perform walkthroughs to monitor the fidelity of differentiated instruction in the classroom. Data analysis of topic assessments will also be tracked and monitored for progress. This data will be used to focus differentiation within the small group setting and ensure student learning gains. Findings will be shared with staff and action steps will be revised as needed.

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	95%
2022-23 Economically Disadvantaged (FRL) Rate	75%
Charter School	No
RAISE School	Yes
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)	
School Grades History	2021-22: B 2019-20: B 2018-19: B 2017-18: I
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	13	11	14	9	5	0	0	0	52
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	2	3	3	2	5	0	0	0	15
Course failure in Math	0	0	2	1	2	7	0	0	0	12
Level 1 on statewide ELA assessment	0	0	0	10	11	18	0	0	0	39
Level 1 on statewide Math assessment	0	0	0	5	11	17	0	0	0	33
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	8	14	34	24	25	0	0	0	105
	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	
	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	10	9	17	0	0	0	40

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	2	0	10	0	1	0	0	0	16
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	17	21	15	12	15	15	0	0	0	95
One or more suspensions	0	0	0	0	0	1	0	0	0	1
Course failure in ELA	0	5	3	10	4	5	0	0	0	27
Course failure in Math	0	5	1	6	2	6	0	0	0	20
Level 1 on statewide ELA assessment	0	0	0	7	5	19	0	0	0	31
Level 1 on statewide Math assessment	0	0	0	4	18	13	0	0	0	35
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	7	5	19	0	0	0	31

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	4	6	3	12	12	14	0	0	0	51

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	11	8	1	7	0	0	0	0	0	27
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	17	21	15	12	15	15	0	0	0	95
One or more suspensions	0	0	0	0	0	1	0	0	0	1
Course failure in ELA	0	5	3	10	4	5	0	0	0	27
Course failure in Math	0	5	1	6	2	6	0	0	0	20
Level 1 on statewide ELA assessment	0	0	0	7	5	19	0	0	0	31
Level 1 on statewide Math assessment	0	0	0	4	18	13	0	0	0	35
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	7	5	19	0	0	0	31

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	4	6	3	12	12	14	0	0	0	51

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	11	8	1	7	0	0	0	0	0	27
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*	55	62	56	69	62	57
ELA Learning Gains	65	69	61	48	62	58
ELA Lowest 25th Percentile	57	60	52	38	58	53
Math Achievement*	60	64	60	72	69	63
Math Learning Gains	66	71	64	52	66	62
Math Lowest 25th Percentile	61	66	55	51	55	51
Science Achievement*	53	53	51	54	55	53
Social Studies Achievement*		0	50		0	
Middle School Acceleration						
Graduation Rate						
College and Career Acceleration						
ELP Progress	56			64		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](https://www.floridacims.org).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	473
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	41			
ELL	57			
AMI				
ASN				
BLK				
HSP	59			
MUL				
PAC				
WHT	64			
FRL	55			

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	55	65	57	60	66	61	53					56

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	28	53	44	42	45	47	23					44
ELL	50	66	61	57	61	53	49					56
AMI												
ASN												
BLK												
HSP	54	65	54	59	67	63	53					56
MUL												
PAC												
WHT	55			73								
FRL	51	63	45	56	64	59	50					50

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	57	51	33	57	30	25	38					53
SWD	40	29		49	24		27					35
ELL	55	50	36	60	36	36	35					53
AMI												
ASN												
BLK												
HSP	57	50	37	56	29	26	38					53
MUL												
PAC												
WHT												
FRL	57	56	38	53	37	31	33					56

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	69	48	38	72	52	51	54					64
SWD	43	32	26	57	45	56	29					42
ELL	62	46	33	67	52	58	50					64
AMI												

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	50			67								
HSP	69	48	39	70	51	50	52					63
MUL												
PAC												
WHT	56	38		88	69							
FRL	66	49	37	68	49	46	45					64

2018-19 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

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	47%	56%	-9%	54%	-7%
04	2023 - Spring	51%	58%	-7%	58%	-7%
03	2023 - Spring	54%	52%	2%	50%	4%

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	66%	63%	3%	59%	7%
04	2023 - Spring	65%	64%	1%	61%	4%
05	2023 - Spring	56%	58%	-2%	55%	1%

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	52%	50%	2%	51%	1%

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.

As per ELA FAST PM3, fifth grade students had the lowest performance. Fifth grade students scored 47% proficient in the ELA FAST PM3. The high absentee rate as well as behavior issues were contributing factors.

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

As per ELA FAST PM3, fifth grade students also had the greatest decline. Fifth grade students scored 47% proficient in 2023 compared to 64% proficient in 2022 in the ELA FAST PM3. That is a 17% decrease. High absentee rate and behavior issues contributed to this decline.

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.

At Dr. Gilbert L. Porter Elementary, 47% of the fifth grade students scored proficient in the ELA FAST PM3 compared to the State scoring 54% proficient. In addition, 51% of the fourth grade students scored proficient in the ELA FAST PM3 compared to the State scoring 58% proficient. High absentee rate as well as behavior issues were contributing factors.

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

As per Math FAST PM3, third grade students showed the most improvement. During the Math FAST PM3, third grade students scored 66% proficient in 2023 compared to 46% proficient in 2022. That is a 20% increase. Third grade teachers had common planning in which data was discussed and utilized for planning for small group instruction. In addition, third grade teachers reviewed and selected material that was utilized for not only reteaching but focused on enrichment.

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

The percentage of students with 11 or more absences is 15% in the 2023 school year compared to 12% in the 2022 school year. That is an increase of 2% in comparison to the previous school year. In addition, GLP has 15% of students with 11 or more absences compared to all of the other Tier 1 elementary schools which only have 11%. Area of concerns is GLP has 4% more of students with 11 or more absences in comparison to Tier 1 schools.

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

Increase staff morale, focus on differentiated instructional as well as data-driven instruction.

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

#1. Instructional Practice specifically relating to Differentiation

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

According to the 2022- 2023 FAST PM3 data, 47% of fifth grade students were proficient in ELA as compared to the state average of 54%. Based on the data and the identified contributing factors of high number of Level 1 and Level 2 students in the FAST, student readiness levels limits their abilities to master grade level tasks and lesson plans that do set high expectations, we implement the differentiation instruction. 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 student data. We will continue to provide the scaffolding necessary 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.

With the implementation of differentiation instruction, students will increase by a minimum of ten percentage points in proficiency as evidenced by the 2024 FAST PM3 ELA administered in May 2024.

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

The Leadership team will conduct quarterly data chats after each FAST PM as well as i-Ready Diagnostic Assessments. During data chats, groups for differentiated instructions will be created and adjusted based on current data in real time, and follow-up with regular walkthroughs to ensure quality instruction is taking place. The administration will perform walkthroughs to monitor the fidelity of differentiated instruction in the classroom. Data analysis of progress monitoring will also be tracked and monitored for progress. This data will be used to focus differentiation within the small group setting and ensure student learning gains.

Person responsible for monitoring outcome:

Jesus Gonzalez (jglez1@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 evidenced strategy of data driven instruction. The Instructional Coach will guide as well as assist the teachers as they develop the Focus calendar that focuses on strategies and standards in the suggested District pacing guides.

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

Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability. Research demonstrates this method benefits a wide range of students.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

8/14/23-9/29/23-Teachers will be utilizing FAST and i-Ready data to analyze students' strengths and weaknesses. Teachers will include in their lesson plans the student grouping along with their differentiated instruction assignments. As a result, students will move towards proficiency in their
areas of need.

Person Responsible: Jesus Gonzalez (jglez1@dadeschools.net)

By When: August 14 - September 29, 2023.

8/14/23-9/29/23-Quarterly data chats will be held with teachers after the fall administration of FAST as well as I-Ready administration to discuss and develop plan for student grouping and the action steps for planning of differentiated instruction in reading. Teachers will in turn hold data chats with students to discuss their progress and goals.

Person Responsible: Jesus Gonzalez (jglez1@dadeschools.net)

By When: August 14 - September 29, 2023.

8/14/23-9/29/23- Conduct walkthroughs to ensure that teachers are meeting with students and conducting weekly differentiated instruction in Reading. Students will be retaught or given extra support for areas of weakness, therefore ensuring understanding of the material being taught.

Person Responsible: Jesus Gonzalez (jglez1@dadeschools.net)

By When: August 14 - September 29, 2023.

#2. 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 2023 Statewide Science Assessment, 52% of fifth grade students were proficient in Science as compared to the 2022 Statewide Science Assessment of 53%. Based on the data and the identified contributing factors of high numbers of Level 1 and Level 2 in the Statewide Science Assessment, student readiness levels limits abilities to master grade level tasks and lesson plans that do set high expectations, we will implement flexible/strategic grouping.

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

With implementation of flexible/strategic grouping, students will increase a minimum of five percentage points as evidenced by the 2024 Statewide Science Assessment administered in May 2024.

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

The Leadership team will conduct quarterly data chats after each District Quarterly Science Assessments. During the data chats, data analysis of progress monitoring will also be tracked and monitored for progress. This data will be used to focus differentiation within the small group setting and ensure student learning gains and will be created and adjusted based on current data in real time, and follow-up with regular walkthroughs to ensure quality instruction is taking place. The administration will perform walkthroughs to monitor the fidelity of flexible/strategic grouping in the science classroom. Data analysis of progress monitoring will also be tracked and monitored for progress. This data will be used to focus differentiation within the small group setting and ensure student learning gains.

Person responsible for monitoring outcome:

Lorena Somohano (221594@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 flexible/strategic grouping, our school will focus on informally grouping and regrouping students for a variety of purposes throughout their lessons. Flexible/grouping strategies will be used to meet previous unmastered science benchmarks and continue to engage students and response to individual needs.

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

Informally grouping and regrouping students for a variety of purposes throughout the school day or during an instructional unit supports the learning of all students. Flexible grouping strategies are used to meet curricular goals, engage students, and respond to individual needs. Flexible grouping helps teachers overcome the disadvantages of ability grouping while still attending to individual performance issues. Both teacher-led and student-led groups will contribute to learning, but grouping decisions should respond to the dynamics inherent in each type of group. Teacher-led groups are the most common configuration—whole-class, small group, and individual instruction—and provide an efficient way of introducing material, summing-up conclusions from individual groups, meeting the common learning needs of a large or small group, and providing individual attention or instruction. Student-led groups take many forms, but share a common feature—that students control the group dynamics and have a voice in setting the agenda. Student-led groups provide opportunities for divergent thinking and encourage students to take responsibility for their own learning.

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.

08/14/23-9/29/23-- Quarterly data chats will be held with teachers after the Science Baseline Assessment to discuss and develop plan for student flexible/strategic grouping. Teachers will in turn hold data chats with students to discuss their progress and goals.

Person Responsible: Lorena Somohano (221594@dadeschools.net)

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

08/14/23-9/29/23- Science Liaison will gather resources for the development of a science focus calendar. The calendar will be aligned to the required quarterly Science benchmarks and will include a detailed outline of required science labs.

Person Responsible: Lorena Somohano (221594@dadeschools.net)

By When: August 14 - September 29, 2023.

08/14/23-9/29/23-Conduct walkthroughs to ensure that teachers are meeting with students and implementing flexible/strategic grouping during the Science instruction.

Person Responsible: Lorena Somohano (221594@dadeschools.net)

By When: August 14 - September 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 climate survey results, 50% of the staff agreed that staff morale is high. During the 2021-2022 school year, 47% of the staff felt morale was high at our school. This shows a increase of only three percentage points. We feel that teachers make up the largest part of the school and spend the most time with students. Research suggests that poor teacher morale can negatively affect student achievement and performance, while high teacher morale can boost student performance.

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

With a wide variety of opportunities for our staff to participate in team building activities, the teachers will demonstrate a feeling of higher morale evidenced by an increase of at least 10% on the question addressing staff morale during the School Climate survey at the end of the school year.

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

The leadership team will be responsible for developing different schoolwide team building activities to be incorporated in the professional development days as well as in leadership and faculty meetings.

Person responsible for monitoring outcome:

Lorena Somohano (221594@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.)

Each grade level will take turns for the planification and implementation of the monthly teams building activity to take place during faculty meetings and afterschool hours.

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

Team Building Activities is when a leadership team implements ongoing team building and social activities for all school staff.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

8/14/23-9/29/23- Each grade level will be responsible for creating and implementing a team building activity to take place during our faculty meetings.

Person Responsible: Maria Cid (mbbergouignancid@dadeschools.net)

By When: August 14 - September 29, 2023.

8/14/23-9/29/23-Reels will be created highlighting team building activities throughout the school. Weekly and sometimes daily will be posted on social media.

Person Responsible: Maria Cid (mbbergouignancid@dadeschools.net)

By When: August 14 - September 29, 2023.

8/14/23-9/29/23-During the morning announcements, the Principal and/or Assistant Principal, will recognize different exemplar staff members every week by highlighting a job well done. As a result of receiving recognition for their efforts in performing their duties in an exemplary manner, staff will feel motivated to contribute and understand that their role is important in the overall betterment of the school.

Person Responsible: Maria Cid (mbbergouignancid@dadeschools.net)

By When: August 14 - September 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 school climate survey, 65% of staff agreed with the statement "They feel a lack of concern/support from the parents." We feel this is a critical need because if our teachers don't have the support of the parents, students have a higher chance of falling behind. Parental support is needed for positive student outcomes and increased morale.

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

With the implementation of communicating with stakeholders, and increasing family engagement opportunities, our teachers should feel more supported by the parents. The results of the school climate survey should reflect a decrease of at least ten percentage points on the question regarding lack of support from parents.

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

The leadership team will work to plan and offer open house, family nights, home visits, volunteer opportunities and community events. This should improve relationship with families thus encouraging parents to understand and support students in their academic growth.

Person responsible for monitoring outcome:

Lorena Somohano (221594@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 communicate with stakeholders, our school will focus on increasing family engagement opportunities. Different families have different capacities for involvement, meaning schools should provide a range of ways for parents to be involved. Examples of Family Engagement activities include, but are not limited to, open houses, orientations, parent workshops, home visits, volunteer opportunities, and community events. The most important elements of a Family Engagement program are (1) creating genuine interactive sessions with families, (2) creating interactive sessions between staff and families, and (3) linking all interactions to learning to help build families' capacities in supporting their students' academic growth.

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

Communicate with Stakeholders is the establishment of well-designed communication protocols which keep students, parents, stakeholders, and the community abreast of the positive things that are happening at the school. This includes, but is not limited to, recurring meetings, an up-to-date website, e-mails, phone calls, message boards/marquis, monthly newsletters, and other printed/digital materials. When school leaders communicate effectively, students learn, parents and community members understand and support what the school is doing, and the process of teaching and learning moves forward. When a school leader ensures that students, staff, and parents are not only informed but have an active voice in their school community, they build a culture of inclusivity, eliminating feelings of distrust, uncertainty, and hostility.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

8/14/23-9/29/23-Staff will plan to communicate with stakeholders and promote family engagement programs. We will invite key members of the community to be a part of leadership team meetings, EESAC, PLST, and many more. We will value their input and use their advice to meet the needs of the community.

Person Responsible: Lorena Somohano (221594@dadeschools.net)

By When: August 14 - September 29, 2023.

8/14/23-9/29/23-Staff will plan to provide monthly opportunities for parents to visit the building. Open house, family nights, festivals, school information tutorials, and other opportunities for parents to come to our building will be provided so that they can be appraised of what is going on at school.

Person Responsible: Lorena Somohano (221594@dadeschools.net)

By When: August 14 - September 29, 2023.

8/14/23-9/29/23-Updates with key information will be sent to parents through School Messenger and posted on all of our social media platforms.

Person Responsible: Lorena Somohano (221594@dadeschools.net)

By When: August 14 - September 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

Students in grades K-2 often struggle with phonemic awareness. These students may have difficulty working with simple words, rhyming pairs, and/or showing interest in language games, even when explicit instruction and practice in phonological awareness is provided. Working on areas that help to master these areas of deficiency will improve how students learn and respond to literacy, while improving their phonics.

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

According tp the FAST 2022-2023, ELA assessment shows 47% of fifth grade students scored level 2 or below. Reading comprehension is being identified as an area of struggle for students in grades 3-5 scoring below Level 3. These students have difficulty understanding vocabulary and figurative language, inferencing, and
other forms of expression. As a result, they are not reading at a proficient level. Providing assistance to students with vocabulary and thinking strategies will improve their overall comprehension.

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

If strategies for building phonics and phonemic awareness are successfully implemented, students will increase their ability to read common high frequency words and work with blends. Frequent practice is needed for building mastery, even if students have appropriate explicit and systematic instruction. Using strategies recommended by the district, suggestions from the instructional reading coach, and teaching instruction, students will improve their phonics and word recognition. As a result, 60% of students would show growth in this area.

Grades 3-5 Measurable Outcomes

Students who have struggles on exams in grades 3-5 most often have issues with reading comprehension. Further assistance is needed with vocabulary, figurative language, inferencing, and overall language development. Using progress monitoring, students' progress and learning gains will improve and scores will increase above a 3 in reading. As a result, 60% of students will show grade level proficiency by May of 2024.

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.

Progress monitoring and iReady growth will be utilized to monitor students. In addition, intervention skills checks will also help to evaluate which students still have to make further progress. Wonders bi-weekly assessments will be an additional tool used to monitor student achievement.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Somohano, Lorena, lsomohano@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?

The use of evidence-based programs will yield moderate to strong results for improvements in reading. The
Intervention Phonics Program, based on the Science of Reading, the Wonders Curriculum, and iReady are
all evidence-based programs. These programs and the strategies will help students with their phonemic awareness and to build on their overall comprehension while aligning with the B.E.S.T. standards.

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?

Students who have explicit instruction, in addition to evidenced based programs, such as the Intervention
Program, Wonders, and iReady, are more likely to receive the necessary targeted practice needed for improvement and making learning gains. These programs will assist with phonemic awareness, fluency, decoding, vocabulary, and comprehension. Students will raise scores closer into the grade level range versus their initial scores of less than 3 when initially tested.

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
08/14/23-09/29/23-Literacy Leadership- The Administration and Literacy Leadership will work together to devise a schedule for Intervention. This assistance will be provided to students who need Tier 2 and Tier 3 Intervention Strategies and require assistance in phonemic awareness, comprehension, and/or other areas in reading.	Somohano, Lorena, 221594@dadeschools.net
08/14/23-09/29/23-Literacy Leadership-Data from progress monitoring will be used to group students based on their learning needs and similar areas of deficiency. This will help teachers target the areas needing reteaching and reinforcement.	Vega, Marilyn, mvega78@dadeschools.net
08/14/23-09/29/23-Literacy Coaching- Small group settings will be used by interventionists to provide instruction for the students needing additional assistance with Reading and Language Arts. This will provide time to focus on student needs and provide them with the support needed for improvement.	Vega, Marilyn, mvega78@dadeschools.net
08/14/23-09/29/23-Literacy Coaching-By monitoring intervention and small group instruction, observing the effectiveness of skills checks, and monitoring both growth and progress data, help will be provided in making adjustments as needed and in continuing to assist students in areas of weakness.	Vega, Marilyn, mvega78@dadeschools.net
08/14/23-09/29/23-Assessment- Students requiring adjustments in support and new approaches in teaching strategies will be determined by their scores in iReady and other assessments from the Wonder Curriculum and other progress monitoring systems.	Somohano, Lorena, 221594@dadeschools.net
08/14/23-09/29/23-Assessment- Student groupings will be adjusted as students master certain skills or require reteaching of various lessons or concepts.	Somohano, Lorena, 221594@dadeschools.net
08/14/23-09/29/23-Professional Learning- Teachers will share the best practices and resources that help their students generate the most learning gains. Common planning will serve as a collaborative setting in which the Reading instructional Coach and grade level teachers will participate in discussions, strategize, and devise lesson plans for their whole and small group instruction.	Cid, Maria, mbbergouignancid@dadeschools.net
08/14/23-09/29/23-Professional Learning-Teachers will utilize new strategies for the B.E.S.T. standards and learn innovative strategies to better serve their struggling students and help them advance. Teachers will be supported when requesting to attend professional development for Language Arts and Reading.	Cid, Maria, mbbergouignancid@dadeschools.net

Title I Requirements

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

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

The SIP will be shared with all stakeholders during EESAC meetings, Open House and scheduled Parent Workshops. SIP will be posted in the school website.

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))

Different families have different capacities for involvement, meaning schools should provide a range of ways for parents to be involved. Examples of Family Engagement activities include, but are not limited to, open houses, orientations, parent workshops, home visits, volunteer opportunities, and community events. The most important elements of a Family Engagement program are (1) creating genuine interactive sessions with families, (2) creating interactive sessions between between staff and families, and (3) linking all interactions to learning to help build families' capacities in supporting their students academic growth.

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))

Teachers will be utilizing FAST and i-Ready data to analyze students' strengths and weaknesses. Teachers will include in their lesson plans the student groupings along with their differentiated instruction assignments. Assignments may address deficiencies as well as enrichment opportunities based on student. As a result, students will move towards proficiency in their areas of need.

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))

N/A

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))

Selected students are scheduled weekly to participate in counseling sessions with the school counselor and Mental Health counselor. In addition, afterschool Stay & Play sessions are scheduled twice a week for students to sign up.

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))

n/a

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).

Teachers will implement a comprehensive Tier 1 behavioral framework for all students. Teachers will also be able to identify some students who need supplemental behavioral support for Tier 2.Teachers will finally identify the FEW students who will receive intensive support through the implementation of the Functional Behavior Assessment (FBA) and the Social Emotional – Behavior Intervention Plan (SE-BIP) for Tier 3.

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))

Teachers are mandated to participate in the District wide professional development days. During faculty and/or grade level meetings, selecting, interpreting and utilization of data will be discussed to be implemented in data-driven instruction. Professional building activities will be implemented throughout the school year in order to increase morale and retain effective teachers.

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))

Tours as well as parent meetings are scheduled for the transiting students. Counselor incorporates circle time to ease the student with certain up coming expectations during the transitionary period. Students visit the PLC and visit the main building for Story time where they witness the older students that have already transitioned.