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Palm Springs Elementary School

6304 E 1ST AVE, Hialeah, FL 33013

<http://palmsprings.dadeschools.net/>

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

The faculty and staff of Palm Springs Elementary School believes that all students can become participatory citizens in a global society. Our mission is to engage and motivate all students, by providing them with a variety of valuable learning experiences and the tools necessary to become independent, critical thinkers and life-long learners.

Provide the school's vision statement.

Palm Springs Elementary will foster an educational setting which meets the academic and social needs of all students in a safe and accepting environment.

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
Bello, Luis	Principal	The principal is the instructional leader of the school who imparts the collective vision and mission to all stakeholders and oversees all aspects of day-to-day operations. He allocates and manages resources, focuses on student learning, professional growth, and continuous improvement which is aligned to the school's and District's goals.
Horta, Patricia	Assistant Principal	The assistant principal supports the principal as an instructional leader, imparts the school's collective vision and mission to all stakeholders, provides equity and access to curriculum and support services, monitors systems and structures which impact school culture and safety, and manages school personnel.
Colella, Catalina	School Counselor	The guidance counselor supports students by providing counseling and guidance services to students based on early warning indicators criteria; social, emotional, behavioral or academic barriers inhibiting student success/progress; coordinates referrals to community resources, support groups and social service agencies, as appropriate.
Toledo-Resende, Elisa	Instructional Coach	The reading instructional coach supports the school's vision and mission by working with teachers in all aspects of English Language Arts curriculum and instruction. The reading coach leads implementation of research-based and evidence-based practices, facilitates coaching cycles of support, builds capacity for professional growth of highly effective educators in a collaborative and collegial environment, and monitors student progress through ongoing data analysis, to ensure that all students receive high quality literacy instruction. The reading coach also helps students by ensuring they receive the supports they need to be successful independent readers and writers.
Sanchez, Sophia	Instructional Coach	The math instructional coach supports teachers in all aspects of curriculum and instruction to implement the use of research-based and evidence-based mathematics practices with the goal of building capacity for professional growth as highly effective educators and increasing student achievement.
Rivera, Anneris	Instructional Media	The media specialist works cooperatively with staff, students, families, and the community in order to address the educational needs of learners and implement a program that integrates and embeds 21st century skills through a visionary school library media program. The media specialist maintains a diverse and current media (electronic and print) collection and facilitates student and staff use of the media center resources. The position emphasizes effective integration of instructional technologies with general education curriculum, communication with families and continual program evaluation and development.

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.

Community leaders, parents, students, and school staff are all represented by members of the ESSAC committee. All staff members are welcome to attend the monthly meetings, which are held in open session. By including all stakeholders, input and feedback are sought from all participants. Therefore, decisions are most likely to be based on the needs and interests of the community, provide various viewpoints and innovative ideas.

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))

- Monitor academic performance (based on identified benchmark progress monitoring measures)
- Evaluate the implementation of identified strategies, programs, or interventions
- Reflect, reassess and adjust, if needed, the planned improvement strategies
- Implement revised strategies, as needed

In order to monitor effectiveness of implementation, the school will review data from baseline assessments (including Star Early Literacy/Reading/Math PM1, F.A.S.T. Reading/Math PM1, District/CCRP Science), core curriculum ELA Progress Monitoring Assessments (McGraw-Hill Reading Wonders), core curriculum Math and Science Topic Tests, Mid-Year Assessments (including Star Early Literacy/Reading/Math PM2, F.A.S.T. Reading/Math PM2, District/CCRP Science) and i-Ready assessments (Reading and Math AP1 and AP2 Diagnostics, Growth Monitoring). Data will be reviewed on Renaissance, F.A.S.T. Portal and i-Ready platforms as well as Performance Matters and Power BI. Data chats will be conducted at testing intervals. Grade-level meetings will be conducted to obtain teacher feedback of effectiveness of strategies.

The leadership team will monitor the implementation of SIP goals which are aimed at increasing achievement and closing the 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	Yes
2022-23 Minority Rate	98%
2022-23 Economically Disadvantaged (FRL) Rate	94%
Charter School	No
RAISE School	Yes
2021-22 ESSA Identification	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No

<p>2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)</p>	<p>Students With Disabilities (SWD) English Language Learners (ELL) Black/African American Students (BLK)* Hispanic Students (HSP) Economically Disadvantaged Students (FRL)</p>
<p>School Grades History</p>	<p>2021-22: A 2019-20: B 2018-19: B 2017-18: A</p>
<p>School Improvement Rating History</p>	
<p>DJJ Accountability Rating History</p>	

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	18	18	8	6	6	3	0	0	0	59
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	1	19	17	4	3	0	0	0	44
Course failure in Math	0	3	14	22	2	3	0	0	0	44
Level 1 on statewide ELA assessment	0	0	0	53	30	36	0	0	0	119
Level 1 on statewide Math assessment	0	0	0	39	23	18	0	0	0	80
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	35	32	42	65	36	42	0	0	0	252

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	9	45	19	16	0	0	0	91

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	16	0	0	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	0	7	10	5	1	4	0	0	0	27
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	3	25	2	7	0	0	0	37
Course failure in Math	0	0	3	11	1	2	0	0	0	17
Level 1 on statewide ELA assessment	0	0	0	14	22	17	0	0	0	53
Level 1 on statewide Math assessment	0	0	0	11	22	16	0	0	0	49
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	9	38	22	25	0	0	94

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	1	3	21	12	13	0	0	0	50

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	1	1	14	0	0	0	0	0	16
Students retained two or more times	0	1	0	0	0	0	0	0	0	1

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	7	10	5	1	4	0	0	0	27
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	3	25	2	7	0	0	0	37
Course failure in Math	0	0	3	11	1	2	0	0	0	17
Level 1 on statewide ELA assessment	0	0	0	14	22	17	0	0	0	53
Level 1 on statewide Math assessment	0	0	0	11	22	16	0	0	0	49
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	9	38	22	25	0	0	94

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	1	3	21	12	13	0	0	0	50

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	1	1	14	0	0	0	0	0	16
Students retained two or more times	0	1	0	0	0	0	0	0	0	1

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*	60	62	56	58	62	57
ELA Learning Gains	70	69	61	56	62	58
ELA Lowest 25th Percentile	67	60	52	56	58	53
Math Achievement*	58	64	60	62	69	63
Math Learning Gains	81	71	64	61	66	62
Math Lowest 25th Percentile	62	66	55	54	55	51
Science Achievement*	61	53	51	54	55	53
Social Studies Achievement*		0	50		0	
Middle School Acceleration						
Graduation Rate						
College and Career Acceleration						
ELP Progress	65			73		

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

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	66
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	524
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	43			
ELL	65			
AMI				
ASN				
BLK	27	Yes	3	1
HSP	69			
MUL				
PAC				
WHT				
FRL	64			

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	60	70	67	58	81	62	61					65
SWD	25	56	58	25	56	47	22					57
ELL	55	69	70	54	81	68	58					65
AMI												
ASN												
BLK	18			36								
HSP	63	72	74	60	82	70	66					65
MUL												
PAC												
WHT												
FRL	59	70	65	57	79	62	58					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	55	56	41	41	25	25	41					61
SWD	18	21	23	20	21		12					34
ELL	46	51	39	40	28	20	40					61
AMI												
ASN												
BLK												
HSP	57	55	40	42	25	22	42					62
MUL												
PAC												
WHT												
FRL	53	55	41	42	29	29	40					61

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	58	56	56	62	61	54	54					73
SWD	14	39	41	22	47	52	17					42
ELL	51	53	58	60	58	66	48					73

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
AMI												
ASN												
BLK	36			27								
HSP	60	57	60	64	62	58	56					73
MUL												
PAC												
WHT												
FRL	55	54	53	60	60	52	49					73

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	50%	56%	-6%	54%	-4%
04	2023 - Spring	45%	58%	-13%	58%	-13%
03	2023 - Spring	25%	52%	-27%	50%	-25%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	39%	63%	-24%	59%	-20%
04	2023 - Spring	54%	64%	-10%	61%	-7%
05	2023 - Spring	58%	58%	0%	55%	3%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	45%	50%	-5%	51%	-6%

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 showed that 48% of 3rd grade students achieved Level 1. Some of the contributing factors for low performance include teacher and student attendance, influx of ELL newcomers, relatively large class size, fidelity of the implementation of instruction and intervention.

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

In ELA, 45% of students were proficient in 2023, while 60% were proficient in 2022. Factors included influx of foreign students, the COVID gap, and a more rigorous assessment. As previously stated: some of the contributing factors for low performance include teacher and student attendance, influx of ELL newcomers, large class size, fidelity of the implementation of instruction and intervention.

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.

In ELA, our students performed below the state average scale score. The trend was consistent with our past performance where 3rd grade experienced the largest gap and 5th grade the smallest. This points out our need to improve the rigor in our K-2 program. This improvement in instructional quality is one of our goals for the next few years.

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 in Math 3rd - 5th grade which showed the most growth (from FAST PM1 5% proficiency to PM3 50% proficiency). We were serviced by a curriculum support specialist from the district and implemented a data-driven focus calendar.

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

Attendance and mobility are high on the list of concerns. Student attendance is less than optimal. Additionally, our students come and go at a relatively high rate making instructional consistency a challenge. In ELA, fidelity of the implementation of instruction and intervention is also an area for improvement.

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

1. Third Grade - Reading
2. Second grade - Reading and Math
3. First Grade - Reading

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 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.

Data Points, Contributing Factors and Evidence Review:

Performance on the Spring 2023 Star Early Literacy and Star Reading state assessments indicate that District-wide performance yielded greater reading proficiency averages than our school. Here are the results: In Kindergarten: Our school 40%, District 46%; 1st grade: Our school 46%, District 57%; 2nd grade: Our school 27%, District 56%.

Our school enrollment changed significantly throughout the 2022-2023 school year. ELlevation records indicate that 138 foreign-born newcomers, with dates of U.S. entry between 8/17/2022 and 05/31/2023, registered at our school last year. These English Language Learners (ELL) represented 26% of our total K-5 school population (525) during the 2022-2023 academic year, pre-kindergarten excluded, while an additional 24% comprised the remaining ELLs (total ELLS=50%). 96% of the total population was Hispanic.

During classroom walkthroughs, the leadership team noticed that the proper pacing of daily instruction was inconsistent in the early grades (K-2).

Academic Priority and Targeted Element:

Based on the most recent state assessment outcomes, the significant increase in enrollment of non-English speaking students, and the pace of daily instruction in Kindergarten through 2nd grade, we will focus on the targeted element of English Language Arts instructional practices. Specifically, Kindergarten through 2nd grade English Language Arts teachers will be implementing the evidence-based strategy of Tier 1 instructional frameworks, aligned with the B.E.S.T. standards and driven by the science of reading, during their scheduled reading block. These carefully aligned frameworks will ensure that the continuum of foundational skills can be taught and continuously practiced in whole group and small group settings, using a multi-modal approach, with a focus on speech-to-print development. The frameworks will provide a day-to-day timed structure to ensure sufficient opportunities for instruction and practice, for all core grade level skills, that will potentially increase student success and mastery.

Measurable Outcome:

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

With implementation of instructional frameworks during the ELA/reading block and B.E.S.T. standards-aligned instruction grounded in the science of reading, the grade level populations in Kindergarten through 2nd grade will increase proficiency (at or above benchmark) by 10 percentage points (or more), on the summative 2024 Reading state assessments, including the Star Early Literacy (K) and Star Reading (grades 1 and 2) PM3 assessments, as compared to the proficiency rate of the same grade levels (K->K, 1->1, 2->2) and the same students (K->1, 1->2) in 2023.

Monitoring:

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

The leadership team will conduct regular literacy classroom walkthroughs to measure impact of instruction through the reading framework on student achievement. Pacing look-for's include standards-based learning target(s), chunked lesson activities, set time limits, meaningful work, strategic sharing/groupings, using all of class time, materials ready/on-hand, use of formative assessment, variety of activities. Post-walkthrough debriefings and feedback will be integral in this process to maximize effectiveness.

The leadership team will also conduct quarterly data chats to review McGraw-Hill Reading Wonders progress monitoring assessments and discuss student progress, with particular focus on the L25 (less-proficient) and "bubble" (mid-level range) populations. i-Ready Reading diagnostic assessment data (AP1, AP2) will also be used to gauge progress over time, based on overall placement levels and domain-specific performance. Support for students (Tiers 1, 2, 3) will be adjusted at intervals, based on current data in real time, in order to meet learning needs and maximize achievement.

Person responsible for monitoring outcome:

Luis Bello (pr4261@dadeschools.net)

Evidence-based Intervention:

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

Within the targeted element of ELA, we will implement the evidence-based strategy of Instructional Frameworks in our Kindergarten through 2nd grade classrooms. This will be a useful teacher planning tool to promote and sustain effective instruction, and maximize learning for all students. The Reading block will be divided into blocks of time, including opening routine, whole group and small group instruction, and review, correspond to the six pillars of reading (phonological awareness, phonics, HFW, fluency, vocabulary, comprehension, oral language) and the state standards/benchmarks.

A second evidence-based strategy, goal-oriented learning, will ensure that students have a clear understanding of the learning goal/target and a clear focus of what they will be able to accomplish or produce as a result of each lesson. With both short- and long-term learning goals clearly communicated through the classroom focus wall, daily agenda, and lessons, students will be more invested in their learning outcomes.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Implementation of a common instructional framework will align classroom practices and the pace of instruction with school and curricular goals. It will promote bell-to-bell classroom instruction which is benchmark-aligned and science of reading-driven. It will empower our teachers to plan and teach more effectively and, in turn, all students to reach their highest potential in every lesson. Students will learn more because their teachers provided meaningful learning experiences, as they work and learn together, and support each other. It will increase coherence and a focused, sustained, and shared vision school wide.

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.

Week of September 5-8 2023 (Quarter 1):

Provide professional development for K-2 teachers in a school-developed instructional framework which is both science of reading and state standards-aligned. This framework will chunk the reading block into whole-group and small-group segments, based on the pillars of reading, with day-to-day timed structures, in order to allow sufficient opportunities for instruction and repeated practice with all core grade level skills.

As a result of implementation of the framework, teachers will increase their capacity to deliver high quality instruction that is diligently paced and yields greater student achievement.

Person Responsible: Luis Bello (pr4261@dadeschools.net)

By When: September 15, 2023

August 14-September 29, 2023 (Quarter 1):

Engage in weekly collaborative planning with grade level teams, English Language Arts colleagues and the reading coach to design lessons and activities which align to the state standards, science of reading and the instructional framework. Best practices will be shared, needs and challenges discussed. As a result of collaborative planning, teachers will have well-designed lesson plans, appropriate resources, and meaningful activities which will engage students during the various phases of the gradual-release of responsibility model of instruction and provide ample opportunities for practice in various group settings.

Person Responsible: Luis Bello (pr4261@dadeschools.net)

By When: Ongoing

August 14-September 29, 2023 (Quarter 1):

Implement the instructional framework during the K-2 reading block, with particular focus on pacing, in order to ensure that each reading component is addressed daily. Evidence of pacing essentials include: clearly identified standards-based learning target(s), chunked lesson activities, set time limits/schedule, diligent pace, smooth transitions, meaningful work, strategic sharing, strategic groupings, use of class time in its entirety, materials ready/on-hand, visually-presented instructions, use of formative assessment/ checks for understanding, variety of activities. As a result, optimal learning will take place.

Person Responsible: Luis Bello (pr4261@dadeschools.net)

By When: Ongoing

August 14-September 29, 2023 (Quarter 1):

Participate in post-walkthrough debriefings to discuss hard and soft student data. This data includes what is observed during the reading block walkthrough, as well as current performance data related to student progress on core curriculum progress monitoring assessments, Star Reading Assessments, and i-Ready Reading assessments. As a result, these data chat debriefings will provide feedback and support for classroom learning goals while informing purposeful instruction, activities and tasks that will boost student achievement and maximizing effectiveness.

Person Responsible: Luis Bello (pr4261@dadeschools.net)

By When: Ongoing

#2. Instructional Practice specifically relating to Intervention

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.

Performance on the Spring 2023 Star Early Literacy and Star Reading state assessments indicates that 47% of our Kindergarten students, 52% of our first graders and 31% of our 2nd graders achieved reading proficiency (At/Above Benchmark). In comparison, District averages were 56%, 57% and 56% respectively.

Spring 2023 Florida's Assessment of Student Thinking English Language Arts state assessment results indicate that 28% of our 3rd graders, 51% of our 4th graders, and 57% of our 5th grade students achieved proficiency (Achievement Level 3 or higher). In comparison, District averages were 52%, 58% and 56% respectively.

The Needs Analysis by Domain Report of the Spring 2023 i-Ready Reading Diagnostic AP3 Assessment indicates that: 39% of Kindergarteners, 38% of 1st graders and 17% of 2nd graders are struggling with phonological awareness skills. 38% of Kindergarteners, 41% of 1st graders, 47% of 2nd graders and 52% of retained 3rd graders are struggling with phonics skills. 56% of Kindergarteners, 41% of 1st graders, 35% of 2nd graders, and 8% of 3rd graders struggle with high frequency words.

This data suggests the need to address foundational skills deficiencies through high quality research-based reading intervention with identified students. The Reading Horizons program will provide a multi-sensory Orton-Gillingham-based approach to teaching the foundational skills that students need to decode grade level text.

Based on state assessment outcomes, particularly in Kindergarten through 3rd grade, we will focus on reading intervention. Within this targeted element, we will be implement the evidence-based strategies of data-driven instruction and ongoing progress monitoring. The intervention teacher's use of student performance data will inform instructional planning, pacing and delivery of intervention and small group differentiated instruction during the reading block. This approach uses assessment, analysis, and actions to meet students needs which is built in to the intervention program.

Measurable Outcome:

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

With implementation of reading intervention coupled with data-driven instruction and ongoing progress monitoring evidence-based strategies, Tier 2 and 3 students will increase learning gains by an additional 5 percentage points, as evident on the Star Early Literacy (K), Star Reading (grades 1 and 2) PM3 assessments, and the i-Ready Reading Diagnostic (AP3) in the same grade levels (K->K, 1->1, 2->2, 3->3) and the same students (K->1, 1->2, 2->3) from 2023-2024.

Monitoring:

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

The leadership team will conduct regular literacy classroom walkthroughs to measure the impact of intervention on student achievement.

The reading coach and reading interventionists will monitor student progress in the Reading Horizons intervention program through the progress monitoring skills checks, chapter assessments and diagnostic assessments given 2-3 times during the school year.

i-Ready Reading diagnostic assessment data (AP1, AP2, AP3) will also be used to gauge progress over

time, based on overall placement levels and phonological awareness, phonics, and high frequency word domain-specific performance.

Extended support for Tier 2 and 3 students will be provided through the Response to Intervention (RtI) process and Multi-Tiered Systems of Support (MTSS), in order to meet learning needs and maximize achievement.

Person responsible for monitoring outcome:

Luis Bello (pr4261@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.)

Intervention is a strategy used to teach a skill and build fluency in the skill or encourage a child to apply an existing skill to new situations or settings. Within this targeted element, we will implement reading intervention coupled with the evidence-based strategies of data-driven instruction and ongoing progress monitoring, in our Kindergarten through 3rd grade classrooms. Through data-driven instruction, teachers will use student performance results to inform instructional planning and delivery. By monitoring ongoing progress, teachers will regularly assess students' academic performance to quantify the incremental rates of improvement, responsiveness to instruction, and to evaluate the effectiveness of instruction.

In addition to 2.5 hours or more of weekly dedicated time outside of the 90-minute reading block for reading intervention, we will integrate Reading Horizons key practices in the Tier 1 environment, as appropriate, in order to target deficiencies at the foundational reading level.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

As evident in the Spring 2023 assessment data, many students from Kindergarten-3rd grade are exhibiting foundational skills deficiencies. By implementing intervention, we will be able to provide explicit and systematic multi-sensory lessons and practice, which target students' specific literacy needs.

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.

August 14-September 29, 2023 (Quarter 1):

Based on current assessment data, identify tier 2 and tier 3 students, who are reading below grade level, according to the 2023-2024 District K-5 Assessment/Curriculum Decision Tree. By identifying these students, we will be able to provide them with the supports they need to become successful readers.

Person Responsible: Luis Bello (pr4261@dadeschools.net)

By When: Ongoing

August 14-September 29, 2023 (Quarter 1):

Provide access to live or self-paced professional development and coaching to teachers and interventionists implementing the Reading Horizons Discovery program to ensure knowledge with the Daily Core 4 lesson structure of lesson implementation and the lesson tools and materials including whiteboards, notebooks, little books, assessment checks, digital resources, transfer cards, anchor

posters, sound wall, and more. As a result, the teachers providing intervention will be equipped to deliver high quality reading intervention with fidelity to the program.

Person Responsible: Luis Bello (pr4261@dadeschools.net)

By When: Ongoing

August 14-September 29, 2023 (Quarter 1):

Schedule and implement intensive reading intervention, in 5 or more 30-minute increments per week. This includes forming two intensive acceleration (IA) classes, one in 3rd grade and one in 4th grade, in order to deliver extended time in reading intervention to targeted students. As a result, Tier 2 and Tier 3 students will receive additional support in reading.

Person Responsible: Luis Bello (pr4261@dadeschools.net)

By When: Ongoing

August 14-September 29, 2023 (Quarter 1):

Administer diagnostic and progress monitoring assessments, at intervals of instruction, to assess student learning and progress with tier 2 intervention targets and tier 1 grade level targets . Analyze the assessment data in a timely manner, to identify areas in need of improvement, and plan subsequent, targeted instruction and practice. As a result, strategies and resources will be aligned with individual student needs to support learning and accelerate growth.

Person Responsible: Luis Bello (pr4261@dadeschools.net)

By When: Ongoing

#3. 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.

Data Points, Contributing Factors and Evidence Review:

Students Enrolled 102 (K) 90 (1st) 91 (2nd) 118 (3rd) 94 (4th) 117 (5th) 612 (Total)
 Attendance below 90% 18(K) 18 (1st) 8 (2nd) 6 (3rd) 6 (4th) 3 (5th) 59 (Total)
 One or More Suspensions 0 (K) 0 (1st) 0 (2nd) 0 (3rd) 0 (4th) 0 (5th) 0 (Total)
 Course failure in ELA 0 (K) 1 (1st) 19 (2nd) 17 (3rd) 4 (4th) 3 (5th) 44 (Total)
 Course failure in Math 0 (K) 3 (1st) 14 (2nd) 22 (3rd) 2 (4th) 3 (5th) 44 (Total)
 Level 1 on 2023 ELA FAST PM3 - (K) - (1st) - (2nd) 53 (3rd) 30 (4th) 36 (5th) 119 (Total)
 Level 1 on 2023 Math FAST PM3 - (K) - (1st) - (2nd) 39 (3rd) 23(4th) 18 (5th) 80 (Total)
 Substantial Reading Deficiency 35 (K) 32 (1st) 42 (2nd) 65 (3rd) 36 (4th) 42 (5th) 252 (Total)
 Two or More Indicators 1 (K) 2 (1st) 9 (2nd) 45 (3rd) 19 (4th) 16 (5th) 91 (Total)
 Retained students [current] 1 (K) 0 (1st) 0 (2nd) 16 (3rd) 0 (4th) 0 (5th) 16 (Total)
 Retained two or more times 0 (K) 0 (1st) 0 (2nd) 0 (3rd) 0 (4th) 0 (5th) 0 (Total)

Culture Priority and Targeted Element:

Based on the most recent data corresponding to poor student attendance, course failure, low state test performance, students with substantial reading deficiency and students exhibiting 2 or more of these indicators, we will focus on the targeted element of early warning systems.

It is necessary to meet the diverse needs of all students. Some students are in need of additional support in order to be successful. We must identify such students and provide them with the necessary resources to promote access to and engagement in their education.

Measurable Outcome:

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

With implementation of Response to Early Warning Systems, we will reduce the number of students exhibiting early warning system (EWS) indicators by 10%. The specific indicators of focus include attendance below 90%, ELA course failure, Math course failure, Achievement Level 1 on the 2023 F.A.S.T. ELA PM3 Assessment, Achievement Level 1 on the 2023 F.A.S.T. Math PM3 Assessment, substantial reading deficiency (scoring below 20% on F.A.S.T. ELA PM1 or PM2), 2 or more EWS indicators, and currently retained students.

Monitoring:

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

Students exhibiting early warning systems indicators will be monitored on a quarterly basis. The Attendance Review Committee (ARC) will monitor student attendance and the community involvement specialist will conduct home visits of students exhibiting poor attendance. The assistant principal will monitor course grades and instructional coaches will monitor ongoing assessment performance and provide instructional support, as needed. Together, they will closely monitor retained students and students with substantial reading deficiencies to provide immediate supports, including MTSS, as necessary.

Each grading period, students who are in need of additional support will be identified and provided appropriate interventions. In addition, a request for assistance (RFA) will be submitted by the teacher to the Response to Intervention (Rtl) Team for students identified as not making adequate progress, by

various measures, by the end of the quarter. During intervals of instruction, student data will be reviewed by the teacher and team to determine progress.

Person responsible for monitoring outcome:

Luis Bello (pr4261@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.)

Early warning systems (EWS) involve a set of student data indicators to identify students who exhibit academic performance or behavior that puts them at risk of missing key educational milestones or dropping out of school. Response to EWS utilizes predictive data to identify off-track or at-risk students, reveal patterns and root causes, diagnose their needs, identify and target appropriate interventions that may help these students get back on track to experiencing success in these areas/remedy the early warning system indicator.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

All students must be monitored. Students in need of interventions must be identified and offered appropriate assistance. As it relates to academics, immediate intensive intervention must be implemented in order to close the achievement gap and allow for struggling students opportunities to experience success and reach proficiency.

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.

August 14-September 29, 2023 (Quarter 1):

Identify students who exhibit Early Warning Systems (EWS) indicators including attendance below 90%, ELA course failure, Math course failure, Achievement Level 1 on the 2023 F.A.S.T. ELA PM3 Assessment, Achievement Level 1 on the 2023 F.A.S.T. Math PM3 Assessment, substantial reading deficiency (scoring below 20% on F.A.S.T. ELA PM1 or PM2), one or more suspensions, 2 or more EWS indicators, currently retained students, and students retained 2 or more times. As a result of identifying students exhibiting early warning systems indicators (EWSI), the school can more adequately address their needs.

Person Responsible: Luis Bello (pr4261@dadeschools.net)

By When: Ongoing

August 14-September 29, 2023 (Quarter 1):

Select and provide intervention strategies such as attendance contracts, behavior contracts, communication with stakeholders, immediate intensive Reading Horizons intervention during the school day, incentives and others which correspond to the EWSI. These strategies will be implemented with fidelity and in a timely manner. Adjustments will be made as necessary. As a result of providing selected intervention strategies, students can potentially experience success, increased confidence, get back on track and attain the intended goals.

Person Responsible: Luis Bello (pr4261@dadeschools.net)

By When: Ongoing

August 14-September 29, 2023 (Quarter 1):

Collect and analyze data related to the EWSI interventions implemented, in order to determine if the corresponding intervention is effective for the identified students or if it must be revised in order to function appropriately. Contact will be maintained with all stakeholders of interest. As a result of collecting and analyzing EWSI intervention data, ineffective interventions can be revised and successful interventions can increase the likelihood of putting students back on track.

Person Responsible: Luis Bello (pr4261@dadeschools.net)

By When: Ongoing

August 14-September 29, 2023 (Quarter 1):

Review the effects of implemented intervention strategies and provide feedback to all stakeholders. As a result, the school can recognize students and stakeholders for the progress achieved, in real time, and anticipate and plan for future interventions.

Person Responsible: Luis Bello (pr4261@dadeschools.net)

By When: Ongoing

#4. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

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.

Data Points, Contributing Factors and Evidence Review:

Every Student Succeeds Act (ESSA) data indicates that several demographic subgroups are not achieving at the same rate as their peers. The students demonstrating less than 41% proficiency on the summative F.A.S.T. PM3 statewide assessments include:

Hispanic = ELA 40%

English Language Learners = ELA 29%, Science 39%

Students with Disabilities = ELA 30%, Math 36%

ESSA Priority and Targeted Element:

Based on the data corresponding to the 2023 F.A.S.T. English Language Arts, Mathematics and Science state test performance, we will focus on targeting the outcomes for multiple subgroups. A common area for improvement among all of these demographic subgroups is vocabulary.

Measurable Outcome:

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

With implementation of explicit and systematic routines for developing vocabulary, our Hispanic, English Language Learner and Students with Disabilities demographic populations will increase their proficiency by 10 percentage points or more in ELA, Math and Science, as indicated on the 2024 Florida Assessment of Student Thinking (F.A.S.T.) PM3 assessments and 2024 Statewide Science Assessment.

Monitoring:

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

The leadership team will analyze the effectiveness of our vocabulary-focused action steps by conducting regular literacy classroom walkthroughs to measure their impact of instruction on student achievement. Post-walkthrough debriefings and feedback will be integral in this process to maximize effectiveness.

The leadership team will also conduct quarterly data chats to review McGraw-Hill Reading Wonders progress monitoring assessments and discuss student progress, with particular focus on the Hispanic, English language learners and students with disabilities populations. i-Ready Reading diagnostic assessment data (AP1, AP2, AP3) will also be used to gauge progress over time, based on overall placement levels and performance specifically in the vocabulary and comprehension domains. Support for students will be ongoing, based on current data in real time, in order to meet learning needs and maximize achievement.

Person responsible for monitoring outcome:

Luis Bello (pr4261@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 ESSA, we will focus on the evidence-based practices of academic vocabulary instruction and student-centered learning to positively impact the outcomes for multiple demographic subgroups.

Academic vocabulary instruction plays a critical role in improving vocabulary skills for all learners. It can

be effectively incorporated through lessons in a myriad of ways including exposure to diverse texts, visual stimuli, incorporation into daily dialogue, etc., and associated with the content being taught.

Student-centered learning involves the variety of educational programs, learning experiences, instructional approaches, and academic-support strategies that are intended to address the distinct learning needs, interests, aspirations, and cultural backgrounds of individuals or groups of students.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

During reading and learning, the brain searches for ways to make connections from content to what is personally relevant and meaningful.

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.

August 14-September 29, 2023 (Quarter 1):

Build background knowledge in ways such as taking virtual field trips, providing sensory experiences, integrating content knowledge with texts for close reading, and using text sets, picture books, and videos/ multimedia. As a result of implementing activities which intentionally build background knowledge, students will develop a wider vocabulary and better comprehend what they read.

Person Responsible: Luis Bello (pr4261@dadeschools.net)

By When: Ongoing

August 14-September 29, 2023 (Quarter 1):

Carefully select critical vocabulary for direct instruction using the B.E.S.T. standards and benchmarks, along with cultural considerations, to determine which words may be most challenging, according to their tiers (Tiers 1, 2 and 3). Include the use of cognates to bridge words in the English and Spanish languages. As a result of pre-teaching critical vocabulary, students will understand the meanings of words that are essential to understanding the main ideas and content in a lesson. The use of cognates will provide our Spanish-speaking English language learners a way to build their vocabulary with words that share similar meaning, spelling or pronunciation while gaining confidence in using them.

Person Responsible: Luis Bello (pr4261@dadeschools.net)

By When: Ongoing

August 14-September 29, 2023 (Quarter 1):

Use academic vocabulary and content-specific vocabulary in real-life and cross-curricular contexts.

Relate new vocabulary words to culturally relevant real-life contexts so that students may make meaningful connections to concepts being taught. Use student friendly definitions with examples and non-examples, in order to deepen students' understanding of key vocabulary.

Utilize academic and content-specific vocabulary throughout cross-curricular lessons during discussions, questioning, etc. so that students can understand their meaning in different contexts.

As a result of providing culturally-relevant and cross-curricular contexts for carefully-selected critical vocabulary, students' will make connections, expand their vocabulary and achievement will increase.

Person Responsible: Luis Bello (pr4261@dadeschools.net)

By When: Ongoing

August 14-September 29, 2023 (Quarter 1):

Engage in activities to deepen and expand knowledge of new words including work with word relationships (synonyms, antonyms, homonyms, homophones, analogies, word categories, and other word associations), figurative language, multiple meaning words, context clues, and word matrixes (affixes, roots, bases/other forms of a word). As a result, students will expand and deepen their word knowledge, make connections to related words and increase their understanding of how word structure contributes to meaning.

Person Responsible: Luis Bello (pr4261@dadeschools.net)

By When: Ongoing

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

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

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

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

The combination of 2023 Star Early Literacy (K), Star Reading (1-2) and i-Ready Reading diagnostic data was used to identify students who are not on track to reading proficiency. Additionally, the following percentages of students in each grade level are in critical need, according to the Reading Placement Report in Power BI (Tier 2 and 3 students who are reading one or more grade levels below) :

Currently enrolled 1st graders (former Kindergarten 2022-2023): 32%

Currently enrolled 2nd graders (former 1st grade 2022-2023): 21%

Currently enrolled 3rd graders (former 2nd grade + retained 3rd grade students 2022-2023): 45%

Based on these data results, the area of focus related to RAISE Reading/K-2 ELA will be the Gradual Release of Responsibilities Model. The Gradual Release of Responsibilities Model (GRRM) will provide a best practice structure with which teachers strategically and intentionally shift the cognitive work to the student from focused instruction and teacher modeling ("I do") to guided practice and feedback between teacher and students ("We do"), to collaborative practice between students ("They do") to independent practice and application by the learners ("You do").

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

2023 FAST ELA data was used to identify students who are not on track to reading proficiency. According to the Reading Placement Report in Power BI, the following percentages of students in each grade level are in critical need (Tier 2 and 3 students who are reading one or more grade levels below):

Currently enrolled 4th graders (former 3rd grade excluding 3rd grade retained students 2022-2023): 43%
Currently enrolled 5th graders (former 4th grade 2022-2023): 35%

Based on these data results, the area of focus related to RAISE Reading/3-5 ELA will be the Gradual Release of Responsibilities Model. The Gradual Release of Responsibilities Model (GRRM) will provide a best practice structure with which teachers strategically and intentionally shift the cognitive work to the student from focused instruction and teacher modeling ("I do") to guided practice and feedback between teacher and students ("We do"), to collaborative practice between students ("They do") to independent practice and application by the learners ("You do").

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

With the implementation of the Gradual Release of Responsibilities Model (GRRM) in K-2, the following measurable outcomes will be evident on the Star Early Literacy and Star Reading statewide ELA Assessments:

- an additional 7% or more of the current Kindergarten population will place "At/Above Benchmark"
 - an additional 6% or more of the current 1st grade population will place "At/Above Benchmark"
 - an additional 10% or more of the current 2nd grade population will place "At/Above Benchmark"
- according to pre-established District cut-score placement levels (a percentile rank of 40% or higher).

Achieving these targets will indicate improved instructional efficacy, demonstrate greater reading proficiency in the early grades (K-2), and reduce the achievement gap.

Grades 3-5 Measurable Outcomes

With the implementation of Gradual Release of Responsibilities Model (GRRM) in grades 3-5, the following measurable outcomes will be evident on the Florida's Assessment of Student Thinking (F.A.S.T.) Reading statewide ELA Test:

- an additional 10% or more of the 3rd grade population will score at grade level (Achievement Level 3 or higher)
- an additional 10% or more of the 4th grade population will score at grade level (Achievement Level 3 or higher)
- an additional 5% or more of the 5th grade population will score at grade level (Achievement Level 3 or higher)

Achieving these targets will indicate improved instructional efficacy, demonstrate greater reading proficiency in the intermediate grades (3-5), and reduce the achievement gap.

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.

Ongoing School Leadership Team (SLT) walkthroughs will be conducted to observe evidence of the Gradual Release of Reading Responsibility Model (GRRM), which will focus on the following:

- Effective implementation of the GRRM during delivery of whole group and small group instruction ("I Do, We Do, They Do, You Do") within a lesson and/or over a series of lessons,
- Small group instruction reflective of the use of current student performance data, which is differentiated for Tier 2 and Tier 3 students. based on ongoing progress monitoring measures including, but not limited to, i-Ready Reading Diagnostics (AP1 and AP2), F.A.S.T. Progress Monitoring (PM1 and PM2), Reading Horizons intervention data and McGraw-Hill Reading Wonders core curriculum Progress Monitoring Assessments.

Student progress will be monitored monthly by the SLT to ensure that adequate progress is being made, especially for targeted Tier 2 and 3 students. Additional support will be provided to students not progressing adequately.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Bello, Luis, pr4261@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 McGraw-Hill Reading Wonders core curriculum program, Reading Horizons intervention program, and i-Ready computer-assisted instructional and progress monitoring program are being implemented because they are aligned with the B.E.S.T. ELA Standards and the district’s K-12 Comprehensive Evidence-Based Reading Plan. They are proven to significantly improve student outcomes and positively impact student achievement.

Practices including Before-During-and After (BDA) reading strategies, think alouds, annotating text, accountable talk, and anchor charts all work hand-in-hand to support instruction with our targeted element of the Gradual Release of Responsibilities Model (GRRM).

Pairing the targeted element of GRRM with the evidence-based strategies of data-driven decision-making and instruction, allows for the alignment of appropriate research-based strategies and resources to meet the individual needs of students who are one or more grade levels below (Tier 2 or Tier 3). Hard data drives instructional planning and helps monitor progress. Soft data provides comprehensive insight.

Data-driven instruction will assist in narrowing achievement gaps. Reports from the F.A.S.T. Reading Assessments (PM1 and PM2), i-Ready Reading Diagnostics (AP1 and AP2), and McGraw-Hill Reading Wonders Progress Monitoring Assessments (from the Performance Matters data platform) will be utilized to drive instructional planning and monitor student progress.

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?

Data driven instruction will ensure that teachers are using ongoing data to realign whole group and small group instruction through lessons that strategically target students' needs. This practice allows teachers to make immediate adjustments to instruction, in order to maximize growth and continuously improve student learning. This practice has been proven to significantly improve student outcomes and positively impact student achievement.

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
<p>August 14-October 13, 2023 (Quarter 1):</p> <p>Implement the gradual release of responsibilities model (GRRM).</p> <p>Literacy Leadership: Ensures a daily, uninterrupted 90-minute block of time for reading instruction and 30 minutes for language arts plus 2.5 hours a week of intervention for targeted students</p> <p>Literacy Coaching: Provide teachers with opportunities to observe gradual release of responsibilities models in the reading classroom and/or receive coaching from a leader or other highly effective mentor teacher.</p> <p>Assessment: During each instructional cycle, reading assessments will be administered after students have received instruction through the gradual release model, ensuring opportunities to learn and apply targeted and stacked skills and strategies, at varying levels of support. Student performance will be analyzed to determine what learning gaps exist for subsequent targeted instruction, scaffolding or remediation.</p> <p>Professional Learning: Schedule and/or provide training opportunities for teachers who would like support with the GRRM structures in the reading classroom through in-person, virtual, and live trainings or on-demand webinars or videos.</p> <p>In addition to implementation of the GRRM during grade level instruction, extra support can be provided through differentiated instruction during the core ELA block, Tier 2 and 3 intervention for less-proficient students, and extended learning opportunities before and/or after-school, to ensure support for all learners.</p> <p>Reteach previously taught skills, scaffold current skills, and target essential skills by providing lessons to meet ongoing individual or small group needs, as evident according to historical, formative, or ongoing progress monitoring assessment data.</p>	<p>Bello, Luis, pr4261@dadeschools.net</p>

<p>August 14-October 13, 2023 (Quarter 1):</p> <p>Utilize data-driven decision-making and instruction to align strategies and resources with individual student needs to support learning and accelerate growth.</p> <p>Literacy Leadership: Analyze assessment data reports (Star Early Literacy, Star Reading, F.A.S.T. Reading and i-Ready Reading Diagnostics), Performance Matters and Power BI data management platforms to identify Tier 2 (one grade level below) and Tier 3 (2 grade levels or more below) students.</p> <p>Literacy Coaching: Utilize collaborative planning sessions to discuss data, identify areas in need of improvement, and plan subsequent, targeted teacher-led instruction to small groups of identified students.</p> <p>Assessment: Participate in ongoing data chats and protocols to monitor student progress, utilizing ongoing data reports.</p> <p>Professional Learning: Provide follow-up opportunities/experiences after training/implementation of newly gained knowledge, to ensure understanding.</p>	<p>Bello, Luis, pr4261@dadeschools.net</p>
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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 School Improvement Plan (SIP) is shared with all stakeholders in many ways. It is made available digitally through our school's website at <https://palmspringses.org/wp-content/uploads/2023/07/PSE-2023-2024-School-Improvement-Plan-SIP-Rev7.26.23.pdf> (<https://palmspringses.org/title-i/>). A printed copy is made available in our Title 1 resource area, located in the main office. The SIP is shared during our Opening of School's Title 1 meeting and progress toward school goals is discussed during every Educational Excellence School Advisory Council (EESAC) meeting (of which there are approximately 6-8 a school year).

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))

Our school fulfills its mission in part by sharing information with parents, families and other community stakeholders through EESAC meetings, PTA meetings, Title 1 parent meetings and through communication systems including the school website, ClassDojo, and Instagram. These serve as platforms for families and community members to share ideas, provide input and feedback. Our school builds positive relationships with its various stakeholders by hosting an array of academic and social events during the school year including "Reading Under the Stars," "STEAM Nights" each quarter, "Donuts with Dad," "Muffins with Mom," the "Hispanic Heritage Parade of Flags and Extravaganza," and the "Black History Month Show and Assembly," to name a few. Our school supports the needs of its students by providing services beyond core curriculum program instruction including intervention, extended day tutoring, participation in clubs such as Chess, Strings, Art, and Environmental Clubs, mental health counseling, speech/language services, multi-tiered systems of support and much more. Some ways that parents are kept abreast of their child's progress is through various and flexible modes of communication with teachers including individual conferences in-person, on Zoom, or by phone, messages through ClassDojo and email, the electronic gradebook, and academic reports which are shared digitally or printed and sent home.

Link to the school's webpage where the school's Family Engagement Plan is publicly available:

<https://palmspringses.org/wp-content/uploads/2023/06/4261-PFEP-English.pdf>

(<https://palmspringses.org/title-i/>)

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)

The school is strengthening its academic program by utilizing the B.E.S.T. standards to drive instruction, implementing the driving principles of the science of reading, providing reading intervention in smaller group settings with research-based and evidence-based multi-sensory programs, providing extended day tutoring opportunities as well as clubs and ongoing S.T.E.A.M. projects which extend and enrich

application of learning. The amount and quality of learning time is expected to increase through implementation of instructional frameworks in Kindergarten through 2nd grade and the application of more multi-modal hands-on instruction designed to reach every learner.

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))

Our school coordinates and integrates the resources from federal programs and services, including Title I, IDEA, ESSA and Title III, to enhance the entire educational program, in order to close achievement gaps and increase student proficiency across all areas of curriculum. Together, these programs allow us to provide all students with what they need to make learning accessible, equitable, and of high quality. These various funds are used to support specific strategies, activities and outcomes, as they relate to their intended purpose, in the form of personnel, educational materials, assistive devices, and so on. For example, Title III funds are used to serve the direct needs of our English Language Learners while IDEA funds serve to support our students with disabilities. We strive to maximize the impact of all these resources, in order to carry out the schoolwide program in the best ways possible.

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))

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))

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).

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))

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))

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: Instructional Practice: ELA	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Intervention	\$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
4	III.B.	Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	\$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