

Miami-Dade County Public Schools

# Florida City Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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## Florida City Elementary School

364 NW 6TH AVE, Florida City, FL 33034

<http://fce.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 Florida City Elementary School, faculty, staff, students, parents, and community representatives, being multicultural and multi-ethnic, will work as a collaborative team to ensure that each student attains the highest standards of performance in a nurturing and safe environment. This will serve to narrow the achievement gap and will enable our students to become autonomous learners with a sense of purpose and future in order to prepare them to excel in this highly technological, complex, and multicultural society.

#### **Provide the school's vision statement.**

Florida City Elementary School strives to educate the whole child. Through collaboration with all stakeholders, students in pursuit of their academic excellence, will become resilient learners and innovative leaders who will be successful today and prepared for tomorrow.

### 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
Darbonne, Deborah	Principal	<p>A Principal oversees the planning, organizing, and administering of the educational functions which are essential to the operation of a responsive, effective, and efficient instructional environment that provide the maximum opportunity for student growth.</p> <ol style="list-style-type: none"> <li>1. Oversee day-to-day school operations</li> <li>2. Manage school logistics and budgets</li> <li>3. Set learning goals for students and teachers based on state curriculum</li> <li>4. Monitor and report on teacher performance</li> <li>5. Present data from school performance to board members</li> <li>6. Research new resources and techniques to improve teaching</li> <li>7. Interview and hire school personnel</li> <li>8. Review and implement school policies</li> <li>9. Provide guidance and counseling to teachers</li> <li>10. Handle emergencies and school crises</li> <li>11. Organize school events and assemblies</li> <li>12. Ensure a safe and clean environment for students</li> </ol>
Barcinas, Christina	Assistant Principal	<p>Assists the principal in planning, organizing, and administering the educational functions at the school level which are essential to the operation of a responsive, effective, and efficient instructional environment that provide the maximum opportunity for student growth. Performs activities necessary to provide a quality educational program.</p> <ol style="list-style-type: none"> <li>1. Provides direction to the Leadership Team comprised of Data Analyst, Educational Specialist, Reading Coaches, Department Chairpersons, and Team Leaders.</li> <li>2. Assists the principal in working collaboratively with the Educational Excellence School Advisory Council (EESAC) to identify school wide needs and implement plans to meet identified needs which support the school improvement plan.</li> <li>3. Assists the principal in implementing set procedures as outlined in the labor contract for observation and remediation of instructional personnel.</li> <li>4. Assists in implementation of the total instructional program, enforcing standards relative to continuous student progress, achievement, and promotion.</li> <li>5. Assists the principal in focusing on increased student achievement gains for continuous school improvement and on assessment of student achievement.</li> <li>6. Assists the principal in the development and implementation of the master schedule.</li> <li>7. Assists the principal in explaining and enforcing policies, methods, and procedures and working cooperatively with students, parents, staff, and community agencies to ensure appropriate behaviors within the learning environment.</li> <li>8. Assists the principal in the assignment, training, supervision and evaluation of instructional materials.</li> <li>9. Assists the principal with the implementation and the determination of the effects of the individualized professional development plans for all instructional personnel and its link to improved student performance.</li> </ol>

Name	Position Title	Job Duties and Responsibilities
		<p>10. Assists the principal with the establishment and maintenance of a positive collaborative relationship with students' families to increase student achievement.</p> <p>11. Assists the principal for enforcing standards relative to continuous student progress, achievement, and promotion and in determining promotion eligibility for all students.</p>
Reyes, Zeivier	Instructional Coach	<p>The role of an Instructional Coach is to build teacher capacity and their understanding of instructional and researched-based practices. The Instructional coaches will promote reflection, provide guidance and structure where needed, and focus on strengths, collaboration and common issues of concern. They are responsible for ensuring high-quality instruction in classrooms through modeling, co-planning, co-teaching and providing feedback to teachers. The Instructional Coach will also be responsible on the following:</p> <ol style="list-style-type: none"> <li>1. Build strong relationships with teachers, administrators, and other coaches.</li> <li>2. Provide direction and coordination for how the curriculum is taught consistent with District initiatives and recognized best instructional practices.</li> <li>3. Provide technical support to collaborative teams within buildings.</li> <li>4. Assist teachers with resources, materials, tools, information, etc. to support classroom instruction and planning, including new resources.</li> <li>5. Support teachers and administrators in using data to improve instruction on all levels.</li> <li>6. Assist teachers with planning and pacing of lessons, the development of differentiated lessons, and the selection of best practices to meet the needs of their students.</li> <li>7. Informally observe (non-evaluative) lessons and provide feedback for a teacher's professional growth and students' success.</li> <li>8. Develop staff members' knowledge, skills, attitudes, and behaviors through a variety of professional development targeted topics and designs.</li> <li>9. Develop coaching plans for teachers to ensure student improvement.</li> <li>10. Contribute to the development systems and structures to improve teacher practice within schools.</li> <li>11. Provide job-embedded informal professional learning beyond the coaching responsibility.</li> <li>12. Submit a weekly coaching log and any pertinent data requests/coaching documentation.</li> </ol>

**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.



All stakeholders are involved in providing input to the SIP by completing both the Mid-Year and End-Of-Year School Climate Surveys. This data is analyzed during the Strategic Planning session by the School to develop areas of focus to drive the upcoming school year. Additionally, each phase of the SIP is shared at the EESAC meeting monthly throughout the school year. .

**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 SIP is monitored during each phase and check point dates by the leadership team. The leadership team will meet weekly and conduct purposeful walk-through to ensure the implementation of action steps. This will allow for reflection and revisions of actions when needed.

<b>Demographic Data</b>	
<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Other School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	98%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	100%
<b>Charter School</b>	No
<b>RAISE School</b>	Yes
<b>2021-22 ESSA Identification</b>	N/A
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
<b>School Grades History</b>	2021-22: B  2020-21: I  2019-20: I  2018-19: C  2017-18: I
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

**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	28	46	27	17	26	17	0	0	0	161
One or more suspensions	0	2	3	5	8	8	0	0	0	26
Course failure in English Language Arts (ELA)	0	11	15	53	17	3	0	0	0	99
Course failure in Math	0	15	5	25	26	11	0	0	0	82
Level 1 on statewide ELA assessment	0	0	0	55	37	25	0	0	0	117
Level 1 on statewide Math assessment	0	0	0	41	51	33	0	0	0	125
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	13	53	50	65	59	45	0	0	0	285

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	3	15	8	60	51	30	0	0	0	167

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	5	0	31	0	0	0	0	0	39
Students retained two or more times	0	0	0	7	0	2	0	0	0	9

**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	49	29	32	25	17	0	0	0	152
One or more suspensions	0	0	0	0	0	6	0	0	0	6
Course failure in ELA	0	6	16	41	24	7	0	0	0	94
Course failure in Math	0	3	9	27	33	17	0	0	0	89
Level 1 on statewide ELA assessment	0	0	0	27	25	22	0	0	0	74
Level 1 on statewide Math assessment	0	0	0	15	24	14	0	0	0	53
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	6	13	37	35	19	0	0	0	110

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	6	13	37	35	19	0	0	0	110

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	7	11	28	1	0	0	0	0	47
Students retained two or more times	0	0	2	5	7	2	0	0	0	16

**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	49	29	32	25	17	0	0	0	152
One or more suspensions	0	0	0	0	0	6	0	0	0	6
Course failure in ELA	0	6	16	41	24	7	0	0	0	94
Course failure in Math	0	3	9	27	33	17	0	0	0	89
Level 1 on statewide ELA assessment	0	0	0	27	25	22	0	0	0	74
Level 1 on statewide Math assessment	0	0	0	15	24	14	0	0	0	53
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	6	13	37	35	19	0	0	0	110

**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	6	13	37	35	19	0	0	0	110

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	7	11	28	1	0	0	0	0	47
Students retained two or more times	0	0	2	5	7	2	0	0	0	16

**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.

**District and State data will be uploaded when available.**

Accountability Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	40			34			38		
ELA Learning Gains	73			44			50		
ELA Lowest 25th Percentile	88			48			62		
Math Achievement*	43			24			34		
Math Learning Gains	72			27			39		
Math Lowest 25th Percentile	73			41			34		
Science Achievement*	28			20			27		
Social Studies Achievement*									
Middle School Acceleration									
Graduation Rate									
College and Career Acceleration									
ELP Progress	38			33			46		

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

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

#### ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	455
Total Components for the Federal Index	8
Percent Tested	99
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	56			
ELL	56			
AMI				
ASN				
BLK	56			
HSP	58			
MUL				
PAC				
WHT				
FRL	57			

**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	40	73	88	43	72	73	28					38
SWD	39	72		37	81	82	46					38
ELL	41	76	73	49	79	69	24					38
AMI												
ASN												
BLK	35	74	95	34	69	73	25					46
HSP	45	71	78	53	76	72	30					36
MUL												
PAC												
WHT												
FRL	40	73	92	43	71	74	27					39

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	34	44	48	24	27	41	20					33
SWD	40	56		35	35		30					20
ELL	30	57	55	30	34		14					33
AMI												
ASN												
BLK	30	43	33	20	22	29	22					24
HSP	40	47		29	33		17					35
MUL												
PAC												
WHT												
FRL	34	45	48	24	27	41	19					33

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	38	50	62	34	39	34	27					46
SWD	45	62	44	48	50	36	53					25
ELL	36	54	78	36	42	32	28					46
AMI												
ASN												
BLK	33	43	52	26	32	34	25					53
HSP	43	55	72	42	45	33	28					45
MUL												
PAC												
WHT												
FRL	38	49	61	35	38	32	27					47

**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.

**School, District and State data will be uploaded when available.**

### 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 that showed the lowest performance was evident in the 3rd grade Reading proficiency data of 26% when compared to the State average of 52%. Some of the contributing factors for this decline was due to the students lacking the prerequisite foundational skills to become readers. Most of these students were in Kindergarten during the pandemic.

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

The data that showed the greatest decline from the previous year included the ELA proficiency data. The proficiency data decreased by 1% point from the previous year. The factors contributing to the decline include teachers getting familiar with new benchmarks and new progress monitoring assessments in order to reach the skill level to teach explicitly during both whole group and small group instruction; as well as interventions.

**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.**

Once again the data that showed the greatest gap when compared to the state average was the 3rd grade Reading proficiency data. Some of the contributing factors for this decline was due to the students lacking the prerequisite foundational skills to become readers. Most of these students were in Kindergarten during the pandemic.

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

The data that showed the most improvement is evidenced in the 5th Grade Science Data; whereas the data increased by 19% proficiency to 47%. Some of the actions that were taken included placing a new Science teacher into the section. Additionally, providing the teacher support from the District Science CSS to address the Science benchmarks through collaborative planning. Also, targeted pull-out groups were created based on the lowest benchmarks for remediation.

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

Some of the Early Warning Indicators that are areas of concern include the following: Student Attendance and Office Discipline Referrals (ODR).

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

The priorities for school improvement in the upcoming school year include the following: Attendance and Office Discipline Referrals (ODR) in the 4th grade, upcoming 5th graders. Additionally, increasing proficiency in Reading; specifically in 3rd grade will remain a priority. However, increasing proficiency in all content areas (reading, math, science) will remain a focus.

**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 Benchmark-aligned Instruction****Area of Focus Description and Rationale:**

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

According to the 2023 FAST PM3 data, 26% of 3rd grade students were proficient in ELA as compared to the district average of 52%. Based on the data and the identified contributing factors of: high number of Level 1 students, student readiness levels limits abilities to master grade level tasks and lesson plans that don't set high expectations, we will implement the Targeted Element of Benchmark-aligned Instruction.

**Measurable Outcome:**

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

With the implementation of Gradual Release of Responsibility Model (GRRM), an additional 6% of the elementary population will score at grade level or above in the area of ELA, an additional 5% in the area of mathematics, and additional 3% in the area of science by the 2023-2024 state assessment by June 2024.

**Monitoring:**

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

The Leadership Team will conduct data chats, attend common planning sessions and follow-up with regular walkthroughs to ensure that the GRRM is being implemented. Administrators will review lesson plans for indication of GRRM. Data analysis of formative assessments will be reviewed monthly to observe progress. We will create an online data tracker to monitor OPM data on a bi-weekly basis. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth.

**Person responsible for monitoring outcome:**

Zeivier Reyes (zreyes1972@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 Benchmark-aligned instruction, our school will focus on the Evidence - Based Intervention of : GRMM. GRRM will assist in growth by providing students opportunities to apply the taught skill independently aligned to the Daily learning target and Daily End Product.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

The Gradual Release of Responsibilities Model (GRRM) is a particular style of teaching which is a structured method of pedagogy framed around a process beginning with explicit instruction. Students are guided through the learning process with clear statements about the purpose and rationale for learning the new skill. The GRRM is distinguished by four phases: (I do) clear explanations and demonstrations of the instructional target, (We do) providing strategic guided practice and feedback, (They do) gradually releasing students to practice the new skill collaboratively, and (You do) eventually requiring students to demonstrate mastery of the learning target independently.

**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.

Provide Professional Development for teachers on effective implementation of GRRM, that is aligned to benchmarks. As a result, teachers will infuse the GRMM during both whole group and small group instruction when applicable.

**Person Responsible:** Zeivier Reyes (zreyes1972@dadeschools.net)

During weekly collaborative planning, teachers will develop lesson plans with a focus on the GRRM.

**Person Responsible:** Zeivier Reyes (zreyes1972@dadeschools.net)

During weekly collaborative planning, teachers will share out student work samples and analyze the lesson product as it relates to the lesson plan on GRRM.

**Person Responsible:** Zeivier Reyes (zreyes1972@dadeschools.net)

## #2. Instructional Practice specifically relating to Differentiation

### Area of Focus Description and Rationale:

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

According to the 2023 FAST PM3 data, 39% of 3rd - 5th grade students were proficient in ELA as compared to the previous school average of 40%. Based on the data and the identified contributing factors of: high number of Level 1 students, student readiness levels limits abilities to master grade level tasks and lesson plans that don't set high expectations, we will implement the Targeted Element of Differentiation.

### Measurable Outcome:

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

With the implementation of On Going Progress Monitoring (OPM), an additional 6% of the elementary population will score at grade level or above in the area of ELA, an additional 5% in the area of mathematics, and additional 3% in the area of science by the 2023-2024 state assessment by June 2024.

### Monitoring:

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

The Leadership Team will conduct data chats, attend common planning sessions and follow-up with regular walkthroughs to ensure that the On Going Progress Monitoring (OPM) is taking place weekly and/or bi-weekly. Administrators will review lesson plans for indication of OPM's. Data analysis of formative assessments will be reviewed monthly to observe progress. We will create an online data tracker to monitor OPM data on a bi-weekly basis. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth.

### Person responsible for monitoring outcome:

Christina Barcinas (cbarcinas@dadeschools.net)

### Evidence-based Intervention:

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

Within the Targeted Element of Differentiation, our school will focus on the Evidence -Based Intervention of : OPM's. OPM's will assist teachers in making instructional decisions based on the most current available data so that the aligned appropriate strategies are utilized for each student.

### Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Ongoing Progress Monitoring (OPM) is used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. OPM can be implemented with individual students or an entire class.

### 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.

During collaborative planning sessions, teachers will receive a DI flow chart and framework with a focus on the On going progress monitoring tools will be shared with teachers for both ELA and Math.

**Person Responsible:** Christina Barcinas (cbarcinas@dadeschools.net)

During collaborative planning sessions, teachers will share their OPM data and speak of instructional implications of the DI lesson and instructional delivery.

**Person Responsible:** Christina Barcinas (cbarcinas@dadeschools.net)

During collaborative planning, plans for DI lessons utilizing the most current OPM data, and regroup DI groups if needed.

**Person Responsible:** Christina Barcinas (cbarcinas@dadeschools.net)

### #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 2023 School Climate Survey, 95% of teachers "strongly agree" and "agree" that there is a lack of parent support compared to 51% in the 2022 School Climate Survey. Based on the data and the identified contributing factors of: lack of communication, and lack of parental awareness of school expectations, we will implement the Targeted Element of Parental Involvement.

#### Measurable Outcome:

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

With the implementation of Family Engagement, teachers will feel an increase of parental support by 30% when completing the 2024 Staff School Climate Survey.

#### Monitoring:

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

The Administration Team along with the Community Involvement Liaison will meet monthly prior to submitting monthly reports of the Parental Involvement opportunities provided for parents. During grade level meetings, teachers will be able to express any ideas and concerns.

#### Person responsible for monitoring outcome:

Dawn Alvarez (dawnalvarez@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 Parental Involvement, our school will focus on the Evidenced-based Intervention of : Family Engagement. Family Engagement will assist teachers, staff, and students will building positive relationships.

#### Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Family Engagement studies show that parent involvement is a major factor in student outcomes, including closing the achievement gap between various groups of students. 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.

#### 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.

Develop a class parent survey, to receive immediate parental needs for the year.

**Person Responsible:** Dawn Alvarez (dawnalvarez@dadeschools.net)

Create a Class Dojo class account as a form of immediate communication with the classroom teachers.

**Person Responsible:** Dawn Alvarez (dawnalvarez@dadeschools.net)

Develop monthly calendars that provide opportunities for parents to be involvement in at least two activities a month.

**Person Responsible:** Dawn Alvarez (dawnalvarez@dadeschools.net)

**#4. Instructional Practice specifically relating to Professional Learning Communities****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 School Climate Survey, 23% of teachers have expressed an interest in Professional Learning Communities (PLC's) as compared to 17% in the 2022 School Climate Survey. Based on the data and the identified contributing factors of: an increase of participation in school PLC's to increase professional growth, we will implement the Targeted Element of Professional Development Protocols.

**Measurable Outcome:**

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

With the implementation of Professional Development Protocols, teachers will feel empowered and more knowledgeable in instructional strategies. There will be a decrease in the need for PLC's by 5% when completing the 2024 Staff PD Survey.

**Monitoring:**

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

The PLST team will meet and both the Fall and Spring Conference to discuss the needs and next steps as it relates to the implementation to school wide PLC's.

**Person responsible for monitoring outcome:**

Sintia James (sintiajames@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.)

Through the implementation of protocols in school wide PLC's, teachers will be able to gain more instructional practices that will meet both their needs and their students needs in ensuring academic progress and growth.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Professional learning communities (PLCs) are a collaborative approach to professional development in which small groups of educators meet regularly to explore new concepts, share expertise and insights from their teaching experiences, and engage in collective problem solving.

**Tier of Evidence-based Intervention**

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

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement**

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

The PD liaison will send out a PD survey to the staff.

**Person Responsible:** Sintia James (sintiajames@dadeschools.net)

Based on the PD needs survey, the leadership team will meet to discuss the topics and PLC PD.

**Person Responsible:** Sintia James (sintiajames@dadeschools.net)

The first PLC will be implemented in the Fall for teachers based on the PD needs.

**Person Responsible:** Sintia James (sintiajames@dadeschools.net)

### 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).

N/A

## 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 data that showed the lowest performance was evident in the 3rd grade Reading proficiency data of 26% when compared to the State average of 52%. Some of the contributing factors for this decline was due to the students lacking the prerequisite foundational skills to become readers. Most of these students were in Kindergarten during the pandemic. The specific implementation of Interventions relating to Reading/ELA will be implemented with fidelity.

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

The data that showed the greatest decline from the previous year included the ELA proficiency data. The proficiency data decreased by 1% point from the previous year of 40% to 39%. The factors contributing to the decline include teachers getting familiar with new benchmarks and new progress monitoring assessments in order to reach the skill level to teach explicitly during both whole group and small group instruction; as well as interventions. The specific implementation of Interventions relating to Reading/ELA will be implemented with fidelity.



## Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

### Grades K-2 Measurable Outcomes

With the implementation of Interventions, an additional 6% of the elementary population will score at grade level or above in the area of ELA, an additional 5% in the area of mathematics by the 2023-2024 state assessment by June 2024.

### Grades 3-5 Measurable Outcomes

With the implementation of Interventions, an additional 6% of the elementary population will score at grade level or above in the area of ELA, an additional 5% in the area of mathematics, and additional 3% in the area of science by the 2023-2024 state assessment by June 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.

The Leadership Team will conduct data chats, attend common planning sessions and follow-up with regular walkthroughs to ensure that the Interventions is being implemented. Administrators will review lesson plans for indication of Interventions. Data analysis of formative assessments will be reviewed monthly to observe progress. We will create an online data tracker to monitor OPM data on a bi-weekly basis. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth.

### Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Barcinas, Christina, cbarcinas@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 alignment of Interventions to the BEST ELA strategy involves providing students with the perquisite skills needs in rode to close the achievement gap so that standards are on track to meet grade level expectations.

**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?

Intervention is a strategy used to teach a new skill, build fluency in a skill, or encourage a child to apply an existing skill to new situations or settings.

**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
The Master Schedule will be revamped to ensure Tier 2 intervention is taking place daily. Also, Tier 3 will be embedded in the schedule.	Barcinas, Christina, cbarcinas@dadeschools.net
An Intervention Refresher PD session will be provided all teachers.	Barcinas, Christina, cbarcinas@dadeschools.net
During collaborative planning, teachers will receive the intervention flow chart and administer the phonics inventory to determine the placement for all students in need of Tier 2 and Tier 3 students.	Barcinas, Christina, cbarcinas@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 is shared and reviewed at the Annual Title I Meeting as well as our bi-monthly EESAC meetings to all stakeholders. The SIP is located in the parent resource center and the main office of Florida City Elementary.  
<https://floridacityes.com/title-i/>

**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))

Florida City Elementary builds positive relationships with all stakeholders through school events such as the Meet and Greet, Open House, Annual Title I Meeting, Bi-Monthly EESAC Meetings, and parent involvement activities throughout the school year. Our school's website, social media, and school marquee also provide updates to help promote involvement for parents, families and the community.  
<https://floridacityes.com/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 II of the SIP. (ESSA 1114(b)(7)ii)**

Based on the data and the identified contributing factors of student readiness levels limiting ability to master on grade level content, Florida City Elementary will implement the Target Elements of : Standard-Aligned Instruction, Differentiation and Intervention in order to help provide an enriched and accelerated

curriculum for all students. Academic programs will be strengthened through additional extended learning opportunities.

**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))**

Florida City Elementary ensures counseling, mental health services, support services, mentoring and other services are available to students that support their development and skills in and outside of the classroom.

**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))**

Florida City Elementary host career day and partners with the feeder pattern middle and high school to support student awareness.

**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).**

Florida City Elementary follows the Multi-Tiered System of Supports (MTSS) to address problem behaviors and early intervention. Additionally, Florida City implements a Positive Behavior Intervention System (PBIS) to promote positive behavior and correct negative behaviors. Lastly, the school Discipline Committee developed a school discipline plan.

**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))**

Florida City Elementary provides coaching and mentoring for new and beginning teachers through the Districts MINT program. Additionally, professional development for teachers is provided for teachers to improve instructional delivery and content knowledge based on the PD survey.

**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))**

Preschool children transition from early childhood education programs to Kindergarten at Florida City Elementary School through our annual transition to Transition to Kindergarten initiatives which include student/parent orientation, and our opening of schools meet and greet.

**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: Benchmark-aligned Instruction	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Differentiation	\$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
4	III.B.	Area of Focus: Instructional Practice: Professional Learning Communities	\$0.00
<b>Total:</b>			<b>\$0.00</b>

**Budget Approval**

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

Yes