

Miami-Dade County Public Schools

Dr. Robert B. Ingram Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	9
III. Planning for Improvement	13
IV. ATSI, TSI and CSI Resource Review	22
V. Reading Achievement Initiative for Scholastic Excellence	22
VI. Title I Requirements	25
VII. Budget to Support Areas of Focus	27

Dr. Robert B. Ingram Elementary School

600 AHMAD ST, Opa Locka, FL 33054

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

School Board Approval

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

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)

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

Targeted Support and Improvement (TSI)

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

Comprehensive Support and Improvement (CSI)

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

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

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

We will encourage and empower students to find value and purpose in education to become life long learners.

Provide the school's vision statement.

To build a vibrant community of learners through high quality educational opportunities and self-discipline.

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
Clay, Cynthia	Principal	To supervise all aspects of the school's operation.
Negron, Kimberly	Assistant Principal	To assist the principal in supervising all aspects of the school's operation.
Bazile, Debra	Reading Coach	To provide direct instructional services related to literacy for students and provide technical assistance to teachers implementing the K-12 Comprehensive Research based reading plan at the school level for primary. Emphasis will be on utilizing the coaching model to facilitate the successful implementation of research-based literacy instruction.
Wazidali, Bibi	Reading Coach	To provide direct instructional services related to literacy for students and provide technical assistance to teachers implementing the K-12 Comprehensive Research based reading plan at the school level for primary. Emphasis will be on utilizing the coaching model to facilitate the successful implementation of research-based literacy instruction.
Rodriguez, Adeline	Math Coach	To provide direct instructional services related to mathematics for students and provide technical assistance to teachers implementing the Comprehensive Mathematics plan at the school level. Emphasis will be on utilizing the coaching model to facilitate the successful implementation of research-based mathematics instruction.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The School Improvement Plan was constructed utilizing all stakeholders. The teachers and staff provided feedback for the SIP through the SIP Collaboration form. The parents, students and business partners provided feedback during our EESAC meeting.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The School Improvement Plan is reviewed during our monthly faculty meetings and EESAC meetings. Revisions are made as needed according to the consensus of the stakeholders.

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	100%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
2021-22 ESSA Identification	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History	2021-22: B 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	19	25	9	26	16	8	0	0	0	103	
One or more suspensions	0	1	0	0	0	0	0	0	0	1	
Course failure in English Language Arts (ELA)	0	0	4	19	5	13	0	0	0	41	
Course failure in Math	0	0	7	13	5	1	0	0	0	26	
Level 1 on statewide ELA assessment	0	0	0	18	6	29	0	0	0	53	
Level 1 on statewide Math assessment	0	0	0	15	12	38	0	0	0	65	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	6	25	28	9	35	0	0	0	103	

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	0	6	21	14	36	0	0	0	77

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	13	0	0	0	0	0	13
Students retained two or more times	0	0	0	2	0	1	0	0	0	3

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	9	1	0	23	5	0	0	0	0	38	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	5	4	1	17	0	0	0	0	0	27	
Course failure in Math	9	1	2	14	0	0	0	0	0	26	
Level 1 on statewide ELA assessment	0	0	0	31	22	17	0	0	0	70	
Level 1 on statewide Math assessment	0	0	0	32	13	25	0	0	0	70	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	31	22	17	0	0	0	70	

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	6	1	1	21	0	0	0	0	0	29

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	14	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	9	1	0	23	5	0	0	0	0	38	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	5	4	1	17	0	0	0	0	0	27	
Course failure in Math	9	1	2	14	0	0	0	0	0	26	
Level 1 on statewide ELA assessment	0	0	0	31	22	17	0	0	0	70	
Level 1 on statewide Math assessment	0	0	0	32	13	25	0	0	0	70	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	31	22	17	0	0	0	70	

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	6	1	1	21	0	0	0	0	0	29

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	13	0	0	0	0	0	13
Students retained two or more times	0	0	0	2	0	1	0	0	0	3

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*	37	62	56	31	62	57
ELA Learning Gains	63	69	61	42	62	58
ELA Lowest 25th Percentile	74	60	52	52	58	53
Math Achievement*	36	64	60	38	69	63
Math Learning Gains	76	71	64	47	66	62
Math Lowest 25th Percentile	91	66	55	62	55	51
Science Achievement*	42	53	51	19	55	53
Social Studies Achievement*		0	50		0	
Middle School Acceleration						
Graduation Rate						
College and Career Acceleration						
ELP Progress	63			83		

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

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

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	482
Total Components for the Federal Index	8
Percent Tested	100

2021-22 ESSA Federal Index

Graduation Rate

ESSA Subgroup Data Review (pre-populated)

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	41			
ELL	64			
AMI				
ASN				
BLK	59			
HSP	63			
MUL				
PAC				
WHT				
FRL	60			

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	37	63	74	36	76	91	42					63
SWD	10	50		33	72							
ELL	35	63		65	94							63
AMI												
ASN												
BLK	35	63	75	32	71	89	45					
HSP	42	63		50	95							65
MUL												
PAC												

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
WHT												
FRL	37	63	74	35	76	91	41					61

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	31	51	67	25	26	13	25					73
SWD	17			11								
ELL	43	58		38	42							73
AMI												
ASN												
BLK	28	45	70	21	24		21					
HSP	42	63		38	30		35					76
MUL												
PAC												
WHT												
FRL	31	51	67	25	26	13	25					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
All Students	31	42	52	38	47	62	19					83
SWD	17	35		4	35							
ELL	37	40		49	65		43					83
AMI												
ASN												
BLK	25	42	57	31	43	53	11					
HSP	45	44		55	60		35					81
MUL												
PAC												
WHT												
FRL	30	42	52	37	47	62	19					82

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	49%	56%	-7%	54%	-5%
04	2023 - Spring	33%	58%	-25%	58%	-25%
03	2023 - Spring	25%	52%	-27%	50%	-25%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	27%	63%	-36%	59%	-32%
04	2023 - Spring	22%	64%	-42%	61%	-39%
05	2023 - Spring	51%	58%	-7%	55%	-4%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	32%	50%	-18%	51%	-19%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data component that displayed the lowest performance was 4th grade mathematics. The primary contributing factor was the inconsistency of instruction. The teacher left the district in December and was never replaced.

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

The data component that displayed the greatest decline was 5th grade science. The primary contributing factor was due to limited time in the preparation of hands-on, interactive labs for all students.

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.

The data component that displayed the greatest gap was 3rd grade reading. The primary contributing factor was the lack of foundational skills.

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

The data component that displayed the greatest improvement is 5th grade mathematics. The primary contributing factor was due to effective instructional delivery and collaborative planning.

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

The two areas of concern are ELA and Mathematics proficiency.

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

Our highest priorities for school improvement are ELA proficiency, math proficiency, science proficiency, math and ELA learning gains to close the achievement gaps.

Area of Focus

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

#1. Positive Culture and Environment specifically relating to 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.

Based on the 2022-2023 School Climate Survey for Instructional Staff Feedback, the results showed that 45% of the staff agreed that adequate disciplinary measures are used in the school.

Measurable Outcome:

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

If the school wide positive behavior interventions and supports plan is implemented effectively, then the School Climate Survey for Instructional Staff Feedback at the end of the year will reflect an increase of 20 percentage points.

Monitoring:

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

Staff will be surveyed monthly to determine effectiveness of the behavior intervention plan. The next steps will be determined based on teacher feedback.

Person responsible for monitoring outcome:

Kimberly Negron (knegron@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.)

A school-wide positive behavior interventions and supports plan will be developed to increase positive students' behavior and empower teachers with strategies to effectively manage students' behavior with support teams.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Positive Behavior Support (PBS) is one of the foremost advances in schoolwide discipline. Also, it is the emphasis on schoolwide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Instead of using a piecemeal approach of individual behavioral management plans, a continuum of PBS for all students within a school is implemented in areas including the classroom and non-classroom settings (such as hallways, buses, and restrooms). PBS is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs.

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.

1. From August 14 - September 29, 2023. Introduce the students to school-wide rules and expectations. Rules and expectations are posted around the school as well as on the morning announcements. Teachers and staff also discuss rules and expectations daily. As a result of student learning and applying the rules, student behavior will improve.

Person Responsible: Kimberly Negron (knegron@dadeschools.net)

By When: 3. August 14-September 29, 2023. Reinforce expectations during Morning Announcements.

August 14-September 29, 2023 -Provide rewards and incentives to students for demonstrating positive behaviors. As a result of providing rewards and incentives on a consistent basis, student behavior will follow school rules on a consistent basis.

Person Responsible: Kimberly Negron (knegron@dadeschools.net)

By When: August 14-September 29, 2023

August 14-September 29, 2023 - A Behavior Contract will be implemented school wide. As a result of implementing a school-wide Behavior Contract, students will be reminded of behavior expectations and follow school rules consistently.

Person Responsible: Kimberly Negron (knegron@dadeschools.net)

By When: August 14-September 29, 2023

#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.

Based on the data, Differentiation is critical for student achievement because the school proficiency rates for Math and ELA are below 40%. According to the 2023 F.A.S.T data overall Reading proficiency was at 37% and Math proficiency was at 36%. If Differentiated Instruction is implemented consistently, then students will be given instruction to address their deficiencies and academic learning gaps will decrease.

Measurable Outcome:

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

If teachers provide Differentiated Instruction with fidelity, then there will be at least a 5 point increase on the OPMs used to remediate weakest benchmarks as compared to the PMA and Topic Assessments data.

Monitoring:

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

Administrators will review lesson plans for indication of differentiation. Differentiated Instruction will be monitored bi-weekly for effectiveness by analyzing the PMA and Topic Assessment data and remediating weakest benchmarks. Groups will be adjusted based on current data. Students and teacher Ongoing Progress Monitoring trackers will be monitored through weekly classroom walkthroughs by administrators.

Person responsible for monitoring outcome:

Cynthia Clay (pr4121@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.)

Provide small-group instructional intervention to students struggling in areas of literacy and English Language development.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

From August 14-September 29, 2023-Teachers will develop lessons that address students' needs using the most current data. As a result, teachers will have student groups, appropriate resources, and lesson plans that reflect differentiation within the whole group instruction as well as within small groups.

Person Responsible: Cynthia Clay (pr4121@dadeschools.net)

By When: August 14, - September 29, 2023

From August 14-September 29, 2023- Teachers will attend weekly collaborative planning meetings to collaborate and brainstorm challenges, needs, and shared best practices. Teachers will take turns taking the lead and modeling explicit instruction that address identified student needs. Strategies can include appropriate scaffolding, thinks alouds, and student questioning, utilizing the ELA Planning Cards. As a result of teacher collaboration, teachers will apply learned strategies and equip peers with strategies to provide effective explicit instruction to meet the needs of students.

Person Responsible: Bibi Wazidali (bwazidali@dadeschools.net)

By When: August 14, - September 29, 2023

From August 14-September 29, 2023-The implementation of Differentiated Instruction will be monitored during classroom walkthrough visits, OPMs will be done and reviewed bi-weekly to determine if students are making progress. As a result of monitoring differentiated instruction, shifts in instruction to remediate weakest benchmarks will take place as needed to address the needs of students.

Person Responsible: Adeline Rodriguez (aderod@dadeschools.net)

By When: August 14, - September 29, 2023

#3. 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.

Based on the data, standard-aligned instruction through Collaborative Planning is critical for student achievement because the school proficiency rates for Math and ELA are below 40%. Collaborative Planning has proven successful because teachers need content knowledge of the new B.E.S.T Standards in order to teach effectively. According to the 2023 FAST data overall Reading proficiency was at 37% and Math proficiency was at 36%.

Measurable Outcome:

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

If teachers implement explicit instruction discussed during Collaborative Planning with fidelity, then a greater amount of students will be proficient on the PMA and Topic Assessments.

Monitoring:

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

Standard-aligned instruction will be monitored through student and teacher assessment trackers and review of daily end products and checks for understanding. Teacher observations and feedback from walkthrough visits will be provided to teachers in a timely manner utilizing administrative walkthrough feedback form.

Person responsible for monitoring outcome:

Cynthia Clay (pr4121@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.)

Reciprocal Teaching / Peer Learning.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Reciprocal Teaching is a process developed by Palincsar & Brown (1984) where the role of "educator" is slowly passed from teacher to student, as students lead peer discussions and practice using four critical reading strategies: Predicting, Clarifying, Question Generating, Summarizing. Reciprocal Teaching is also known as Peer Learning. Peer Learning is a technique, students develop strong oral language skills as they work together to improve their reading comprehension. The purpose of this technique is 1) To encourage students to think about what they are reading and their thought process. 2) To allow students to collaborate with each other to gain a better understanding of a text. 3) To teach students to be actively involved in monitoring their comprehension. 4) To teach students to ask questions during reading.

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 - Collaborative Planning by grade level will be scheduled weekly. As a result, teachers will have the opportunity to meet and plan with the academic coach and administrator.

Person Responsible: Bibi Wazidali (bwazidali@dadeschools.net)

By When: August 14 - September 29, 2023.

August 14 - September 29, 2023 -The B.E.S.T. standards will be analyzed and modeled during weekly collaborative planning sessions utilizing the Planning Cards and the Big M. As a result, teachers will be prepared to deliver effective explicit instruction.

Person Responsible: Adeline Rodriguez (aderod@dadeschools.net)

By When: August 14 - September 29, 2023

August 14 - September 29, 2023-Product Reviews will take place during collaborative planning and monthly PLC to ensure planned lessons were implemented, review daily end products, and checks for understanding. As a result, teachers will determine the next steps for remediation/instruction.

Person Responsible: Debra Bazile (debrabazile@dadeschools.net)

By When: August 14 - September 29, 2023

#4. Instructional Practice specifically relating to Science**Area of Focus Description and Rationale:**

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

Based on the data, Science is critical because the school proficiency rates for Science decreased by 10% from 42% on the 2021-2022 FCAT to 32% on 2022-2023 FCAT. If collaborative strategies are consistently implemented, then there will be an increase in student accountability and participation.

Measurable Outcome:

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

With the implementation of collaborative strategies, an additional 8% (for a total of 40%) of the fifth grade students will score at grade level or above in area of Science by 2023-2024 state assessment by May 2024.

Monitoring:

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

August 14 - September 29, 2023 - Collaborative strategies will be planned for and modeled during collaborative planning. Administrators will conduct and follow-up with regular walkthroughs to ensure that the collaborative strategies are being implemented. Data Analysis of formative assessments will be reviewed monthly to observe progress.

Person responsible for monitoring outcome:

Kimberly Negron (knegron@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.)

Collaborative Learning/Structures

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Collaborative learning is based on the theory that knowledge is a social construct. Collaborative activities are most often based on four principles: (1) the learner or student is the primary focus of instruction; (2) interaction and "doing" are of primary importance; (3) working in groups is an important mode of learning; (4) structured approaches to developing solutions to real-world problems should be incorporated into learning. Collaborative learning can occur peer-to-peer or in larger groups. Peer teaching/learning is a type of collaborative learning that involves students working in pairs or small groups to discuss concepts, or find solutions to problems. It enables learners to take responsibility for reviewing, organizing, and consolidating existing knowledge and material; understanding its basic structure; filling in the gaps; finding additional meanings; and reformulating knowledge into new conceptual frameworks. Learning from peers increases learning both for the students being helped as well as for those giving the help.

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 - Provide students with more opportunities for more academic discussion during student collaboration. As a result of student collaboration, learning will increase for both the students being helped as well as for those giving the help.

Person Responsible: Kimberly Negron (knegron@dadeschools.net)

By When: August 14 - September 29, 2023

August 14 - September 29, 2023 - students will use note-taking and graphic organizers to understand science academic vocabulary. As a result of note-taking and utilizing graphic organizers to understand science academic vocabulary, students will increase their vocabulary skills which will enhance student comprehension.

Person Responsible: Kimberly Negron (knegron@dadeschools.net)

By When: August 14 - September 29, 2023

August 14 - September 29, 2023 - Students will be provided opportunities to actively participate in hands-on experiments during labs. As a result of completing hands-on experiments, students will have the opportunity to apply what they have learned to solve problems.

Person Responsible: Kimberly Negron (knegron@dadeschools.net)

By When: August 14 - September 29, 2023

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

Based on the 2022-2023 STAR data review, 56% of students in grade K scored below 40% on the standardized STAR assessment, 78% of students in grade 1 scored below 40% on the standardized STAR assessment, and 51% of students in grade 2 scored below 40% on the standardized STAR assessment. We will strategically develop, explicitly deliver, and systematically monitor Tier 1 instruction to increase ELA Proficiency.

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

Based on the 2022-2023 FAST data review, 75% of students in grade 3 scored below a Level 3 on the standardized ELA FAST assessment, 62% of students in grade 4 scored below a Level 3 on the standardized ELA FAST assessment, and 49% of students in grade 5 scored below a Level 3 on the standardized ELA FAST assessment. We will strategically develop, explicitly deliver, and systematically monitor Tier 1 instruction to increase ELA Proficiency.

Measurable Outcomes

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

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

Grades K-2 Measurable Outcomes

If we successfully develop, deliver, and monitor Tier 1 instruction in grades K-2, then 50% of students will pass the statewide ELA assessment.

Grades 3-5 Measurable Outcomes

If we successfully develop, effectively deliver, and monitor Tier 1 instruction in grades 3-5, then our ELA proficient students will increase by 5 percentage points as evidenced by the ELA State Assessments.

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 participate in weekly collaborative planning, following up with targeted walk-throughs, that monitor the alignment of planning to instructional delivery. Explicit feedback will be provided weekly and instructional shifts in planning will occur based on feedback. Transformation Coaches will collaboratively plan with teachers, utilizing instructional resources that define the expectation of the benchmarks. Collection of observational data and explicit feedback will be used to adjust planning and remediate instruction. Data analysis of bi-weekly Progress Monitoring Assessments, as well as product reviews, will be utilized to track progress and determine the effectiveness of instructional planning and delivery.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Clay, Cynthia, pr4121@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?

We will focus on the evidence-based practice of Standards-Based Collaborative Planning (Pillar I - Relevant, Rigorous, & Innovative Academics) where we will analyze the B.E.S.T. ELA standards and plan for instruction utilizing the questions on the Planning Cards. This focused approach will eliminate the achievement gap while accelerating all students to their full academic potential.

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?

Standards-Based Collaborative Planning refers to any period of time that is scheduled during the school day for multiple teachers, or teams of teachers, to work together. Its primary purpose is to bring teachers together to learn from one another and collaborate on projects that will lead to improvements in standards-aligned lesson quality, instructional effectiveness, and student achievement. Standards-Based lessons should include detailed objectives, activities and assessments that evaluate students on the aligned standards-based content. Collaborative Planning improves collaboration among teachers and promotes learning, insights, and constructive feedback that occur during professional discussions among teachers. Standards-Based lessons, units, materials, and resources are improved when teachers work on them collaboratively.

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
From August 14-September 29, 2023. Collaborative planning by grade level will be scheduled weekly. The B.E.S.T. Benchmarks and new planning cards for grades 3-5 will be introduced and analyzed during weekly collaborative planning sessions, and product reviews will also take place. The focus point during planning will be to ensure teachers are understanding the benchmarks and how to effectively deliver instruction, utilizing the planning cards. Data reviews will take place bi-weekly.	Clay, Cynthia, pr4121@dadeschools.net
From August 14-September 29, 2023. In grades K-2 teachers will utilize the i-Ready Foundational Skills Teacher Toolbox lessons during Differentiated Instruction to align appropriate resources to students' needs. In ELA grades 3-5, teachers will utilize the Foundational Skills resources, Tools for Scaffolded Instruction, and i-Ready Magnetic Readers during Differentiated Instruction, which will be modeled through CTC's (Coaching Teacher Collaboration).	Clay, Cynthia, pr4121@dadeschools.net
From August 14-September 29, 2023. Coaching Teacher Collaborations will take place as needed. The coaches will provide modeling during planning and in the classroom. Mini PDs will also take place during collaborative planning. Additional professional development will take place on the third Wednesday of each month based on the Needs Survey Assessment.	Clay, Cynthia, pr4121@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 plan to disseminate the SIP includes sharing and discussing the SIP at faculty meetings, parent/teacher meetings, parent workshops and Title 1 meetings. Also, meetings are held with the Educational Excellence School Advisory Committee - EESAC to inform all stakeholders and the SIP will be posted on

the school's website - drrobertbingram.net. The SIP will be shared in multiple languages to accommodate all preferences in the community. A copy of the SIP will be located in the main office for any stakeholder to view at their leisure.

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 plans to build positive relationships with all stakeholders. Our school creates opportunities throughout the year to engage with parents and families through monthly family engagement activities, such as Reading and Movies Under the Stars night. Also, we will ensure parents have the necessary information through data chats to support their children. Students are supported through mentorship programs during school as well as after school. We also ensure information is provided to all stakeholders through our Monday Moments, monthly calendars, school messenger messages, social media outlets, morning announcements.

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)

Students will be granted the opportunity to strengthen their reading, mathematics, and science skills during our after school T.A.L.E.N.T.S program. Students will be provided tutorial four days a week and will have opportunities to participate in enrichment programs five days a week. Students will also be offered tutoring before school four days a week.

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))

N/A

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

N/A

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

N/A

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))

N/A

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))

We will work with neighboring early childhood centers to schedule school visits and tours and meet with parents at the early childhood centers to ensure a smooth transition to elementary school.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Differentiation	\$0.00
3	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction	\$0.00
4	III.B.	Area of Focus: Instructional Practice: Science	\$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