Paul Laurence Dunbar K 8 Center School

2023-24

Schoolwide Improvement Plan (SIP)

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Paul Laurence Dunbar K 8 Center

505 NW 20TH ST, Miami, FL 33127

http://dunbarel.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.

Paul L. Dunbar K-8 Center prepares students with a comprehensive plan that will enhance their academic performance to ensure they succeed at or above grade level.

Provide the school's vision statement.

Paul L. Dunbar K-8 Center will develop all students to become lifelong learners, productive citizens, and contributors to society regardless of their background and socioeconomic status with the assistance of stakeholders.

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
Dearmas, Maria	Principal	Works alongside all stakeholders to create and implement a shared school vision. Nurtures and maintains a school culture that promotes a rigorous instructional program conducive to learning and staff development. Ensures that the daily staff operations result in a safe and effective learning environment that aligns with the school's goals and vision.
Russell, Alten	Assistant Principal	Assist the principal in the day-to-day operation of the building. Conduct daily walkthroughs to identify areas in need of improvement. Collaborates with teachers to ensure that the district objectives and school goals are clearly defined and met. Leads the RTI process, analyzes student data, monitors interventions/enrichment programs, and collaborates with parents to support the school's vision and goals.
Beckham, Necole	Instructional Coach	Collaborates with teachers to create standards-based lessons and guides them in making instructional decisions that promote reading achievement. Conducts coaching cycles to model reading strategies that enhance lesson delivery and engagement. Leads professional development and shares best and latest reading practices with the team. Analyzes data and uses the data to place students in the correct intervention or enrichment program and monitors the program to provide guidance and support.
Torres, Marta	Other	Collaborates with coaches to create lessons that are engaging and promote student achievement. Works with parents to ensure that students are working to their optimal capacity. Collaborates with the leadership team to promote the vision and goals of the school.

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

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

The process for including all stakeholders in the School Improvements process begins during the summer with the school leadership team reviewing school wide academic and cultural data. After determining specific areas of improvement, teacher feedback is solicited at the opening of school professional development. Areas of focus are then revised and action steps are created to address their needs. Through the use of social media, flyers, and phone communication, parents and students will be invited to provide additional feedback during the Opening of School's Meeting. Business and community leaders will be invited to EESAC meetings so they can provide feedback. Through these meetings, the appropriate action steps and interventions are put in place.

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 and it's implementation will be monitored through a variety of ways. The School Leadership Team (SLT) will I. Conducted routine walkthroughs with an focus on action step implementation, II. Collaborative planning sessions will take place weekly, III. Administration/Teacher data chats will held after quarterly, IV. Feedback will be solicited from teachers during bi-weekly faculty meetings, V. School-wide data and progress towards areas of focus will be shared during EESAC meetings. VI. Bi-weekly SLT meetings will be held and adjustments will be made based on the discussions/recommendations. .

Demographic Data	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-6
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	99%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
2021-22 ESSA Identification	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2021-22: C 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	0	12	7	7	11	6	6	5	0	54
One or more suspensions	0	0	1	4	5	0	0	0	2	12
Course failure in English Language Arts (ELA)	0	0	11	10	2	0	1	10	3	37
Course failure in Math	0	0	8	3	5	0	3	13	6	38
Level 1 on statewide ELA assessment	0	0	0	11	15	9	9	17	8	69
Level 1 on statewide Math assessment	0	0	0	7	15	8	11	10	3	54
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	7	15	29	20	12	15	24	11	133

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	7	14	17	8	10	17	6	79

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	1	0	0	12	0	0	0	0	0	13
Students retained two or more times	0	0	0	2	0	2	0	0	1	5

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	10	12	17	5	4	13	2	4	67
One or more suspensions	0	0	4	0	0	8	2	2	0	16
Course failure in ELA	0	4	10	27	4	1	2	5	5	58
Course failure in Math	0	3	9	11	3	3	5	1	3	38
Level 1 on statewide ELA assessment	0	0	0	27	12	12	20	11	6	88
Level 1 on statewide Math assessment	0	0	0	20	10	13	19	9	8	79
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	4	10	42	12	8	23	14	9	122

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	4	9	33	11	13	18	10	6	104

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	4	1	27	1	0	3	2	1	39
Students retained two or more times	0	0	0	4	1	0	2	3	1	11

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	14	7	8	12	8	7	7	0	2	65
One or more suspensions	0	1	3	7	0	0	0	3	0	14
Course failure in ELA	0	11	5	10	0	2	12	5	3	48
Course failure in Math	0	8	1	10	0	4	16	8	3	50
Level 1 on statewide ELA assessment	0	0	0	31	13	7	17	9	3	80
Level 1 on statewide Math assessment	0	0	0	25	10	11	10	4	3	63
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	9	16	23	37	17	15	28	15	9	169

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	7	4	32	11	11	19	8	4	96

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	12	0	0	0	0	0	12
Students retained two or more times	0	0	0	3	2	0	1	2	1	9

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*	38			31			41		
ELA Learning Gains	62			47			60		
ELA Lowest 25th Percentile	39			46			55		
Math Achievement*	39			26			42		
Math Learning Gains	66			25			45		
Math Lowest 25th Percentile	54			33			37		
Science Achievement*	44			35			35		
Social Studies Achievement*	57			75			57		
Middle School Acceleration	73			15			82		
Graduation Rate									
College and Career Acceleration									
ELP Progress	38			46			53		

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

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

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI

2021-22 ESSA Federal Index	
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	510
Total Components for the Federal Index	10
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	30	Yes	3	2
ELL	42			
AMI				
ASN				
BLK	49			
HSP	50			
MUL				
PAC				
WHT				
FRL	52			

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	38	62	39	39	66	54	44	57	73			38
SWD	15	39	29	21	44	45	18					

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
ELL	30	57	27	35	60	70	20					38
AMI												
ASN												
BLK	40	65	50	36	63	33	52	54				
HSP	37	60	35	42	68	77	38					41
MUL												
PAC												
WHT												
FRL	39	62	38	39	67	56	44	63	73			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	31	47	46	26	25	33	35	75	15			46
SWD	5	34	36	13	24	29	0					27
ELL	28	55	57	21	24	30	25	80				46
AMI												
ASN												
BLK	31	41		24	21	23	33	82				
HSP	31	52	50	28	28	45	35	69				49
MUL												
PAC												
WHT												
FRL	30	46	46	26	25	33	33	75	17			44

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	41	60	55	42	45	37	35	57	82			53
SWD	8	33	40	15	29	31	9					44
ELL	33	59	59	42	56	46	33					53
AMI												
ASN												

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
BLK	40	59	50	40	38	33	33	50				
HSP	42	58	56	46	51	38	39	70				51
MUL												
PAC												
WHT												
FRL	40	60	56	43	46	38	37	57	80			51

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.

Third -8th grade reading showed and overall low performance when compared to 2023 with a decline of 7 percentage points (FSA 38% and FAST 31%). Although this is a decline from last year the FAST data showed an increase from PM1 (16%) to PM3 (31%). One factor is that many of our 3rd graders last year were not proficient in phonemic awareness and phonics. As a result, many of these students were reading at a kindergarten/first-grade level; per FSA results, only 12% of our 3rd graders were proficient.

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

In reading, students are still struggling with decoding grade-level text. FAST data shows that 69% of our students read and comprehend below grade level. Another factor contributing to the decline is that our proficient and bubble students struggle with applying vocabulary strategies and reading across genres.

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.

Fifth-grade science and 3rd-8th-grade math are areas where we are significantly lower than the state average. The 2022-2023 state average for fifth-grade science is 51%, while our average is 31%, a difference of 20 percentage points. Third -8th-grade math state average is 56% for PM3, while our average is 34%, a difference of 23 percentage points.

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

Middle school acceleration showed the most improvement in both algebra and geometry, with a passing rate of 100%. The improvement can be attributed to the classroom teacher and interventionist's daily implementation of differentiated instruction. Two steps were taken with the geometry students who were enrolled in the course virtually: 1. students met bi-weekly with mathematics coach to monitor progress, 2. students were given district assessment to determine remediation needs. Since, these steps positively impacted our algebra and geometry student achievement, we plan on replicating these actions again for this school year.

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

Kindergarten and first-grade attendance is an area of concern. During the 2022- 2023 school year, 48% of Kindergarten and 33% of first-grade students missed 16-30 school days. This is a significantly larger percentage when compared to the other grades.

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

1. Tier 1 instruction - focusing on delivery, engagement, and questioning techniques.
2. Differentiated instruction during the math block.
3. Student attendance with a focus on Kindergarten and First grades.

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

#1. Instructional Practice specifically relating to ELA

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

According to the 2023 FAST PM3 data, 20% of 3rd grade students were proficient in ELA as compared to the state average of 50% and district average of 56%. Based on the data and the identified contributing factors of: high number of Level 1 and 2 ESOL students, student readiness levels limit abilities to master grade level tasks, teacher familiarity of 3rd grade reading strategies, and the inability to provide coaching cycles to teacher new to teaching 3rd grade ELA, we will implement the Targeted Element of ELA.

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

With the implementation of the SQ3R strategy, 3rd Grade ELA proficiency will increase from 20% to 26% on the 2023-2024 FAST Assessment which is a 6 percentage point increase.

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

The Leadership Team, [Maria de Armas, Alten Russell, Necole Beckham] will conduct targeted walkthroughs, provide coach teacher collaborations (coaching cycles) toselected teachers, and review lesson plans to ensure creation and usuage of SQ3R strategy created questions. The Literacy Coach and/or administration will review bi-weekly assessments, FAST PM1, FAST PM2, iReady AP1, and iReady AP2 data to determine effectiveness of the strategy.

Person responsible for monitoring outcome:

Necole Beckham (necolebeckham@dadeschools.net)

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

Within the Targeted Element of ELA, our school will focus on the evidenced-based strategy of Effective Questioning/Response Techniques. Effective Questioning/Response Techniques will assist teachers in providing students with higher order thinking questions and promote student development in critical thinking.

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

Effective Questioning and Response Techniques are an important part of classroom instruction which is used to develop higher-order thinking skills, promote critical thinking, and/or gauge whether students understand what is being taught (formative assessment).

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.

A school-wide PD will be held to introduce teacher to Effective Questioning/Response Techniques.

Person Responsible: Necole Beckham (necolebeckham@dadeschools.net)

By When: 9/29/23

Mini-PDs will be held during collaborative planning to hold a deep dive into the SQ3R strategy. At this Mini-PD, the SQ3R strategy will be modeled by the coach and questions will be developed by the teacher and coach.

Person Responsible: Necole Beckham (necolebeckham@dadeschools.net)

By When: 9/29/23

The Literacy Coach will model the SQ3R strategy for selected teachers during their whole group instruction. The coach will then debrief, and observe the selected teacher utilizing the SQ3R strategy. The teacher will be placed on a coaching cycle as needed.

Person Responsible: Necole Beckham (necolebeckham@dadeschools.net)

By When: 9/29/23

#2. Instructional Practice specifically relating to Math

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 FSA proficiency data, 18% of the 3rd grade students are proficient in Mathematics as compared to the state average of 59% and the district average of 61% . Based on the data we identified, the contributing factors were a high number of ESE (30%) and ESOL (26%) students. Low application skills and lack of fluency in math facts. Based on this information, we will implement differentiation instruction to help close the learning gaps in math.

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

With the implementation of differentiated instruction, 3rd grade students will show an increase of 5 percentage points on the May PM3 for 2023-2024.

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

The leadership team will conduct quarterly data chats following i-Ready and topic assessments. Weekly walkthroughs will be conducted to ensure that D.I. is being implemented daily and with fidelity.

Person responsible for monitoring outcome:

Maria Dearmas (pr1441@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.)

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.

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

The implementation of differentiated instruction will provide different students with different lessons based on their levels to close their learning gaps. Teachers will use data from their topic assessments to reteach lessons based on students' outcome. Teachers will explicitly deliver the D.I. lessons based on students' needs. Students will show evidence of growth through the learning objectives, work samples, and assessments.

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 assistant principal will collaborate with teachers to group students based on their areas of deficiency and determine the appropriate resources for students to use.

Person Responsible: Alten Russell (266006@dadeschools.net)

By When: By 9/29/23

Data chats will be held to after reviewing OPM data to determine the impact D.I. is having on students.

Person Responsible: Alten Russell (266006@dadeschools.net)

By When: By 9/29/23

The assistant principal will have data chats with math interventionists after each topic assessment to determine which students require remediation.

Person Responsible: Alten Russell (266006@dadeschools.net)

By When: By 09/29/2023

The administrative team will conduct weekly walkthroughs to determine the effectiveness of D.I. instruction.

Person Responsible: Alten Russell (266006@dadeschools.net)

By When: By 9/29/23

#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 2022-2023 School Disciplinary Data by Grade Level on PowerBi, there is about a 15% average in students in grades 3-8 receiving 1 or more disciplinary referrals. Based on the data and the identified contributing factors of: students missing out on core academic instruction when on suspension, removal from class due to disciplinary infractions, we will implement Rewards/Incentives.

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

With the implementation of Rewards/Incentives, we anticipate a 5% decrease in referrals in grades 3-8 by June 2024.

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

The school administration will monitor the number of referrals being submitted for process. In addition, the school administration will review each teachers' classroom rules and incentive system to ensure that the school-wide incentives are incorporated and used with fidelity.

Person responsible for monitoring outcome:

Alten Russell (266006@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.)

Rewards/Incentives refers to a school's leadership team creating rewards and incentive programs.

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

The rationale for utilizing the rewards/incentive is that positive reinforcement tends to yield better results when changing behaviors. By implementing rewards/incentives we anticipate there being uniformity of student behavioral expectations.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

School-wide incentive program "Tiger Bucks" to be implemented and introduced to students. A Tiger Dollar store will also be created.

Person Responsible: Alten Russell (266006@dadeschools.net)

By When: By 9/29/23

The Tiger Dollar store will be open every Friday to allow the students to spend the Tiger Dollars.

Person Responsible: Alten Russell (266006@dadeschools.net)

By When: By 9/29/23

Teacher/Student Mentorship Committee to be created. Students will be paired with their mentor teacher when specific undesirable behaviors occur in lieu of creating a disciplinary referral.

Person Responsible: Alten Russell (266006@dadeschools.net)

By When: By 9/29/23

Student of the month committee will be formed and will plan for monthly recognitions for attendance and student behavior.

Person Responsible: Alten Russell (266006@dadeschools.net)

By When: By 9/29/23

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

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

According to 2022-2023 FAST PM3 Data, we had 2 subgroups scoring below the 41% threshold, ELLs and SWDs. Based on the data and the identified contributing factors of: high number of Level 1 and 2 ESOL students, student readiness levels limit abilities to master grade level tasks and lesson plans that don't
set high expectations, we will implement the targeted element of flexible/strategic groupings.

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

With the implementation of flexible/strategic grouping, the subgroups of SWDs and ELLs are expected to score above the 41% threshold by June 2024.

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

Monthly data chats will be held with the leadership team to determine effectiveness of the strategies used to increase academic achievement for the ELL and SWD subgroups.

Person responsible for monitoring outcome:

Maria Dearmas (pr1441@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.)

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

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

This strategy is selected to ensure teachers are planning their instruction to meet the needs of all learners. Through grouping of students, those students will be afforded the opportunity to receive instruction and master skills needed with other students needing the same skill.

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.

Lesson plans will highlight specific strategies intended to assist subgroups with learning.

Person Responsible: Necole Beckham (necolebeckham@dadeschools.net)

By When: 9/29/23

Students will be grouped together when D.I. is taking place based on reading levels.

Person Responsible: Necole Beckham (necolebeckham@dadeschools.net)

By When: 9/29/23

Students will be grouped in math based on need during primary standard D.I. which will allow them to receive instruction with non-ELL or non-SWD students.

Person Responsible: Alten Russell (266006@dadeschools.net)

By When: 9/29/23

Data chats will be held with SPED teachers to review SPED student data set goals for standardized testing.

Person Responsible: Alten Russell (266006@dadeschools.net)

By When: 9/29/23

Mini-product reviews will be held bi-weekly.

Person Responsible: Maria Dearmas (pr1441@dadeschools.net)

By When: By 9/29/23

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).

Towards the end of the school year, administration requests feedback from teachers, parents, and stakeholders on a variety of topics during leadership team, faculty, parent, and/or EESAC meetings. Feedback about school culture and needs for the upcoming school year that will enhance student achievement are discussed and reviewed during the summer at Synergy, where the leadership team meets. Decisions on how funds should be allocated, when available, towards the recommendations that would cause a positive impact towards student achievement. Title 1 funds are used to purchase interventionists for literacy and math, literacy and math coaches, and supplemental materials for students. In addition, Title III funds are used to pay for extended learning opportunities for ELLs, and an Intensive Reading class.

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

According to the 2023 FAST PM3 STAR data, 23% of kindergarten through 2nd grade students were proficient in ELA as compared to the district average of 49%. Based on the data and the identified contributing factors of: high number of Level 1 and 2 ESOL students, student readiness levels limit abilities to master grade level tasks we will implement the Targeted Element of Anchor Charts.

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

According to the 2023 FAST PM3 data, 20% of 3rd grade, 22% of 4th grade, and 46% of 5th grade students were proficient in ELA as compared to the district average of 50% in 3rd grade, 56% in 4th grade, and 54% in 5th grade . Based on the data and the identified contributing factors of: high number of Level 1 and 2 ESOL students, student readiness levels limit abilities to master grade level tasks, teacher familiarity of 3rd grade reading strategies, and the inability to provide coaching cycles to teacher new to teaching 3rd grade ELA, we will implement the Targeted Element of Anchor Charts.

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 successfully implementing the use of anchor charts in whole group and DI we expect at least 52 % of students to be on track to pass the statewide ELA K-2 STAR assessment. This would be a 29 percentage point increase from the 2022-2023 school year.

Grades 3-5 Measurable Outcomes

If successfully implementing the use of anchor charts in whole group and DI, we expect 50% of or 3-5 grade students to be on track to pass the statewide FAST ELA assessment. This would be a 15% point increase from 2022-2023

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.

Anchor charts will be selected during each collaborative planning for reading. Weekly walkthroughs will be conducted to ensure that anchor charts are being utilized in Tier 1 & Tier 2 instruction. Conducting walkthroughs will help to ensure that anchor charts are being utilized with fidelity to increase student achievement. The intention is that the anchor charts will be an additional source of information for students to refer to when the need arises.

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

Beckham, Necole, necolebeckham@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?

Anchor charts will be the evidence-based practice used in all grades. An anchor chart is a tool to facilitate students' self-regulation and support independence. It is visual evidence of the work done by teachers and students. Anchor charts help to scaffold a lesson that can later be removed as soon as the students have learned the lessons reinforced by the anchor chart.

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?

Anchor charts will assist our students by giving them a visual to help make sense of complex thinking. Anchor charts will help out students to activate prior knowledge, and they can use them as reference tools during independent learning.

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
Teachers will carefully select anchor charts that align with the B.E.S.T Standards and meet the needs of all learners during collaborative planning.	Beckham, Necole, necolebeckham@dadeschools.net
Teachers will post the selected anchor chart(s) around their room for students to use as a reference during whole group instruction.	Beckham, Necole, necolebeckham@dadeschools.net
Students will glue a smaller version of the anchor chart(s) in their reading journal to utilize during DI. Students will add information to the anchor charts throughout the school year.	Beckham, Necole, necolebeckham@dadeschools.net
During collaborative planning sessions, teachers will review achievement level descriptors to determine the concepts student needs need to understand and may need a refresher for so they will know which anchor charts to develop.	Beckham, Necole, necolebeckham@dadeschools.net
Teachers will assess the effectiveness of the anchor charts by conducting product reviews to determine if students are applying the steps detailed on the anchor charts within their own assignments.	Beckham, Necole, necolebeckham@dadeschools.net
Teachers will share sample anchor charts with colleagues that have been effective with their students.	Beckham, Necole, necolebeckham@dadeschools.net
A professional development will be held with teachers to explain the use of anchor charts and their effectiveness.	Beckham, Necole, necolebeckham@dadeschools.net
After the anchor chart is used for a specific topic, teachers will post the chart in a place in the classroom to be referred to.	Beckham, Necole, necolebeckham@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 School Improvement Plan is disseminated to students, families, staff, and other stakeholders through Open House, Parent Meetings, Title I Opening of Schools Parent Meeting, EESAC Meetings, and the school's website:
http://www.dunbark8.net/.

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

The school plans on building positive relationships with parents, families and stakeholder by creating a very welcoming and open environment. This will be achieved by hosting many meetings and activities that families/stakeholders can attend. The school will also make their presence felt by attending community events. The Family Engagement Plan will be found on the school's website:
http://www.dunbark8.net/.

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

The school plans to strengthen the academic program in the school and provide an enriched curriculum through the continues review of student achievement data. Through the review of students data, the school will then make adjustments to interventions and enrichment activities provided to students.

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

The intervention program and plans we have in place will tackle the deficiencies of our ELL and ESE population. We will ensure that our teachers and interventionist are providing support to this group. In addition, we have fine-tuned our discipline plans and procedures to promote safety for faculty and staff members at our school. We provide free breakfast to all students to assist with nutritional needs.

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))

Our student services team is comprised of a counselor, mental health coordinator, and social worker. The counselor provides small group and one-to-one sessions to students regularly. The student services team schedule presentations throughout the year to present to different grade levels on a variety of mental health topics.

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))

Articulation meetings are held with our 5th and 8th grade students during the 4th quarter. Career day is presented to students to expose them to variety of careers. "Take Your Child to Work Day" is another opportunity for our students to be immersed in various career paths.

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).

An Alternative to Suspension plan was created by our leadership team. Our School Leadership Team and Counselor held school-wide assemblies at the start of the year to discuss school rules, procedures, and protocols. A school-wide discipline plan was created in alignment with the Code of Student's Conduct.

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))

Our instructional coaches and specific teachers presented a professional development on August 15th on effective teaching, the SQ3R strategy, and family engagement. Our PD liaison proposes our monthly PLC.

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))

A "Kindergarten Rocks" presentation is given annually to inform Pre-K parents of the process of enrolling their children into kindergarten. School tours are provided to parents and potential students during this campaign.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: ELA	$0.00
2	III.B.	Area of Focus: Instructional Practice: Math	$0.00

3	III.B.	Area of Focus: Positive Culture and Environment: Other	$0.00
4	III.B.	Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	$0.00
		Total:	$0.00

Budget Approval

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

No