

Miami-Dade County Public Schools

Dr. William A. Chapman Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Dr. William A. Chapman Elementary School

27190 SW 140TH AVE, Homestead, FL 33032

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

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)

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

Targeted Support and Improvement (TSI)

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

Comprehensive Support and Improvement (CSI)

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

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

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Dr. William A. Chapman Elementary School is to provide an academically enriching, safe, social, and emotional learning environment for all students.

Provide the school's vision statement.

Working collaboratively to promote educational excellence, creativity, and inclusion as we prepare our students to become contributors to the global society.

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
Jones, Tania	Principal	<p>The Principal ensures that systems and procedures are in place for the safety of the school community and to promote academic success for all students. As an instructional leader, the Principal oversees the curriculum, monitors and analyzes data, conducts teacher observations and walk-throughs along with providing timely feedback, and supervises the personnel at our school. During meetings with the school's Assistant Principal, Principal's Meetings, Curriculum Council Meetings, EESAC, and Leadership Team meetings, the Principal participates in the school's decision-making process to ensure that the school's vision and mission aligns to the district's initiatives. The principal encourages professional development based on the needs of the school to improve school-wide instruction and empowers teacher leaders.</p>
Di Lella, Gelsys	Assistant Principal	<p>The Assistant Principal serves as instructional leader as she oversees the curriculum, monitors and analyzes data, conducts teacher observations and walk-throughs along with providing timely feedback, and supervises the ESE/ESOL/ Gifted program at our school. She also coordinates the dates, times, and student enrollment of our school-based extended learning opportunities, and provides documentation to monitor the fidelity of these tutoring programs. The AP assists in sharing the school's vision and mission with all stakeholders. As the Parent Involvement Liaison, the Assistant Principal ensures that various forms of communication are available for our students, staff, and families. The AP oversees and meets regularly with the clerical, custodial, and cafeteria staff. During meetings with the Principal, Administrator's Meetings, Curriculum Council Meetings, and Leadership Team meetings, the Assistant Principal collaborates in the school's decision-making process to ensure that the school's mission and vision aligns with the district's initiatives.</p>
Bradley, Lakeila	Reading Coach	<p>The Reading Coach serves as an instructional leader for grades K-5. She provides curriculum and coaching support to the ELA teachers, identifies students for Tier 2 and Tier 3 reading intervention, monitors iReady for Reading and all ELA progress monitoring data. During Common Planning Meetings, Curriculum Council Meetings, and Leadership Team meetings, the Reading Coach collaborate in the school's decision-making process. Common planning time is guided by the coach to ensure standards-based lessons are planned and bi-weekly ELA data is analyzed to drive instruction, especially for DI. The Reading Coach engage with teachers, grade level chairs, students, administration, and families to build positive relationships, provides data, and improve students' academic achievement.</p>
Sullivan, Colleen	Math Coach	<p>The Math Coach serves as an instructional leader as she provides curriculum and coaching support to the Math and Science teachers, identifies students for Tier 2 and Tier 3 math intervention, monitors iReady for Math and all Math/Science progress monitoring data. During Common Planning Meetings, Curriculum Council Meetings, and Leadership Team meetings, the Math Coach collaborates in the school's decision making process. Common planning time is guided by the coach to ensure that standards-based lessons are planned and Topic Assessment data is analyzed to drive instruction, especially for DI. The Math Coach engages with</p>

Name	Position Title	Job Duties and Responsibilities
teachers, grade level chairs, students, administration, and families to build positive relationships, and improve students' academic achievement.		

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 of involving stakeholders in the School Improvement Plan (SIP) development process is essential for creating a comprehensive and effective plan that addresses the diverse needs of the school community. Stakeholder involvement in the development of the SIP includes: 1. Meetings held with the SLT and staff members to outline the purpose of the SIP and identify Areas of Focus 2. School Climate survey results from students and parents are analyzed in order to gather information from a larger segment of stakeholders. 3. ESSAC meetings are held to provide an opportunity for the integration and development of the SIP. The input from all stakeholders is used to shape the areas of focus, action plans, and strategies that will be part of the SIP.

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 leadership team will analyze school data and meet regularly to discuss whether the strategies outlined in the SIP are yielding the desired outcomes. The team will collaboratively analyze the data and decide if any adjustments need to be made. If any of the outlined strategies are not producing the expected results, the school leadership team will conduct an analysis to identify the underlying causes. The school will ensure that professional development opportunities for teachers and staff are available in order to provide the knowledge and skills needed to effectively implement the SIP’s action plan. A comprehensive approach to monitoring and revising the SIP will assist the school in its efforts to increase student achievement and address the academic standards set by the state, particularly for those students who are facing the greatest achievement gap.

Demographic Data	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	98%
2022-23 Economically Disadvantaged (FRL) Rate	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)	
School Grades History	2021-22: B 2019-20: B 2018-19: B 2017-18: A
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	38	13	12	12	9	0	0	0	84
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	13	13	3	13	3	0	0	0	45
Course failure in Math	0	7	4	0	4	11	0	0	0	26
Level 1 on statewide ELA assessment	0	0	0	6	17	12	0	0	0	35
Level 1 on statewide Math assessment	0	0	0	3	12	8	0	0	0	23
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	13	16	21	29	16	0	0	0	95

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	15	13	7	16	12	0	0	0	63

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	15	12	6	3	1	0	0	0	37
Students retained two or more times	0	0	0	1	3	0	0	0	0	4

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	38	13	12	12	9	0	0	0	84
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	13	13	3	13	3	0	0	0	45
Course failure in Math	0	7	4	0	4	11	0	0	0	26
Level 1 on statewide ELA assessment	0	0	0	6	17	12	0	0	0	35
Level 1 on statewide Math assessment	0	0	0	3	12	8	0	0	0	23
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	13	16	21	29	16	0	0	0	95
	0	0	0	0	0	0	0	0	0	

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	15	13	7	16	12	0	0	0	63

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	15	12	6	3	1	0	0	0	37
Students retained two or more times	0	0	0	1	3	0	0	0	0	4

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

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	38	13	12	12	9	0	0	0	84
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	13	13	3	13	3	0	0	0	45
Course failure in Math	0	7	4	0	4	11	0	0	0	26
Level 1 on statewide ELA assessment	0	0	0	6	17	12	0	0	0	35
Level 1 on statewide Math assessment	0	0	0	3	12	8	0	0	0	23
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	13	16	21	29	16	0	0	0	95
	0	0	0	0	0	0	0	0	0	

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	15	13	7	16	12	0	0	0	63

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	15	12	6	3	1	0	0	0	37
Students retained two or more times	0	0	0	1	3	0	0	0	0	4

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.

Accountability Component	2022			2019		
	School	District	State	School	District	State
ELA Achievement*	45	62	56	65	62	57
ELA Learning Gains	62	69	61	57	62	58
ELA Lowest 25th Percentile	65	60	52	72	58	53
Math Achievement*	60	64	60	71	69	63
Math Learning Gains	78	71	64	50	66	62
Math Lowest 25th Percentile	73	66	55	52	55	51
Science Achievement*	34	53	51	59	55	53
Social Studies Achievement*		0	50		0	
Middle School Acceleration						
Graduation Rate						
College and Career Acceleration						
ELP Progress	61			71		

* 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	478
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	56			
ELL	64			
AMI				
ASN				
BLK	55			
HSP	64			
MUL				
PAC				
WHT				
FRL	59			

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	45	62	65	60	78	73	34					61

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
SWD	33	69	80	47	69	62	32					
ELL	52	56		72	80							61
AMI												
ASN												
BLK	36	62	68	52	73	65	27					
HSP	60	66		71	84		44					58
MUL												
PAC												
WHT												
FRL	44	62	67	60	77	71	35					58

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	37	26	36	39	19	13	29					54
SWD	27	20		29	17		33					
ELL	38	14		31	7		36					54
AMI												
ASN												
BLK	31	29	40	36	20	15	23					
HSP	47	25		44	19		43					51
MUL												
PAC												
WHT												
FRL	36	26	36	38	19	13	29					51

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	65	57	72	71	50	52	59					71
SWD	59	75		70	52		45					
ELL	64	56	64	70	41	38	73					71
AMI												

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
ASN												
BLK	62	51	67	67	50	75	50					
HSP	71	64	80	75	50	41	70					71
MUL												
PAC												
WHT												
FRL	66	58	72	69	48	52	56					71

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	51%	56%	-5%	54%	-3%
04	2023 - Spring	42%	58%	-16%	58%	-16%
03	2023 - Spring	33%	52%	-19%	50%	-17%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	53%	63%	-10%	59%	-6%
04	2023 - Spring	40%	64%	-24%	61%	-21%
05	2023 - Spring	44%	58%	-14%	55%	-11%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	37%	50%	-13%	51%	-14%

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 showed the lowest performance is 3rd grade ELA with 29% of students scoring at or above proficiency level. In addition, in 2023, there was the introduction of the new BEST standards and new FAST assessment, which teachers and students were unfamiliar with.

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

Based on FAST assessment data, the greatest decline during the 2022-2023 school year was 4th grade Math. Proficiency data for 4th grade Math indicates a 35% decrease in proficiency from 74% to 39%. This decline is attributed to various factors including the lack of stamina students had to endure to withstand the new rigor of computer-based testing. In addition, in 2023, there was the introduction of the new BEST standards, new FAST assessment and a new Math textbook, which teachers and students were not familiar with.

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.

Data components indicate that students at Dr. William A. Chapman scored below the state average in all areas. The greatest gap being 4th grade Math. In 4th grade Math, the state average is 61% and Dr. William A. Chapman's average is 40%, a difference of 21%. One of the key factors that contributed to this gap is the implementation of the new Florida State BEST standards in mathematics.

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

Fifth grade ELA data components showed the most improvement. 5th grade ELA showed an increase overall average of 19 percentage points on FAST PM3. During the 2022-2023 school year a targeted focus was placed on differentiated instruction during reading instructional, utilizing data driven instruction, implementing standards-based common planning, and providing targeted extended learning opportunities.

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

A potential area of concern is student attendance. Attendance review committee meetings are held and they offer support to families as needed. Despite these efforts, student attendance is an ongoing concern. Students with attendance issues often do not demonstrate proficiency on district and state tests. We will continue to monitor attendance and create incentives to improve student attendance.

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

1. Create incentives to improve student attendance.
2. Implement progress monitoring across all grade levels and subject areas to ensure data is used to differentiate instruction and meet students' needs.

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 Collaborative Planning**Area of Focus Description and Rationale:**

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

According to the 2022-2023 FAST PM3 data, 42% of 3rd-5th grade students were proficient in ELA as compared to the district average of 51%. Based on the student data and the identified factors of student readiness, teacher attendance and efficacy.

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 planning, 40% of grade 3-5 ELA students will score at or above grade level, and 40% of 5th grade students will score at or above grade level, on the FAST Progress Monitoring 3.

Monitoring:

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

Collaborative planning will be monitored through the implementation of weekly scheduled meetings, with teacher attendance, agendas, and curriculum council walkthroughs.

Person responsible for monitoring outcome:

Tania Jones (tjones1@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.)

Data-Driven Instruction is an educational approach that relies on the teacher's use of student performance data to inform instructional planning and delivery. This systematic approach of instruction uses assessment, analysis, and actions to meet students' needs. Data-Driven Instruction allows for scaffolded lessons to be delivered to meet the needs of the students which promotes instructional effectiveness and student achievement. The implementation of a Focus Calendar will be utilized to inform teachers on specific standards to target during instruction throughout the year, based on data outcomes.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Utilizing Data-Driven Instruction helps teachers understand each student's strengths and weaknesses, allowing for tailored instruction to meet individual needs. It is also used to identify struggling students to provide targeted interventions.

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.

An ELA collaborative planning schedule, for grades K-5, will be developed ensuring weekly sessions.

Person Responsible: Lakeila Bradley (286126@dadeschools.net)

By When: 8/14-9/29

Planning expectations will be modeled and/or shared with new and existing ELA teachers in grades K-5 to ensure sustainability of planning protocols.

Person Responsible: Tania Jones (tjones1@dadeschools.net)

By When: 8/14-9/29

Instructional coaches will conduct walk-through for standard based alignments and execution of instructional planning.

Person Responsible: Tania Jones (tjones1@dadeschools.net)

By When: 8/14-9/29

#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 review, our school will implement the instructional practice relating to Differentiation. Based on our 2022 data findings demonstrated a decrease from 60% of students meeting proficiency in Mathematics to 46% students meeting proficiency in Mathematics in 2023. We are not meeting the needs of all learners; therefore, it is evident that we must improve our ability to differentiate instruction based on the variety of student needs. We will provide the scaffolding necessary for our student to make learning gains and increase our proficiency percentage.

Measurable Outcome:

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

With the effective practice of differentiation, 50% of grade 3-5 Math students will score at or above grade level, on The FAST Progress Monitoring 3.

Monitoring:

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

Differentiation will be monitored by School Leadership Team. At SLT meetings, administrators and coaches will debrief their findings and compile ways to compliment teachers and offer feedback to teachers.

Person responsible for monitoring outcome:

Tania Jones (tjones1@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 evidence-based strategy differentiation, will ensure that students' academic needs are analyzed and addressed. Developing and implementing small group differentiated instruction will ensure that student needs to be met individually through the differentiation of content, process, and/or product. Hence, this instructional practice is beneficial to meeting the individual and grade level needs of all learners.

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 professional development, with a focus on differentiation, will be developed and delivered to K-5 teachers. The basis principles of differentiated instruction will be reviewed during the professional development.

Person Responsible: Tania Jones (tjones1@dadeschools.net)

By When: 8/14-9/29

K-5 ELA teachers will work collaboratively with the schools leadership team to analyze students' data. Differentiated activities will be planned during collaborative planning to support targeted implementation.

Person Responsible: Tania Jones (tjones1@dadeschools.net)

By When: 8/14-9/29

Implementation will be monitored with the use of student trackers to ensure fidelity of differentiation instruction.

Person Responsible: Tania Jones (tjones1@dadeschools.net)

By When: 8/14-9/29

#3. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

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

According to the 2022-2023 student attendance data, 84% of students were absent 10 or more days. Based on the data, there is a need to decrease the amount of absent students. Some contributing factors are transportation needs and misplaced students.

Measurable Outcome:

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

It is expected, that after implementation of the school wide attendance plan, there will be a minimum of a 10% decrease on the amount of student absent from school.

Monitoring:

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

Homeroom teachers will monitor daily attendance and report students to the attendance committee who have accumulated excessive tardies and/or absences. Student absences will be monitored on a daily basis and action steps to prevent excessive absences will be implemented with fidelity.

Person responsible for monitoring outcome:

Gelsys Di Lella (262344@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.)

Strategic Attendance Initiatives involve close monitoring and reporting of student absences, calls to parents, home visits, counseling and referrals to outside agencies as well as incentives for students with perfect attendance.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale for selecting this specific strategy was to create and maintain open communication with families, outlining the importance of school attendance, and providing support as needed to ensure students are present in school. As a result monitoring and interventions, student attendance should increase.

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.

Families will be afforded the opportunity to receive support through Project Up-Start for housing issues and have access to our school pantry. These wrap around services will assist with the issues causing absences and therefore we will see a decline in student absence.

Person Responsible: Gelsys Di Lella (262344@dadeschools.net)

By When: 8/14-9/29

The Attendance Review Committee (ARC) will develop and implement an action plan for monitoring student attendance. This action plan will include a protocol for immediate intervention when absences increase.

Person Responsible: Gelsys Di Lella (262344@dadeschools.net)

By When: 8/14-9/29

Administration and the ARC will launch a school wide initiative emphasizing the important of attendance. We will celebrate classes with the highest student attendance by grade level on a monthly basis.

Person Responsible: Gelsys Di Lella (262344@dadeschools.net)

By When: 8/14-9/29

#4. Instructional Practice specifically relating to Small Group 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 our data review, our school will implement the Instructional Practice specifically relating to small group instruction. Based on the 2022-2023 FAST PM3, 40% of students in grades 3-5 were proficient in 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 instructional practice specifically related to small groups, we anticipate an increase of 5 percentage points in students grades 3-5 with proficiency in ELA.

Monitoring:

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

Administration will ensure that small groups are flexible and strategic. All grade level teachers will engage in planning and collaboration in order to tailor small group instruction to the individual needs of the students within each group.

Person responsible for monitoring outcome:

Tania Jones (tjones1@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.)

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.

Flexible and strategic student grouping is an approach where students are organized into groups for various learning activities based on their individual needs, strengths, interest and learning styles. This method

aims to optimize learning outcomes by allowing students to collaborate with peers, share ideas, and receive targeted instruction that aligns with their academic levels and preferences.

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.

Teachers and Reading coach will work collaboratively in order to identify students for Tier II and Tier III support while using the 2023-2024 ELA Decision Trees as a resource. Students with similar learning needs will be grouped together.

Person Responsible: Lakeila Bradley (286126@dadeschools.net)

By When: 8/14-9/29

Teachers will communicate the goals and benefits of small group instruction to both the students and their parents or guardians. Teachers will provide parents with progress and areas of improvement.

Person Responsible: Tania Jones (tjones1@dadeschools.net)

By When: 8/14-9/29

Teachers and the Reading coach will analyze bi-weekly progress monitoring, F.A.S.T. data, and i-Ready data during collaborative common planning sessions to gather materials and strategies for small group instruction.

Person Responsible: Lakeila Bradley (286126@dadeschools.net)

By When: 8/14-9/29

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

Given that 28% of first grade students and 42% of second grade students scored below the 50th percentile as evidenced by the state assessment, there will be a focus on effective literacy instruction and intervention that include foundational skills such as phonemic awareness, sight words, phonics, fluency, and vocabulary development.

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

After analyzing F.A.S.T. data, it is evident that 29% percent of students in third grade, and 40% of students in fourth grade scored below a level 3 in Reading. The lack of foundational skills that students demonstrated across various assessments contributed to the affected scores. In addition, the

implementation of the new state assessment contributed to this decline. Students demonstrated a lack of stamina with the computer skills necessary for the computer based assessment.

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

By the end of the school year, the measurable outcome is for students in first and second grade to score 50 percent or higher in reading proficiency. This will be monitored through bi-weekly assessments, progress monitoring, and i-Ready teacher assigned lessons aligned to B.E.S.T. state standards.

Grades 3-5 Measurable Outcomes

By the end of the school year, the measurable outcome is for 50 percent of students in third and fourth grade to score at least a level 3 on the F.A.S.T. assessment. This will be accomplished through monitoring the results from standard-based tests provided by the state adopted reading materials, implementing differentiated instruction, and ongoing data chats to adjust instructional practices and student learning. In addition, bi-weekly assessments will be used as re-teaching tools during small group instruction. Common planning with teachers will be focused on enrichment, on-level activities, and students in need of remediation.

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.

This Area of Focus will be monitored through data analysis. I-Ready data will be analyzed and used to drive whole-group and small-group instruction. Additionally, student data will be analyzed during collaborative planning.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Bradley, Lakeila, 286126@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?

In grades K-2 we will implement goal-oriented learning by utilizing two evidenced based strategies Anchor Charts and Graphic Organizers. In grades 3-5 we will implement goal-oriented learning by utilizing two evidenced based strategies Anchor Charts and SQ3R. Anchor Chart will hold students' and teachers' thoughts, in alignment to standards and skills, as well as ideas and processes in place. Anchor charts can be displayed as reminders of prior learning and built upon over multiple lessons. Students will learn how, when, and why to use the strategy of graphic organizers to enhance their ability to comprehend various types of text. A graphic organizer is a visual display that organizes ideas and shows the relationships between concepts or information. SQ3R is a reading comprehension method named for its five steps: survey, question, read, recite, and review.

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?

In grades K-2 we will implement goal-oriented learning by utilizing two evidenced based strategies Anchor Charts and Graphic Organizers. In grades 3-5 we will implement goal-oriented learning by utilizing two evidenced based strategies Anchor Charts and SQ3R. Each evidenced based strategy will ensure that teachers are effectively implementing appropriate ELA instruction and enrichment opportunities to meet the needs of all students.

Action Steps to Implement

List the action steps that will be taken to address the school’s Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>During collaborative planning, the literacy coaches will collaborate with teachers to develop a plan that embeds before, during, and after reading strategies throughout lessons. In addition the team will create standards aligned anchor charts to aid in explicit teaching. Data from most recent assessments will be analyzed and a plan will be developed accordingly. This will assist with improving student literacy achievement.</p>	<p>Bradley, Lakeila, 286126@dadeschools.net</p>
<p>Literacy Coaches will assist in the development of standards aligned anchor charts delineating "how" this strategy used will be developed and shared. The teacher will display and utilize the anchor charts to aid in the mastering of the standard. Students will replicate the anchor chart in their reading journals for reference. This will ensure alignment of instruction.</p>	<p>Bradley, Lakeila, 286126@dadeschools.net</p>
<p>During collaborative planning, the literacy coach will model small group lessons on targeted standards based on the data from most current assessment. The teachers will then use the strategy learned in the classroom to address individual student needs based on assessment data. Implementing evidence-based practices will maximize the impact on student achievement. The literacy coaches will provide professional development opportunities for teachers on the usage of data to drive instructional decisions.</p>	<p>Bradley, Lakeila, 286126@dadeschools.net</p>

Title I Requirements

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

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

The SIP will be reviewed and clarified with all stakeholders at quarterly EESAC meetings, as well as the yearly Title I parent meetings. In addition, the information will also be available on the school's website <https://drwachapman.net> and in the school's front office.

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))

A survey was provided to parents via Title I Parent and Family Engagement. The purpose of this survey to identify the interests and needs of families. Quarterly STEAM night showcases will be held to involve all stakeholders in Engineering Design Process to promote active learning strategies that can be utilized outside the classroom to assist with learning gains. Parents will learn about STEAM program and interact with their children with hands-on cross curricular activities. Also, our Social Media Team allows

parents to have an insight into day to day activities within the school to promote a positive school culture. There are also links for informational sessions for parents and stakeholders to access and get involved. <https://drwachapman.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)

Administration, instructional coaches, and the teachers will meet and analyze data. Teachers will have individual and class data chat with students. Teachers will share data and students progress with parents. School-wide data tracker has been developed that encompasses all assessment data for all students. DI will be used to address students individual needs based on data and extended learning opportunities will be provided.

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))

All stakeholders are invited to parent events. During these events the safety and security of students is addressed. School-wide information is also shared with Head Start and PreK parents to ensure they are abreast of the progress made towards developing school goals.

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))

Mental health service resources are available during parent events, as well as in the front office. This Information is included on our website. Counselor provides scheduled in class sessions and individual counseling on an as need basis. A Mental Health coordinator is also available to provide further support for students who require that assistance.

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).

A school wide behavior intervention plan was discussed and reviewed at the beginning of the school year with teachers, students, staff and copies were sent to home to parents for further review. Behavior plans are visible in each classroom and are reiterated on an ongoing basis with rewards and consequences posted. Teachers keep open communication with parents through a district application to meet the needs of all students and counselor sessions are planned quarterly with all grade levels to promote positive interactions with peers and adults.

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))

PD opportunities are offered to teachers via PDMS as well as Beacon. In addition, the school's instructional coaches provide PD opportunities during mandatory PD days as well as during common planning sessions. Teachers are also encouraged to disseminate information learned at other sessions during planning with teacher peers and coaches. During in house PDs teachers are encouraged to share best practices to address low data areas with veteran and rookie teachers in order to gain new strategies and have effective teachers. Support staff are given opportunities to participate in learning sessions to become more effective in meeting the needs of students in a researched based way.

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))

Annually, the school provides a Kindergarten transition meeting for parents. In this meeting, parents are able to learn what to expect in a Kindergarten Curriculum. The school also provides Kindergarten transition activities for students, including students of neighboring daycare centers, where future students are allowed to view a Kindergarten classroom, allowing for a gained interest and smooth transition into a school setting.

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: Collaborative Planning	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Differentiation	\$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
4	III.B.	Area of Focus: Instructional Practice: Small Group Instruction	\$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