Norma Butler Bossard Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Norma Butler Bossard Elementary School

15950 SW 144TH ST, Miami, FL 33196

http://bossard.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.

Recognizing the uniqueness of every child, we will maintain high expectations for all, to foster success, respect, honesty, and trust. We will collaborate to provide a creative, high quality, child-centered education, empowering our future leaders to believe and achieve their dreams.

Provide the school's vision statement.

To create a positive, focused, and nurturing environment where dreams are only the beginning.

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
Santana, Concepcion	Principal	As a principal, she will lead teachers and staff to help set goals that will ensure students meet their learning objectives. They will oversee the school's day-to-day operations and will handle disciplinary matters, manage the budget and hiring teachers and other personnel. As the school's leader, she will ensure that the school's action steps are understood by all teachers and successfully executed to help improve students' academic and social emotional development.
Slater, Ryan	Assistant Principal	As the assistant principal, he will assist in leading teachers and staff to accomplish goals set by the principal that will ensure students meet their learning objectives. He will assist in overseeing the school's day-to-day operations, handle disciplinary and attendance matters, and oversee the school's assessment program. He will support teachers in the understanding and implementation of the school's action steps to help improve students' academic and social emotional development.
Porras, Megie	Teacher, K-12	As a member of the School Leadership Team, she will attend professional development focused on developing foundational reading skills that will increase reading comprehension. She will then share those strategies with all grade levels so they can implement effective lessons focused on the B.E.S.T. standards.
Florez, Susannah	Teacher, K-12	As a member of the School Leadership Team, she will attend district meetings and trainings relating to the new ELA series and disseminate information with all instructional staff members.
Padron, Dazheyra	Teacher, K-12	As a member of the School Leadership Team, she will attend district meetings and trainings relating to the new standards and disseminate information with all instructional staff members.
Castro, Rachael	Reading Coach	As a member of the School Leadership Team, she will attend professional development focused on developing foundational reading skills that will increase reading comprehension. She will then share those strategies with all grade levels so they can implement effective lessons focused on the ELA B.E.S.T. standards.
Ramos, Jessica	Teacher, ESE	As a member of the School Leadership Team, she will attend district meetings and trainings relating to the new standards and disseminate information with all instructional staff members.

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.

Through the use of surveys, focus group discussions, and our school advisory committee, all stakeholders such as the school leadership team, teachers and staff, parents, students and business/community leaders are given opportunities to contribute their insights, concerns, and suggestions. Their input is carefully considered and incorporated into the SIP which is then reviewed, finalized, and approved with their feedback. This collaborative approach ensures that the SIP reflects the priorities of all stakeholders fostering a shared sense of ownership increasing the likelihood of successful implementation throughout the school year.

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

The SIP is a live document, therefore, it will be subject to regular monitoring to ensure effective implementation and measure its impact on student achievement in meeting the State's academic standards. We will have a specific focus on addressing the achievement gap for students in our various subgroups. Monitoring will involve tracking the progress of our goals by collecting and analyzing data from diagnostic and progress monitoring assessments. We will then collect feedback from all stakeholders including teachers, students, parents and community leaders to identify any areas requiring improvement. These findings will be used to revise the SIP as necessary, adjusting strategies, interventions and resources to enhance effectiveness and continuously improve outcomes for all students.

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	No
2022-23 Minority Rate	97%
2022-23 Economically Disadvantaged (FRL) Rate	84%
Charter School	No
RAISE School	No
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: A 2019-20: A

	2018-19: A
	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	4	23	9	13	7	9	0	0	0	65
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	4	2	6	5	8	0	0	0	25
Course failure in Math	0	2	2	1	10	8	0	0	0	23
Level 1 on statewide ELA assessment	0	0	0	4	21	28	0	0	0	53
Level 1 on statewide Math assessment	0	0	0	2	14	13	0	0	0	29
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	8	19	31	35	30	32	0	0	0	155
	0	0	0	0	0	0	0	0	0	

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	4	5	1	5	15	20	0	0	0	50

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	9	7	3	4	1	2	0	0	0	26
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	9	9	10	8	16	0	0	0	52
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	3	7	11	11	13	0	0	0	45
Course failure in Math	0	2	3	4	6	8	0	0	0	23
Level 1 on statewide ELA assessment	0	0	0	8	8	23	0	0	0	39
Level 1 on statewide Math assessment	0	0	0	2	8	31	0	0	0	41
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	3	8	20	16	36	0	0	0	83

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	3	5	12	11	23	0	0	0	54

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	5	5	8	1	1	0	0	0	20
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	9	9	10	8	16	0	0	0	52
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	3	7	11	11	13	0	0	0	45
Course failure in Math	0	2	3	4	6	8	0	0	0	23
Level 1 on statewide ELA assessment	0	0	0	8	8	23	0	0	0	39
Level 1 on statewide Math assessment	0	0	0	2	8	31	0	0	0	41
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	3	8	20	16	36	0	0	0	83

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	3	5	12	11	23	0	0	0	54

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	5	5	8	1	1	0	0	0	20
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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*	76			74			79		
ELA Learning Gains	74			64			66		
ELA Lowest 25th Percentile	60			49			54		
Math Achievement*	70			67			86		
Math Learning Gains	62			42			75		
Math Lowest 25th Percentile	55			49			71		
Science Achievement*	62			55			61		
Social Studies Achievement*									
Middle School Acceleration									
Graduation Rate									
College and Career Acceleration									
ELP Progress	59			47			60		

* 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

2021-22 ESSA Federal Index	
OVERALL Federal Index – All Students	65
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	518
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	52			
ELL	62			
AMI				
ASN				
BLK	79			
HSP	65			
MUL				
PAC				
WHT	69			
FRL	64			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	76	74	60	70	62	55	62					59
SWD	46	58	53	48	61	57	30					63

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	70	68	56	72	64	60	50					59
AMI												
ASN												
BLK	86			71								
HSP	76	74	61	70	63	56	63					59
MUL												
PAC												
WHT	79	64		74	57							
FRL	74	71	62	67	59	56	57					64

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	74	64	49	67	42	49	55					47
SWD	38	50	40	39	21	33	36					46
ELL	67	61	48	64	42	50	44					47
AMI												
ASN												
BLK												
HSP	75	64	50	67	43	51	55					48
MUL												
PAC												
WHT	68			73								
FRL	69	63	49	64	41	46	52					49

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	79	66	54	86	75	71	61					60
SWD	50	54	45	76	69	69	22					65
ELL	79	70	61	86	74	73	60					60
AMI												
ASN	83			100								

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	68	60		84	80							
HSP	80	66	55	86	74	70	62					60
MUL												
PAC												
WHT	69	50		81	77		45					
FRL	77	69	59	84	73	70	56					61

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.

Using FAST PM3, Reading Across Genres and Vocabulary showed a significant decline across the grade levels, specifically in the area of vocabulary. In grades 3 and 4, the data indicates a weakness in context and connotation. Additionally, paraphrasing/summarizing is an area of weakness for grade 4 and figurative language for grade 5. The factors which contributed to a decline in Reporting Category 3: Reading Across Genres and Vocabulary in Context and Connotation was the utilization of effective vocabulary strategies which help students clarify words in context. Often students are taught to memorize word meaning and lack the skills needed to clarify or understand word meaning (context clues). Teachers integrated vocabulary instruction but, lacked explicit instruction to help students identify words and their meaning, therefore, impacting student achievement in this area. Furthermore, teachers may have not implemented or exposed students sufficiently to lessons relating to root words.

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

• 2021-2022 ELA: 80% to 2022-2023 ELA 68%
The data revealed that grade 3 overall proficiency on the 2022/2023 FAST PM 3 in ELA was at 68% compared to 2021/2022 school year with a proficiency at 80% in ELA, a 12 percentage point decrease. Factors that might have played a pivotal role in the decline of 3rd grade students' overall proficiency was that at least 38 % of students entering third grade were 1 to 3 grade levels below proficiency according to i-Ready ELA diagnostic AP1 and 77% according to FAST ELA PM1. Many of these incoming 3rd

grade students were the last of Covid online learning. As a result, students lacked basic foundational skills needed to decode words to help construct meaning. Therefore, teachers spent most time teaching decoding skills to increase fluency and comprehension.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The greatest gap between our school scores and the state average was in the area of Math. The data reflects that our school outperformed the state in Grades 3-5 according to the 2022/2023 FAST PM3.
-Grade 3 school 310 vs the state at 300 a difference of 10 points.
-Grade 4 school is 327 vs the state at 315 a difference of 12 points.
-Grade 5 school is 331 vs the state at 321 a difference of 10 points.
Factors that have contributed to the school's success is the area of Math is that every teacher utilized the IXL program with fidelity. All lessons were aligned to the standards allowing students to accelerate and experience multiple exposure to the standards/content thus allowing continual practice. In addition, the district provided professional developments to support the implementation of the new Math series. Factors that have contributed increase in proficiency over the state in the area of ELA is the newly adopted Reading Horizons program. This program helped to close any reading foundational skill deficiencies and help students with the decoding process to increase comprehension.

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

The FAST Progress Monitoring data demonstrates Math to have had the most improvement when comparing overall proficiency from 2021-2022 to 2022-2023. In 2022, the overall proficiency for Math was 70% as compared to the 2023 overall proficiency at 82% resulting in a 12-percentage point increase in overall proficiency across all grade levels. Our school implemented various action steps with several factors that proved to be successful. One factor was the newly adopted Math series that all teachers implemented with fidelity. Another action step implemented last year was the Gradual Release Model when presenting new concepts to students. This strategy focused on explicitly guiding students through the learning process to help transfer conceptual concepts to procedural concepts. Furthermore, the use of technology, specifically IXL, i-Ready and Reflex Math helped remediate concepts and/or accelerate Math concepts. Finally, personalized instruction helped teachers target weak domains and provide additional support to accelerate learning.

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

One area of concern is related to attendance. The EWS data shows there were 65 students in grades K-5 that were absent 10% or more of the time. This is an area of concern because if students aren't in school, then they can't receive the instruction they need to succeed in the classroom. The other area of concern is the number of students with two or more indicators in Grade 5. Out of the total 50 students 20 of them are in fifth grade which represents 40% of students that fall within two early warning indicator categories.

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

1) Grades 3-5 Reading Proficiency
2) Reporting Category 3, Reading Across Genres and Vocabulary
3) K-2- Phonics
4) Reporting Category 1, Theme/Literary Elements
5) Reporting Category 2, Informational Text: Central Idea

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 2022-2023 FAST PM3 data, 73% of students in Grades 3-5 are proficient in ELA which is below our historical data trend. Based on the data, the identified contributing factors were 3rd Grade ELA proficiency dropping to 68% and 5th grade ELA proficiency dropping to 73%. Students require more explicit instruction that target foundational skills so we will implement the Targeted Element of English Language Arts.

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

If we successfully implement English Language Arts, then our overall student proficiency in ELA will increase by a minimum of two percentage points as evidenced by the 2024 PM3 FAST Assessment.

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

Teachers will utilize the K-5 Florida B.E.S.T Handbook for English Language Arts and pacing guides to plan and drive instruction. Teachers will share best practices during their collaborative grade level meetings. Administrators will review student work samples as an indication that the B.E.S.T standards are being implemented.

Person responsible for monitoring outcome:

Concepcion Santana (csantana@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 English Language Arts, our school will focus on the evidence-based intervention of Ongoing Progress Monitoring. Teachers will have a collaborative time frame built in to their schedule to strategically plan and review data from biweekly progress monitoring assessments.

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

Ongoing Progress Monitoring will assist teachers in understanding how to identify areas of weakness that require additional targeted instruction. It will also allow teachers an opportunity to identify students that might require more foundational skills to help improve reading comprehension. Effective conversations and the sharing of best practices using data from progress monitoring assessments will lead to improvements in standard-aligned lessons, effectiveness, and student achievement.

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 Professional Learning Support Team will provide professional development courses for teachers on B.E.S.T ELA standards shared at ICAD meetings through a designated facilitator to ensure teachers have a clear understanding of the standards.

Person Responsible: Concepcion Santana (csantana@dadeschools.net)

By When: August 14-September 29, 2023

As a result of the built-in collaborative meetings, teachers will have the opportunity to collaborate and brainstorm challenges, needs and shared best practices in ELA as evidence by planning protocols and sign in sheets.

Person Responsible: Concepcion Santana (csantana@dadeschools.net)

By When: August 14-September 29, 2023

To ensure that students are demonstrating mastery of the ELA standards, teachers will utilize and analyze standard-aligned progress monitoring assessments and student work samples.

Person Responsible: Concepcion Santana (csantana@dadeschools.net)

By When: August 14-September 29, 2023

#2. Instructional Practice specifically relating to Differentiation

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

According to the 2022-2023 FAST ELA PM3 data, our incoming fourth graders have a proficiency rate of 68% which demonstrates an increased need for differentiation in the classroom. Based on the data, the identified contributing factors were that at least 38% of students entering third grade were one to three grade levels below proficiency according to i-Ready ELA Diagnostic and 77% according to FAST ELA PM1. Students lack basic foundational skills needed to decode words and help construct meaning so we will implement the Targeted Element of Differentiation.

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

If we successfully implement the Targeted Element of Differentiation, then 50% of fourth grade ELA students will demonstrate learning gains as evidenced by the 2024 FAST Assessment.

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

The reading coach will monitor teachers' usage of the K-5 B.E.S.T ELA Handbook, i-Ready Toolbox and district pacing guides to plan and drive instruction. Administrators will review the minutes from grade level meetings to ensure teachers are sharing best practices. Administrators will review student work samples and teacher lesson plans as evidence of differentiation in the classroom.

Person responsible for monitoring outcome:

Concepcion Santana (csantana@dadeschools.net)

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

Within the Targeted Element of Differentiation, our school will focus on the evidence-based strategy of Data Driven Decision Making. This strategy will assist teachers in explicitly executing lessons that follow a systematic approach.

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

Data driven decision making provides valuable insights into student performance allowing for personalized instruction and targeted interventions. Teachers can identify areas of strength and weakness in students by analyzing data enabling them to differentiate their instruction in the classroom.

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 will assign Personalized Instruction lessons from I-Ready Reading that target students' weakest domains As a result, students will receive individualized targeted remediation. Resources from Tools for

Instruction will be utilized to provide additional support during small group reading instruction using the gradual release model allowing students to practice these targeted skills.

Person Responsible: Concepcion Santana (csantana@dadeschools.net)

By When: August 14-September 29, 2023

Teachers will use the results from the 2023-2024 FAST ELA PM1 Assessment and the i-Ready Diagnostic Reading AP1 to identify and group students according to their area of weakness or strength. Students will receive targeted instruction during Teacher Led Centers to remediate/accelerate their learning.

Person Responsible: Concepcion Santana (csantana@dadeschools.net)

By When: August 14-September 29, 2023

Teachers will use digital ELA resources from Schoology and McGraw Hill to assign targeted lessons to students. During weekly collaborative planning, teachers will brainstorm challenges, and needs, and share best practices using these digital resources. This will result in teachers sharing a wealth of knowledge regarding reading and building capacity in reading.

Person Responsible: Concepcion Santana (csantana@dadeschools.net)

By When: August 14-September 29, 2023

#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.

Based on the data reviewed, our school will implement the Targeted Element of Social Emotional Learning (SEL). We selected this Area of Focus based on an increased need for students to access services from the School Counselor and Mental Health Coordinator through the review of student referrals. Our data shows that 70 students received multiple referrals during the 2022-2023 school year. We recognize the need to tailor our SEL initiatives and improve on making connections with students in and outside the classroom.

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

If we successfully implement the Targeted Element of Social Emotional Learning, our students will acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage their emotions. By bringing increased awareness to SEL and mindfulness practices, the student's mental health will have beneficial results on their emotional well-being, mental health, ability to learn, and physical health of students. These practices will help them focus in the classroom and increase their academic performance. With consistent focus on SEL practices during the 2023-2024 school year, the number of students being referred to the counselor or Mental Health Coordinator will decrease by 5% as compared to the 2022-2023 school year.

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

The Counselors and Mental Health Coordinator will mentor individual students who have consistent behavioral, social emotional or mental health issues so they can develop coping mechanisms to deal with their emotions. Administrators will review counselor and coordinator service logs.

Person responsible for monitoring outcome:

Concepcion Santana (csantana@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 Social Emotional Learning, our school will focus on the evidence-based intervention of Character Education/ Values Matter. Character Education will support the social-emotional and ethical development of students. The proactive effort to instill core values and provide long term solutions to moral and ethical issues and to teach students to be their best self, will result in increased ability to learn and increased student success in the classroom.

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

Character Education/ Values Matter will foster ethical and responsible individuals by teaching them about the good values that people should possess. By implementing the SEL practices, students' academic achievements will increase. Social Emotional Learning plays a vital role in the emotional development of a child which impacts their ability to learn and be successful in the classroom.

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 will select one student from their classroom to represent that month's core value as part of the Values Matter initiative, and school counselors will create a classroom visitation schedule to introduce the Core Value of the Month to students to increase awareness of character education.

Person Responsible: Concepcion Santana (csantana@dadeschools.net)

By When: August 14-September 29, 2023

As part of morning announcements, each Friday we will feature a designated segment that focuses on Mental Health Awareness. Teachers and students will be introduced to one mindfulness practice that can be implemented throughout the week as part of brain breaks each school day. As a result, students will learn to process their mistakes and correct them so they can learn how to effectively problem solve.

Person Responsible: Janette Puig (heredia.ariana2@gmail.com)

By When: August 14-September 29, 2023

Counselors will create a visitation schedule that targets the most at-risk students or classrooms to facilitate growth mindset activities. Focus groups will be created as a result of these visitations to address repetitive or concerning behaviors.

Person Responsible: Janette Puig (heredia.ariana2@gmail.com)

By When: August 14-September 29, 2023

#4. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

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 from the 2022-2023 School Climate survey and the end of year SIP reflections, 33% of our staff do not believe staff morale is high. To increase this percentage, we selected Teacher Retention and Recruitment because teachers in the building feel that they are overwhelmed. According to data from the School Climate Survey, 46% feel there is a lack of concern/support from parents and 29% feel there are insufficient resources to support student learning outcomes. All these contributing factors make teachers feel that staff morale is low at the school. This data indicates that there is a critical need to increase staff morale.

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

If we successfully implement the Targeted Element of Teacher Retention and Recruitment, the teacher's perspective of the principal's support role and our staff morale will increase by 5 percentage points as evidenced by the end-of-year School Climate Survey for the 2023-2024 school year.

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

Staff morale will be measured by engaging in open discussion during leadership team meetings, informal observations by administration, and staff participation in optional team building events.

Person responsible for monitoring outcome:

Concepcion Santana (csantana@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 Teacher Recruitment and Retention, we will focus on the evidence-based intervention of Rewards/Incentives. By implementing this strategy, it will ensure that leaders check in with staff members regularly and identify needs by boosting morale through incentive programs, rewards, and positive reinforcement.

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

The Targeted Element of Teacher Recruitment and Retention will increase staff morale and improve student learning outcomes. Staff members with high morale have higher rates of attendance and provide more energetic instruction to their students. Additionally, staff members with higher morale are more likely to engage in positive collaboration and participate in school wide intiatives.

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.

In order to boost staff morale, and create an environment where teachers feel their efforts in the classroom are validated and supported by the administrators, teachers will be treated to a monthly Mobile Treat Cart that contains edible treats delivered to their classroom.

Person Responsible: Concepcion Santana (csantana@dadeschools.net)

By When: August 14-September 29, 2023

In order to recognize teacher successes in the classroom noted during daily walkthroughs, one teacher will be featured each month on Instagram and Twitter as part of the Social Media Spotlight at NBB and highlighted during that month's faculty meeting.

Person Responsible: Concepcion Santana (csantana@dadeschools.net)

By When: August 14-September 29, 2023

In order to promote positive relationships, the school's social committee will plan activities outside of school so that staff members meet with one another. Every staff meeting will begin an opportunity for connections amongst colleagues.

Person Responsible: Concepcion Santana (csantana@dadeschools.net)

By When: August 14-September 29, 2023

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

N/A

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

- ◦ The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- ◦ The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- ◦ Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

N/A

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

N/A

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

N/A

Grades 3-5 Measurable Outcomes

N/A

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.

N/A

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

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?

N/A

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?

N/A

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

N/A

Title I Requirements

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

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

The School Improvement Plan (SIP) will be presented to all stakeholders through a variety of platforms and meetings. Members from the school's leadership team will craft clear and concise communication materials that outline the plan's objectives, strategies and expected outcomes. We will utilize visual aids, infographics and summaries in multiple languages to enhance comprehension among all stakeholders. School staff members will receive information on the progress and content in faculty and grade level meetings. Parents and members of the community will review and provide feedback during monthly EESAC meetings and through Title I Parent Meetings. Information will also be provided through a dedicated website (http://normabutlerbossard.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))

Our school plans to build positive relationships with all stakeholders by establishing open communication channels through regular emails, a dedicated website (http://normabutlerbossard.net) and updates on various social media applications. Parent-teacher conferences also allow for meaningful discussions about students' progress and encourages collaboration between parents and teachers. Implementing parent engagement programs and organizing family events create opportunities for parents and families to actively participate in school activities and develop a sense of community. Our goal is to foster strong relationships and keep parents informed so our school can successfully fulfill its mission, meet the needs of students and create a supportive and engaging educational environment. Our school has a well-supported PTA that we partner with to provide opportunities for Parent/Family engagement.

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

Our elementary school is dedicated to strengthening its English Language Arts (ELA) program in several ways. Firstly, we will provide professional development opportunities for our teachers so they can have access to the latest instructional strategies and resources to enhance ELA instruction. Additionally, we will introduce a comprehensive literacy curriculum that incorporates diverse texts, promotes critical thinking, and develops strong reading, writing, and communication skills. To ensure individualized support, we will implement ongoing progress monitoring to identify students' strengths and areas for improvement, allowing for targeted interventions and differentiated instruction. Lastly, we will foster a culture of reading by promoting a love for literature through initiatives such as author visits and access to digital libraries creating an engaging and enriching environment for our students to thrive in ELA. Through Title I funding, our school is purchasing a Reading Coach position and interventionists to better address the needs of our 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))

This is not applicable to our school at this time.

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))

In our school, we collaborate with stakeholders to develop a support framework that will help create individualized support plans, provide professional development and establish partnerships with community organizations. We also regularly evaluate and monitor the effectiveness of implemented strategies with mental health service coordinators. By implementing these measures, our school can ensure a holistic approach to student well-being, fostering growth in areas beyond academics and supporting the overall success and development of students.

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))

This is not applicable to our school at this time.

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).

Our school has established protocols to identify and address students who display problem behavior. Teachers refer students they are concerned with to the guidance counselors and/or administration. The school SST coordinates with the parents/guardians to offer support as needed. Based upon the students needs, additional services are recommended and/or referred.

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))

Teachers are regularly offered professional development workshops focused on instructional strategies, data analysis, and assessment literacy. Additionally, establishing collaborative professional learning communities where educators can share best practices and discuss data-driven instruction can be beneficial. Creating mentorship programs and fostering a positive and supportive school culture can help attract and retain effective teachers. By combining these approaches, our school can enhance instructional practices, data utilization, and teacher recruitment and retention efforts. Additionally, teachers who are new to the district are assigned mentors to assist in their professional development.

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))

Our school has established strong communication channels between our preschool teachers and our elementary teachers to share relevant information about each child's development, learning styles, and individual needs. We arrange planning sessions where preschool and elementary school teachers can collaborate and exchange insights. Secondly, we organize transition activities such as school visits, open houses, and orientation sessions for preschool children and their families to familiarize them with the elementary school environment, routines, and expectations. Lastly, we assign a designated point of contact in the school's main office who can provide ongoing support, address concerns, and ensure a seamless transition experience for both the children and their families. By employing these strategies, our school facilitates a successful and positive transition for preschool children as they enter the elementary kindergarten program.

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: Differentiation	$0.00

3	III.B.	Area of Focus: Positive Culture and Environment: Other	$0.00
4	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment	$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.

Yes