

Miami-Dade County Public Schools

Dr. Carlos J. Finlay Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Dr. Carlos J. Finlay Elementary

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<http://cjfinlay.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.

Dr. Carlos J. Finlay Elementary will collaborate with students, parents, teachers, Florida International University, and our entire community as we strive to provide a high quality, child-centered, bilingual education that will empower our students to become responsible and productive citizens in a global society.

Provide the school's vision statement.

Our vision at Dr. Carlos J. Finlay Elementary is to have our students become bilingual/biliterate, responsible, and productive citizens in a 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
Orth-Sanchez, Marie	Principal	<p>The principal monitors academic, behavior data and social emotional development as well as assist in monitoring and responding to the needs of subgroups. The principal monitors implementation of the SIP's action plans and their effectiveness. She will oversee day-to-day operations. As the school leader, the principal will handle disciplinary matters, manage the school's budget, and personnel matters.</p> <p>Email: orthsanchez@dadeschools.net</p>
	Assistant Principal	<p>The assistant principal monitors behavior data as well as student attendance, schedules and facilitates regular MTSS/Rtl meetings, ensures follow up of the SIP's action steps and allocates resources as needed. She ensures all ESE and ESOL compliance documents are in order and meet all requirements.</p> <p>Email: eoctala@dadeschools.net</p>
Alonso, Maria Bianca	Teacher, K-12	<p>The ELL Compliance Specialist assists in monitoring and responding to the academic needs of the English Language Learner subgroup, provides and facilitates professional development for the instructional staff and is our Florida International University liaison.</p> <p>Email: mbalonso@dadeschools.net</p>
Del Castillo, Maria V.	Teacher, K-12	<p>The instructional coach gathers and analyzes data to determine PD for faculty, assists in monitoring and responding to the needs of subgroups. She trains interventionists and oversees their performance as well as the effectiveness of the interventions being implemented.</p> <p>Email: mdelcastillo@dadeschools.net</p>
Escoto, Maria	School Counselor	<p>The guidance counselor monitors behavior data, conducts intervention meetings for students identified through the MTSS process, provides support and resources for parents, gathers and data required for the Rtl process.</p> <p>Email: escoto@dadeschools.net</p>
Legañoa, Monica	Teacher, K-12	<p>The EESAC Chairperson is responsible for creating agendas, conducting monthly meetings with all stakeholders, and approving minutes for all scheduled meetings.</p> <p>Email: mleganoa@dadeschools.net</p>
Tariche, Stella	Instructional Media	<p>The media specialist coordinates and executes all Diagnostic Assessments related to i-Ready and creates</p>

Name	Position Title	Job Duties and Responsibilities
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and monitors progress of students in interventions through Progress Monitoring Testing and Reports in i-Ready.
Email: stariche@dadeschools.net

Stakeholder Involvement and SIP Development

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

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

The School Leadership and Synergy Teams uses all available data to determine the school's areas in need of improvement. The areas of focus for Instructional Practice and Positive Culture and Environment are developed and aligned to the school's vision. Upon identification of these areas of focus, measurable action steps are created to contribute to the desired outcome.

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 will be reviewed during EESAC and Leadership Team Meetings to ensure that the action steps are being implemented with fidelity. We will continue to monitor the effectiveness and application of the plan throughout the school year, making revisions as needed. We will ensure continuous improvement in all areas by including all major stakeholders in the implementation of our SIP.

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	99%
2022-23 Economically Disadvantaged (FRL) Rate	98%
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	3	9	5	9	6	8	0	0	0	40	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in English Language Arts (ELA)	0	0	2	3	3	1	0	0	0	9	
Course failure in Math	0	0	1	3	4	3	0	0	0	11	
Level 1 on statewide ELA assessment	0	0	0	2	20	25	0	0	0	47	
Level 1 on statewide Math assessment	0	0	0	0	15	18	0	0	0	33	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	3	15	22	23	24	28	0	0	0	115	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	3	0	1	2	15	17	0	0	0	38

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	4	0	1	3	1	0	0	0	0	9
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	5	6	6	4	3	0	0	0	24	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	1	9	4	5	4	0	0	0	23	
Course failure in Math	0	1	1	2	2	5	0	0	0	11	
Level 1 on statewide ELA assessment	0	0	0	4	12	15	0	0	0	31	
Level 1 on statewide Math assessment	0	0	0	3	12	7	0	0	0	22	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	2	13	12	20	22	0	0	0	69	

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	2	9	5	8	7	0	0	0	31

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	3	11	4	1	0	0	0	0	19
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	5	6	6	4	3	0	0	0	24	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	1	9	4	5	4	0	0	0	23	
Course failure in Math	0	1	1	2	2	5	0	0	0	11	
Level 1 on statewide ELA assessment	0	0	0	4	12	15	0	0	0	31	
Level 1 on statewide Math assessment	0	0	0	3	12	7	0	0	0	22	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	2	13	12	20	22	0	0	0	69	

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	2	9	5	8	7	0	0	0	31

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	3	11	4	1	0	0	0	0	19
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.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2022			2019		
	School	District	State	School	District	State
ELA Achievement*	73	62	56	80	62	57
ELA Learning Gains	75	69	61	67	62	58
ELA Lowest 25th Percentile	61	60	52	63	58	53
Math Achievement*	75	64	60	89	69	63
Math Learning Gains	72	71	64	77	66	62
Math Lowest 25th Percentile	70	66	55	75	55	51
Science Achievement*	60	53	51	73	55	53
Social Studies Achievement*		0	50		0	
Middle School Acceleration						
Graduation Rate						
College and Career Acceleration						
ELP Progress	59			66		

* 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	68
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	545
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	54			
ELL	64			
AMI				
ASN				
BLK				
HSP	67			
MUL				
PAC				
WHT				
FRL	67			

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	73	75	61	75	72	70	60					59

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	48	67	63	46	70	88	14					35
ELL	70	72	56	69	65	68	53					59
AMI												
ASN												
BLK												
HSP	72	73	61	74	71	70	59					59
MUL												
PAC												
WHT												
FRL	70	74	64	73	70	68	58					61

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	62	55	36	67	43	43	40					71
SWD	30	19	10	44	44		22					59
ELL	60	50	38	66	42	44	36					71
AMI												
ASN												
BLK												
HSP	61	55	36	66	43	43	39					71
MUL												
PAC												
WHT												
FRL	58	55	33	65	42	45	37					70

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	80	67	63	89	77	75	73					66
SWD	55	39	50	83	68	71	55					37
ELL	78	66	63	87	79	73	70					66
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												
HSP	80	66	62	89	77	75	72					65
MUL												
PAC												
WHT												
FRL	79	64	63	86	71	72	76					67

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	54%	56%	-2%	54%	0%
04	2023 - Spring	63%	58%	5%	58%	5%
03	2023 - Spring	63%	52%	11%	50%	13%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	67%	63%	4%	59%	8%
04	2023 - Spring	67%	64%	3%	61%	6%
05	2023 - Spring	68%	58%	10%	55%	13%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	43%	50%	-7%	51%	-8%

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.

Science was the component that showed the lowest performance as indicated by a 52% proficiency rate. While participating in on-line learning due to the pandemic, many fifth grade students did not have opportunities to engage in hands-on essential labs in our Super Skeeter Science Lab and promote the application of the Scientific Process in the previous grade levels.

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

ELA for 5th grade showed the greatest decline. ELA data results from 2023 indicate 64% proficiency compared to 2022 results of 74% proficiency, a decrease of 10 percentage points. There is no evident reason for this decline because interventions, tutoring, data-driven instruction and progress monitoring were conducted with fidelity in these subjects for this grade level.

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.

When comparing dirty data to the State's dirty proficiency percentage, our 5th grade ELA had a gap of one percentage point. All other areas in our school performed above state proficiency levels. The minimal gap is not indicative of any significant factors that would contribute to this decrease.

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

There were no areas that made improvement in the 3-5 grade group. The results indicate that Math 3-5 remained the same, and ELA 3-5 declined one percentage point. The only area that showed a marked improvement was our ELA in 4th grade which increased 4 percentage points. Our school implemented additional interventions, push-in services and tutoring for bubble students.

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

Attendance is an area of concern due to 13% of students having 11 or more absences an increase from 2022 of three percentage points. We implemented new procedures this school year and will continue to streamline and revise these procedures to provide our families with additional support as needed, while documenting and conducting Attendance Review Committee Meetings.

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

1. Third Grade ELA
2. Fifth Grade Science
3. Learning Gains in Reading
4. Learning Gains in Mathematics
5. Attendance

Area of Focus

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

#1. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

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

According to the 2023 FAST ELA PM3 for third grade, 63% of students were proficient, as compared to the state average of 50% and district average of 51%. Based on the data and the identified contributing factors of an increase enrollment of ELL level 1 and 2 students, we will implement the targeted element of ELA.

Measurable Outcome:

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

With the implementation of Data-Driven Instruction, 65% of the students will be proficient on the grade three ELA FAST by May, 2024.

Monitoring:

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

The Administration will conduct quarterly data chats with third grade teachers to review and monitor student progress and academic needs in ELA. Third grade teachers and interventionists will analyze student data regularly during individual student data chats and grade level meetings. Administration will support teachers during grade level planning meetings as well as during walk-throughs to ensure that the use of data is prevalent during planning and instruction.

Person responsible for monitoring outcome:

Marie Orth-Sanchez (orthsanchez@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 may include developing Instructional Focus Calendars (IFC) 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.

Through the effective implementation of Data-Driven Instruction in 3rd grade, ELA teachers will analyze ELA data to effectively plan, instruct and deliver reading content while also determining the need for reteaching or differentiated instruction, thereby meeting the academic needs of all students.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Third grade teachers will collect and analyze all available ELA student data to ensure that students' strengths and weaknesses are identified and therefore grouped effectively for differentiated instruction.

Person Responsible: Marie Orth-Sanchez (orthsanchez@dadeschools.net)

By When: 8/14-9/29

Administration will conduct Data Chats with third grade teachers to review FAST PM1 and i-Ready AP1 results to make instructional decisions and plans that meet the needs of students.

Person Responsible: Marie Orth-Sanchez (orthsanchez@dadeschools.net)

By When: 8/14-9/29

Students in third grade will be identified and scheduled to receive ELA Tier 2 and Tier 3 interventions based on student needs and data.

Person Responsible: Maria V. Del Castillo (mdelcastillo@dadeschools.net)

By When: 8/14-9/29

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

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2023 Statewide Science Assessment for fifth grade, 53% of students were proficient as compared to the state average of 51% and the district average of 50%. As a result of the data and the identified contributing factors of an increased enrollment in ELL level 1 and level 2 students and student readiness levels in Science including limited content vocabulary, therefore we will implement the targeted element of Science.

Measurable Outcome:

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

With the implementation of Flexible/Strategic Grouping, 55% of the students will be proficient on the 2024 grade five Statewide Science Assessment.

Monitoring:

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

Administration will ensure that flexible groupings are planned for, fluid, strategic, and occurring with fidelity. Fifth grade teachers and interventionists will analyze student data regularly during individual student data chats and grade level meetings to identify areas for improvement and strategically plan for instructional groupings. Administration will conduct quarterly data chats with fifth grade teachers to review and monitor student progress and academic needs in Science.

Person responsible for monitoring outcome:

Marie Orth-Sanchez (orthsanchez@dadeschools.net)

Evidence-based Intervention:

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

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

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The use of strategic grouping is an effective tool to support the various levels of learning. The teacher and/or student have the ability to address specific learning deficiencies in fluid groups while meeting the students' learning goals.

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 analyze the results of the Science Baseline Assessment and identify students' strengths and weaknesses in order to form strategic learning groups for Science instruction.

Person Responsible: Marie Orth-Sanchez (orthsanchez@dadeschools.net)

By When: 8/14-9/29

Administration will provide daily push-in support to fifth grade Science classes to deliver interventions of targeted deficiencies to students.

Person Responsible: Marie Orth-Sanchez (orthsanchez@dadeschools.net)

By When: 8/14-9/29

Administration will schedule weekly visits for fifth grade students to the Super Skeeter STEAM Lab where students can work in collaborative, strategic groups to conduct hands-on labs.

Person Responsible: Marie Orth-Sanchez (orthsanchez@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 Early Warning Indicators on student attendance 40 students had attendance below 90% as compared to 2021-2022 where 41 students had attendance below 90%. When reviewing the data and contributing factors of an increase of newcomers and student absences, we will implement the targeted element of Strategic Attendance.

Measurable Outcome:

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

With the implementation of Strategic Attendance Initiatives, students with 90% or less attendance will decrease to 38 students by June, 2024.

Monitoring:

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

The Administration will schedule regular monitoring periods that will assist in a consistent review of attendance. Administration will also monitor attendance through phone calls, letters, Attendance Review Committee meetings and truancy interventions.

Person responsible for monitoring outcome:

Marie Orth-Sanchez (orthsanchez@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, and more direct measures including 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.

Through the implementation of various strategic attendance incentives and programs, students will feel accountable for attending school every day. Students who feel a sense of community and responsibility will more likely feel the need to come to school. This will increase with the use of incentives for both the individual student and the homeroom class.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Administration will create an Absence Tracking Form to monitor student attendance to intervene in a timely manner.

Person Responsible: Marie Orth-Sanchez (orthsanchez@dadeschools.net)

By When: 8/14-9/29

Administration will implement an "Attendance Lottery" to reward students that are present in school with a small incentive to motivate them to come to school every day.

Person Responsible: Maria Escoto (escoto@dadeschools.net)

By When: 8/14-9/29

Administration will reward classes that have 10 days of perfect attendance with a twenty-minute AttenDANCE at the end of the week where students can dance to music with their class in the cafeteria.

Person Responsible: Marie Orth-Sanchez (orthsanchez@dadeschools.net)

By When: 8/14-9/29

#4. Instructional Practice specifically relating to Benchmark-aligned Instruction**Area of Focus Description and Rationale:**

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

According to the 2023 School Climate Staff Survey, 75% of Instructional Staff strongly agree or agree that students come to class prepared for the content they teach as compared to 100% on the 2022 School Climate Survey. Based on the data and contributing factors of a high influx of newcomers, poor attendance, and the pandemic, we will implement the targeted element of Interactive Learning Environments.

Measurable Outcome:

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

After implementing Interactive Learning Environments, instructional staff responses on the 2024 School Climate Survey under "Students generally come to class prepared for the content I teach," will increase to 80% by May, 2024.

Monitoring:

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

Administration will monitor the implementation of differentiated instruction, interventions, and extended learning opportunities to ensure that they are conducted effectively and with fidelity at the end of each nine weeks.

Person responsible for monitoring outcome:

Marie Orth-Sanchez (orthsanchez@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.)

Interactive Learning Environments allow students to interact with visual aids/scaffolds that support the acquisition or assimilation of prerequisite skills, academic vocabulary, and instructional/metacognitive processes.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

In order to improve our students' foundational skills, the implementation of Interactive Learning Environments will allow students to have extended learning opportunities to acquire knowledge of basic literacy and math skills such as comprehension, vocabulary development, writing, math facts fluency and computation.

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.

Administration will establish a Writing Lab and schedule third grade classes to attend once per week to provide students with targeted instruction in Writing using the ELA Pacing Guide and creative writing strategies.

Person Responsible: Marie Orth-Sanchez (orthsanchez@dadeschools.net)

By When: 8/14-9/29

Administration will implement Math Marvels, a program where any staff member can randomly ask a student a grade-appropriate math fact question to earn a ticket and after receiving tickets can later be redeemed for a prize. This will motivate students to practice and learn their math facts.

Person Responsible: Marie Orth-Sanchez (orthsanchez@dadeschools.net)

By When: 8/14-9/29

Administration will schedule second grade special areas in the afternoon to allow the ELA/Reading block to be delivered at the beginning of the school day when students are more alert and ready to receive instruction.

Person Responsible: Marie Orth-Sanchez (orthsanchez@dadeschools.net)

By When: 8/14-9/29

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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

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

List the school's webpage* where the SIP is made publicly available.

The SIP is disseminated in the following ways: EESAC Meetings, Leadership Team Meetings, Faculty Meetings, School Website, Parent Resource Center, and the Resources page on the School's Schoology platform.

A concise summary of the SIP will be created in English and Spanish using language that parents can understand and will be posted on our website and Parent Resource Center as well as shared at the meetings listed above.

<https://cjfinlay.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))

Report Cards and Interim Progress Reports are sent home quarterly to inform parents of their child's academic grades. i-Ready parent reports are sent home after each diagnostic test which indicate the student's strengths and weaknesses in Reading and Mathematics. Parent communications are sent home on Tuesdays in our the student's Take Home Tuesday folder. Parent conferences are held as needed to share academic progress and student concerns. Curriculum and Testing Parent Meetings are

held during the Fall to share important academic information with parents in preparation for i-Ready and FAST testing. Monthly family events are held at our school to foster positive relationships with parents. Events are shared with parents, families and stakeholders on our social media pages and our school website: <https://cjfinlay.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))

Through the implementation of various new initiatives that focus on the development of foundational skills needed for student success such as our STEAM lab, Writing Lab, and before and after school tutoring, students will have multiple opportunities to practice, engage in, and learn skills in order to attain proficiency in Reading and Math.

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

N/A

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

School staff refers students to the counselor and mental health coordinator for mental health services. In addition, families are informed of mental health resources via our website, parent resource center and flyers. Our student mentoring program pairs a staff member with a student that needs additional support outside of the classroom.

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

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).

Classroom teachers implement a discipline plan that is age appropriate. Students who misbehave and who are not following the Code of Student Conduct are referred to the office to speak with the School Counselor or Administration. A Student Case Management form is completed and entered as necessary. Students with repeated behaviors may be issued an after school detention which is held on Wednesdays and supervised by a staff member. Parent conferences to discuss student behavior are scheduled as needed and include the School Counselor, Administration, Teacher and, if warranted, the Mental Health Coordinator.

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))

Mandatory Professional Development is held monthly during a faculty meeting for all teachers to facilitate instruction and paraprofessionals in various high need subjects and other academic topics in order to improve instruction, support the use of data from assessments and enhance our teachers' knowledge on new technologies.

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 provides several transition services to our Pre-K students through the Kinder Rocks N' Rolls initiative such as the visitation of PreK students to Kindergarten classrooms for a portion of the day.