Hialeah Gardens Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Hialeah Gardens Elementary School

9702 NW 130TH ST, Hialeah Gardens, FL 33018

http://hialeahgardens.dadeschools.net

School Board Approval

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

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

Hialeah Gardens Elementary promotes academic excellence in an environment in which all children and adults
feel welcomed, respected, trusted, and an important part of the school. We foster a school community which values diversity and nurtures self-esteem.

Provide the school's vision statement.

Hialeah Gardens Elementary will empower future leaders in a safe environment where they are valued for their
individuality and diverse capabilities.

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
Gonzalez, Idaniel	Principal	Leads all stakeholders in carrying out the mission and vision of Hialeah Gardens Elementary while encouraging a positive school culture and addressing students' academic and social-emotional needs.
	Assistant Principal	Supports the principal in carrying out the school's vision and mission and assists the principal in the planning and collaborative efforts to positively impact students' academic and social-emotional potential.
Fortich, Yanilet	Assistant Principal	Supports the principal in carrying out the school's vision and mission and assists the principal in the planning and collaborative efforts to positively impact students' academic and social-emotional potential.
Triana, Mireya	Reading Coach	Collaborates with classroom teachers to analyze the disaggregation of data to plan for reading instruction that supports each student's need.
Lopez-Nanney, Olga	School Counselor	Supports and collaborates to promote equity and access for all students by connecting the schools counseling program to the school's academic mission and school improvement process. She counsels students and is part of the Attendance committee.
Disla, Katherine	Math Coach	Collaborates with classroom teachers to analyze the disaggregation of data to plan for mathematics instruction that supports each student's need.
Gonzalez, Jennifer	Assistant Principal	Supports the principal in carrying out the school's vision and mission and assists the principal in the planning and collaborative efforts to positively impact students' academic and social-emotional potential.

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.

At Hialeah Gardens Elementary, all stakeholders are involved in the School Improvement Process. During our faculty and EESAC meetings we share the areas of focus and action steps which allow opportunities to analyze, discuss, and offer feedback. Through the discussion and collaboration of all stakeholders, student achievement is promoted. The School Improvement process is also discussed at grade-level meetings where they discuss and develop action steps to assist with student achievement.

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

The School Improvement Process will be regularly monitored by conducting weekly classroom walkthroughs
by the leadership team. The team will also monitor student progress monitoring on a weekly basis. The grade level will meet weekly to discuss and determine student progress and plan accordingly. During these meetings, the assigned grade-level assistant principal is present and provides feedback to the grade level about student data and updates.

Demographic Data	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	98%
2022-23 Economically Disadvantaged (FRL) Rate	99%
Charter School	No
RAISE School	Yes
2021-22 ESSA Identification	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
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	0	36	20	28	10	16	0	0	0	110
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	9	18	13	12	0	0	0	52
Course failure in Math	0	0	8	19	9	18	0	0	0	54
Level 1 on statewide ELA assessment	0	0	0	13	28	32	0	0	0	73
Level 1 on statewide Math assessment	0	0	0	6	18	15	0	0	0	39
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	23	22	53	39	36	0	0	0	173

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	6	22	22	27	0	0	0	77

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	0	0	19	0	0	0	0	0	20
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	24	16	13	11	12	0	0	0	76
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	8	14	10	9	0	0	0	43
Course failure in Math	0	2	6	8	7	16	0	0	0	39
Level 1 on statewide ELA assessment	0	0	0	4	16	22	0	0	0	42
Level 1 on statewide Math assessment	0	0	0	4	10	19	0	0	0	33
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	2	16	33	33	28	0	0	0	112

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	5	6	14	20	0	0	0	47

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	2	4	1	0	0	0	0	10
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	37	22	25	17	16	17	0	0	0	134
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	9	10	20	11	6	0	0	0	56
Course failure in Math	0	10	14	15	18	15	0	0	0	72
Level 1 on statewide ELA assessment	0	0	0	0	45	32	31	0	0	108
Level 1 on statewide Math assessment	0	0	0	0	24	15	31	0	0	70
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	22	24	37	58	37	55	0	0	0	233

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	7	8	38	26	26	0	0	0	105

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	20	0	0	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.

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	78	62	57
ELA Learning Gains	74	69	61	72	62	58
ELA Lowest 25th Percentile	57	60	52	65	58	53
Math Achievement*	74	64	60	83	69	63
Math Learning Gains	73	71	64	78	66	62
Math Lowest 25th Percentile	61	66	55	69	55	51
Science Achievement*	50	53	51	56	55	53
Social Studies Achievement*		0	50		0	
Middle School Acceleration						
Graduation Rate						
College and Career Acceleration						
ELP Progress	64			79		

* 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](https://www.floridacims.org).

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	66
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	526
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	55			
ELL	64			
AMI				
ASN				
BLK				
HSP	66			
MUL				
PAC				
WHT	85			
FRL	65			

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	74	57	74	73	61	50					64
SWD	57	66	48	65	64	42	47					50
ELL	64	72	56	71	76	64	44					64
AMI												
ASN												
BLK												
HSP	73	74	57	75	73	61	50					66
MUL												
PAC												
WHT	80			90								
FRL	73	75	59	74	72	60	46					63

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	64	57	46	60	40	40	50					55
SWD	43	36	36	57	45	25	40					47
ELL	58	66	53	49	34	40	46					55
AMI												
ASN												
BLK												
HSP	64	57	47	60	40	41	50					55
MUL												
PAC												
WHT												
FRL	59	55	43	56	40	39	45					56

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	78	72	65	83	78	69	56					79
SWD	67	70	59	73	64	42	51					54
ELL	72	72	68	80	76	74	49					79
AMI												
ASN												
BLK												
HSP	78	72	64	83	78	69	56					79
MUL												
PAC												
WHT												
FRL	75	70	63	81	76	67	51					78

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	56%	56%	0%	54%	2%
04	2023 - Spring	65%	58%	7%	58%	7%
03	2023 - Spring	45%	52%	-7%	50%	-5%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	65%	63%	2%	59%	6%
04	2023 - Spring	78%	64%	14%	61%	17%
05	2023 - Spring	63%	58%	5%	55%	8%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	38%	50%	-12%	51%	-13%

III. Planning for Improvement

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

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

The component that showed the lowest performance was 5th grade NGSSS Science proficiency. The 2023 5th grade NGSSS Science proficiency was 38 percentage points compared to the 2022 5th grade NGSSS Science proficiency which was 46 percentage points. The contributing factors to this low performance was the achievement gap across other content areas in grade 5 and the lack of fidelity in weekly science labs.

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

The greatest decline from the prior year was grade 3 ELA and grade 3 Math. Factors contributing to this decline was change in standards, new testing platform, and starting the year with a large gap, specifically in fluency.

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

The data component with the greatest gap when compared to state average is grade 5 science. The contributing factors to this low performance was the achievement gap across other content areas in grade 5, and lack of fidelity in weekly science labs.

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

The data component with most improvement was grade 4 math. Teachers implemented DI with fidelity.

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

The potential areas for concerns based on the EWS were number of students with a substantial reading deficiency, specifically in grade 3 ELA and course failure in ELA for grade 3.

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

1. Science: ensure labs are completed with fidelity schoolwide
2. 3rd Grade ELA: Specifically on DI practices
3. Early intervention for students demonstrating deficiency in PM1.

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 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 NGSSS Science assessment data, 38% of the 5th grade students were proficient in Science. The 2022 NGSSS proficiency data shows 46% of the 5th - grade students were proficient in Science. Based on this data, differentiated instruction and weekly Science labs will take place with fidelity in order to increase our proficiency rates in 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 differentiated instruction and weekly Science labs an additional ten percent of the 5th grade population will score at grade- level or above in area of Science in the 2024 NGSSS Science assessment.

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

The administrative team will conduct quarterly data chats, adjust groups based on current data and conduct weekly walk-throughs to ensure the implementation of Differentiated instruction, and weekly labs are taking place. In addition, a data monitoring log will be implemented where teachers will input bi-weekly data to monitor student progress. Administrators will meet bi-weekly to analyze the data inputted and identify trends amongst grade levels, standards, and teachers.

Person responsible for monitoring outcome:

Yanilet Fortich (yfortich@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 science, our school will focus on the evidence based strategy of: Differentiation and weekly Science labs. Differentiation and Science labs will assist in accelerating the learning gains of our students as it is a systematic approach of instruction to meet the students' needs. Data-Driven instruction will be monitored through the use of data trackers and data monitoring logs to drive instructional planning.

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

Differentiation and hands-on weekly Science labs will ensure students are actively engaged in the learning process which in turn will lead to 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.

8/14/23-09/29/23: The grade level chair will facilitate common planning time sessions once a week to share best practices, discuss the pacing guides, and science lab resources. Teachers during common planning time will dissect bi-weekly classroom data in order to drive instruction during differentiated instruction. As a result, this data will guide teachers' instruction and meet students' needs on an ongoing basis. Administrators will attend weekly common planning times to ensure best practices with teachers as well.

Person Responsible: Yanilet Fortich (yfortich@dadeschools.net)

By When: 8/14/23-09/29/23

8/14/23-09/29/23: Teachers will conduct data chats with students after the administration of the pre-baseline assessment. Data chat forms will be sent home for students to discuss with their parents. As a result, students will be able to monitor and reflect on their own academic progress.

Person Responsible: Yanilet Fortich (yfortich@dadeschools.net)

By When: 8/14/23-09/29/23

8/14/23-09/29/23: The administrative team will conduct weekly walk-throughs to ensure differentiated instruction and weekly science labs are taking place. As a result, the administrative team will provide immediate and relevant feedback to teachers regarding strength and opportunities of improvement in what was observed.

Person Responsible: Yanilet Fortich (yfortich@dadeschools.net)

By When: 8/14/23-09/29/23

10/16/23-1/19/23: Teachers will be trained on how students are able to access EduSmart to complete lessons.

Person Responsible: Yanilet Fortich (yfortich@dadeschools.net)

By When: 10/16/23-1/19/23

10/16/23-1/19/23: The district curriculum support specialist will meet with science teachers monthly to offer support during planning and instruction.

Person Responsible: Yanilet Fortich (yfortich@dadeschools.net)

By When: 10/16/23-1/19/23

2/1/24-5/24/24: The science coach from the neighboring school, Palm Springs North Elementary, will collaborate with our 4th and 5th grade science teachers to share best practices relating to student success in science.

Person Responsible: Yanilet Fortich (yfortich@dadeschools.net)

By When: 2/1/24-5/24/24

2/1/24-5/24/24: Administration will conduct data chats with students after the administration of the mid-year assessment. Data chat forms will be sent home for students to discuss with their parents. As a result, students will be able to monitor and reflect on their own academic progress.

Person Responsible: Yanilet Fortich (yfortich@dadeschools.net)

By When: 2/1/24-5/24/24

#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 2023 FAST data, 45% of the 3rd grade students are proficient in ELA. The 2022 FAST proficiency data shows 71% of the 3rd - grade students were proficient in ELA. Based on
the data and the identified contributing factors an increase of ELL students, teacher inconsistency, and Covid we will implement differentiation of instruction, intervention, push in support by the Reading Coach, and extended learning must continue to take place with fidelity to increase our proficiency rates in ELA.

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

With the implementation of differentiated instruction, intervention, push in support by the Reading Coach, and extended learning opportunities an additional 5% of the 3rd grade student population will
score level 3 or above on the 2023-2024 FAST assessment PM 3.

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

The administrative team will conduct quarterly data chats, adjust groups based on current data and conduct weekly walk - throughs to ensure the implementation of Differentiated instruction, and interventions are taking place. In addition, a data monitoring log will be implemented where teachers will input bi-weekly data to monitor student progress. Administrators will meet bi-weekly to analyze the data input and identify trends grade- levels, standards and teachers. In addition, the Reading Coach will provide support to teachers and students on a weekly basis.

Person responsible for monitoring outcome:

[no one identified]

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

Within the Targeted Element of ELA, our school will focus on the evidence-based strategy of Data-Driven Instruction. Data-Driven instruction will assist in accelerating the learning gains of our 3rd grade students as it is a systematic approach of instruction to meet the students' needs. Data-Driven instruction will be monitored using data trackers to drive instructional planning and data driven conversations to identify areas of strengths and weaknesses.

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

Data-Driven instruction will ensure students' needs are met through the analysis of data. Teachers will analyze data on an ongoing basis using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

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.

8/14/23-09/29/23: The administrative team will conduct weekly walk-throughs to ensure differentiated instruction is taking place. As a result, the administrative team will provide immediate and relevant feedback to teachers regarding strength and opportunities for improvement in what was observed via Microsoft Forms. The administrators will monitor Performance Matters data on a bi- weekly basis. As a result, trends throughout the grade- level and teachers will be identified.

Person Responsible: Idaniel Gonzalez (pr2111@dadeschools.net)

By When: 8/14/23-09/29/23

8/14/23-09/29/23: The Reading Coach will provide daily push in support to the students who were identified as the lowest 25 in order to target areas of need. As a result, this will provide an opportunity for two teacher- led centers to take place at the same time.

Person Responsible: Mireya Triana (mtriana@dadeschools.net)

By When: 8/14/23-09/29/23

8/14/23-09/29/23: Reading interventionists will provide daily support to Tier 2 and 3 students. As a result, this will provide an opportunity for students to increase reading academic progress.

Person Responsible: Jennifer Gonzalez (209321@dadeschools.net)

By When: 8/14/23-09/29/23

10/16/23-1/19/23: The reading coach will provide teachers with support to pull and interpret performance matters report to plan for reteach instruction on standards identified as being deficient.

Person Responsible: Jennifer Gonzalez (jengonzalez@dadeschools.net)

By When: 10/16/23-1/19/23

10/16/23-1/19/23: Teachers will assign lessons on i-ready targeting individual students needs based on performance matter data from bi-weekly assessments.

Person Responsible: Jennifer Gonzalez (209321@dadeschools.net)

By When: 10/16/23-1/19/23

2/1/24-5/24/24: Administration will identify students based on PM 2 data in need for improvement and will offer Saturday Academy extended learning opportunities to increase student achievement.

Person Responsible: Jennifer Gonzalez (209321@dadeschools.net)

By When: 2/1/24-5/24/24

2/1/24-5/24/24: Administration will identify students based on PM 2 data in need for improvement and will offer before and after school extended learning opportunities to increase student achievement.

Person Responsible: Jennifer Gonzalez (209321@dadeschools.net)

By When: 2/1/24-5/24/24

#3. Positive Culture and Environment specifically relating to Other

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

According to the 2023 School Climate Survey 43% of our staff agree that there is a lack of parent concern/ support from parents . During the 2022 school year, 24% staff agree that there is a lack of parent concern/ support from parents. This data point indicates a 19% increase in lack of parent concern/support.

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 positive culture and environment then we will decrease the percentage of teachers who agree that there is a lack of concern/support from parents by 10%.

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

The School Leadership Team will ensure that there is enough opportunities for parents to be educated on the role they play in their child's education and ways to become actively involved in their child's education.

Person responsible for monitoring outcome:

Yanilet Fortich (yfortich@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.)

n/a

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

Our school will focus on the strategy Equity and Diversity. This strategy will assist to remove barriers, such as personal or socioeconomic status, gender, ethnicity, or family background to ensure equal access to parents playing an active role in their child's education.

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.

8/14/23-09/29/23: The School Leadership Team will host a meeting to share ways parents can become actively involved in their child's education.

Person Responsible: Yanilet Fortich (yfortich@dadeschools.net)

By When: 8/14/23-09/29/23

8/14/23-09/29/23 A tutorial will be created informing parents about the various avenues they can navigate to access resources to monitor their child's learning

Person Responsible: Yanilet Fortich (yfortich@dadeschools.net)

By When: 8/14/23-09/29/23

8/14/23-09/29/23: Parents will have the opportunity to participate in Parents on Demand (POD) where they will communicate with other parents from their grade level about academic topics.

Person Responsible: Yanilet Fortich (yfortich@dadeschools.net)

By When: 8/14/23-09/29/23

10/16/23-1/19/23: Parents will be invited to join various types of Social Media.

Person Responsible: Yanilet Fortich (yfortich@dadeschools.net)

By When: 10/16/23-1/19/23

10/16/23-1/19/23: Parents will be invited to join the PTA.

Person Responsible: Yanilet Fortich (yfortich@dadeschools.net)

By When: 10/16/23-1/19/23

2/1/24-5/24/24: Administration will be creating and sharing "how-to" videos on resources available o students through Schoology, to ensure parents can assist from home.

Person Responsible: Yanilet Fortich (yfortich@dadeschools.net)

By When: 2/1/24-5/24/24

2/1/24-5/24/24: Our school will be hosting various night - after school events to provide parents the opportunity to form relationships with other families.

Person Responsible: Yanilet Fortich (yfortich@dadeschools.net)

By When: 2/1/24-5/24/24

#4. 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 Systems, 21% of the student population had 11 to 15 absences. Based on the data provided by Power Bi from 2021-2022 20% of the student population had 11 to 15 absences. The contributing factors identified were planned vacation during the school year and illness.

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

With the implementation of the attendance contract and student incentives a decrease of 5% points of the student population will improve their attendance in the 2023-2024 school year.

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

The administrative and student services team will monitor the attendance bulletin daily and identify the students who are absent from school.

Person responsible for monitoring outcome:

[no one identified]

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 Early Warning System, our school will focus on decreasing the number of students who are absent. School wide initiative incentive program and parent/student contract will assist in decreasing our student attendance. Attendance will be monitored with the collaboration between the teacher and counselor. The Attendance Review Committee will schedule meetings on a monthly basis to discuss attendance concerns with parents whose child is truant.

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

Student/ Parent contract and student incentives and recognition during the morning announcements will ensure students attend school on a daily basis. Administrators will analyze attendance bulletin and identify students who are absent daily. Teachers will promote school wide incentive programs.

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.

8/14/23-09/29/23: Student/Parent Attendance Contract will be created and implemented with fidelity during the 2023-2024 school year. Parents will be informed about the attendance policy and consequences that will

be given to students with excessive unexcused absences. Parents must sign and return contract acknowledging the new procedures.

Person Responsible: Olga Lopez-Nanney (156308@dadeschools.net)

By When: 8/14/23-09/29/23

8/14/23-09/29/23: Each homeroom class will receive letters that spell out our school's name. During the morning
announcements, the classes with 100% attendance are recognized and each teacher displays a letter that spells out the school's name. The first class to spell out the school's name in its entirely receives a pizza party and a recognition during the morning announcements.

Person Responsible: Olga Lopez-Nanney (156308@dadeschools.net)

By When: 8/14/23-09/29/23:

8/14/23-09/29/23: During the morning announcements (Morning Mashup) students will be recognized for being in school that day. Their names will be pulled out of a bag and students must be present to receive their reward from the office.

Person Responsible: Olga Lopez-Nanney (156308@dadeschools.net)

By When: 8/14/23-09/29/23

10/16/23-1/19/23: The counselors will meet with parents of students with excessive absences to offer support.

Person Responsible: Olga Lopez-Nanney (156308@dadeschools.net)

By When: 10/16/23-1/19/23

10/16/23-1/19/23: A parent workshop will be hosted to share research finding regarding the impact of absences on student achievement.

Person Responsible: Olga Lopez-Nanney (156308@dadeschools.net)

By When: 10/16/23-1/19/23

2/1/24-5/24/24: A school messenger will be sent to parents via various modalities reminding them of the school hours and the correlation between attendance and student achievement.

Person Responsible: Jennifer Gonzalez (209321@dadeschools.net)

By When: 2/1/24-5/24/24

2/1/24-5/24/24: Teachers will identify students with excessive absences, and administration will meet individually with each family to provide support and remind them of the importance of being present in school each day.

Person Responsible: Jennifer Gonzalez (209321@dadeschools.net)

By When: 2/1/24-5/24/24

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

Overall proficiency in grades K-2 is above the 50th percentile. The 2023 F.A.S.T. assessment data indicates that 24% of kindergarteners, 29% of 1st graders, and 33% of 2nd graders scored below level 3.

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

The 2023 F.A.S.T. assessment data indicates that 53% of 3rd graders, 31% of 4th graders, and 42% of 5th graders scored below level 3. Based on the data and the identified contributing factors an increase of ELL students, teacher inconsistency, and Covid we will implement differentiation of instruction, intervention, push in support by the Reading Coach, and extended learning must continue to take place with fidelity to increase our proficiency rates in ELA.

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

If we implement the strategy of differentiation of instruction, our 3rd grade ELA proficiency will increase between PM1 and PM3 by 10 percentile points.

Monitoring

Monitoring
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

This area of focus will be monitored for the desired outcome via the data provided on F.A.S.T., district topic assessments, i-Ready, and data chats that will be held with ELA teachers monthly. Frequent classroom walk-throughs to ensure that high quality instruction and evidence based best practices are being implemented with fidelity. Immediate feedback will be provided through formative and informal observation tools.

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

Fortich, Yanilet, yfortich@dadeschools.net

Evidence-based Practices/Programs

Description:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- ◦ Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- ◦ Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- ◦ Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability. During differentiation, individualized student instruction addresses gaps, reteaching, and remediation, all informed by standards-based formative assessment data. Areas of deficiency will be identified using on-going formative assessments. Data from these assessments will be used to drive instruction in the areas of greatest need.

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?

Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability. During differentiation, individualized student instruction addresses gaps, reteaching,

and remediation, all informed by standards-based formative assessment data. Areas of deficiency will be identified using ongoing formative assessments. Data from these assessments will be used to drive instruction in the areas of greatest need.

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
08/17/23-09/29/23: Assess students using district formative assessments. Reteaching and remediation informed by standards-based formative assessment data will be utilized. Areas of deficiency will use ongoing, formative assessments. Data from these assessments will be used to drive instruction in the areas of greatest need. Literacy Coaches will support and train teachers in creating lesson that directly impact areas of greatest concern. Facilitate professional development for teachers to learn ways to improve literacy development and fundamental skills to support ELA. 08/17/23-09/29/23: Literacy Coaches will conduct professional development workshops during collaborative planning to address the area of focus for K-5 teachers. Coaches will provide resources to address gaps in ELA. Coaches will guide team conversations about vertical alignment between grade levels on standards missed at the end of 2022-2023 school year. Coaches will also facilitate professional development for teachers to learn technology, digital tools, and additional curriculum resources to strengthen the academic learning experience. 08/17/23-09/29/23: Assess students using district formative assessments. Literacy Coaches will support teachers in implementing lessons that directly impact areas of greatest concern. Professional development for teachers to learn various ways to improve literacy development and fundamental skills to support ELA will also be facilitated. Coaches will also guide ELA teachers in the use of new curriculum resources, adopted textbooks and resources.	Fortich, Yanilet, yfortich@dadeschools.net

Title I Requirements

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

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

Hialeah Gardens Elementary disseminates the SIP to stakeholders through Open House, EESAC meetings, faculty meetings, and at curriculum/leadership meetings. We also have a copy in our EESAC binder available as needed. The SIP team meets over the summer to analyze data and identify areas of concerns.

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))

Hialeah Gardens Elementary plans to build a positive relationship with all stakeholders through various forms of
communication: ESSAC meetings, monthly night events such as STEAM Nights, Reading Under the Stars, and Title 1 parent/guardians informational meetings. In addition, all stakeholders are informed of school-wide activities via Class Dojo, monthly school calendar, social media platforms and our school website. At HGE we understand the importance of building positive relationships with all important stakeholders which in turn leads to a successful school year.

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))

To strengthen the academic program in the school, we will provide extended learning opportunities for the students before and after school. The students will also receive intervention to strengthen the areas of concern. In addition, the Reading, math, and science coaches will provide push-in assistance to the students identified.

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