

Miami-Dade County Public Schools

Zora Neale Hurston Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Zora Neale Hurston Elementary School

13137 SW 26TH ST, Miami, FL 33175

<http://znhurston.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.

Zora Neale Hurston Elementary School prepares students with the academic skills, habits of mind and character traits necessary to perform on or above grade level in middle school and to succeed in rigorous high school courses.

Provide the school's vision statement.

The staff of Zora Neale Hurston Elementary School works diligently each day and often beyond school hours to ensure that the students receive a quality educational program to meet students' academic and socio-emotional needs. Constant interaction with parents is initiated and nurtured by faculty and staff members. The parents and faculty work cooperatively to enhance each child's learning potential. A sense of family exists among administrators, faculty, staff, parents and students.

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
Valenzano, Isabel	Principal	Oversee the implementation of standardized curricula, assess teaching methods, monitor student achievement, encourage parental involvement, implement district policies and procedures, administer the budget, hire and evaluate staff and oversee facilities.
Dougery, Jonelle	School Counselor	Foster family and community partnerships to support the social/emotional and academic development of all students. Provide preventative education and skill building along with counseling for students during times of transition, separation, heightened stress and critical change.
Valenzuela, Michelle	Other	Enagage teachers and staff in educational media.
Christmas, Velda	Assistant Principal	Assist the Principal in overseeing the implementation of standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, implement district policies and procedures, administer the budget, hire and evaluate staff and oversee facilities.

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 team, EESAC, teachers, parents and students were involved in the development of the SIP through the review of the Grade Level SIP Reflections and the 2-22-2023 School Climate survey data. In addition, the School Leadership team met during the district Synergy Professional Development sessions to develop the SIP.

SIP Monitoring

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

The SIP will be monitored regularly by the School Leadership Team to ensure that all all Action Steps are implemented with fidelity. The EESAC will also review the SIP monthly. Data from FAST, I-Ready, McGraw Hill Assessments and Topic Assessments will be used to monitor the progress of students in meeting the State's academic standards. Action Steps will be revised, implemented again or new action steps will be identified following each quarter.

Demographic Data	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Other 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	84%
Charter School	No
RAISE School	No
2021-22 ESSA Identification	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2021-22: A 2020-21: A 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	

DJJ Accountability Rating History
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Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	12	8	8	11	5	0	0	0	0	44
One or more suspensions	0	0	1	0	4	0	0	0	0	0	5
Course failure in English Language Arts (ELA)	0	0	6	14	3	7	0	0	0	0	30
Course failure in Math	0	0	7	14	3	7	0	0	0	0	31
Level 1 on statewide ELA assessment	0	0	0	0	21	37	0	0	0	0	58
Level 1 on statewide Math assessment	0	0	0	0	17	24	0	0	0	0	41
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	16	22	22	23	38	0	0	0	0	121

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	4	7	10	17	23	0	0	0	0	61

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Retained Students: Current Year	0	6	1	3	2	0	0	0	0	0	12
Students retained two or more times	0	0	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	12	8	8	11	5	0	0	0	0	44
One or more suspensions	0	0	1	0	4	0	0	0	0	0	5
Course failure in English Language Arts (ELA)	0	0	6	14	3	7	0	0	0	0	30
Course failure in Math	0	0	7	14	3	7	0	0	0	0	31
Level 1 on statewide ELA assessment	0	0	0	0	21	37	0	0	0	0	58
Level 1 on statewide Math assessment	0	0	0	0	17	24	0	0	0	0	41
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	16	22	22	23	38	0	0	0	0	121

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	12	14	9	8	6	9	0	0	0	58
One or more suspensions	0	1	0	0	0	0	0	0	0	1
Course failure in ELA	0	2	4	7	6	5	0	0	0	24
Course failure in Math	0	1	4	6	5	6	0	0	0	22
Level 1 on statewide ELA assessment	0	0	0	2	18	15	0	0	0	35
Level 1 on statewide Math assessment	0	0	0	0	18	9	0	0	0	27
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	5	5	8	17	12	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	3	6	7	2	0	0	0	0	0	18
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	12	14	9	8	6	9	0	0	0	58
One or more suspensions	0	1	0	0	0	0	0	0	0	1
Course failure in ELA	0	2	4	7	6	5	0	0	0	24
Course failure in Math	0	1	4	6	5	6	0	0	0	22
Level 1 on statewide ELA assessment	0	0	0	2	18	15	0	0	0	35
Level 1 on statewide Math assessment	0	0	0	0	18	9	0	0	0	27
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	5	5	8	17	12	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	3	6	7	2	0	0	0	0	0	18
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

District and State data will be uploaded when available.

Accountability Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	67			61			62		
ELA Learning Gains	66			58			65		
ELA Lowest 25th Percentile	64			58			51		
Math Achievement*	81			60			73		
Math Learning Gains	80			35			67		
Math Lowest 25th Percentile	77			32			67		
Science Achievement*	69			49			53		
Social Studies Achievement*									
Middle School Acceleration									
Graduation Rate									
College and Career Acceleration									
ELP Progress	63			58			62		

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

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

ESSA School-Level Data Review (pre-populated)

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

2021-22 ESSA Federal Index	
OVERALL Federal Index – All Students	71
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	567
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	60			
ELL	66			
AMI				
ASN				
BLK				
HSP	71			
MUL				
PAC				
WHT				
FRL	70			

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	67	66	64	81	80	77	69					63
SWD	40	53	54	69	87	70	53					55

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
ELL	58	60	56	79	80	67	61					63
AMI												
ASN												
BLK												
HSP	68	67	64	83	80	73	70					62
MUL												
PAC												
WHT												
FRL	64	63	67	78	78	77	67					64

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	61	58	58	60	35	32	49					58
SWD	28	44	45	42	31	36	15					54
ELL	51	53	67	56	27	29	29					58
AMI												
ASN												
BLK												
HSP	62	60	61	61	35	28	49					58
MUL												
PAC												
WHT												
FRL	54	53	56	56	29	28	38					60

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	62	65	51	73	67	67	53					62
SWD	24	52	53	50	71	79	29					53
ELL	51	55	44	65	61	68	40					62
AMI												
ASN												

2018-19 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18	ELP Progress
BLK												
HSP	63	66	52	73	67	67	53					62
MUL												
PAC												
WHT												
FRL	57	62	54	70	64	69	48					64

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

School, District and State data will be uploaded when available.

III. Planning for Improvement

Data Analysis/Reflection

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

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

2023 FAST data for 3rd-5th Grade ELA showed 49% of students were High Achieving (RAW DATA). Contributing factors may include: two homeroom classes that were over class size with 30 and 33 students; within those groups there were large numbers of ESOL 1 students who were new to the country and a large number of ESE students.

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

FAST data for 3rd- 5th Grade Mathematics showed a decline from 81% on FSA in 2022 to 73% on FAST in 2023. Contributing factors may include: a large number of ESOL 1 students who were new to the country impacted all general classes; in addition, the new FAST assessment was not comparable to the FSA.

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.

2023 FAST data for 4th Grade ELA showed only 46% of students were High Achieving compared to the district at 59% and the state at 57%. Contributing factors may include: two homeroom classes that were over class size with 30 and 33 students; within those groups there were large numbers of ESOL 1 students who were new to the country and a large number of ESE students.

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

FAST data for 5th Grade Mathematics showed 59% of students were High Achieving (RAW DATA) compared to the district at 57% and the state at 55%. When cleaned up, the group performed at 73% High Achieving. New actions: a new teacher with a history of moving students was placed in 5th Grade. Classes were provided support through ESOL, CCHL and the ESE inclusion teacher for the entire block. IXL was implemented with greater fidelity.

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

Attendance: 58 students fell below 90 percent for attendance; data showed that 33% of students in grades 3-5 performed at a Level 1 on the FAST for ELA.

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

Making adequate learning gains for FAST ELA and Math; meeting the needs of a large number of ESOL 1 students; 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 Differentiation**Area of Focus Description and Rationale:**

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

Based on the 2023 FAST data for ELA, the school will implement differentiation as our area of focus. We have selected this area because the FAST data showed that 49% of students in grades 3-5 were proficient in ELA as compared to 66% on the 2022 FSA. Based on the data and the identified contributing factors of a high number of ESOL level 1 students and large class sizes, we will implement, with fidelity, differentiated instruction.

Measurable Outcome:

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

If we successfully implement differentiated instruction, we expect our proficiency on the FAST ELA to increase by 5 percentage points in grades 3-5 as demonstrated on the 2024 FAST..

Monitoring:

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

The leadership team will conduct quarterly data chats and instructional reviews, adjust groups based on current data, provide interventions for students in the lowest 25% and 35%, and follow up with regular walkthroughs to ensure differentiated instruction is being implemented.

Person responsible for monitoring outcome:

Isabel Valenzano (pr2511@dadeschools.net)

Evidence-based Intervention:

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

Differentiated Instruction offers students the opportunity to gain access to learning topics through differing models for their learning needs. Teachers will use data gathered from assessments and anecdotal records to make instructional decisions as to what each student needs. Using the FAST, i-Ready diagnostics in AP1 and AP2 and topic assessment data, student needs will be addressed.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Differentiated instruction will ensure that teachers are using relevant and timely data to plan lessons that are differentiated to meet student needs. Teachers will continually provide feedback to students and make adjustments to instructional delivery and the grouping of students for remediation as the 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.

Interventions will be delivered with fidelity to all Tier 2 and Tier 3 students. In addition, select students in the lowest 25% will receive before and after school tutoring and i-Ready Lab time.

Person Responsible: Velda Christmas (vchristmas@dadeschools.net)

Instructional walkthroughs by administration will be conducted to ensure that differentiated instruction is being implemented in all classrooms.

Person Responsible: Isabel Valenzano (pr2511@dadeschools.net)

Professional development will be provided for all teachers on the new ELA Planning cards and updates to the Pacing Guides for differentiation and the implementation of effective interventions in ELA.

Person Responsible: Isabel Valenzano (pr2511@dadeschools.net)

#2. 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.

The 2023 FAST Mathematics data showed that 73% of students in grades 3-5 were proficient in Mathematics as compared to 81% on the 2022 FSA. Based on this data and the identified contributing factors of the high number of ESOL level 1 students and our new standards, we will implement benchmark-aligned instruction.

Measurable Outcome:

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

If we successfully implement benchmark-aligned instruction using the B.E.S.T Standards, then we expect our proficiency in Mathematics to increase by five percentage points in grades 3-5 as demonstrated on the 2024 FAST.

Monitoring:

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

The leadership team will monitor of data, plan collaboratively, provide professional development and implement walk-throughs to ensure that instruction is aligned to the B.E.S.T Standards.

Person responsible for monitoring outcome:

Isabel Valenzano (pr2511@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 area of benchmark-aligned instruction, our school will focus on the evidence based strategy of data driven instruction.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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. All instruction is benchmark-aligned.

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 be provided opportunities to participate in B.E.S.T Standards professional development throughout the school year to ensure implementation of instructional standards.

Person Responsible: Velda Christmas (vchristmas@dadeschools.net)

Quarterly instructional reviews with teachers and the leadership team will be implemented to monitor evidence of the implementation of benchmark-aligned instruction and opportunities for reflection and feedback.

Person Responsible: Isabel Valenzano (pr2511@dadeschools.net)

The leadership team will facilitate grade level planning sessions, at least once a week, so that teachers can plan for rigorous instruction meeting the B.E.S.T standards.

Person Responsible: Velda Christmas (vchristmas@dadeschools.net)

#3. 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.

2023 5th Grade NGSS data showed a decrease in proficiency levels from 68% in 2022 to 59% in 2023. Based on these findings, the school will implement collaborative learning structures, aligned to the standards as our area of focus. Contributing factors include large class sizes, and a large numbers of ELL and ESE students. Based on this data, teachers will use collaborative learning structures to plan for and implement essential labs, interactive journals and STEM projects to address the critical need.

Measurable Outcome:

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

If we successfully implement collaborative learning structures aligned with the standards, then we expect our science proficiency to increase by five percentage points as demonstrated on the 2024 5th Grade NGSS.

Monitoring:

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

Monitoring of this area of focus will be completed by the leadership team and include collaborative planning within grade levels, professional learning and instructional walkthroughs to review evidence of implementation.

Person responsible for monitoring outcome:

Isabel Valenzano (pr2511@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.)

Collaborative learning structures offer collaborative opportunities and activities that focus on the learner interacting with the learning topic. In this scenario, students are developing solutions for real-world problems in interactive groups or partnerships in a collaborative setting. This gives the learner the responsibility of reviewing and organizing prior knowledge and applying it toward new instruction. Our school will use essential labs and interactive journals to help students apply collaborative models in their topic lessons.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

With this strategy, teachers will provide feedback to students, make adjustments to instructional delivery, and group students based on learning needs. Students will interact with information and apply it to real-world situations, allowing them to conceptualize the information given to them. Teachers are there to facilitate and guide students through topics and areas of concern when needed.

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.

STEM projects will be implemented and showcased for the quarter.

Person Responsible: Michelle Valenzuela (334823@dadeschools.net)

Professional development will be offered throughout the school year to ensure instructional standards and STEM implementation is being met.

Person Responsible: Michelle Valenzuela (334823@dadeschools.net)

Teachers will provide essential labs to students that align to state standards with fidelity.

Person Responsible: Isabel Valenzano (pr2511@dadeschools.net)

#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 our 2022-2023 school attendance data, 19% of students had 16 or more absences. Based on the data and the identified contributing factors of parent engagement and understanding of school board policies, we will implement attendance initiatives and increase parental communications to help address this critical need.

Measurable Outcome:

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

If we successfully implement Attendance Initiatives, then we expect our percentage of students with 16 or more absences to decrease by 2 percentage points, from 19% to 17% for the 2023-2024 school year.

Monitoring:

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

The leadership team will monitor this area of focus by reviewing attendance reports weekly, contacting parents, setting up attendance meetings, initiating attendance contracts and providing incentives for teachers, students, and homeroom classrooms that meet attendance goals each quarter. Feedback and recognition will be provided to staff and students in order to positively impact the school culture and improve attendance.

Person responsible for monitoring outcome:

Velda Christmas (vchristmas@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

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Strategic Attendance Initiatives will assist in the monitoring of attendance and the reporting of excessive absences to the Attendance Review Committee. Calls to parents, and more direct measures including referral to the school social worker, counseling and referrals to outside agencies will be implemented. Additionally, to improve attendance, incentives for students and teachers who met attendance goals will be implemented.

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.

Parents of students with 5 absences will receive a monthly call through School Messenger from Administration.

Person Responsible: Velda Christmas (vchristmas@dadeschools.net)

Rewards will be given to classes and teachers who meet the predetermined percentage goal of attendance for the quarter.

Person Responsible: Jonelle Dougery (jdougery@dadeschools.net)

Students will be rewarded with a field trips and/or activity for those who earned perfect attendance for the first quarter.

Person Responsible: Isabel Valenzano (pr2511@dadeschools.net)

CSI, TSI and ATSI Resource Review

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

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

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

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

N/A

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

N/A

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

N/A

Grades 3-5 Measurable Outcomes

N/A

Monitoring

Monitoring

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

N/A

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs

Description:

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

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

N/A

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step

Person Responsible for Monitoring

N/A

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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

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

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

The School Improvement Plan is available to all stakeholders on the school website at znhurston.dadeschools.net under the About Us Tab. It is also be disseminated through the Educational Excellence School Advisory Council and at Faculty Meetings.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school’s mission, support the needs of students and keep parents informed of their child’s progress.

List the school’s webpage* where the school’s Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The Title I School Level Family Engagement Plan is available on the school website at znhurston.dadeschools.net under the Families and Title I Parent Information Tabs. The school builds positive relationships with stakeholders through Parent Academy Meetings, parental involvement activities, PTA activities, and the sharing out of information, announcements and highlights on the school website, social media, school messenger and the school marquee.

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

The school plans to strengthen the academic programs in the school by implementing the Cambridge Global Challenges, seeking out the STEM designation and the Fairchild designation with school wide participation.

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

The school operates a Head Start Program which serves 20 students from the community. In addition, the school implements the Anti Bullying Curriculum and a Wellness Club to meet the social emotional needs of students.

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))

The School Counselor and Mental Health Coordinator work closely to ensure that students who need additional support receive it in a timely fashion. School wide programs such as Bully Prevention Curriculum are provided to all grade levels. The D.A.R.E. program is provided to 5th grade classes. The Wellness Club is provided to 4th and 5th grade students to assist in the development of individual wellness.

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))

The school implements a Take your Child to Work Day and a Career Day to build awareness of future opportunities for employment. The School Counselor provides information to parents on MDCPS magnet programs that are available and the application process.

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).

Multi-tiered System of Supports are utilized to prevent and address problem behavior. MTSS tiers are utilized to identify students who are not meeting grade level standards, interventions are developed and implemented. Meetings are held with parents to address lack of academic progress and plans are

developed to address those concerns. School wide Positive Behavioral Intervention Strategies have been implemented to increase consistency with school and classroom rules.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Teachers are provided with two mandatory Professional Development days during the school year and various opportunities to attend district professional development in their area of need or interest in order to improve instruction.

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))

The school participates in the Rock and Enroll district campaign in order to prepare students to transition from Pre-K to Kindergarten. During this campaign parents participate in an orientation and receive resources to assist in the transition. Students participate in prekindergarten events including a school-based field trip to kindergarten classrooms.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Differentiation	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction	\$0.00
3	III.B.	Area of Focus: Instructional Practice: Science	\$0.00
4	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
Total:			\$0.00

Budget Approval

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

Yes