

Miami-Dade County Public Schools

OLIVER HOOVER ELEMENTARY SCHL



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Dade County School Board.

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: <ol style="list-style-type: none"> 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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The mission of Oliver Hoover Elementary School is to make learning an exciting, productive, and vital part of each child's life. We foster an environment that promotes and encourages students to care for one another. We encourage truthfulness, sincerity, and integrity to build honest and responsible citizens. We motivate our student body to work together toward common goals. We promote an environment that will create a society based upon democratic values.

Provide the school's vision statement

Oliver Hoover Elementary aspires to be a caring community of learners in which all stakeholders fulfill their personal, professional, and intellectual potential.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Aguilar, Mercy

Position Title

Principal

Job Duties and Responsibilities

The Principal oversees the daily activities and operations within a school. The main duties include disciplining or advising students, approving teachers' curricula, and ensuring the school environment is safe for all students and staff members.

Leadership Team Member #2

Employee's Name

Lopez, Maria

Position Title

Assistant Principal

Job Duties and Responsibilities

The Assistant Principal discusses student behavior and learning problems with parents, implements school safety procedures and ensures compliance, handles disciplinary issues, and observes and evaluates teachers. The Assistant Principal also serves as the MTSS Coordinator.

Leadership Team Member #3

Employee's Name

Llaguno, Aydyl

Position Title

Assistant Principal

Job Duties and Responsibilities

The Assistant Principal discusses student behavior and learning problems with parents, implements school safety procedures and ensures compliance, handles disciplinary issues, and observes and evaluates teachers. The Assistant Principal also serves as the MTSS Coordinator.

Leadership Team Member #4

Employee's Name

Rodriguez, Eva

Position Title

Teacher, K-12

Job Duties and Responsibilities

Teacher provides a variety of learning materials and resources for use in educational activities and observes and evaluates students' performance and development. As Professional Development Liaison, the Teacher facilitates onsite professional development opportunities.

Leadership Team Member #5

Employee's Name

Heistand, Michelle

Position Title

Teacher, K-12

Job Duties and Responsibilities

A Teacher provides a variety of learning materials and resources for use in educational activities and observes and evaluates students' performance and development. As Digital Innovator, the Teacher assists in selecting the right technology and facilitating the school's digital transformation.

Leadership Team Member #6

Employee's Name

Rosenik, Kristin

Position Title

Teacher, ESE

Job Duties and Responsibilities

An ESE Teacher provides a variety of learning materials and resources for use in educational activities and observes and evaluates the performance and development of Students with Disabilities. As New Teacher Mentor, the Teacher provides assistance to new teachers in classroom organization and management, instructional planning, delivery of effective instruction, and differentiation.

Leadership Team Member #7

Employee's Name

Coca, Aileen

Position Title

Teacher, K-12

Job Duties and Responsibilities

A Teacher provides a variety of learning materials and resources for use in educational activities and observes and evaluates students' performance and development. Science Liaison, she will attend Science ICAD meetings and debrief pertinent information with all K-8 science teachers.

Leadership Team Member #8

Employee's Name

Gonzalez, Vanessa

Position Title

School Counselor

Job Duties and Responsibilities

A school counselor listens to students' concerns about academic, emotional, or social problems, helps students process their problems and plans goals and actions, mediates conflict between students and teachers, improves parent/teacher relationships, conducts classroom lessons on selected topics, refers students to mental health agencies, and works to improve learning conditions.

C. Stakeholder Involvement and Monitoring

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. (ESEA 1114(b)(2))

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

Oliver Hoover Elementary School involves stakeholders (i.e., the School Leadership Team, teachers, staff, parents, students, and business/ community members) in the development and monitoring of the SIP. At the beginning of each school year, the EESAC meets to review the school's performance on each accountability area, analyzes pertinent data, and discusses the selected interventions. Progress towards goals is monitored at subsequent meetings held on a monthly basis.

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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

Oliver Hoover Elementary School's SIP will be monitored during classroom walkthroughs, through the analysis of progress monitoring data, at administration-teacher and teacher-student data chats, through the review of the minutes from common planning sessions, as well as from staff, parental, and community feedback. The data will be reviewed on an ongoing basis, as it becomes available, and it will be presented at the monthly EESAC meetings. The Leadership Team will be make adjustments to the SIP if the data indicates that there is insufficient progress towards the desired outcomes.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	97.4%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	71.5%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 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 <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: A 2022-23: A* 2021-22: A 2020-21: 2019-20: A

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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 school days	2	7	4	6	5	7				31
One or more suspensions	0	0	0	0	2	0				2
Course failure in English Language Arts (ELA)		1	1	1	5	4				12
Course failure in Math		5	1	3	1	1				11
Level 1 on statewide ELA assessment				2	14	26				42
Level 1 on statewide Math assessment				1	9	13				23
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	7	11	16	20						54
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	5	4	3	9	4					25

Current Year 2024-25

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	8	8	6	9	18	31				80

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	8	7	2	2	1	0				20
Students retained two or more times					1					1

Prior Year (2023-24) As Last 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 school days	10	7	5	12	8	10				52
One or more suspensions										0
Course failure in ELA		4	1	6	1	2				14
Course failure in Math		3	8	3	4	8				26
Level 1 on statewide ELA assessment				28	22	23				73
Level 1 on statewide Math assessment				19	16	18				53
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	24	24	20	35						162

Prior Year (2023-24) As Last Reported (pre-populated)

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		2	1	19	15	16				53

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	3	7		3						13
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	71	63	57	66	60	53	69	62	56
ELA Grade 3 Achievement **	80	63	58	71	60	53			
ELA Learning Gains	66	64	60				75		
ELA Learning Gains Lowest 25%	67	62	57				59		
Math Achievement *	78	69	62	72	66	59	76	58	50
Math Learning Gains	76	65	62				89		
Math Learning Gains Lowest 25%	70	58	52				81		
Science Achievement *	68	61	57	61	58	54	69	64	59
Social Studies Achievement *								71	64
Graduation Rate								53	50
Middle School Acceleration								63	52
College and Career Readiness									80
ELP Progress	67	64	61	66	63	59	69		

*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 (FPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	71%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	643
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
71%	69%	73%	52%		68%	72%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 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%
Students With Disabilities	55%	No		
English Language Learners	68%	No		
Hispanic Students	71%	No		
White Students	75%	No		
Economically Disadvantaged Students	67%	No		
2022-23 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%
Students With Disabilities	41%	No		
English Language Learners	66%	No		

2022-23 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%
Hispanic Students	68%	No		
White Students	72%	No		
Economically Disadvantaged Students	63%	No		

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%
Students With Disabilities	56%	No		
English Language Learners	72%	No		
Native American Students				
Asian Students				
Black/African American Students	70%	No		

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%
Hispanic Students	74%	No		
Multiracial Students				
Pacific Islander Students				
White Students	84%	No		
Economically Disadvantaged Students	71%	No		

D. 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)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	71%	80%	66%	67%	78%	76%	70%	68%					67%
Students With Disabilities	46%	58%	60%	67%	54%	71%	67%	32%					42%
English Language Learners	62%	75%	60%	64%	77%	76%	68%	65%					67%
Hispanic Students	70%	79%	65%	66%	76%	77%	69%	66%					67%
White Students	70%				80%								
Economically Disadvantaged Students	70%	79%	62%	70%	71%	73%	64%	63%					54%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	66%	71%			72%			61%					66%
Students With Disabilities	32%	36%			42%			29%					64%
English Language Learners	63%	59%			72%			61%					74%
Hispanic Students	66%	69%			71%			60%					74%
White Students	64%				79%								
Economically Disadvantaged Students	61%	60%			65%			60%					69%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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	69%		75%	59%	76%	89%	81%	69%					69%
Students With Disabilities	31%		61%	63%	54%	74%	67%	43%					55%
English Language Learners	64%		73%	67%	75%	88%	78%	64%					69%
Native American Students													
Asian Students													
Black/African American Students	70%				70%								
Hispanic Students	69%		75%	59%	76%	89%	83%	69%					69%
Multiracial Students													
Pacific Islander Students													
White Students	80%		80%		87%	90%							
Economically Disadvantaged Students	67%		73%	56%	75%	86%	79%	63%					68%

E. 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.

SUBJECT	GRADE	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	68%	56%	12%	55%	13%
Ela	4	52%	55%	-3%	53%	-1%
Ela	5	60%	56%	4%	55%	5%
Math	3	72%	65%	7%	60%	12%
Math	4	74%	62%	12%	58%	16%
Math	5	69%	59%	10%	56%	13%
Science	5	61%	53%	8%	53%	8%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

The data component with the greatest improvement was Science. On the 2023-2024 Science Assessment 67% of fifth graders were proficient compared to the 2022-2023 Science Assessment where 61% of fifth graders were proficient. This is a 6 percentage point increase from last year. Teachers participated in several ICADS and monthly data chats were held to discuss and analyze data and trends on Baseline, Mid-Year, Quarterly, and topic assessments. STEAM days were also held during each nine weeks. The STEAM days reviewed several science topics from different grade levels.

Lowest Performance

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

The data component which showed the lowest performance was ELA. Although 60% of the students were proficient on the 2024 FAST ELA, which was the same as last year, the number of students scoring a level 1 did decrease by 21 from last school year. Fourth grade showed the lowest ELA Proficiency at 65% compared to third grade at 79% and fifth grade 69%.

Greatest Decline

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

Based on the 2024 data, there was no component with the greatest decline. However, ELA stayed stagnant with 60%. Although we remained stagnant as a school, fourth grade showed the greatest decline in each area, including proficiency, learning gains, and learning gains for the lowest 25%. We continue to focus on the lowest performing students, but attention needs to be given to those who are working one year below or at grade level.

Greatest Gap

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.

In all of the components addressed by the State's accountability formula, Oliver Hoover scored higher

except for fourth grade Reading which only had a one percentage point lower than the state. This group was our group of concern last year when the students were in third grade.

EWS Areas of Concern

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

Attendance still continues to be our area of concern. According to the data points identified on Power BI's Early Warning System report, the percent of students with 16-30 absences has increased by 1% and the percent of students with 31 absences or more has remained the same at 13% from the 2022-2023 to the 2023-2024 school year.

Highest Priorities

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

ELA in grades 3rd-5th

5th Grade Science

Attendance in K-5

Teacher Morale

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the results of the 2024 Statewide Science Assessment, 68% of the fifth grade students were proficient in science, as compared to 61% proficient on the 2023 administration. This indicates a 7 percentage point increase. Although there was an increase, we still don't have at least 70% proficiency. Based on the data and the identifying contributing factors of lack of interactive/hands-on learning and science implementation with fidelity in the primary grades, we will implement the Targeted Element of Science.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With the implementation of Interactive Learning Environment, 70% of the students in fifth grade will become proficient in the subject area of Science by June 2025, as measured by the Statewide Science Assessment.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

This Area of Focus will be monitored using ongoing progress monitoring of Performance Matters Topic Assessments, weekly student achievement on classroom/district standards-based assignments, and formative assessments in the classroom. Additionally, walkthroughs will be used to monitor the learning environment.

Person responsible for monitoring outcome

Mercy Aguilar (maguilar@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific

strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

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

Rationale:

Interactive Learning Environment provides all students with multiple ways of accessing the science curriculum and will allow all learners to develop a deeper understanding of the content using hands-on experiences.

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Professional Development will be provided with the focus on Interactive Notebooks primarily in the primary grades.

Person Monitoring:

Aileen Coca

By When/Frequency:

September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Collaborative planning sessions focused on the implementation of the Science curriculum will be scheduled on a monthly basis. Teachers will be able to plan labs, create Interactive Notebooks, share best practices, and develop intervention plans for students performing below grade level. The teachers in the lower grades will also collaborate with the fifth grade teachers in order maintain fidelity with the Science curriculum.

Action Step #2

Monthly data chats during grade-level meetings to analyze data from Baseline, Topic, and Quarterly Assessments.

Person Monitoring:

Maria Lopez

By When/Frequency:

September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Administrative Team and teachers will have monthly data chats to analyze data from the Baseline, Topic, and Quarterly Science Assessments. During these data chats, teachers will review strengths, areas of improvement, and identify trends within the grade levels.

Action Step #3

Teachers will be sent to Science ICAD meetings to acquire information on the curriculum and Science updates.

Person Monitoring:

Aydyl Llaguno

By When/Frequency:

September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers attending Science ICAD meetings will present the information learned during grade-level meetings, faculty meetings or Vertical Planning sessions. Administration will be present to provide the adequate support.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the 2024 ELA FAST PM3 data, 71% of 3rd- 5th grade students were proficient in ELA as compared to the state average of 57% and district average of 63%. Based on this data and the identified contributing factors of a high number of Level 1 and 2 ESOL students whose readiness limits their ability to master grade level vocabulary tasks, we will implement the Targeted Element of Instructional Coaching with a focus of setting high expectations and instructional delivery.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

If we successfully implement a school wide vocabulary focus, 64% of 3rd – 5th grade students will score at or above grade level in the area of ELA on the 2025 FAST PM3.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

This area of focus will be monitored using ongoing progress monitoring of weekly and unit assessments, FAST (PM1, PM2, and PM3), and iReady Diagnostic and Growth Monitoring results with an emphasis on vocabulary. The Leadership Team will conduct monthly data chats to review the data available.

Person responsible for monitoring outcome

Aydyl Llaguno (allaguno@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the

measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Instructional Support/Coaching is when teachers work together to set a measurable goal to improve instructional outcomes. Coaching Cycles focus on the identified goal and increases the achievement and engagement of every student by bringing out the best performance of every teacher. Coaches use both student-centered and teacher-centered methods to help teachers improve the decisions they make about their instruction.

Rationale:

The implementation of Instructional Support/Coaching will allow teachers to collaborate across the curriculum and support the students in vocabulary instruction. Teachers will have the opportunity to model effective teaching strategies and provide feedback on instructional practices. This hands-on support helps teachers implement evidence-based practices, and adapt strategies to meet the diverse needs of their students.

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

The school will be implementing a Vocabulary Word of the Week. This will give repeated exposure through various activities such as reading, writing, and speaking. The integration of "Word of the Week" into various subjects and activities, will make vocabulary development a cross-curricular effort.

Person Monitoring:

Aydyl Llaguno (allaguno@dadeschools.net)

By When/Frequency:

September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Provide professional learning for teachers regarding the "Word of the Week", what it is and how it will be implemented across the school.

Action Step #2

A new vocabulary word will be introduced weekly through the morning announcements. Through the morning announcements students will have daily interaction with the word of the week.

Person Monitoring:

Aydyl Llaguno

By When/Frequency:

September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

During Morning Announcements, a new word each week will be shared to the students in the school. Each day the word will be displayed with the meaning and how to use it in a sentence. Throughout the week teachers can share videos on how they are using it in their class. These videos will be shared on the Morning Announcements for the school to see.

Action Step #3

Data Chats focused on Vocabulary after i-Ready AP1 and FAST PM1 administration

Person Monitoring:

Aydyl Llaguno (allaguno@dadeschools.net)

By When/Frequency:

September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Administration will conduct data chats to analyze and review the i-Ready AP1 and FAST PM1 Vocabulary data. Administration along with grade levels will identify trends and review strengths. Teachers will continue to make adjustments to their instruction and plans as well as intervention as new data becomes available.

IV. Positive Culture and Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the data points identified on Power BI's Early Warning System report, the percent of students with 16-30 absences has increased by 1% and the percent of students with 31 absences or more has remained the same at 13% from the 2022-2023 to the 2023-2024 school year. Based on the data and the identified contributing factors of parental involvement and their understanding of the importance of attendance, we will implement the Targeted Element of Attendance Initiatives.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With the implementation of Attendance Initiatives, the percent of students who miss sixteen or more days of school will decrease by one percentage point by the end of the 2024-2025 school year.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

This area of focus will be monitored on a daily basis. The Attendance Team will monitor the Attendance Bulletin each morning and follow up with the students and their families. The school counselor will be in constant communication with the students with excessive absences. Attendance Review Committee meetings will be held with students and their families as needed.

Person responsible for monitoring outcome

Maria Lopez (mglopez@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Attendance Initiatives require monitoring and reporting of student absences, calls to parents, counseling, and if needed referral to outside agencies. Incentives will also be given to students with perfect attendance.

Rationale:

Students who are habitually absent are shown to have a negative impact on their academic progress. Attendance initiatives are implemented and developed to promote student attendance.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Values Matters assemblies will be held with each grade level to highlight the importance of coming to school everyday and being on time.

Person Monitoring:

Vanessa Gonzalez (341212@dadeschools.net)

By When/Frequency:

September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

During the first two weeks of school, the school counselor will hold the Values Matters assemblies to each grade level to promote the importance of coming to school everyday and on time.

Action Step #2

Administrative Team will review last year's attendance records to identify students for intervention groups.

Person Monitoring:

Mercy Aguilar (maguilar@dadeschools.net)

By When/Frequency:

September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Administrative team will review the 2023-2024 attendance data and identify students who had chronic absenteeism and place those students in intervention groups. The counselor will be meeting with these students monthly to provide support and assistance necessary to improve the students' attendance patterns.

Action Step #3

Daily and Weekly Attendance Challenges will be used to motivate the students for coming to school everyday.

Person Monitoring:

Aydyl Llaguno (allaguno@dadeschools.net)

By When/Frequency:

September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

During morning announcements, classes with 100% attendance from the day before will be announced. These classes are working towards a grade level parent breakfast at the end of the each month. Students who are in attendance Mondays and Fridays will be entered in a raffle to win an incentive for being in school on those days.

Area of Focus #2

Other

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the 2024 School Climate Survey, 72% of teachers feel that teacher morale is high at the school, which points out that 28% of the staff believe that staff morale is not high at the school. Based on the data and the contributing factors of teachers feeling overwhelmed, we will implement Team Building activities and empowering teachers and staff.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With the implementation of Team Building activities and empowering teachers and staff, 75% of teachers and staff will respond that staff morale is high on the 2025 School Climate Survey.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The leadership team will empower teachers to present material and strategies learned during their participation in Professional Development sessions and or ICADS during their grade-level, department, or faculty meetings. During faculty meetings and Professional Development trainings, we will be implementing team building activities to promote collaboration and communication.

Person responsible for monitoring outcome

Mercy Aguilar (maguilar@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the

identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Empower Teachers and Staff is when a leadership team provides support for teachers, students, and staff to be leaders, innovators, risk-takers, and designers of new ways to approach challenges. Team Building Activities is when a leadership team implements ongoing team building and social activities for all school staff.

Rationale:

The selection of these strategies is based on the evidence based morale and engagement practices. Teachers will be given opportunities to share best practices in their area of expertise and in turn create future leaders. Involving teachers will increase the feeling of shared leadership and increase staff morale. The leadership team will plan staff events to encourage participation, practice collaboration and ensure clear communication amongst teachers and leadership.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

The Administrative Team will give teachers the opportunity to sign up for various leadership roles during the opening of schools meeting.

Person Monitoring:

Aydyl Llaguno

By When/Frequency:

September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

At the opening of schools meeting, administration will encourage and motivate teachers to assume leadership roles. These leadership roles consist of grade level chairs, department chairs and club sponsors.

Action Step #2

Volunteer sign-up sheets will be available to teachers who wish to present any information learned at ICADS or Professional Development sessions as well as best practices.

Person Monitoring:

Maria Lopez

By When/Frequency:

September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Leadership team will empower teachers to assist them in presenting information during grade level meetings, faculty meetings, data chats, and professional development sessions.

Action Step #3

Team building activities will be held to encourage collaboration and communication between teachers and staff.

Person Monitoring:

Aydyl Llaguno

By When/Frequency:

September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers and staff will engage in team building activities, facilitated by the leadership team during faculty meetings to boost staff morale and develop cohesive and a collaborative team.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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. (ESEA 1114(b)(4))

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

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

No Answer Entered

Plans to Strengthen the Academic Program

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. (ESEA Section 1114(b)(7)ii))

No Answer Entered

How Plan is Developed

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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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. (ESEA 1114(b)(7)(iii)(I))

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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. (ESEA 1114(b)(7)(iii)(II))

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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 ESEA 1114(b)(7)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

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. (ESEA section 11149b)(7)(iii)(V)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00