Bent Tree Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Bent Tree Elementary School

4861 SW 140TH AVE, Miami, FL 33175

http://benttree.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.

The mission of Bent Tree Elementary is to provide our students with a challenging educational program that will develop intellectual, social, emotional, and physical growth in a positive and supportive environment as we encourage, empower, and expect each student to become a productive member of society. All students will be given the tools needed to become active learners that access information and synthesize ideas to solve real-world problems.

Provide the school's vision statement.

The vision of Bent Tree Elementary School is to unite the school and community in teaching our students the value of education. By instilling the value of education in our students we are creating lifelong learners that will develop into responsible, productive members of society.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Falcon, Emily	Principal	-Guides leadership team through a process of problem solving issues and concerns arising through an ongoing systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, and social/emotional well-being. -Ensures the vision and mission are aligned with school and district initiatives. -Sets the purpose for the use of data to make decisions regarding the school. -Informs stakeholders of current implementation plans and provides documentation to support progress towards the school's goals. -Monitors the fidelity of interventions. -Provides ongoing staff development based on data trends compiled from student performance indicators. -Oversees the quality of standards-based instruction and provides instructional coaching to maximize instructional efficacy.
Sandy, Castellon	Assistant Principal	-Helps to oversee the leadership team to ensure commitment towards the goals set forth in meetings. -Works with the Principal to oversee and monitor curriculum implementation and instructional fidelity. -Collaborates with the Principal to build staff support, internal capacity and sustainability over time. -Oversees student attendance and Attendance Review Committee meetings and monitoring. -Supports and implements the Instructional Coaching Model throughout instructional settings. -Oversees testing.
Caceres, Nancy	Other	-Attends District meetings and disseminates information to staff. -Serves as Reading and Intervention Liason to provide teachers with support in Reading/Language Arts through coaching, conferencing and collaborative planning. -Analyzes student data, leads intervention action planning for Tier II and Tier III students. -Oversees the implementation of I-Ready.
Christie, Kristine	Other	-Fourth and fifth grade math teacher. -Serves as Math Liaison, attends district meetings and disseminates information to staff. -Mentors math teachers.
Correa, Arlen	School Counselor	-Implements the Values Matter and No Place for Hate Initiatives, along with other programs designated to prevent abuse, bullying, drug use and social/emotional well-being. -Provides quality services and expertise on intervention with at-risk students. -Links child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success. -Participates in collection, interpretation, and analysis of data. -Facilitates development of intervention plans and provides support for

Name	Position Title	Job Duties and Responsibilities
		documentation. -Provides counseling for struggling students.
Bauza, Lourdes	Instructional Media	Library media specialist who will work to oversee A.R. Program and ensure technological devices are available and provided to each student.

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.

All school stakeholders are involved in the SIP development and planning process. The leadership team reviews the data and works with the collective stakeholder groups (teachers, parents, students and community members) for input to develop the goals. All areas of school improvement were discussed to determine both academic and cultural goals, as well as determine which action points would be targeted to meet the goals identified.

SIP Monitoring

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

The School Improvement Plan will be monitored continuously throughout the 2023-2024 school year to determine progress towards goals outlined. Phase I will consists of data collection and planning (July 10th through August 12th), followed by Phase II (August 14th through September 29th) where baseline data will be utilized to begin action step implementation. Phase III (October 2-13th) will continue to monitor data points and progress, focusing on consistent communication of goals and strategies. Phase IV (October 16-January 19th) will focus on additional data collection, followed by Phase V (January 22-31st) where reflection will take place to determine if progress towards goals is adequate or if the action steps/goals need to be reassessed. Phase VI (February 1- May 24th) will reflect ongoing implementation of action steps and final assessment data collection and analysis. The final Phase VII (May 27-June 7th) will end the SIP process with data analysis and communication to determine if goals outlined were met and exceeded.

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	91%

Charter School		No
RAISE School		No
2021-22 ESSA Identification		N/A
Eligible for Unified School Improvement Grant (UniSIG)		No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)		
School Grades History		2021-22: A 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History		
DJJ Accountability Rating History		

Early Warning Systems

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	12	9	5	6	0	0	0	0	32
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	1	5	2	16	2	0	0	0	26
Course failure in Math	0	2	1	1	5	2	0	0	0	11
Level 1 on statewide ELA assessment	0	0	0	1	8	6	0	0	0	15
Level 1 on statewide Math assessment	0	0	0	1	7	4	0	0	0	12
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	11	23	18	19	11	0	0	0	83
	0	0	15	32	0	0	0	0	0	47

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	2	4	2	10	4	0	0	0	22

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

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Retained Students: Current Year	1	4	5	1	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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

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

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Absent 10% or more days	0	11	6	2	7	4	0	0	0	30
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	5	2	8	1	0	0	0	17
Course failure in Math	0	1	4	4	4	1	0	0	0	14
Level 1 on statewide ELA assessment	0	0	0	2	6	4	0	0	0	12
Level 1 on statewide Math assessment	0	0	0	1	3	4	0	0	0	8
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	2	17	13	13	8	0	0	0	53

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

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

The number of students identified retained:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Retained Students: Current Year	1	3	3	2	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	11	6	2	7	4	0	0	0	30
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	5	2	8	1	0	0	0	17
Course failure in Math	0	1	4	4	4	1	0	0	0	14
Level 1 on statewide ELA assessment	0	0	0	2	6	4	0	0	0	12
Level 1 on statewide Math assessment	0	0	0	1	3	4	0	0	0	8
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	2	17	13	13	8	0	0	0	53

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	1	2	5	3	6	6	0	0	0	23

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	3	3	2	0	0	0	0	0	9
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*	73			66			72		
ELA Learning Gains	78			72			77		
ELA Lowest 25th Percentile	68			40			69		
Math Achievement*	84			56			77		
Math Learning Gains	91			59			82		
Math Lowest 25th Percentile	88			35			63		
Science Achievement*	70			61			62		

Accountability Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
Social Studies Achievement*									
Middle School Acceleration									
Graduation Rate									
College and Career Acceleration									
ELP Progress	72			67			70		

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

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	78
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	624
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	68			
ELL	77			
AMI				
ASN				

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%
BLK				
HSP	77			
MUL				
PAC				
WHT				
FRL	77			

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

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	73	78	68	84	91	88	70					72
SWD	53	74	69	67	86	77	54					60
ELL	74	81	64	82	91	85	67					72
AMI												
ASN												
BLK												
HSP	74	79	63	84	90	87	67					73
MUL												
PAC												
WHT												
FRL	72	78	65	83	92	86	66					72

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	66	72	40	56	59	35	61					67
SWD	54	59	27	51	76	60	41					67
ELL	62	72	50	57	63		68					67

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
AMI												
ASN												
BLK												
HSP	66	71	43	54	56	31	58					67
MUL												
PAC												
WHT												
FRL	64	73	43	51	54	31	56					68

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	72	77	69	77	82	63	62					70
SWD	52	70	68	55	66	58	50					57
ELL	63	74	70	74	87	70	53					70
AMI												
ASN												
BLK												
HSP	72	78	69	76	83	63	61					71
MUL												
PAC												
WHT												
FRL	71	77	72	76	81	61	58					71

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.

Reading continues to be an area of desired improvement. The FAST 2023 data shows 70% of third grade students are performing at or above Level 3 along with 77% of fourth grade students and 74% of fifth grade students. Current low benchmarks include reading across genres/vocabulary and reading prose and poetry. Overall the students continue to use i-Ready with fidelity, showing an average of 48 min. per week in Reading.
At the lower levels, the STAR reports also show Reading as an area of desired growth. Students in grades K-2nd finished the school year just below grade level with grade equivalents of .98, 1.9 and 2.9 respectively. While diagnostic reports did reveal growth, primary grade level students are performing at an average of 50% percentile rank.
Factors directly impacting reading performance include attendance concerns across all grade levels, despite school efforts to curtail absences and early dismissals. In addition, the Accelerated Reader (A.R.) program was implemented with a few classes but will be an area of focus during the 2023-2024 school year. Trends show vocabulary as a low benchmark across all grade levels, but show informational text as an area of improvement at the lower grades, with poetry and prose as a desired area of improvement for the upper grades.

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

The greatest declines were seen in the Reading data for our Fourth Grade students (taking into account the 2022 FSA data compared to the 2023 FAST data- different state assessments). Reading showed a 4 percentage point decline (81% in 2022 FSA compared to 77% in 2023 FAST). It is also important to note this data is not comparable on equal footing since we are comparing the 2022 FSA data to that of a new assessment, the 2023 FAST.
Science is also an area to monitor. The 2023 data showed 66% of students scoring at our above mastery compared to 70% in 2024, thus a decline of 4 percentage points. While STEM labs and initiatives were implemented occasionally, it is important these strategies continue with greater frequency and fidelity.
Despite the fact that our school offered before school tutoring opportunities several times a week, many students did not take advantage of this opportunity and were only offered remediation during the school day. This coupled with early dismissals (which affect 4th and 5th grades especially due to the academic wheel schedule) meant vital instruction time was missed. This proved to be a direct impact on all academic areas.

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.

Overall the data reveals scores are significantly higher than state averages when comparing the 2023 data. Students out performed the state in both Reading and Math across all grade levels. In reading 70% of 3rd graders scored at or above mastery in reading, compared to 50% for the state. In 4th grade, 77% of students scored at or above mastery compared to 58% for the state. In 5th grade, 74% of students scored at or above mastery compared to the state's 54%. This reflects an average of 6% higher for reading compared to the state average. Overall, our school scored an average of 19.5% higher than the state in reading.

In Math, our students outscored the state by large margins. In Math, 89% of our 3rd grade students scored proficient, compared to 59% for the state. In 4th and 5th grades, 91% of our students were at

mastery level compared to 61% of the state for 4th grade and 55% for 5th. Overall, our school scored an average of 32 points greater than the state average.

Our fifth grade Science scores showed 66% of student scored at or above a Level 3 when compared to 51% across the state, reflecting 15% above the state average.

Bent Tree continues to pride itself on strong academics through targeted differentiated instruction and the monitored use of programs such as i-Ready and IXL. The utilization of Title I funds for tutoring and additional staff to assist with small group instructions and interventions was a key component to our academic strength.

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

Math scores for 3rd-5th grade students continue to outperform the District averages by large percentages (3rd grade with 89% proficient compared to the District's 60%, 4th grade with 91% compared to the District's 65% and 5th grade with 77% compared to the District's 54%). Our STEM team has implemented engaging labs with students and worked to have a before school science lab on Friday mornings to discuss math/science concepts. Data chats were instrumental both for teachers and students in order to set goals and motivate the students to capitalize on the programs in place (i-Ready, IXL, and school site tutoring). The goal is to expand the STEM initiatives and offer a Robotics club for the upcoming school year.

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

-Reading is a concern for all grade levels, primarily Kindergarten and Third grade as these were the lowest performing.
-Vocabulary & Poetry/Prose are identified benchmarks of concern for upper grade levels

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

-Third grade Reading (emphasis on Vocabulary/Reading Across Genres)
-Kindergarten Reading (comprehension and informational text)
-Vocabulary focus- school-wide
-Strengthened school-wide attendance plan with focus on preventing tardies
-Ensuring our attendance plan addresses early dismissals as students are missing valuable instruction

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

#1. Instructional Practice specifically relating to ELA

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

According to the 2023 FAST PM3 data, 74% of students in grades 3-5 were at or above proficiency, however historically this academic area is substantially lower than our math proficiency levels. Based on the data and the identified contributing factors of student attendance challenges and additional ELL student enrollment, we will implement the targeted element of ELA.

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

With the implementation of data-driven decision making, students in grades 3-5 proficiency will improve 3 percentage points on the 2024 FAST ELA PM3.

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

The ELA Progress Monitoring assessments (PM 1 and PM 2) will be used to determine progress towards the goal. In addition, ongoing data chats will take place with teachers to review data and align strategies. Instructional walk-throughs will take place continuously to ensure fidelity with data-driven decision making throughout the instructional setting.

Person responsible for monitoring outcome:

Emily Falcon (efalcon@dadeschools.net)

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

Within the targeted element of ELA, our school will focus on the Data-driven decision making process and the use of interactive notebooks to provide rigorous instruction, utilizing the Florida B.E.S.T. Standards. Data-Driven Instruction is an educational approach that relies on the teacher's use of student performance data to inform instructional planning and delivery. This systematic approach of instruction uses assessment, analysis, and actions to meet students needs. Data-Driven Instruction may include developing Instructional Focus Calendars (IFC) to inform teachers on specific standards to target during instruction throughout the year, based on data outcomes.

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

Reading continues to be an area of desired improvement. The FAST 2023 data shows 70% of 3rd grade students, 77% of 4th grade students and 74% of 5th grade students are proficient, however historically data shows this area as one of our lowest academic proficient area. Current low benchmarks include reading across genres, vocabulary and reading prose and poetry (average of 55% mastery). Data driven instruction will be utilized to guide instructional decision-making in order to ensure students are receiving remediation for low benchmarks via small groups and during Interventions. The use of Focus Calendars will ensure instruction is on pace and intentional in order to target BEST standards with fidelity.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

The Reading Coach and Assistant Principal will provide professional development to teachers and instructional staff on obtaining and utilizing data sources to drive Differentiated Instruction.

Person Responsible: Castellon Sandy (scastellon@dadeschools.net)

By When: -Phase I implementation (August 14th through September 29th) for training -Observations and data chats will monitor efficacy throughout the school year. -Focus Calendars will be utilized to ensure instructional expectations are communicated and followed throughout the year.

The Reading Coach will provide professional development to teachers and staff on the use of interactive notebooks to evidence standards-based instruction.

Person Responsible: Nancy Caceres (ncaceres@dadeschools.net)

By When: -Phase I implementation (August 14th through September 29th) for training -Observations and data chats will monitor efficacy throughout the school year.

Teachers will implement the Accelerated Reader Program in Grades K &1 and My-On program in grades 3-5 to encourage reading comprehension, vocabulary practice and reading across genres.

Person Responsible: Emily Falcon (pr0271@dadeschools.net)

By When: The program orientation will take place during Phase I (August 17th through September 29th) and continued monitoring and student recognition will span the course of the 2023-2024 school year.

#2. Instructional Practice specifically relating to Science

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

According to the 2023 FCAT District Science Test data, student proficiency dropped 11 percentage points when compared to the 2022 data results (57% in 2023 and 68% in 2022). Based on the data and the identified contributing factors of high numbers of ESOL Level 1 and 2 students, the lack of academic vocabulary and struggle to comprehend higher order thinking concepts within science, we will implement the element of Science to impact student achievement.

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

With the implementation of the Gradual Release of Responsibilities Model (GRRM) and interactive notebooks, 5th grade students will improve a minimum of 5 percentage points on the 2024 Statewide Science Assessment.

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

Progress monitoring will take place with the Interim Science Test (Baseline) to be administered between August 17- September 29th, the Mid-Year Science Assessment between January 24th and February 23rd and the Statewide Science Assessment between May 13-24. In addition, topic tests will be monitored and data discussed via data chats.

Person responsible for monitoring outcome:

Emily Falcon (efalcon@dadeschools.net)

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

Within the targeted element of Science, our school will focus on the Gradual Release of Responsibilities Model (GRRM) to structure science lessons and encourage independent, thought provoking discussions. The Gradual Release of Responsibilities Model (GRRM) is a particular style of teaching which is a structured method of pedagogy framed around a process beginning with explicit instruction. Students are guided through the learning process with clear statements about the purpose and rationale for learning the new skill. The GRRM is distinguished by four phases: (I do) clear explanations and demonstrations of the instructional target, (We do) providing strategic guided practice and feedback, (They do) gradually releasing students to practice the new skill collaboratively, and (You do) eventually requiring students to demonstrate mastery of the learning target independently.
Interactive Notebooks teach students to organize their notes/learning and synthesize their thoughts. These notebooks can be developed and utilized in all content areas.

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

The Gradual Release of Responsibilities (GRRM) Model can significantly enhance students' understanding of science concepts by providing a structured approach to instruction. It starts with the teacher modeling concepts and problem-solving strategies, then progresses to guided practice and collaborative learning. As students gain confidence, they move into independent practice, where they apply their skills autonomously. Continuous assessment, feedback, reflection and review are integrated throughout the process to identify and address weaknesses, ultimately empowering students with the knowledge and test-taking skills needed to improve science performance. This model will be used daily to introduce science concepts and ensure students are given multiple attempts to check for understanding.

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 trained to use Interactive Science Notebooks as a part of their instruction, including the use of graphic organizers to scaffold the content resulting in stronger student learning connections.

Person Responsible: Nancy Caceres (ncaceres@dadeschools.net)

By When: Phase I Implementation (August 14- September 29). Ongoing monitoring of notebook facilitation and student use will take place throughout the school year by school administration.

Introductory training and/or refresher training will be provided by the Reading Coach and Assistant Principal to science teachers on the Gradual Release of Responsibilities Model (GRRM) to optimize independent student learning throughout science lessons leading up to the essential lab each week.

Person Responsible: Castellon Sandy (scastellon@dadeschools.net)

By When: Phase I Implementation (August 14- September 29). Ongoing monitoring of the GRRM will take place throughout the school year through classroom observations by school administration.

The school will create a Robotics and STEM club to enhance project based learning for students and encourage higher order thinking, challenging science concepts and ideas.

Person Responsible: Castellon Sandy (scastellon@dadeschools.net)

By When: Phase I Implementation (August 14- September 29) will launch the club. Club meetings will take place weekly and students will be encouraged to participate in District competitions.

#3. Instructional Practice specifically relating to Benchmark-aligned Instruction

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

According to the 2023 FAST PM3 data, 66% of students in grades 3-5 are scoring below mastery on the Reading Across Genres & Vocabulary Benchmark. This coupled with I-Ready diagnostic data showing 60% of students are also scoring below grade level in the area of Vocabulary, reflects a need to emphasize vocabulary practice and implement action steps to directly impact student performance in this area. Based on this data, we will implement the targeted element of Ongoing Progress Monitoring. Identified contributing factors also include an increase in the number of new students arriving from countries outside of the U.S. Assisting students with vocabulary practice and incentivizing academic language will directly impact assessments positively.

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

With the implementation of Ongoing Progress Monitoring, students in grades K-5 proficiency will improve a minimum of 5 percentage points as evidenced by PM1 and PM3 comparison for students in Grades 3-5 and AP1 and AP2 I-Ready Diagnostic comparison for students in grades K-2.

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

Classroom assessments will be utilized to determine vocabulary deficiencies for students bi-weekly during grade level meetings. This coupled with Instructional Coaching by our Administrators, Reading Liason and Grade level chairs will ensure instructional strategies focus on vocabulary development and retention. In addition, data chats will utilize AP1 and PM1 data to determine groups of students who will need small group instruction and differentiated instruction in this area.

Person responsible for monitoring outcome:

Emily Falcon (efalcon@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.)

Ongoing Progress Monitoring (OPM) will be utilized to ensure the strategies in place to build vocabulary are successful as evidenced by the FAST Progress Monitoring and i-Ready AP Diagnostic assessments. Ongoing Progress Monitoring (OPM) is used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. OPM can be implemented with individual students or an entire class.

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

Due to the fact that the school will be using various strategies for vocabulary building and comprehension, ongoing progress monitoring will ensure we can evaluate the effectiveness of the action steps utilized to determine if our goal is attainable. Building reading practice through frequency (oral reading fluency) and exposure to higher level vocabulary will encourage students to scaffold words and decode prefixes and suffices for successful understanding. Ongoing Progress Monitoring (OPM) is used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. OPM can be implemented with individual students or an entire class. We will utilize the strategy within each classroom to ensure vocabulary practice is emphasized and highlighted during data chats.

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.

Formal and informal instructional observations will by conducted by administration with focus on vocabulary word usage within lessons delivered and also ensure word walls are being displayed interactively within classrooms.

Person Responsible: Emily Falcon (efalcon@dadeschools.net)

By When: Phase I will instruct teachers on the effective use of vocabulary strategies within the classroom setting (August 14- Sept 29) however, ongoing monitoring and debriefs with teachers will take place throughout the school year.

Data chats will take place throughout the year, led by administration and leadership team members, to monitor vocabulary progress utilizing classroom assessment, IReady, STAR Reading and FAST Progress Monitoring data.

Person Responsible: Nancy Caceres (ncaceres@dadeschools.net)

By When: Bi-monthly data chats will take place with teachers to review data and discuss strategies for achieving higher proficiency goals for students within the area of vocabulary.

A daily vocabulary word will be introduced to students via Schoology Videos by the Assistant Principal and also our WBTE news daily broadcast. Teachers will be encouraged to utilize words throughout the day during lessons and create fun interactive ways to ensure students learned the words and meanings each week. Students who are heard using the word throughout the day will be given a shoutout on morning announcements the following day.

Person Responsible: Castellon Sandy (scastellon@dadeschools.net)

By When: Words will be shared daily and monitoring will be ongoing, throughout the school year.

#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.

Based on the 2022-2023 Early Warning Indicator data, our school averaged 11.66 absences per student during the school year, with 17% of second grade students having more than 30 absences, 20% of third graders having more than 11 absences and 33% of fourth graders having more than 16 absences. Student attendance is an issue directly impacting academic learning and growth. This coupled with the excessive amount of tardies and early dismissals is a large concern. We hope to also change the culture as currently parents/guardians may allow students to stay home for minor health concerns or withdraw them from school early for appointments. We will do this by utilizing Class Dojo to highlight classes with perfect attendance and nominating families whose students have improved attendance percentages.

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

With the implementation of our improved school-wide attendance plan, student attendance averages will decrease by a minimum of 5% as evidenced by the 2023-2024 Early Warning Indicator data. The Attendance Review Committee will partner with teachers to oversee students with more than 2 absences, tardies or early dismissals in order to provide early intervention and support to ensure students are in attendance daily.

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

The Attendance Review Committee will partner with teachers to oversee students with more than 2 absences, tardies or early dismissals in order to provide early intervention and support to ensure students are in attendance daily. The Committee will follow up with students who have 5 or more absences to provide support and assistance.

Person responsible for monitoring outcome:

Emily Falcon (efalcon@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.)

The use of attendance incentives across various areas (class perfect attendance, student improved attendance and homeroom within each grade level with best attendance percentage monthly) will incentivize students to come to school each day. Rewarding staff with perfect attendance will also serve as modeling for students to follow. Strategic Attendance Initiatives involve close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies as well as incentives for students with perfect attendance.

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

Attendance incentives are implemented to promote regular attendance among students, leading to improved academic performance, reduced learning gaps, enhanced classroom dynamics, and the development of positive habits. These incentives prepare students for future commitments, such as college or the workforce, and may also have a positive impact on school funding. Ultimately, they create a culture of attendance and engagement, maximizing students' learning potential and long-term success.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

The school's administration will share and ensure all stakeholders are informed of the new and improved attendance schoolwide plan including incentives for staff, students and families to ensure an increase in student attendance.

Person Responsible: Emily Falcon (efalcon@dadeschools.net)

By When: Communication will be given during Phase I of implementation (August 15- September 29). Ongoing monitoring will take place each month and nine week grading period.

The Attendance Review Committee (ARC) will meet weekly with parents of students who are referred by teachers for more than 5 unexcused absences. The committee will refer additional assistance and involve our Social Worker for resources and programs to assist. At the start of the school year, correspondence will be sent to families of students with excessive school absences the previous year in an effort to ensure the priority for daily school attendance is emphasized.

Person Responsible: Castellon Sandy (scastellon@dadeschools.net)

By When: Phase I implementation (August 15-September 29th) will begin the review of the ARC to ensure students with chronic absences will be addressed and interventions outlined.

The school counselor and resource officer will visit classrooms monthly to discuss the importance of school attendance directly impacting communicating the importance of coming to school each day.

Person Responsible: Arlen Correa (arlencorrea@dadeschools.net)

By When: Attendance Chats will begin during Phase I implementation (August 15-29th) and continue each nine week grading period throughout the 2023-2024 school year.

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).

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.

A flyer will be distributed during Back to School orientations with a QR code taking parents to our School Improvement Plan so they can be informed of our goals and action steps for the 2023-2024 school year. In addition, our school website will provide a link as well. Our webpage can be found at: https://benttreeelem.net/. We will present the School Improvement Plan to our EESAC during the first meeting of the school year.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Our school will encourage and foster positive relationships with parents, families and community stakeholders by communicating school and district resources via our school website and social media platforms. Our School Parent Teacher Association (P.T.A) will continue to partner with administration to host fundraising activities to provide field trips, academic resources and incentives for students. Title I parent meetings will be held to inform stakeholders of resources to bridge academic success outside of school and also provide support for mental/social well-being of students and families. A school calendar will communicate important dates/events ahead of time. The use of our webpage at: https://benttreeelem.net/ will be a valuable resource to ensure parents and community stakeholders are informed of policies and procedures, as well as resources which can be utilized to benefit student's academic and emotional well-being.

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))

Areas of academic focus outlined in our goals and action steps center around improvement in both reading and science. Continued professional development will be provided to teachers in the areas of Gradual Release, Differentiated Instruction, Data-driven Instruction and Interactive Notebooks. In addition, we will work to ensure weekly labs are offered to students fostering critical thinking and applying real-world connections. The Accelerated Reader (A.R) program will foster strong comprehension and also challenge students to build vocabulary and read across all genres. Establishing a STEM and Robotics club will also assist with student exposure to STEM areas and seek ways to foster higher order thinking within areas where students may display academic deficiencies. Both interventions and tutoring opportunities will be available as needed for students.

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

This School Program Plan accounts for academic and student well-being across various areas, specifically increasing Reading and Science performance as well as encouraging an increase in student daily attendance. This plan ensures teachers and students are adhering to District and State guidelines to promote high academic rigor while fostering healthy social and mental well-being.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: ELA	$0.00
2	III.B.	Area of Focus: Instructional Practice: Science	$0.00
3	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction	$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