

Miami-Dade County Public Schools

ZORA NEALE HURSTON ELEMENTARY SCHOOL



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)
<p>A school can be identified as CSI in any of the following four ways:</p> <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

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

Provide the school's vision statement

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

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

Isabel Valenzano

Position Title

Principal

Job Duties and Responsibilities

Oversee the implementation of standardized curricula, assess teaching methods, monitor student achievement, encourage parental involvement, implement district policies and procedures, administer the budget, hire and evaluate staff and oversee facilities.

Leadership Team Member #2

Employee's Name

Velda Christmas

Position Title

Assistant Principal

Job Duties and Responsibilities

Assist the Principal in overseeing the implementation of standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, implement district policies and procedures, administer the budget, hire and evaluate staff and oversee facilities.

Leadership Team Member #3

Employee's Name

Jonelle Dougery

Position Title

Counselor

Job Duties and Responsibilities

Foster family and community partnerships to support the social/emotional and academic development of all students. Provide preventative education and skill building along with counseling for students during times of transition, separation, heightened stress and critical change.

Leadership Team Member #4

Employee's Name

Michelle Valenzuela

Position Title

Media Specialist

Job Duties and Responsibilities

Engage teachers and staff in educational media.

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.

The School Leadership team, EESAC, teachers, parents and students were involved in the development of the SIP through the review of the Grade Level SIP Reflections and the 2023-2024 School Climate survey data. In addition, the School Leadership team met during the district Synergy Professional Development sessions to develop the SIP.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state 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))

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

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	YES
2023-24 MINORITY RATE	98.5%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	84.5%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
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) 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	0	6	2	3	4	5				20
One or more suspensions	0	1	0	1	1	0				3
Course failure in English Language Arts (ELA)		4	2	10	1	2				19
Course failure in Math		6	4	4	3	1				18
Level 1 on statewide ELA assessment				3	5	20				28
Level 1 on statewide Math assessment				1	4	12				17
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	9	15	12	22						58
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	9	7	1	10	5					32

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	9	9	3	13	11	23				68

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	9	6	2	3	0	0				20
Students retained two or more times	0	0	0	0	0	0				0

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	3	7	10	5	8	6				39
One or more suspensions			1							1
Course failure in ELA		1	7	8	3	8				27
Course failure in Math			8	9	3	6				26
Level 1 on statewide ELA assessment				2	19	27				48
Level 1 on statewide Math assessment				1	17	16				34
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	3	9	21	20						102

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	3	1	9	8	14	16				51

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	5	1	3	2						11
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 *	74	63	57	61	60	53	67	62	56
ELA Grade 3 Achievement **	75	63	58	74	60	53			
ELA Learning Gains	63	64	60				66		
ELA Learning Gains Lowest 25%	44	62	57				64		
Math Achievement *	81	69	62	69	66	59	81	58	50
Math Learning Gains	79	65	62				80		
Math Learning Gains Lowest 25%	83	58	52				77		
Science Achievement *	73	61	57	59	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	77	64	61	64	63	59	63		

*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.

**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	72%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	649
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
72%	66%	71%	51%		63%	69%

* 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	63%	No		
English Language Learners	69%	No		
Hispanic Students	72%	No		
Economically Disadvantaged Students	73%	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	48%	No		
English Language Learners	64%	No		
Hispanic Students	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%
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Economically Disadvantaged Students

64%

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%
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Students With Disabilities

60%

No

English Language Learners

66%

No

Native American Students

Asian Students

Black/African American Students

Hispanic Students

71%

No

Multiracial Students

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%
Pacific Islander Students				
White Students				
Economically Disadvantaged Students	70%	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	74%	75%	63%	44%	81%	79%	83%	73%					77%
Students With Disabilities	49%	55%	58%		72%	79%	80%	41%					69%
English Language Learners	66%	67%	53%	39%	77%	81%	85%	73%					77%
Hispanic Students	74%	74%	62%	42%	82%	79%	85%	74%					78%
Economically Disadvantaged Students	71%	71%	68%	57%	77%	76%	85%	76%					78%

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	61%	74%			69%			59%					64%
Students With Disabilities	38%	65%			60%			29%					50%
English Language Learners	59%	72%			70%			54%					67%
Hispanic Students	62%	74%			69%			60%					67%
Economically Disadvantaged Students	59%	68%			62%			63%					70%

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	67%		66%	64%	81%	80%	77%	69%					63%
Students With Disabilities	40%		53%	54%	69%	87%	70%	53%					55%
English Language Learners	58%		60%	56%	79%	80%	67%	61%					63%
Native American Students													
Asian Students													
Black/African American Students													
Hispanic Students	68%		67%	64%	83%	80%	73%	70%					62%
Multiracial Students													
Pacific Islander Students													
White Students													
Economically Disadvantaged Students	64%		63%	67%	78%	78%	77%	67%					64%

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	56%	56%	0%	55%	1%
Ela	4	57%	55%	2%	53%	4%
Ela	5	42%	56%	-14%	55%	-13%
Math	3	73%	65%	8%	60%	13%
Math	4	63%	62%	1%	58%	5%
Math	5	66%	59%	7%	56%	10%
Science	5	53%	53%	0%	53%	0%

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?

2024 FAST Mathematics Data for 3rd-5th Grade showed 81% of students were proficient as compared to 73% in 2023. Contributing factors may include: ELL after school tutoring; interactive notebooks for mathematics; STEM integration, Co-teaching models for mathematics blocks including ESE and CCHL teachers.

Lowest Performance

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

2024 FAST ELA Data for 4th- 5th Grade showed only 45% of students in the lowest 25% made learning gains. Contributing factors may include: a large number of ESOL 1 students were included in the lowest 25% because they had a score from the previous year. Many of these students were less than 2 years in ESOL and were still learning the language. In addition, one of the classes was over class size.

Greatest Decline

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

2024 FAST ELA Data did not show any declines from the previous school year, however, only 45% of students in the lowest 25% made learning gains. This is a decline from previous years when gains were included.

Contributing factors may include: a large number of ESOL 1 students were included in the lowest 25% because they had a score from the previous year. Many of these students were less than 2 years in ESOL and were still learning the language. In addition, one of the classes was over class size.

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.

2024 FAST ELA Data for 5th Grade showed only 42% of students were high achieving compared to the district at 57% and the state at 55%. Contributing factors may include: a homeroom class that was over class size, an entire class of ESOL 1 students who were new to the country, and a large number of ESE students.

EWS Areas of Concern

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

Student Attendance Data shows that 27% of students had 11+ absences during the 2023-2024 school year. Although this is an improvement from the previous year it is still an area that needs to be addressed and monitored closely.

Highest Priorities

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

Gains of Lowest 25% in ELA; maintaining and improving high achievement data for ELA, Mathematics and Science; meeting the needs of a large number of ESOL 1 students; improving attendance.

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 ELA required by RAISE (specific questions)

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 2024-2025 FAST ELA PM3 data, only 45% of the lowest 25 students in grades 4th-5th presented learning gains. Based on the data and the identified contributing factors of the high number of ESOL level 1 students and large class sizes, we will implement, with fidelity, Differentiated Instruction as the Targeted Element.

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

Differentiated Instruction offers students the opportunity to gain access to learning topics through differing models for their learning needs. Teachers will use data gathered from assessments and anecdotal records to make instructional decisions to what each student needs. Data from the i-Ready diagnostics AP1 and AP2, FAST STAR PM1 and PM2, and bi-weekly assessments will be analyzed to identify what benchmarks and standards need to be targeted.

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

Differentiated Instruction offers students the opportunity to gain access to learning topics through differing models for their learning needs. Teachers will use data gathered from assessments and anecdotal records to make instructional decisions to what each student needs. Data from the i-Ready diagnostics AP1 and AP2, FAST PM1 and PM2, and bi-weekly assessments will be analyzed to identify what benchmarks and standards need to be targeted.

Grades K-2: Measurable Outcome(s)

If we successfully implement Differentiated Instruction, then we expect our overall percentage of achievement to increase by five percentage points for students in grades K-2 as demonstrated on the

2024-2025 STAR Reading Assessment.

Grades 3-5: Measurable Outcome(s)

If we successfully implement Differentiated Instruction, then we expect our ELA gains to increase by five percentage points in grades 3rd-5th as demonstrated on the 2024-2025 FAST 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.

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

Person responsible for monitoring outcome

Isabel Valenzano

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:

Academic Vocabulary Instruction plays a critical role in improving skills for all learners. Academic Vocabulary should be incorporated through effective lessons in a myriad of ways including the use of interactive journals, interactive word walls, exposure to diverse texts, visual stimuli, incorporation into daily dialogue, etc. and associated with the content being taught.

Rationale:

Academic Vocabulary Instruction will ensure that teachers are incorporating relevant vocabulary into daily instruction. This vocabulary development will increase reading comprehension for 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

Academic Vocabulary Instruction

Person Monitoring:

Isabel Valenzano

By When/Frequency:

September 27, 2024

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

The "Wordly Wise" supplemental resource will be implemented in grades 3-5 during differentiated instruction to build vocabulary and impact reading achievement.

Action Step #2

Differentiated Instruction

Person Monitoring:

Isabel Valenzano

By When/Frequency:

September 27, 2024

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

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

Action Step #3

Academic Vocabulary

Person Monitoring:

Isabel Valenzano

By When/Frequency:

September 27, 2024

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

Students will participate in a quarterly "Vocabulary Day" activity where they will dress up to represent specific academic vocabulary to increase student achievement.

Area of Focus #2

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

Instructional Practice specifically relating to Math

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 2024-2025 FAST Math PM3 data, 79% of students in grades 4th-5th demonstrated learning gains as compared to the 2021-2022 Math data (no learning gains were calculated in 2022-2023) where 80% demonstrated learning gains. Although this is not a significant drop, there is still a need to focus on Mathematics in order to maintain and increase learning gains.

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 benchmark-aligned instruction with an interactive learning environment, then we expect our learning gains in Mathematics to increase by two percentage points in grades 4th-5th as demonstrated on the 2024-2025 FAST 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.

Monitoring of data by the leadership team, collaborative planning and walk-throughs by administration will be implemented to ensure that benchmark-aligned instruction with an interactive learning environment is being delivered.

Person responsible for monitoring outcome

Isabel Valenzano

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:

Benchmark-aligned instruction with an Interactive Learning Environment allows students to interact with visual aids/scaffolds that support the acquisition or assimilation of prerequisite skills and academic vocabulary.

Rationale:

Benchmark-aligned instruction with an Interactive Learning Environment is grounded in its ability to engage students actively, promote deeper learning and develop essential skills, to continue making learning gains in Mathematics.

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

Benchmark-aligned instruction

Person Monitoring:

Isabel Valenzano

By When/Frequency:

September 27, 2024

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

Facilitate grade level planning sessions, at least once a week, so that teachers can plan for rigorous benchmark-aligned instruction with an interactive learning environment.

Action Step #2

Math Vocabulary

Person Monitoring:

Velda Christmas

By When/Frequency:

September 27, 2024

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

Increase students' Math academic vocabulary through a "Word of the Day" on morning announcements and a quarterly school-wide vocabulary project.

Action Step #3

Data Driven Instruction

Person Monitoring:

Isabel Valenzano

By When/Frequency:

September 27, 2024

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

Implement the Math Topic Assessments across all grade levels with fidelity and monitor the data to provide interventions and drive the instruction.

Area of Focus #3

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 2023-2024 Statewide Science Assessment scores, 72% of 5th grade students were proficient as compared to the 2022-2023 Statewide Science Assessment score of 59% students who tested proficient. Although there were significant gains, there is still a need to focus on Science in order to maintain and increase proficiency.

Based on the data, to maintain and continue making gains, we will implement Collaborative Learning Structures.

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 Collaborative Learning Structures aligning with standards, then we expect our science percentage to increase by 2% points in scores showing proficiency in 5th Grade as demonstrated on the 2024-2025 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.

Monitoring of data in this area of focus will be done by the leadership team including collaborative planning within grade levels. A quarterly instructional review will be implemented to ensure that instruction is offering collaborative learning/structures in Science.

Person responsible for monitoring outcome

Isabel Valenzano

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:

Collaborative learning is based on the theory that knowledge is a social construct. Collaborative activities are most often based on four principles: (1) the learner or student is the primary focus of instruction; (2) interaction and "doing" are of primary importance; (3) working in groups is an important mode of learning; (4) structured approaches to developing solutions to real-world problems should be incorporated into learning. Collaborative learning can occur peer-to-peer or in larger groups. Peer teaching/learning is a type of collaborative learning that involves students working in pairs or small groups to discuss concepts, or find solutions to problems. It enables learners to take

responsibility for reviewing, organizing, and consolidating existing knowledge and material; understanding its basic structure; filling in the gaps; finding additional meanings; and reformulating knowledge into new conceptual frameworks. Learning from peers increases learning both for the students being helped as well as for those giving the help.

Rationale:

Collaborative Learning/Structures offers collaborative opportunities and activities that focus on the learner or student to be doing and interacting with the learning topic and focus on instruction. In these scenarios, students are developing solutions for real-world problems in interactive groups or partnerships in a collaborative setting. This gives the learner the responsibility to review, organize and review prior learning and apply it towards new instruction. Our school will use essential labs and interactive journals to help students apply collaborative models in their topic lessons.

Tier of Evidence-based Intervention:

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

Person Monitoring:

Isabel Valenzano

By When/Frequency:

September 27, 2024

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

Offer professional development throughout the school year to ensure instructional standards and STEM implementation is being met.

Action Step #2

Science Interactive Notebooks

Person Monitoring:

Isabel Valenzano

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 essential labs to students that align to state standards as evidenced by the science interactive notebooks.

Action Step #3

STEM

Person Monitoring:

Isabel Valenzano

By When/Frequency:

September 27, 2024

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

Implement a quarter 1 STEM showcase for grades Kindergarten, Second, Third and Fifth.

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 our 2023-2024 school attendance data, 18% of students had 16 or more absences. Based on the data and the identified contributing factors of parent engagement and understanding of school board policies, we will implement Strategic Attendance Initiatives to help address this critical need.

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 Attendance Initiatives, then we expect our percentage of students with 16 or more absences to decrease by 2 percentage points, from 18% to 16% for 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.

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

Person responsible for monitoring outcome

Isabel Valenzano

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:

Strategic Attendance Initiatives involve close monitoring and reporting of student absences, calls to parents, counseling and referrals to outside agencies as well as incentives for students with perfect attendance.

Rationale:

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

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Attendance Initiatives

Person Monitoring:

Isabel Valenzano

By When/Frequency:

September 27, 2024

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

The school will implement an Attendance Contract that will be shared with parents at Open House. This contract is designed to foster a partnership between the school, parents and students to promote regular and punctual attendance. The Attendance Review Committee and school staff will regularly monitor attendance data. Parents will be contacted when attendance issues arise and the Attendance Contract will be referenced during parent conferences. These initiatives will be implemented to increase student attendance.

Action Step #2

Attendance Incentives

Person Monitoring:

Isabel Valenzano

By When/Frequency:

September 27, 2024

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

Students with perfect attendance for the quarter will be rewarded with a special celebration or field trip to increase student attendance.

Action Step #3

Attendance Incentives

Person Monitoring:

Jonelle Dougery

By When/Frequency:

September 27, 2024

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

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

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.

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

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))

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

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))

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

participation.

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))

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

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))

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

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))

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

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)).

Multi-tiered System of Supports are utilized to prevent and address problem behavior. MTSS tiers are utilized to identify students who are not meeting grade level standards, interventions are developed and implemented. Meetings are held with parents to address lack of academic progress and plans are developed to address those concerns. School wide Positive Behavioral Intervention Strategies have been implemented to increase consistency with school and classroom rules.

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)).

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

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))

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

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