Village Green Elementary School

2022-23 Schoolwide Improvement Plan

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Village Green Elementary School

12265 SW 34TH ST, Miami, FL 33175

http://villagegreen.dadeschools.net/

Demographics

Principal: Susana Suarez

Start Date for this Principal: 8/23/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	94%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Hispanic Students Economically Disadvantaged Students
School Grades History	2021-22: A (72%) 2018-19: A (71%) 2017-18: B (58%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	[LaShawn Russ-Porterfield](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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 Florida Department of Education 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	94%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

School Board Approval

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SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

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 Florida Department of Education 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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Village Green Elementary School in collaboration with parents and community is to prepare our students academically, socially, and emotionally in a positive and safe learning environment. We thrive to provide students with knowledge and necessary skills to think critically and make the decisions in a multicultural world. Our aim is to empower students to meet the challenges of citizenship in the twenty first century.

Provide the school's vision statement.

Our vision is to empower students to meet the challenges of the 21st century. Village Green Elementary School is privileged to have served the community for 57 years, and we are dedicated to continuing this service into the new millennium, guiding our students on their mission to academic excellence.

School Leadership Team

Membership
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.**:**

Name	Position Title	Job Duties and Responsibilities
Christmas, Velda	Assistant Principal	Assist the principal in day to day school operations, curriculum, teacher development, interventions, tutoring, address stakeholder concerns, testing coordinator, master schedule, Title I, discipline, MTSS Process, textbook inventory, and analyze school wide data.
Suarez, Susana	Principal	Oversee the entire school; operations, personnel, budget, and facilities.
Penedo, Amanda	Other	K-12 Primary Grade Level Chair, EESAC Secretary, Gifted Chair, STEAM Liaison. Mrs. Penedo's role is to support the implementation of the School Improvement Process by meeting with other leadership members to evaluate intervention and differentiation strategies, by subject and grade, that are aligned to the student's diverse needs. This information will be shared with other teachers and staff via department meetings, faculty meetings and EESAC meetings.
Cid, Elizabeth	Other	Intermediate Grade Level Chair, EESAC Chair, ELA Liaison, Ms. Cid's role is to support the implementation of the School Improvement Process by meeting with other leadership members to evaluate intervention and differentiation strategies, by subject and grade, that are aligned to the student's diverse needs. This information will be shared with other teachers and staff via department meetings, faculty meetings and EESAC meetings.
Menendez, Lida	Curriculum Resource Teacher	Ms. Menendez is our math liaison, her role is to support the implementation of the School Improvement Process by sharing any important information and updates the math depart provides to her via department and faculty meetings.
Irons, Carmen	Other	Mrs. Irons' role is to support the implementation of the School Improvement Process by meeting with other leadership members to evaluate intervention and differentiation strategies, by subject and grade, that are aligned to the student's diverse needs, especially ESE students.

Demographic Information

Principal start date
Tuesday 8/23/2022, Susana Suarez

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school

Total number of students enrolled at the school

Identify the number of instructional staff who left the school during the 2021-22 school year.

Identify the number of instructional staff who joined the school during the 2022-23 school year.

Demographic Data

Early Warning Systems

Using prior year's 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	9	10	11	12	
Number of students enrolled	38	26	33	40	29	32	0	0	0	0	0	0	0	198
Attendance below 90 percent	0	1	1	4	4	1	0	0	0	0	0	0	0	11
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	6	1	3	2	1	0	0	0	0	0	0	0	13
Course failure in Math	0	1	1	2	0	1	0	0	0	0	0	0	0	5
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	4	4	0	0	0	0	0	0	0	8
Level 1 on 2022 statewide FSA Math assessment	0	0	0	1	0	6	0	0	0	0	0	0	0	7
Number of students with a substantial reading deficiency	0	0	6	1	8	6	5	0	0	0	0	0	0	26

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	6	1	2	3	4	0	0	0	0	0	0	0	16

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	6	1	1	0	1	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated
Tuesday 8/23/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	25	33	34	28	36	38	0	0	0	0	0	0	0	194
Attendance below 90 percent	0	0	3	1	2	1	0	0	0	0	0	0	0	7
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	3	4	2	3	0	0	0	0	0	0	0	12
Course failure in Math	0	0	0	3	3	3	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Number of students with a substantial reading deficiency	0	8	16	11	7	11	0	0	0	0	0	0	0	53

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	3	3	2	2	0	0	0	0	0	0	0	10

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	4	3	1	0	0	0	0	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	25	33	34	28	36	38	0	0	0	0	0	0	0	194
Attendance below 90 percent	0	0	3	1	2	1	0	0	0	0	0	0	0	7
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	3	4	2	3	0	0	0	0	0	0	0	12
Course failure in Math	0	0	0	3	3	3	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Number of students with a substantial reading deficiency	0	8	16	11	7	11	0	0	0	0	0	0	0	53

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	3	3	2	2	0	0	0	0	0	0	0	10

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	4	3	1	0	0	0	0	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	75%	62%	56%				66%	62%	57%
ELA Learning Gains	77%						57%	62%	58%
ELA Lowest 25th Percentile	50%						48%	58%	53%
Math Achievement	77%	58%	50%				83%	69%	63%
Math Learning Gains	82%						80%	66%	62%
Math Lowest 25th Percentile	73%						85%	55%	51%
Science Achievement	70%	64%	59%				81%	55%	53%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	57%	60%	-3%	58%	-1%
Cohort Comparison		0%				
04	2022					
	2019	69%	64%	5%	58%	11%
Cohort Comparison		-57%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	70%	60%	10%	56%	14%
Cohort Comparison		-69%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	82%	67%	15%	62%	20%
Cohort Comparison		0%				
04	2022					
	2019	74%	69%	5%	64%	10%
Cohort Comparison		-82%				
05	2022					
	2019	91%	65%	26%	60%	31%
Cohort Comparison		-74%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	81%	53%	28%	53%	28%
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE 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
SWD	28	44		56	88	82	33				
ELL	75	80	60	76	84	70	73				
HSP	76	78	50	77	82	73	70				
FRL	71	78	50	76	86	71	65				
2021 SCHOOL GRADE 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
SWD	14	42		25	8						

2021 SCHOOL GRADE 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
ELL	58	48		62	19		50				
HSP	58	53	45	60	24	18	57				
FRL	53	51		57	23	20	52				
2019 SCHOOL GRADE 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
SWD	16	44	40	64	88	90					
ELL	66	53	43	83	80	86	73				
HSP	66	58	48	83	81	85	80				
FRL	65	54	57	85	81	86	80				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	70
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	56
Total Points Earned for the Federal Index	560
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	52
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	72
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	

Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	70
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	69
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Math Trends, overall, we had a an increase of 17 percentage points in overall proficiency, 3rd grade showed the most gains from 59% to 86% which is a 27% increase, 5th grade showed the lowest gains from 55% to 62% which is only a 7% increase.
ELA Trends, overall, we went from 56% to 75% which is a 19% increase in overall proficiency, 5th grade showed a decrease from 57% to 54% and the highest overall proficiency increase was in the 4th grade from 44% to 83% which is 39% increase.
Science overall proficiency went from 56% to 70% had an increase of 14% points.
In the lowest 25% we showed the most learning gains in Math, 68%
In overall learning gains we showed the most gains in math 86% which is a 62% increase. Fourth grade in both ELA and Math showed the least learning gains.
Overall our strength and most growth was evident in Math compared to ELA from 2021 to 2022, and our overall proficiency for the 2021-2020 is 72%.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The data components based off the 2022 state assessments that demonstrate the greatest need for improvement are Math and Science. When comparing the 2022 state assessment data to the 2021 and 2019 data these two areas showed we are still below our 2019 overall proficiency levels.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The contributing factors for this need for improvement are students who have suffered learning loss and the need to improve the rigor in our mathematics and science instruction. The new actions that will need to be taken to address this need for improvement are increasing the use of Reflex Math in all second through fifth grade homerooms and begin implementing math and science tutoring and enrichment earlier in the school year.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The data components, based off progress monitoring and 2022 state assessments, that showed the most improvement were in the lowest 25%, we showed the most learning gains in Math with 68% and in overall learning gains we showed the most gains in math 86% which is a 62% increase.
Overall our strength and most growth was evident in Math compared to ELA from 2021 to 2022.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The contributing factors to this improvement were the use of after school tutoring, intervention, the use of district resources, and following the district pacing guide. The new actions the school took in this are was monitoring student data to ensure the fidelity of intervention and tutoring.

What strategies will need to be implemented in order to accelerate learning?

The strategies that will need to be implemented in order to accelerate learning is the use of effective DI and Intervention with fidelity.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The professional development opportunities in ELA, math, and science that will be provided at the school to support teachers are effective best practice share out meetings across all content areas, curriculum updates from PDs attended, and Schoology updates and resources.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

The additional services that will be implemented to ensure sustainability of improvement in the next year and beyond is applying to become a STEAM designated school and implement robotics and other math and science related clubs.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Positive Culture and Environment specifically relating to Team Building	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	In the area of positive culture and environment, the area identified as a critical need is to sustain and continue team building and school community. According to the 2021-2022 school climate survey feedback from staff, 19% of teachers strongly agreed that, "I feel staff morale is high at my school", in comparison to 24% during the 2020-2021 school climate survey feedback, this indicates an decrease of five percentage points.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we successfully implement the targeted element of positive culture and environment in the area of team building by creating committees and involving teachers in the decision-making processes, we hope to increase the feeling of shared leadership and morale. This will be evidenced by a 5% increase in the 2022-2023 School Climate Survey.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The leadership team will survey teachers to garner ideas on initiatives/ strategies/ systems they would like to have implemented in our school. Based on survey responses teachers will volunteer to lead different initiatives and show case their leadership skills. A social committee will plan activities outside of school so that teachers can meet with one another and with administrators to build rapport. Every staff meeting will begin with an opportunity for connections and teachers will have designated speaking time during every meeting to ensure that all input is considered. These ongoing team building and social activities for all staff will be monitored by meeting agendas, sign sheets, survey data, and school climate survey.
Person responsible for monitoring outcome:	Susana Suarez (pr5641@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented	Within the Area of Focus of teambuilding, we will focus on the evidence based strategy of involving staff in important decisions, this will be implemented by the school's leadership team and social committee.

for this Area of Focus.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

If we successfully implement the targeted element of team building activities and focus on the evidence-based strategy of involving staff in important decisions, we hope to increase the feeling of shared leadership and morale. These monthly team building activities will increase the feeling of school community and unity. This will be evidenced by a 5% increase on the 2022-2023 School Climate Survey.

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.

Aug. 22 - Oct. 14 A social committee will plan activities outside of school so that teachers can meet with one another and with administrators and as a result we will build rapport with one another and boost morale.

Person Responsible	Carmen Irons (carmenirons@dadeschools.net)

Aug. 22 - Oct. 14 Every staff meeting will begin with an opportunity for connections and teachers will have designated speaking times during every meeting to ensure that all input is considered, as a result we will build rapport with one another and boost morale.

Person Responsible	Susana Suarez (pr5641@dadeschools.net)

Aug. 22 - Oct. 14 The leadership team will survey teachers to garner ideas on initiatives/ strategies/ systems they would like to have implemented in our school. Based on survey responses teachers will volunteer to lead different initiatives. As a result, teachers will be able to showcase their leadership skills.

Person Responsible	Susana Suarez (pr5641@dadeschools.net)

Aug. 22 - Oct. 14 During faculty meetings and professional development opportunities grade levels will be able to collaborate and support one another on upcoming initiatives. As a result, teachers will have appropriate resources, and lesson plans for effective instruction.

Person Responsible	Velda Christmas (vchristmas@dadeschools.net)

October 31-Dec. 16 The Social Committee will plan a Holiday Party on December 14

Person Responsible	Velda Christmas (vchristmas@dadeschools.net)

Oct. 31- Dec 16.During faculty meetings and professional development will continue to provide opportunities for grade levels will be able to collaborate and support one another on upcoming initiatives. As a result, teachers will have appropriate resources, and lesson plans for effective instruction.

Person Responsible	Susana Suarez (pr5641@dadeschools.net)

#2. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on the data review, our school will implement the targeted element of standards-aligned instruction. We selected the overreaching area of standards-aligned instruction because of the new B.E.S.T Standards being adopted by the state and school district. By ensuring that instruction in math are standards-aligned we can expect to see 5 % increase on each of the FAST Progress Monitoring Assessments.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we implement standards-aligned instruction, we can expect to have a 5% increase demonstrating mastery of the B.E.S.T Standards by grade level on the math FAST Progress Monitoring Assessment by June 2023.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This area of focus will be monitored for the desired outcome by conducting data chats with the school leadership team to ensure that standard aligned instruction is being implemented and that teachers and students have the adequate resources and support.
Person responsible for monitoring outcome:	Susana Suarez (pr5641@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the Targeted Element of standards-aligned instruction, our school will focus on the evidence-based strategy of data driven instruction. Data driven instruction will assist in measuring data trends and mastery of standards on all progress monitoring assessments. Data driven instruction will be monitored through the use of data trackers to drive instructional planning and data driven conversations.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Data driven instruction will ensure that students are making learning gains or adjustments are needed to be made to math instruction as evidenced by progress monitoring and district topic assessments on the B.E.S.T. standards. Teachers will continually adjust their instructional plans, and instructional delivery as new data becomes available.

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.

Aug. 22 - Oct. 14 Ensure all K-5th grade teachers participated in Professional Developments on the B.E.S.T Standards and are familiar with the new benchmarks and standards. As a result, teachers will be able to effectively implement standards aligned instruction.

Person Responsible   Velda Christmas (vchristmas@dadeschools.net)

Aug. 22 - Oct. 14 Ensure all K-5th grade teachers have taken the Big Ideas Math Professional Development and are familiar with the new textbooks. As a result, teachers will be able to align instruction with the new Florida B.E.S.T Standards.

Person Responsible   Velda Christmas (vchristmas@dadeschools.net)

Aug. 22 - Oct. 14 Ensure all teachers are providing ELA instruction and that is on pace and aligned to the new B.E.S.T Standards by using the Florida's B.E.S.T. Handbook K-5 2022-2023. As a result, students will be receive effective standards-aligned instruction.

Person Responsible   Velda Christmas (vchristmas@dadeschools.net)

Aug. 22 - Oct. 14 Ensure that teachers are using the math pacing guides and referring to the Mathematical Thinking and Reasoning Standards to drive instruction. As a result, students will show learning gains on Math FAST Assessments.

Person Responsible   Lida Menendez (lidamenendez@dadeschools.net)

Dec.3 - Dec. 16 Teachers will meet with the administration to discuss students growth and ensure that students are showing proficiency in standards and those students who are not making gains will be identified and begin the RtI/MTSS process.

Person Responsible   Velda Christmas (vchristmas@dadeschools.net)

Oct. 31- Dec. 16 Continue to ensure that teachers are using the math pacing guides, are referring to the Mathematical Thinking and Reasoning Standards to drive instruction, are providing ELA instruction that is on pace and aligned to the new B.E.S.T Standards. As a result, students will continue to receive effective standards-aligned instruction and students will show learning gains on all Assessments.

Person Responsible   [no one identified]

#3. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on the data review, our school will implement the targeted element of differentiation. We selected the overreaching area of differentiation based on our findings. ELA learning gains of the lowest 25% only had a 5% increase from 2021 to 2022. By increasing our expectations of our lowest 25%, and improving our ability to differentiate instruction and provide the scaffolding necessary we will increase student proficiency with in our lowest 25%.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we successfully implement differentiation to our lowest 25% we will show growth from progress monitoring one to three of the lowest 25% by June 2023.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Leadership team will assist in conducting quarterly data chats, adjust groups based on current data in real time, and follow up with regular walk throughs to ensure quality differentiated instruction (DI) is being conducted with fidelity. Data analysis of our lowest 25% on the FAST PM1 will be monitored to determine which standards need to be targeted during D.I. This data will be analyzed during data chats to ensure students are demonstrating growth on remediated standards. Extended learning opportunities before and after school will be provided to those students who are not making adequate progress from FAST PM1 to PM2 such as tutoring and intervention.
Person responsible for monitoring outcome:	Velda Christmas (vchristmas@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the targeted element of differentiation, our school will focus on the evidence-based strategy of data driven instruction. Data driven instruction will assist in accelerating the proficiency of the lowest 25% as it is a systematic approach of instruction to meet the students needs. Data driven instruction will be monitored through the use of data trackers to drive instructional planning and data driven conversations to include on going progress monitoring by the Leadership team.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific	Data driven instruction will ensure that teachers are using relevant, recent, and aligned data to plan lessons using research based resources that are designed to meet student needs. Teachers will continually adjust their instruction, plans, and instructional delivery as new data becomes available.

**strategy.
Describe the
resources/
criteria used for
selecting this
strategy.**

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.

Aug. 22 - Oct. 14 Sharing DI best practice materials for ELA and Math to all teachers on a monthly basis to assist in DI delivery during our monthly professional development meetings. As a result, teachers will have student groups, appropriate resources, and lesson plans that reflect DI instruction.

Person Responsible	Velda Christmas (vchristmas@dadeschools.net)

Aug. 22 - Oct. 14 Conduct walk throughs/classroom visits on a weekly basis to ensure effective research based differentiated instruction (DI) practices are in place . As a result, teachers will feel supported when providing DI instruction.

Person Responsible	Susana Suarez (pr5641@dadeschools.net)

Aug. 22 - Oct. 14 During whole group instruction the teacher will use the evidence based instructional strategies that have been provided by the district departments. As a result, this will provide students the necessary support to demonstrate growth on assessments.

Person Responsible	Velda Christmas (vchristmas@dadeschools.net)

Aug. 22 - Oct. 14 Create a computer lab schedule for all classes during extended learning opportunities. As a result, this will ensure the students are working on their pathway and completing the required weekly minutes for i-Ready Math and Reading.

Person Responsible	Velda Christmas (vchristmas@dadeschools.net)

October 31 and November 14- Jeanine Sardinas will meet with 3-5th grade teachers to provide them with the necessary resources and information so that teachers are able to create DI groups and provide effective differentiated instruction.

Person Responsible	Velda Christmas (vchristmas@dadeschools.net)

Oct. 31- Dec. 16 We will continue sharing DI best practice materials for ELA and Math to all teachers on a monthly basis to assist in DI delivery during our monthly professional development meetings. As a result, teachers will have student groups, appropriate resources, and lesson plans that reflect DI instruction.

Person Responsible	Velda Christmas (vchristmas@dadeschools.net)

#4. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Based on the qualitative data from the School Climate Survey, we want to use the Targeted Element of Specific Teacher Feedback/Walkthroughs. Forty seven percent of teachers in the building feel that staff morale is low therefore we want to support teachers by providing specific feedback about their instruction and ensuring they feel supported.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	With in the area of transformational leadership, if we successfully implement the Targeted Element of Specific Teacher Feedback/Walkthroughs, our teachers will be able to reflect on the feedback of their instructional skills and best practices. The percentage of teachers who feel staff morale is low will decrease by 5 percentage points by June 2023
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The Leadership Team will identify specific staff members that are experts in specific areas that will serve as liaisons and provide new best practices and effective instructional strategies to teachers. This initiative will help gauge the improvement of staff morale.
Person responsible for monitoring outcome:	Susana Suarez (pr5641@dadeschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Within the Targeted Element of Specific Teacher Feedback/Walkthroughs, we will focus on evidence based strategy on Involving Staff in Important Decisions by selecting a leadership team. This will ensure teachers will have input in the decision-making process and build teacher capacity.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	By providing opportunities for staff to be involved in school based strategies and decisions, we will improve morale by increasing teacher's capacity and create opportunities to develop best practices that are more effective in meeting our students' academic needs. Additionally, the leadership team will foster a climate that contributes to celebrating success of staff and students.

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.

Aug. 22 - Oct. 14 The leadership team will conduct data chats with teachers quarterly to be able to support teachers. As a result, this will ensure that students are making adequate progress.

Person Responsible	Susana Suarez (pr5641@dadeschools.net)

Aug. 22 - Oct. 14 During walkthroughs, the leadership team will focus on providing specific teacher feedback about their instruction this will ensure they feel supported by the leadership team.

Person Responsible	Susana Suarez (pr5641@dadeschools.net)

Aug. 22 - Oct. 14 During faculty meeting provide opportunities for team building to improve the sense of school community. As a result, this will increase teacher morale.

Person Responsible   Susana Suarez (pr5641@dadeschools.net)

Aug. 22 - Oct. 14 Provide common planning time for teachers to collaboratively plan and support one another in order to provide the most effective instruction to their students.

Person Responsible   Velda Christmas (vchristmas@dadeschools.net)

Oct. 31- Dec. 16 Continue to provide common planning time for teachers to collaboratively plan and support one another in order to provide the most effective instruction to their students.

Person Responsible   Velda Christmas (vchristmas@dadeschools.net)

Oct. 31- Dec. 16 During walkthroughs, the leadership team will continue to focus on providing specific teacher feedback about their instruction this will ensure they feel supported by the leadership team.

Person Responsible   [no one identified]

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

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

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

N/A

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

N/A

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

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

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

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- ◦ Do the evidence-based practices/programs address the identified need?

- ◦ Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

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

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring

N/A

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

Our strengths within school culture are in celebrating success, to encourage teamwork, and creating welcoming spaces. Our school creates experiences throughout the year to motivate staff, parents, and students to ensure unity that will build teamwork. Students and staff are supported through grade level meetings, faculty meetings, collaborations, and celebrations. Staff are provided opportunities to take part in team building activities where we come together to celebrate success. We offer opportunities to both staff and students to give ongoing feedback and recommendations to school leaders and schedule informal conferences to acknowledge growth in their educational/ professional experience. We also ensure information is provided to all stakeholders through our monthly calendar, school websites, emails, schools messenger and social media accounts. We continue to build our skill-set in ensuring classrooms are highly engaging and foster the highest level of engagement and learning.

Identify the stakeholders and their role in promoting a positive school culture and environment.

The stakeholders involved in building a positive school culture and environment are the principal, assistant principal, instructional liaisons, teacher leaders, and counselor. The principal's role is to monitor and oversee all the school's initiatives and respond to concerns with morale by planning team building and morale boosting activities. The assistant principal will monitor the collaborative planning and the leadership team will assist in ensuring all information is shared with stakeholders in a timely manner. Teacher leaders and instructional liaisons assist in providing and responding to feedback from stakeholders. The leadership team and staff are responsible for making specific efforts to connect and build relationships with all stakeholders.