

Miami-Dade County Public Schools

Mater Academy Lakes High School



2022-23 Schoolwide Improvement Plan

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Mater Academy Lakes High School

17300 NW 87TH AVE, Hialeah, FL 33015

www.materlakes.org

Demographics

Principal: Rene Rov IR Osa

Start Date for this Principal: 8/22/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
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)	77%
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 Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (63%) 2018-19: A (64%) 2017-18: B (61%)
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	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

N/A

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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Mater Academy Lakes High School

17300 NW 87TH AVE, Hialeah, FL 33015

www.materlakes.org

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)
High School 9-12	Yes	77%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	98%

School Grades History

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

School Board Approval

N/A

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.

Mater Lakes Academy High School, with immeasurable expectations for success in the classroom, in the community, and for the future, partner with teachers, administrators and staff, to create a challenging curriculum, moral values, loyalty and teamwork for a community of learners who are the successful leaders of tomorrow and epitomize the characteristics of truth, honor, and change.

Provide the school's vision statement.

Mater Lakes Academy will be a campus where students learn from teachers who are passionate about their subjects and consider it a privilege to pass knowledge to the minds of our students.

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
Rovirosa, Rene	Principal	
Enriquez, Marjorie	Principal	
Gil, Melissa	Administrative Support	
Gonzalez, Adriana	Teacher, ESE	
Kemper, Elizabeth	Teacher, K-12	
Lorenzo, Giovanni	Teacher, K-12	
Mansfield, Joanna	Teacher, Career/Technical	
Paez, Jennifer	Administrative Support	
Rodriguez, Barbara	Reading Coach	
Rodriguez, Wilmarge	School Counselor	
Diaz, Leilani	ELL Compliance Specialist	
Martinez , Alice	Assistant Principal	
Burgos, Steven	Administrative Support	
Aleman, Zahilys	Administrative Support	

Demographic Information

Principal start date

Monday 8/22/2022, Rene Rov IR Osa

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

50

Total number of students enrolled at the school

1,200

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

12

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

3

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	0	0	0	0	0	0	0	0	0	340	280	275	304	1199
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	3	10	4	3	20
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	64	49	46	0	159
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	8	71	0	1	80
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	92	118	67	85	362

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	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	0	0	0	0	
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

Monday 8/22/2022

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	0	0	0	0	0	0	0	0	0	345	288	295	312	1240
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	2	10	4	3	19
Course failure in ELA	0	0	0	0	0	0	0	0	0	8	5	9	0	22
Course failure in Math	0	0	0	0	0	0	0	0	0	37	30	9	0	76
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	27	31	0	0	58
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	37	65	0	0	102
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	108	109	83	122	422
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	58	27	10	48	143

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	0	0	0	0	0	0	0	0	1	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	1	1

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	0	0	0	0	0	0	0	0	0	345	288	295	312	1240
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	2	10	4	3	19
Course failure in ELA	0	0	0	0	0	0	0	0	0	8	5	9	0	22
Course failure in Math	0	0	0	0	0	0	0	0	0	37	30	9	0	76
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	27	31	0	0	58
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	37	65	0	0	102
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	108	109	83	122	422
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	58	27	10	48	143

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	0	0	0	0	0	0	0	0	1	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	1	1

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	62%	54%	51%				72%	59%	56%
ELA Learning Gains	60%						58%	54%	51%
ELA Lowest 25th Percentile	53%						47%	48%	42%
Math Achievement	48%	42%	38%				61%	54%	51%
Math Learning Gains	52%						58%	52%	48%
Math Lowest 25th Percentile	54%						47%	51%	45%
Science Achievement	56%	41%	40%				59%	68%	68%
Social Studies Achievement	76%	56%	48%				85%	76%	73%

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

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	59%	68%	-9%	67%	-8%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	86%	71%	15%	70%	16%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	65%	63%	2%	61%	4%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	59%	54%	5%	57%	2%

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	32	57	57	21	50	50		70			
ELL	39	59	50	36	59	58	29	65		95	60
BLK	20	27		9							
HSP	63	61	54	49	53	54	57	76		97	74
WHT	62	38		40	30			90		100	67
FRL	59	59	56	48	52	53	57	73		97	74
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	33	46	47	14	10	18	27				
ELL	34	52	57	40	29	29	42	35		100	63
BLK								50		100	30
HSP	60	49	42	39	21	24	45	68		100	64
WHT	67	39		55	27					100	77
FRL	59	48	38	38	21	24	45	67		100	63
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	40	50									
ELL	38	47	38	48	57	50	49	70		93	62
BLK	73	73									
HSP	72	58	45	61	58	49	60	85		99	59
WHT	57	55		59	50		58	100		96	55
FRL	71	57	46	59	55	42	60	84		99	60

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)	ATSI
OVERALL Federal Index – All Students	65
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	81
Total Points Earned for the Federal Index	713
Total Components for the Federal Index	11
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	48
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	57
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 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	19
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
Hispanic Students	
Federal Index - Hispanic Students	65
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	
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	61
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	64
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?

The Emerging trends include a reduced percentage in progress in the Math achievement where we decreased from to 48% even if that is an improvement from the previous year. Additionally, evidence shows that Social Studies increased by 8%, Science by 10%, Math Lowest 25% by 30% and finally ELA learning gains increased by 11%.

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

Some data components showing the lowest performance for the 2022 school year show that math achievement was the lowest scoring at 48% even if is an improvement from the p[revious year. in addition to our struggling learners in subgroups (BLK, ELL & SWD).

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

Some contributing factors to this need for improvement include increased number of ELL learners new to the school and curriculum. New actions will include increased number of classes offered to ELL students as well as tutoring, push in and pull out. Additionally, current resources in Math and Language Arts will also be infused.

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

Components that showed the most improvement was in Math learning gains, with an increase now leading by 52% as well as the Math Lowest 25% going from 39% to 48%. These improvements are mainly attributed to the schools use of data to provide and differentiate

instruction to meet the diverse needs of our students. The implementation of our tutoring program which is offered before and after school, in addition to software such as iReady and Math XL.

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

The contributing factors to this Increased improvement includes home learning and online resources were provided for those students who required extra practice. Before and after school tutoring was available school wide in all accountability groups.

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

Increased Math program exposure, integration and resources both online and face-to-face
Hands on experiments and data analysis Increased tutoring opportunities before and after school

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.

General Math and select subject Professional Development intended to provide support will include ELA, and BEST Standards as well as professional development focusing on increased critical thinking and accessibility of programs both online and in person (classroom). BEST Standard Strategies will include learner focus, reluctant reader encouragement, and problem solving/critical thinking in ELA and ELL programs alike.

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

Additional services for sustainability will include ESE Director, ESOL, and Department Leaders who construct assistance programs and RTI opportunities to improve learning and achievement. Literacy interventions and tutoring will also be infused.

Areas of Focus

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

:

#1. Instructional Practice specifically relating to Math**Area of Focus Description and****Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.**

As a school, we expect teachers will acquire in-depth knowledge of their subject area of Mathematics, Geometry and Algebra and the process in order for them to be able to guide and aid students in making progress towards standards mastery in Math. Students will be held accountable for their progress as they are a crucial component in increasing their proficiency levels.

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

In order for teachers and students to meet the intended outcomes, Mater Lakes students will be exposed to and taught strategies that will provide additional enrichment especially to those working below grade-level or having difficulties on specific grade-level benchmarks in math. Students will benefit from differentiated instruction, small group setting, and push-in and pull-out tutoring where their specific needs can be met. For the math portion of this goal, we expect scores to increase by 10% . With these increases, we will meet the state and district standard.

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

Areas of focus will include quarterly assessment, diagnostic assessments from iReady math and teacher created baselines, will indicate student progress throughout the school year. In essence, this will provide critical insight as to the enhancement of instruction. Additionally, classroom and teacher assessments as well as some online monitoring of individual as well as cooperative learning will be utilized to monitor progress. Tutoring sessions will also serve as monitoring tools that will define the individual plans of action for learners.

Person responsible for monitoring outcome:

Marjorie Enriquez (enriquezmar@dadeschools.net)

Evidence-based Strategy: Describe the evidence-based strategy being

The strategies that will be employed by Mater Lakes Academy in order to improve academic performance in of math will consist of our push-in / pull-out tutoring sessions, research based/computer based learning programs (iReady/ Math XL/), as well as applying differentiated Instruction in all classrooms (Monitored by Curriculum Instructors). Additionally, students will utilize such resources as Khan Academy and Math XL which will individualize and tailor their needs for achievement. Administrators and teachers alike will be provided professional development opportunities through workshops, PLCs, and lesson

implemented for this Area of Focus.

studies to acquire effective techniques to incorporate during all math and reading content areas.

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

Rationale for evidence-based strategies such as differentiated instruction and computer-based learning programs, have proven to be effective tools in the enhancement of student learning. Additionally, research shows evidence-based teaching strategies have the largest impact on student results. Therefore, in an effort to monitor the effectiveness of the action plan, quarterly assessment, diagnostic assessments from iReady math and reading, and baselines, will indicate student progress throughout the school year. In essence, this will provide critical insight as to the enhancement of instruction. Also, teachers will provide input at grade-level department meetings to review notes with team leaders for the purposes of targeting students that continue to struggle with grade-level text. Conclusively, the administrative team will monitor data results monthly to support teachers with students who are not making adequate progress and provide additional support, resources, and possible parental involvement.

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.

1. Identify Level I & 2 Students (lowest 25%)
2. Implement Push-in Tutoring and pull out tutoring
3. Observe Differentiated Instruction and curriculum strategies
4. Monitor Data/Results and assessments
5. Increase Leadership Team & Curriculum Reviews

Person**Responsible**

Marjorie Enriquez (enriquezmar@dadeschools.net)

#2. Instructional Practice specifically relating to Instructional Coaching/Professional Learning**Area of Focus Description and****Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Data and participation results from the new DLI system for professional development was identified as an area of focus. New teachers and those with less than 5 years experience should take advantage of the PDs available in order to improve classroom management, discipline, professionalism, BEST Strategies and other such abilities and skills. Educators will be help responsible for areas of professional growth and held accountable for their progress as part of their professional responsibilities.

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

We expect Reading, Language Arts and Social Studies teacher participation in professional development to increase by 10% in the 22-23 school year. The intended outcome is to meet the needs of Mater Lakes educators by utilizing the strategies that will serve the purpose of providing additional enrichment and PDs in select subject areas. Educators will benefit from professional and academic settings where their specific needs can be met.

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

The best way to monito desired outcomes is to focus on registration, participation, evaluation and infusion of PD objectives as practiced in the classroom as evidenced by observations and walkthroughs.

Person responsible for monitoring outcome:

Marjorie Enriquez (enriquezmar@dadeschools.net)

Evidence-based Strategy: Describe the evidence-based strategy being

Increased availability of PDs such as BEST Standards Workshops, Discipline and Management, Professionalism and others will encourage such strategies as the infusion of differentiated instruction, centers and cooperative learning in most subject area classrooms. Learners such as ELA and ELL will benefit from educators who have been exposed to professional trainings that will ensure increased achievement.

**implemented
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.**

Some of the researched-based strategies such as differentiated instruction and computer-based/online learning programs, have proven to be effective tools in the enhancement of educator training. Moreover, research shows that evidence-based teaching strategies are likely to have the largest impact on student results if the educators are up to date on the latest skills and curriculum practices. Therefore, in an effort to monitor the effectiveness of the action plan, quarterly evaluations, mid-year evaluations, professional development opportunities in house will indicate an increase in educator training throughout the school year. In essence, this will provide useful insight as to the enhancement of instruction. Also, administrators and department chairs will provide mentorship and one-on-one meetings with beginning teachers and those with less than 5 years experience to facilitate schedules and identify areas of need.

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.

1. Conduct a needs assessment for professional development needs
2. Create opportunities for necessary PDs for select teachers
3. Monitor educator implementation of PD materials and resources
4. Assess learner achievement as it relates to educator training

Person

Responsible

Marjorie Enriquez (enriquezmar@dadeschools.net)

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

NA

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

NA

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)

NA

Grades 3-5: Measureable Outcome(s)

NA

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.

NA

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?

NA

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?

NA

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

NA

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.

Generally, as a school, we will establish a fluent and open line of communication through EESAC meetings, the school website, school messenger, teacher phone calls/e-mails, social media, and other school meetings keep families informed of academic performance, community events, and parental involvement opportunities. The activities director supports the motivational and incentive programs at the school through organized school events in which the community stakeholders may also participate. School-based clubs and organizations promote their interests and strengthen relationships within the community. Communication is vital between all parties involved in our students' educational process.

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

Our Stakeholders and select Individuals such as the activities director, Ana Sanchez, play a significant role in promoting communication among the parents, students and the faculty and staff. Zee Aleman is also a prime example of a parent and community liaison as she is the EESAC coordinator along with Ms. Jennifer Paez who is in charge of TITLE 1. These individuals as well as the administrators who post news and events online and via school announcements aid in the communication process which leads to a healthy and effective culture and environment. Connect-Ed also serves to improve the stakeholder communication and involvement in our school and culture.