

Miami-Dade County Public Schools

Virginia A Boone Highland Oaks School



2022-23 Schoolwide Improvement Plan

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Virginia A Boone Highland Oaks School

20500 NE 24TH AVE, Miami, FL 33180

<http://vabhighlandoaks.dadeschools.net/>

Demographics

Principal: Alexandra Lichtman B

Start Date for this Principal: 8/27/2022

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	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	66%
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 (65%) 2018-19: A (68%) 2017-18: B (60%)
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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20500 NE 24TH AVE, Miami, FL 33180

<http://vabhighlandoaks.dadeschools.net/>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2021-22 Title I School</p> <p>No</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>66%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>72%</p>

School Grades History

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

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SIP Authority

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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 Virginia A. Boone Highland Oaks Elementary School is to develop a sense of pride, citizenship, and respect for the safety, rights, and property of every member of our multicultural community, while we continue to emphasize a nurturing environment in which all students become creative problem solvers, critical thinkers, and effective communicators in our ever changing technological world.

Provide the school's vision statement.

The vision of Virginia A. Boone Highland Oaks Elementary School is to be a premier institution of elementary education that inspires students to open their minds to the limitless universe of learning.

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
Fong, Julio	Principal	Manage all functions of the school.
Garcia, Lissette	Assistant Principal	Assist the principal in managing all functions of the school.
Giraldo, Renzo	Teacher, K-12	3rd grade teacher
Hill, Kristin	Teacher, K-12	4th grade math and content teacher
Goldberg, Jessica	Teacher, PreK	PreK teacher

Demographic Information

Principal start date

Saturday 8/27/2022, Alexandra Lichtman B

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.*

1

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.*

11

Total number of teacher positions allocated to the school

39

Total number of students enrolled at the school

556

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

5

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	106	81	83	96	72	88	0	0	0	0	0	0	0	526
Attendance below 90 percent	58	26	46	38	25	36	0	0	0	0	0	0	0	229
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	5	6	3	3	0	0	0	0	0	0	0	0	0	17
Course failure in Math	7	2	1	9	0	0	0	0	0	0	0	0	0	19
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	6	7	7	0	0	0	0	0	0	0	20
Level 1 on 2022 statewide FSA Math assessment	0	0	0	12	8	16	0	0	0	0	0	0	0	36
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	5	5	1	6	0	0	0	0	0	0	0	0	0	17

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

Saturday 8/27/2022

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	82	86	86	93	67	94	0	0	0	0	0	0	0	508
Attendance below 90 percent	2	7	9	9	5	6	0	0	0	0	0	0	0	38
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	0	7	1	7	0	0	0	0	0	0	0	16
Course failure in Math	0	1	0	3	6	13	0	0	0	0	0	0	0	23
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	4	0	0	0	0	0	0	0	4
Number of students with a substantial reading deficiency	3	13	31	33	13	16	0	0	0	0	0	0	0	109

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	3	3	7	4	10	0	0	0	0	0	0	0	27

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	4	3	5	8	3	0	0	0	0	0	0	0	0	23
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	82	86	86	93	67	94	0	0	0	0	0	0	0	508
Attendance below 90 percent	2	7	9	9	5	6	0	0	0	0	0	0	0	38
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	0	7	1	7	0	0	0	0	0	0	0	16
Course failure in Math	0	1	0	3	6	13	0	0	0	0	0	0	0	23
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	4	0	0	0	0	0	0	0	4
Number of students with a substantial reading deficiency	3	13	31	33	13	16	0	0	0	0	0	0	0	109

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	3	3	7	4	10	0	0	0	0	0	0	0	27

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	4	3	5	8	3	0	0	0	0	0	0	0	0	23
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	69%	62%	56%				75%	62%	57%
ELA Learning Gains	66%						71%	62%	58%
ELA Lowest 25th Percentile	58%						60%	58%	53%
Math Achievement	64%	58%	50%				76%	69%	63%
Math Learning Gains	69%						70%	66%	62%
Math Lowest 25th Percentile	65%						62%	55%	51%
Science Achievement	61%	64%	59%				63%	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	67%	60%	7%	58%	9%
Cohort Comparison		0%				
04	2022					
	2019	77%	64%	13%	58%	19%
Cohort Comparison		-67%				
05	2022					
	2019	76%	60%	16%	56%	20%
Cohort Comparison		-77%				

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	71%	67%	4%	62%	9%
Cohort Comparison		0%				
04	2022					
	2019	77%	69%	8%	64%	13%
Cohort Comparison		-71%				
05	2022					
	2019	77%	65%	12%	60%	17%
Cohort Comparison		-77%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	63%	53%	10%	53%	10%
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	40	57	53	38	60	69	33				
ELL	43	50	54	52	83	80	43				
BLK	62	73	60	56	65		62				
HSP	63	61	53	59	71	71	60				
WHT	88	69		78	69		60				
FRL	59	67	52	52	64	65	48				
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	25	18	31	25		27				
ELL	55	62		50	38		40				
BLK	55	45		42	25		35				
HSP	56	45	60	47	22	10	16				
WHT	72	59		63	23		42				
FRL	48	32	20	35	9	7	17				
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	48	59	53	48	63	71	47				
ELL	73	80	77	77	74	73	65				
BLK	62	57	43	65	59	52	50				
HSP	75	72	68	77	78	71	64				
WHT	85	81		81	69	64	70				
FRL	61	61	54	65	62	53	50				

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	64
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	60
Total Points Earned for the Federal Index	512
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	50
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	58
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	63
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	62
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	73
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	58
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?

Across grade levels, in every core content area, the trend showed significant improvement in student scores.

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

ELA L25 increased from 32 percentage points in 2021 to 58 percentage points in 2022 on the FSA. Even though there was a 26 percent point increase, our goal is to strategically focus our efforts on our L25 in Reading to build overall proficiency.

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 to this need for improvement was due to the inability of implementing differentiated instruction effectively due to health and safety restrictions. The new actions that would need to be taken would be to implement data driven differentiated instruction with commitment and consistency.

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

Math Learning Gains increased from 22 percentage points in 2021 to 69 percentage points in 2022 on the FSA. In 2022, students in the L25 subgroup in math showed an average growth of 24 points when comparing i-Ready AP1 to AP3 data.

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

The contributing factors included implementing interventionists in grades 3 through 5 along with before and after school tutoring by instructional staff. New actions will include the implementation of data driven differentiated instruction with commitment and consistency.

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

In order to accelerate learning we will need to implement: Data driven instruction, differentiated instruction, enrichment opportunities, and intervention/RTI.

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 that will be provided at the school to support teachers would be focused on technology integration and differentiated instruction to enrich and accelerate learning. Professional development will take place on 8/2022 and 11/2022.

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

Extended learning opportunities will be provided such as before and after school tutoring, during school interventions, and various extra-curricular 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. Transformational Leadership specifically relating to Leadership Development

Area of Focus

Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

We decided to focus on Leadership Development to address the critical needs within our school. The data reveals only 24% of the parents completed the School Climate Survey. To increase this percentage, we selected Leadership Development because it will help bridge the parent-school connection which will provide ways for parents to become more involved in the decision-making process of our school.

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 leadership development team, our parents will be provided the opportunity to contribute to school-wide decisions through PTA meetings, open forums, and school-based community activities. This will be realized through parents and families participating in the logistical elements of meetings, presenting ideas to solve issues that arise. Therefore, the percentage of parental involvement in the 2022-2023 Parent Climate survey will increase by at least 5%.

Monitoring:

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

The administrative team will identify individuals to serve as members of this leadership development team including teachers and parents. By involving both teachers and parents, we hope to create an environment of shared leadership where we receive input on decisions for our stakeholders.

Person responsible for monitoring outcome:

Julio Fong (jfong@dadeschools.net)

Evidence-based

Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Within the Targeted Element of Leadership Development, we will focus on the evidence-based strategy of Connecting with Families and Communities. By creating a team of staff members to promote our school, we hope to increase parental involvement.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Increasing parent and community involvement in schools refers to connecting with families and community stakeholders via opportunities for engagement and student support. This can be achieved by providing volunteering opportunities, facilitating trainings and workshops, and expanding our school vision to include the community.

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.

8/31-10/14 Develop leaders to organize (create a team). As a result, the school will have a group of individuals that will lead this initiative.

Person Responsible Julio Fong (jfong@dadeschools.net)

8/31 - 10/14 Incentivize students to get parents to fill out climate survey. As a result, we should see an increase in parents responding to this survey.

Person Responsible Lissette Garcia (lalino@dadeschools.net)

8/31 - 10/14 Disseminate information to the parents via School Messenger, flyers, and teachers' communication (i.e., emails, Class Dojo, Remind, Schoology). As a result, all stakeholders will be informed.

Person Responsible Julio Fong (jfong@dadeschools.net)

8/31 - 10/14 PTA & EESAC will facilitate in promoting community outreach and school wide activities. As a result, parent and community members will have an opportunity to provide feedback and participate in the decision making process of activities.

Person Responsible Julio Fong (jfong@dadeschools.net)

10/31-12/16/22 Establish communication protocols to disseminate information through our class room parents. As a result, we will be able to reach more stakeholders and it will help bridge the parent-school connection

Person Responsible Julio Fong (jfong@dadeschools.net)

10/31-12/16/22 Collaborate with PTA to help recruit volunteers and promote school wide events. As a result, our parents will be more involved in the decision-making process of our school.

Person Responsible Julio Fong (jfong@dadeschools.net)

#2. 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.

According to the 2022 FSA proficiency data, 69% of the 3rd through 5th grade students are scoring proficient in ELA; where only 58% of our students in L25 reached proficiency. Based on the data, differentiation has been proven to be effective in raising our scores, however a focus on the differentiation of instruction for our L25 will address this critical need.

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

With the implementation of differentiation, an additional 5% of our L25 population will score proficient in the area of ELA, by 2022-2023 state assessment.

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

The Leadership Team will conduct quarterly data chats, adjust groups based on current data in real time, and follow-up with regular walkthroughs to ensure that differentiation is aligned to current data. Differentiation for L25 students, in particular, should be evident regularly on lesson plans. Data Analysis, using data trackers, will be reviewed monthly to observe progress. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards. Extended learning opportunities will be provided to those students who are not showing growth.

Person responsible for monitoring outcome:

Julio Fong (jfong@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: Differentiation. Differentiation will assist in accelerating the learning gains of our L25s as it is a systematic approach of instruction to meet the students' needs.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific

Differentiation will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to 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.

8/31 - 10/14/22 Provide teachers with student data including iReady AP3, SAT-10 and FSA. (Monitored by Administration)

Person Responsible Julio Fong (jfong@dadeschools.net)

8/31 - 10/14/22 Teachers conduct data chats within grade level, using FAST PM1, Topic Assessments, and ELA Assessments. (Monitored by Instructional Staff)

Person Responsible Lissette Garcia (lalino@dadeschools.net)

8/31 - 10/14/22 Teachers use data from i-Ready AP3, SAT-10 and FSA to group students for differentiated instruction. (Monitored by Instructional Staff)

Person Responsible Lissette Garcia (lalino@dadeschools.net)

8/31 - 10/14/22 Identify Tier 2 and 3 students based on data from iReady AP3, SAT-10 and FSA. (Monitored by Administration & Instructional Staff)

Person Responsible Lissette Garcia (lalino@dadeschools.net)

10/31-12/16/22- Dedicate common planning to sharing best practices, strategies, and materials that focus on differentiated instruction.(Monitored by Instructional Staff)

Person Responsible Julio Fong (jfong@dadeschools.net)

11/8/22- Provide in-house professional development on some best practices and strategies related to differentiated instruction. (Monitored by Administration)

Person Responsible Lissette Garcia (lalino@dadeschools.net)

#3. Instructional Practice specifically relating to B.E.S.T. Standards

**Area of Focus
Description and
Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

According to the 2022 FSA proficiency data, 64% of the 3rd through 5th grade students are scoring proficient in Math; and 65% of our students in L25 reached proficiency. Based on the data, and a shift to B.E.S.T Standards, a focus on the new standards is needed to maintain and/or increase proficiency in math.

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

With the implementation of B.E.S.T Standards, an additional 5% of our L25 population will score proficient in the area of math, by 2022-2023 state assessment.

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

The Leadership Team will conduct quarterly data chats, adjust groups based on current data from topic assessments and I-ready in real time, and initial, mid, and post progress monitoring standardized assessments. B.E.S.T. Standards should be evident regularly on lesson plans. Data Analysis, using data trackers, will be reviewed monthly to observe progress. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards. Extended learning opportunities will be provided to those students who are not showing growth.

Person responsible for monitoring outcome:

Lissette Garcia (lalino@dadeschools.net)

**Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.**

Within the Targeted Element of BEST Standards, our school will focus on the evidence-based strategy of: Ongoing Progress Monitoring (OPM). OPM will assist teachers in monitoring the progress of student performance and in collecting data to meet the students needs.

**Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the**

Ongoing Progress Monitoring (OPM) is used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. OPM can be implemented with individual students or an entire class.

**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.

8/31 - 10/14/22 Provide teachers with student data from iReady AP3, SAT-10 and FSA (Monitored by Administration)

Person Responsible Lissette Garcia (lalino@dadeschools.net)

8/31 - 10/14/22 Teachers conduct data chats with administration based on FAST PM1 and Topic Assessments. (Monitored by Instructional Staff)

Person Responsible Lissette Garcia (lalino@dadeschools.net)

8/31 - 10/14/22 Provide access to professional development on the new BEST Standards (Monitored by Administration)

Person Responsible Jessica Goldberg (269274@dadeschools.net)

8/31 - 10/14/22 Identify tier 2 and 3 students based on data from iReady AP3, SAT-10 and FSA. (Monitored by Administration & Instructional Staff)

Person Responsible Lissette Garcia (lalino@dadeschools.net)

10/31-12/16/22 Teachers conduct data chats with administration based on i-Ready AP1 Assessments. (Monitored by Instructional Staff)

Person Responsible Lissette Garcia (lalino@dadeschools.net)

10/31-12/16/22 Provide intervention for identified tier 2 and 3 students based on data from i-Ready AP1. (Monitored by Instructional Staff)

Person Responsible Lissette Garcia (lalino@dadeschools.net)

#4. Positive Culture and Environment specifically relating to Celebrate Successes

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 Celebrate Successes. Trends show 100% of staff feel the leadership responds to their concerns in a reasonable timeframe. Most staff feedback indicated effective leadership, except only 50% of staff feel their ideas are listened to and considered. Considering the trending data, the greatest need for improvement would be for more staff to feel their ideas are listened to and considered more often. Contributing factors to this need for improvement included the fact that recent health and safety restrictions kept administration occupied more than normal.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.
 With celebrating successes, 60 percent of the teachers will respond that their ideas are listened to and considered in the end of year staff climate survey.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.
 The administration will provide the specific area for this communication box and will make sure to monitor responses on a weekly basis. Responses will be provided within 48 hours of receiving the message to ensure that teachers feel their concerns are being addressed.

Person responsible for monitoring outcome:
 Julio Fong (jfong@dadeschools.net)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.
 Within the Targeted Element of Celebrating Successes, administration will focus on the evidence-based strategy of staff successes. By recognizing staff members for various accolades, we hope to increase the staff agreement that their ideas are listened to and considered.

Rationale for Evidence-based Strategy: Explain the rationale for
 Celebrate Successes is when staff and student accomplishments are given special recognition and achievements are publicly celebrated allowing for encouragement from all stakeholders.

selecting this specific 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.

8/31 - 10/14/22 Staff Suggestion/Message box will be implemented to allow for another form of communication between staff and administration.

Person Responsible Julio Fong (jfong@dadeschools.net)

8/31 - 10/14/22 Recognize staff birthdays and special occasions during morning announcements and staff weekly bulletin.

Person Responsible Julio Fong (jfong@dadeschools.net)

8/31 - 10/14/22 Recognize staff accomplishments and accolades through weekly Staff bulletin.

Person Responsible Julio Fong (jfong@dadeschools.net)

8/31 - 10/14/22 Provide opportunities during faculty meetings for open forums to allow staff members to be heard and share.

Person Responsible Julio Fong (jfong@dadeschools.net)

11/8/22- Provide an in-house professional development on material based on Marcia Tate's book "Healthy Teachers, Happy Classrooms" to avoid burnout, increase optimism, and support physical well-being.

Person Responsible Lissette Garcia (lalino@dadeschools.net)

10/31-12/16/22- Continue to recognize staff birthdays, accomplishments, and accolades.

Person Responsible Julio Fong (jfong@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

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 school addresses building a positive culture and environment through building relationships and making connections with all stakeholders. We continue to build our skill-set in ensuring our classrooms are highly engaging and foster the highest level of engagement and learning. We provide opportunities for both staff and students to provide ongoing feedback and suggestions to school leaders and we gather information about their educational/professional experience at our school. Our school works hard to engage with parents and families and ensures they have necessary information and resources to support their children. Staff are provided opportunities to take part in Team-Building activities where we come together to share in celebrating in our team's success. We also ensure information is provided to all stakeholders through our Schoology page.

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, Teacher Leaders and Counselors (our School Leadership Team). 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 and assist in ensuring all information is shared with stakeholders in a timely manner. Teacher leaders assist in providing and responding to feedback from stakeholders. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families.