Mae M. Walters Elementary School

2022-23 Schoolwide Improvement Plan

Table of Contents

Mae M. Walters Elementary School

650 W 33RD ST, Hialeah, FL 33012

http://mwalters.dadeschools.net/

Demographics

Principal: Elizabeth Chardon

Start Date for this Principal: 7/10/2022

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)	100%
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 (64%) 2018-19: A (63%) 2017-18: A (62%)
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	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	100%

School Grades History

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

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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 at Mae M. Walters Elementary School is to provide and foster a safe, healthy, and family-oriented learning environment where students receive a high-quality education.

Provide the school's vision statement.

Develop future leaders that are career ready and are sensitive to the diverse world around them.

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
Chardon, Elizabeth	Principal	The principal oversees and manages instructional and operational aspects of the learning environment and school building.
Sanchez, Janeysa	Assistant Principal	The assistant principal is an extension of the principal to support the vision and mission of the school, as well as, collaborate with teachers, parents, and students to ensure student achievement.
	Instructional Coach	The Instructional Coach is responsible for curricular components related to the subjects of Reading, Language Arts, and writing. Her responsibilities entail but are not limited to engaging in common planning with Reading teachers, modeling lessons, providing the Coaching Cycle, and establishing and monitoring interventions and tutorial programs that close achievement gaps. The Instructional Coach will also be responsible for meeting with the administrative team to discuss components of the reading program and to engage in data disaggregation to better serve our students to gain academic success in reading and writing.
Taveras, barbara	ELL Compliance Specialist	The ELL Compliance Specialist is responsible for ensuring that our English Language Learners (ELL) are tested to identify levels of proficiency and to comply with the requirements set by the district. She will engage in progress-monitoring for our ELL learners and will periodically meet with classroom teachers, administrative/leadership team, and parents to discuss student data and/or progress of the learner(s). The ELL Compliance Specialist will also work closely with the registrar to ensure that all ELL documents are updated and in compliance with the mandates, laws or requirements for ELL students.
Prieto, Rosa	School Counselor	The Guidance Counselor is responsible for implementing and maintaining a school culture that is inclusive and respectful of our diverse population. She will be responsible for aiding teachers with implementing social emotional learning and monitoring students as it pertains to their academic and emotional performance. The Guidance Counselor will also execute the required curriculums the student services office publishes. She will also spearhead the Multi-Tiered Systems of Support (MTSS) to ensure students are appropriated with the interventions and/or services they need. Individual and/or small group counseling will also be an integral part of the Guidance Counselor's responsibility to ensure student success.

Demographic Information

Principal start date
Sunday 7/10/2022, Elizabeth Chardon

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.*
9

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.*

21

Total number of teacher positions allocated to the school

43

Total number of students enrolled at the school

482

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.

13

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	82	100	75	101	75	102	0	0	0	0	0	0	0	535
Attendance below 90 percent	0	14	16	16	8	12	0	0	0	0	0	0	0	66
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	3	6	11	10	5	0	0	0	0	0	0	0	35
Course failure in Math	0	5	5	3	5	10	0	0	0	0	0	0	0	28
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	5	14	19	0	0	0	0	0	0	0	38
Level 1 on 2022 statewide FSA Math assessment	0	0	0	1	7	33	0	0	0	0	0	0	0	41
Number of students with a substantial reading deficiency	0	6	15	23	18	26	0	0	0	0	0	0	0	88

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	7	5	9	13	23	0	0	0	0	0	0	0	57

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	12	4	5	1	2	0	0	0	0	0	0	0	24
Students retained two or more times	0	0	0	0	1	1	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Friday 7/15/2022

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	68	75	83	79	79	82	0	0	0	0	0	0	0	466
Attendance below 90 percent	12	17	12	14	12	14	0	0	0	0	0	0	0	81
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	3	4	10	13	14	0	0	0	0	0	0	0	44
Course failure in Math	0	3	5	6	8	9	0	0	0	0	0	0	0	31
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	5	0	0	0	0	0	0	0	5
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	4	22	21	34	16	18	0	0	0	0	0	0	0	115

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	2	6	6	10	8	14	0	0	0	0	0	0	0	46

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	5	10	3	8	2	0	0	0	0	0	0	0	0	28
Students retained two or more times	0	0	0	0	1	0	1	0	0	0	0	0	0	2

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	85	84	97	79	97	90	0	0	0	0	0	0	0	532
Attendance below 90 percent	11	16	16	9	11	9	0	0	0	0	0	0	0	72
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	7	10	15	4	3	0	0	0	0	0	0	0	39
Course failure in Math	0	10	7	5	9	6	0	0	0	0	0	0	0	37
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	20	18	15	0	0	0	0	0	0	0	53
Level 1 on 2019 statewide FSA Math assessment	0	0	0	8	31	10	0	0	0	0	0	0	0	49
Number of students with a substantial reading deficiency	0	18	23	25	24	30	0	0	0	0	0	0	0	120

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	11	9	18	22	12	0	0	0	0	0	0	0	72

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	15	5	6	1	2	0	0	0	0	0	0	0	29
Students retained two or more times	0	0	0	1	1	1	0	0	0	0	0	0	0	3

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	63%	62%	56%				65%	62%	57%
ELA Learning Gains	64%						62%	62%	58%
ELA Lowest 25th Percentile	65%						63%	58%	53%
Math Achievement	67%	58%	50%				78%	69%	63%
Math Learning Gains	67%						63%	66%	62%
Math Lowest 25th Percentile	60%						44%	55%	51%
Science Achievement	62%	64%	59%				69%	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	62%	60%	2%	58%	4%
Cohort Comparison		0%				
04	2022					
	2019	66%	64%	2%	58%	8%
Cohort Comparison		-62%				
05	2022					
	2019	52%	60%	-8%	56%	-4%
Cohort Comparison		-66%				

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	75%	67%	8%	62%	13%
Cohort Comparison		0%				
04	2022					
	2019	78%	69%	9%	64%	14%
Cohort Comparison		-75%				
05	2022					
	2019	66%	65%	1%	60%	6%
Cohort Comparison		-78%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	59%	53%	6%	53%	6%
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	32	56	58	43	61	50					
ELL	63	67	79	66	65	66	57				
HSP	63	63	65	68	68	61	62				
FRL	63	62	62	67	67	58	63				

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	19			38							
ELL	57	63	71	54	37	29	31				
HSP	59	61	67	57	36	28	38				
FRL	58	61	67	57	37	28	39				

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	43	41		54	35						
ELL	60	60	64	75	61	47	65				
HSP	65	62	64	78	64	44	69				
FRL	64	60	62	76	64	43	66				

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	62
Total Points Earned for the Federal Index	510
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	49
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	66
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	
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	64
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	63
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?

Our school to district ELA comparison shows an increase in proficiency of 5 percentage points in grade 3, a decrease in proficiency by 1 percentage point in grade 4, and a 3 percentage point decrease in grade 5. All ELA subgroups in grades 3-5 increased by at least 2 percentage points in proficiency achievement except for our L25 subgroup. Compared to 2021, ELA proficiency data shows a decrease of 8 percentage points in grade 3, an increase of 11 percentage points in grade 4, and an increase of 8 percentage points in grade 5.
Compared to the district, our mathematics data indicates a 7 percentage point increase in grade 3, a 12 point decrease in grade 4, and a 13 percentage point increase in grade 5. All mathematics subgroups in grades 3-5 increased in proficiency by at least 9 percentage points. The 2021 to 2022 mathematics comparison data shows an increase in mathematics proficiency of 6 points in grade 3, a decrease of 3 points in grade 4, and an increase of 19 points in grade 5.
Science data shows an 8 percentage point increase compared to the district and a 21 percentage point increase compared to our 2021 data findings.

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

The majority of our 4th grade students demonstrated a decrease in proficiency by at least 3 percentage points in mathematics.

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

For the last 3 years, we have been focusing on implementing standard-based instruction in all classrooms. We have struggled with the consistency of standards-based instruction across all classrooms and grade levels. In some of our classrooms, instruction does not meet the depth of the standards or pre-requisite knowledge needed to meet the rigorous grade-level standards. In addition, for the 2021-2022 school year a wheel model rotation was implemented in 4th grade for mathematics. This implementation contributed to the decrease in student proficiency in fourth grade. We will go back to the departmentalized model for the 4th grade for the 2022-2023 school year. We will begin to incorporate new Professional Development opportunities per grade level in content area to address the new B.E.S.T standards and align appropriate resources and instructional activities. In addition, collaborative planning will support these efforts and will incorporate a greater focus on the standards and standards-based resources provided by the district to address this need.

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

Math Proficiency in 5th grade increased from 48 percentage points in 2021 to 67 percentage points on the 2022 FSA. In 2022, students in 5th grade science showed a growth of 21 percentage points when compared to the 2021 SSA.

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

We created a collaborative planning schedule that allotted time to plan for STEAM interactive lessons for students. A tutoring schedule was created to target fundamental math skills. Teachers incorporated reading strategies in the science block to increase student proficiency. Administration will now conduct walkthroughs that will target specific strategies that will help maintain students proficiency and contribute to conversations with individual departments to carefully align resources.

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

Data-Driven Instruction, Differentiated Instruction, Extended Learning Opportunities, Standards-Based Collaborative Planning, and Interventions.

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 PLST will develop whole group sessions and job-embedded sessions on using data to drive instruction, aligning resources to whole group and small group instruction, tackling OPM data, providing staff members with PLC targeting specific student academic needs and STEAM designated program development.

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, interventions for reading and mathematics, STEAM-based clubs such as: Robotics, SECME, and coding. We will also implement the T.A.L.E.N.T.S after-school enrichment program to provide additional opportunities for all students while developing social emotional learning and academic support.

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 ELA	
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, 61% of the 3rd-grade students, 61% of the 4th-grade students, and 56% of the 5th-grade students are proficient in ELA. The 2021 FSA proficiency data shows 69% of the 3rd grade students, 50% of the 4th grade students, and 48% of the 5th grade students were proficient in ELA.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	With the implementation of Ongoing Progress Monitoring (OPM), there will be an additional increase of 3-5 percentage points in ELA proficiency for students in grades 3-5 by the 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 and follow-up with regular walkthroughs to ensure that ongoing progress monitoring is taking place and students are responding to instruction. Data will be analyzed during Leadership Team meetings to ensure that students are demonstrating growth on remediated standards. Extended learning opportunities will be provided to those students who are not showing growth on Ongoing Progress Monitoring.
Person responsible for monitoring outcome:	Elizabeth Chardon (pr5711@dadeschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Our school will focus on the evidence-based strategy of Ongoing Progress Monitoring. OPM will assist in evaluating the effectiveness of instruction and in monitoring students academic performance and growth to ensure that all students needs are being met.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	OPM will help teachers analyze data and adjust instruction to target students individual learning needs based on students performance. Teachers will be able to modify their instruction and delivery and plan accordingly 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.

08/22/22-10/14/22: Based on the 2022 FSA proficiency data, the school Leadership Team will provide quarterly data chats beginning 10/10/22 to evaluate student performance and response to instruction. As a result, teachers will analyze and develop data driven lessons that target specific areas of need. Teachers will collaborate with their grade levels to plan effective and appropriate lessons, share best practices, and discuss strategies to accelerate learning.

Person Responsible	Elizabeth Chardon (pr5711@dadeschools.net)

08/22/22-10/14/22: Based on our 2022 SAT and FSA data, by August 31st, teachers will be trained in Reading Horizon Discovery and Reading Horizon Elevate intervention program in order to effectively implement Tier 2 and Tier 3 interventions with a focus on a explicit and systematic phonics instruction in order to close achievement gaps. This will be monitored with fidelity as it correlates to student data and groups will be adjusted to meet students needs.

Person Responsible	Janeysa Sanchez (jmsanchez@dadeschools.net)

08/22/22- 10/14/22: Beginning 08/22/22, administrators will begin to conduct walk-throughs focusing on student engagement and effective instruction with immediate real-time corrective feedback for teachers to ensure all students needs are being met through differentiated instruction and/or other best practices.

Person Responsible   Elizabeth Chardon (pr5711@dadeschools.net)

08/22/22- 10/14/22: By August 31st, the Leadership Team will select and establish a Literacy Leadership Team to promote effective reading strategies and share best practices to improve and increase student achievement school-wide in ELA. This will provide teachers with opportunities to engage with colleagues and create meaningful data-driven lessons that are aligned to the new B.E.S.T standards.

Person Responsible   Janeysa Sanchez (jmsanchez@dadeschools.net)

10/31/22-12/16/22: A school wide interactive vocabulary museum will be implemented in the month of December. Teachers will create a theme to provide students with a vocabulary word that correlates to the instruction. Students will have an opportunity to creatively represent their word and its meaning during the school wide interactive vocabulary museum.

Person Responsible   barbara Taveras (btaveras@dadeschools.net)

10/31/22 - 6/7/23: On a monthly basis, the principal will select one grade level representative for each grade to attend the ELA ICADs. As a follow-up component of the monthly ICAD meetings, teachers will be required to share and turn-key the information presented at the ICAD with other grade level teachers and with school-site administrators.

Person Responsible   Elizabeth Chardon (pr5711@dadeschools.net)

#2. 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.	According to the 2022 FSA proficiency data, 67% of the 3rd-grade students, 53% of the 4th-grade students, and 67% of the 5th-grade students are proficient in Mathematics. The 2021 FSA proficiency data shows 61% of the 3rd grade students, 56% of the 4th grade students, and 48% of the 5th grade students were proficient in Mathematics.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With the implementation of Ongoing Progress Monitoring (OPM), there will be an additional increase of 3-5 percentage points in Mathematics proficiency for students in grades 3-5 by the 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 and follow-up with regular walkthroughs to ensure that ongoing progress monitoring is taking place and students are responding to instruction. Data will be analyzed during Leadership Team meetings to ensure that students are demonstrating growth on remediated standards. Extended learning opportunities will be provided to those students who are not showing growth on Ongoing Progress Monitoring.
Person responsible for monitoring outcome:	Elizabeth Chardon (pr5711@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Our school will focus on the evidence-based strategy of Ongoing Progress Monitoring. OPM will assist in evaluating the effectiveness of instruction and in monitoring students academic performance and growth to ensure that all students needs are being met.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	OPM will help teachers analyze data and adjust instruction to target students individual learning needs based on students performance. Teachers will be able to modify their instruction and delivery and plan accordingly 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.

08/22/22-10/14/22: Based on the 2022 FSA proficiency data, the school Leadership Team will provide quarterly data chats beginning 10/10/22 to evaluate student performance and response to instruction. As a result, teachers will analyze and develop data driven lessons that target specific areas of need. Teachers will collaborate with their grade levels to plan effective and appropriate lessons, share best practices, and discuss strategies to accelerate learning. In addition, after reviewing and analyzing their data, grade-levels will plan for a DI day where students academic needs are met through Differentiated Instruction, small group lessons, and reteach opportunities for all learners.

Person Responsible   Gonzalez Clara (clgonzalez@dadeschools.net)

08/22/22- 10/14/22: Beginning 08/17/22, the mathematics liaison will attend mathematics district-provided meetings on monthly basis and will share best practices with staff. As a result, teachers will plan for instruction that is aligned to B.E.S.T standards.

Person Responsible   Gonzalez Clara (clgonzalez@dadeschools.net)

08/22/22- 10/14/22: Beginning 08/22/22, administrators will conduct walk-throughs focusing on student engagement and effective instruction with immediate real-time corrective feedback for teachers to ensure all students needs are being met through differentiated instruction and/or other best practices.

Person Responsible   Elizabeth Chardon (pr5711@dadeschools.net)

08/22/22- 10/14/22: Based on our 2022 FSA and SAT data, remediation focusing on foundational skills in mathematics (fluency, reteaching opportunities, etc.) will be provided for students in grades K-5 in order to remediate deficiencies and accelerate learning for all students.

Person Responsible   Elizabeth Chardon (pr5711@dadeschools.net)

10/31/22-06/07/23: Teachers will analyze i-Ready reports with fidelity in order to drive instruction and monitor student progress. On a monthly basis, teachers will conduct data chats with the students to set goals and discuss effective strategies to close achievement gaps and accelerate learning.

Person Responsible   Elizabeth Chardon (pr5711@dadeschools.net)

10/31/22-12/16/22: On a weekly basis during collaborative planning, teachers will engage in modeling explicit instruction through the use of manipulatives and hands-on instruction. As a result, teachers will provide students with basic essential skills needed to problem solve in mathematics.

Person Responsible   Janeysa Sanchez (jmsanchez@dadeschools.net)

#3. Positive Culture and Environment specifically relating to Student Attendance	
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 2021-2022 Student Attendance Report, 45% of students had more than 11 absences, in comparison to 31% during the 2020-2021 school year which indicates an increase of 14 percent of students who had more than 11 absences. This data indicates that there is a critical need to increase student attendance.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	If we successfully implement Attendance Initiatives, there will be a decrease of 2 percentage points of students in the Student Attendance Report that will have more than 11 absences by the end of 2022-2023 school year.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The Attendance Review Committee (ARC) will conduct monthly meetings with administration to analyze the reporting of students that have 3 or more absences. Upon students accruing 3 or more absences, parent communication will be initiated and an action plan will be developed and discussed so students can continue coming to school daily and receive a continuum of instruction.
Person responsible for monitoring outcome:	Janeysa Sanchez (jmsanchez@dadeschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Within the area of focus of positive culture and environment, we will focus on Attendance Initiatives that will help promote school-wide attendance.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.**	By providing a strategic attendance incentive, we will motivate students to come to school every day which will increase student achievement.

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.

08/22/22- 10/14/22: By 08/26/22, The school leadership team will establish an Attendance Review Committee to meet on a monthly basis to discuss specific students with truancy issues and implement prevention steps/plan. As a result, students that have been identified will be monitored. The committee will discuss specific students and discuss underlying issues that are impeding them from attending school. The ARC will conduct meetings with parents and create an intervention plan to increase student attendance.

Person Responsible   Janeysa Sanchez (jmsanchez@dadeschools.net)

08/22/22 - 06/07/23: By 10/14/22, students who have had perfect attendance for an entire month, will have the opportunity to attend an attendance store. As a result, students will be motivated to come to school every day in order to receive an incentive.

Person Responsible   Rosa Prieto (prietor13@dadeschools.net)

08/22/22- 06/07/23: Beginning 8/17/22, an announcement will be made on a weekly basis every Friday as an "Are You Here Today" incentive for students who are present for the entire week. An announcement will be made over the Public Address (PA) system and if student are present, they will receive a special prize. This will motivate students to come to school everyday.

Person Responsible   Elizabeth Chardon (pr5711@dadeschools.net)

08/22/22 - 06/07/23: By 10/14/22, students that have been present every day will be identified to receive a quarterly perfect attendance certificate. This will encourage students to be present every day and help create a positive school environment.

Person Responsible   Janeysa Sanchez (jmsanchez@dadeschools.net)

10/31/22-06/07/23: Beginning 10/31/22, the grade level with the highest percentage of attendance will be recognized over the PA system for every nine weeks. That grade-level will have an opportunity to participate in a "Fun Friday" where students will engage in leisure activities such as, board games, outdoor games, and/or activity of choice.

Person Responsible   Rosa Prieto (prietor13@dadeschools.net)

10/31/22-06/07/23: Beginning 10/31/22, administration will recognize students achieving perfect attendance on a monthly basis by having them be "Attendance Heroes" for the day. Students will be able to wear a cape throughout the day so other students can see the importance of attending school on a daily basis.

Person Responsible   Janeysa Sanchez (jmsanchez@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.	We decided to focus on Keeping All Stakeholders Informed and Involved to address the critical needs within our school. The data reveals 77 percent of the teachers feel overwhelmed and overworked. To decrease this percentage, we selected Keeping All Stakeholders Informed and Involved by providing constructive feedback. This will allow for teachers to feel empowered and prepared by having clear expectations for all staff.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With the implementation of Keeping All Stakeholders Informed and Involved, there will be an decrease of 5 percentage points in the School Climate Survey of teachers that will feel less overwhelmed and overworked by the end of the 2022-2023 school year.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Leadership Team will provide staff with a master calendar at the beginning of each month to allow teachers to prepare and have clear expectations. Administration will also provide staff with constructive feedback on a regular basis.
Person responsible for monitoring outcome:	Elizabeth Chardon (pr5711@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the targeted element of Instructional Leadership Team, we will focus on the evidence-based strategy of: Keeping All Stakeholders Informed and Involved. By keeping teachers informed and involved in the decision making process and having clear goals and expectations, teachers will be able to plan accordingly focusing on students needs and feel less overwhelmed while planning for effective instruction.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	We decided to focus on Keeping All Stakeholders Informed and Involved to address the critical needs within our school. The data reveals 77 percent of the teachers feel overwhelmed and overworked. To decrease this percentage, we selected Keeping All Stakeholders Informed and Involved by providing immediate and real-time constructive feedback where teachers feel empowered and prepared by having clear expectations for all staff.

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.

08/16/22: Based on our School Climate survey teachers feel overwhelmed and overworked. On 08/16/22, a master calendar with all important dates and upcoming school-wide events will be shared with teachers during the Opening of Schools meeting on August 16th and will be modified at each faculty meeting with ample time to prepare. As a result, teachers will plan accordingly without interfering with instruction.

Person Responsible   Janeysa Sanchez (jmsanchez@dadeschools.net)

08/22/22- 10/14/22: Beginning 8/24/22, on a biweekly basis, administrators will conduct faculty meetings on Wednesdays in order to provide teachers with updates and clear expectations. Faculty meetings on Wednesdays will provide teachers ample time to prepare for instruction and share best practices.

Person Responsible   Elizabeth Chardon (pr5711@dadeschools.net)

08/22/22- 10/14/22: Beginning 08/22/22, administrators will provide teachers with real-time feedback on a monthly basis that includes clear expectations and immediate feedback so that teachers are informed in real-time. As a result, teachers will plan for effective and purposeful lessons.

Person Responsible   Elizabeth Chardon (pr5711@dadeschools.net)

08/22/22- 10/14/22: Starting in the month of September, the Leadership Team will provide team building opportunities for staff on a monthly basis during allocated time where all staff is available to collaborate and build a sense of community. This will promote school culture and school spirit.

Person Responsible   Rosa Prieto (prietor13@dadeschools.net)

10/31/22-06/07/23: Administration will pair new teachers to the profession, early career teachers, and teachers new to the building with mentor or buddy to strengthen the areas in which they may need support. The mentors or buddy teachers will be able to guide them on any difficulties they may be facing, providing emotional support, etc. so those individuals do not feel alone/or overwhelmed at work.

Person Responsible   Elizabeth Chardon (pr5711@dadeschools.net)

10/31/22-06/07/23: On a monthly basis one teacher leader, serving as the grade level chairperson will meet with administration. They will engage in constructive conversations that will improve the overall components of the school and turn-key information to the rest of the teachers.

Person Responsible   Elizabeth Chardon (pr5711@dadeschools.net)

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.

The school's strengths with School Culture are in setting a clear vision, school norms, goals, and expectations that support social, emotional, and physical safety. Our school creates a positive school culture throughout the year by engaging with parents and families, to ensure that the parents have the necessary information to support their children. We provide the staff with Team-Building activities and social events that help them come together to celebrate each others success. We also provide opportunities for both staff and students to provide feedback and suggestions to the school leaders to ensure that everyone has input about their educational/professional experience at our school. We continue to build on ensuring that each classroom fosters the highest level of learning and engagement.

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 Coach, Teacher Leaders and Counselor (out Leadership Team). The Principal's role is to monitor and oversee all the school's initiatives and respond concerns with morale by planning team building and morale boosting activities. The Assistant Principals will monitor the mentorship programs and assist in ensuring all information is shared with stakeholders in a timely manner. Teacher leaders and the instructional coach 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.