

Miami-Dade County Public Schools

# Miami Shores Elementary School



2022-23 Schoolwide Improvement Plan

---

## Table of Contents

---

<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>11</b>
<b>Planning for Improvement</b>	<b>15</b>
<b>Positive Culture &amp; Environment</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

# Miami Shores Elementary School

10351 NE 5TH AVE, Miami Shores, FL 33138

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

## Demographics

**Principal: Daniel Diaz**

Start Date for this Principal: 7/14/2022

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	95%
<b>2021-22 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2021-22: B (58%) 2018-19: B (56%) 2017-18: C (49%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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](http://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.

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>11</b>
<b>Planning for Improvement</b>	<b>15</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

# Miami Shores Elementary School

10351 NE 5TH AVE, Miami Shores, FL 33138

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

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2021-22 Title I School</b>	<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	Yes	95%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	92%

## School Grades History

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

## 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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

#### **Provide the school's mission statement.**

The mission of Miami Shores Elementary School is to provide a safe environment that will foster self-directed learning, good citizenship, and high scholastic achievement. We will emphasize parental involvement and encourage the total development of the child within our multi-ethnic population and within our constantly changing world.

#### **Provide the school's vision statement.**

Miami Shores Elementary School is committed to providing a challenging, diversified curriculum, and a safe, secure school environment where all students will succeed, regardless of their cultural background and/or socio-economic status. A total school effort will be placed on developing, coordinating, and implementing activities and programs, with the use of technology as the basis of instruction with emphasis on the academic disciplines, to improve student achievement. The staff, parents, and community members envision our students becoming lifelong learners and productive contributors to our society.

### 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
Daniel, Diaz	Principal	<p>The Principal leads teachers and staff, sets goals, and ensures students are meeting their learning objectives.</p> <p>The Principal oversees the school's daily operations, disciplinary matters, school specific initiatives and programs, manages budget, and hires teachers and other personnel. Logistics, schedules, teachers and staff evaluations, and public relations are some of the responsibilities of a Principal. The Principal and the Leadership Team to set a positive and nurturing school environment to enhance student's academic experience.</p>
Miller, Ashley	Assistant Principal	<p>The assistant principal works closely with the principal to promote a positive caring environment, communicate effectively with students and staff, and coordinate curriculum to ensure that student needs, both academically and socially, are being met. The Assistant Principal supports decisions made by the principal to to ensure the vision and mission of the school is being accomplished.</p>
Delapaz, Ilany	Teacher, K-12	<p>The Grade Level Team Leaders will ensure that core instruction and collaboration are implemented. They will also extend and report on meeting the goals of the leadership team at grade level, subject area, and intervention group problem-solving.</p>
Howard, Lashon	Instructional Media	<p>The media specialist will ensure that core instruction and collaboration are supported with instructional media resources and create activities and resources available through the school's media center.</p>
Reggler, Lorna	School Counselor	<p>The school counselor directly supports students social and emotional needs through embedded Values Matter initiatives as well as social emotional practices.</p>
Dominique, Fabienne	Instructional Coach	<p>The Instructional Coach collaborates with teachers through planning and providing resources from district professional development sessions.</p>

### Demographic Information

**Principal start date**

Thursday 7/14/2022, Daniel Diaz

**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.*

30



**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.*

10

**Total number of teacher positions allocated to the school**

35

**Total number of students enrolled at the school**

571

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

2

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

2

**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	66	102	76	113	93	111	0	0	0	0	0	0	0	561
Attendance below 90 percent	0	14	3	13	11	4	0	0	0	0	0	0	0	45
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	6	1	18	2	7	0	0	0	0	0	0	0	34
Course failure in Math	0	6	1	13	4	7	0	0	0	0	0	0	0	31
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	14	7	20	0	0	0	0	0	0	0	41
Level 1 on 2022 statewide FSA Math assessment	0	0	0	12	14	27	0	0	0	0	0	0	0	53
Number of students with a substantial reading deficiency	0	6	2	31	10	24	0	0	0	0	0	0	0	73

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	6	2	21	9	19	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	6	2	15	0	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	

**Date this data was collected or last updated**

Thursday 8/11/2022

**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	85	80	89	108	118	100	0	0	0	0	0	0	0	580
Attendance below 90 percent	2	12	7	19	10	16	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	2	4	7	1	4	0	0	0	0	0	0	0	18
Course failure in Math	0	0	4	2	7	1	0	0	0	0	0	0	0	14
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	3	0	0	0	0	0	0	0	3
Number of students with a substantial reading deficiency	0	10	24	44	18	20	0	0	0	0	0	0	0	116

**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	2	4	3	8	6	0	0	0	0	0	0	0	23

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

**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	80	89	108	118	100	0	0	0	0	0	0	0	580
Attendance below 90 percent	2	12	7	19	10	16	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	2	4	7	1	4	0	0	0	0	0	0	0	18
Course failure in Math	0	0	4	2	7	1	0	0	0	0	0	0	0	14
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	3	0	0	0	0	0	0	0	3
Number of students with a substantial reading deficiency	0	10	24	44	18	20	0	0	0	0	0	0	0	116

**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	2	4	3	8	6	0	0	0	0	0	0	0	23

**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	2	1	5	0	0	0	0	0	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	3	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	61%	62%	56%				63%	62%	57%
ELA Learning Gains	68%						61%	62%	58%
ELA Lowest 25th Percentile	58%						57%	58%	53%
Math Achievement	54%	58%	50%				59%	69%	63%
Math Learning Gains	62%						61%	66%	62%
Math Lowest 25th Percentile	63%						44%	55%	51%
Science Achievement	39%	64%	59%				47%	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	58%	60%	-2%	58%	0%
Cohort Comparison		0%				
04	2022					
	2019	64%	64%	0%	58%	6%
Cohort Comparison		-58%				
05	2022					
	2019	63%	60%	3%	56%	7%
Cohort Comparison		-64%				

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	48%	67%	-19%	62%	-14%
Cohort Comparison		0%				
04	2022					
	2019	74%	69%	5%	64%	10%
Cohort Comparison		-48%				
05	2022					
	2019	53%	65%	-12%	60%	-7%
Cohort Comparison		-74%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	46%	53%	-7%	53%	-7%
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	21	52	47	15	45	44					
ELL	48	73	54	48	71	71	29				
BLK	52	62	63	42	60	63	29				
HSP	66	76		60	62	64	42				
WHT	85	63		93	63		70				
FRL	55	66	64	48	61	65	32				
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	23	27		17			20				
ELL	30	21		21	16	20	13				
BLK	45	31	25	24	9	5	16				
HSP	60	48		50	15		36				
WHT	83			80							
FRL	47	35	31	28	8	8	18				
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	20	47	60	32	58						
ELL	55	60	69	45	57	47	30				
BLK	57	60	56	54	60	44	42				
HSP	65	59	64	61	60	42	42				
WHT	91	73		81	68		80				
FRL	55	57	54	51	58	44	31				

**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	55
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	37
Total Points Earned for the Federal Index	442
Total Components for the Federal Index	8
Percent Tested	100%

**Subgroup Data**

<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
<b>English Language Learners</b>	
Federal Index - English Language Learners	54
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Native American Students</b>	
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
<b>Asian Students</b>	
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
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	51
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	58
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
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
<b>Pacific Islander Students</b>	
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	75
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	54
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?

There was an overall increase across the student subgroups including, English Language Learners (ELL), Black (BLK), Hispanic (HSP), White (WHT) and Free and Reduced Lunch (FRL) according to data from 2021 to 2022 by at least 2 percentage points or more. Students with Disabilities (SWD) was the only subgroup that decreased by 2 percentage points in ELA and 2 percentage points in Math.

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

Students with Disabilities (SWD) as well as the progress of English Language Learners in achieving English Language Proficiency demonstrate the greatest need for improvement. In ELA, the SWD subgroup decreased in proficiency by 2 percentage points and in Math while ELL students were below the Federal Index of 41% demonstrating only 37% progress towards achieving English Language 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?

During the past two years, we have been focusing on increasing the percentage of Students with Disabilities (SWD) in our Least Restrictive Environment. As we continue to review IEPs and current teaching models for SWD, general education teachers will require more training in understanding SWD and how to provide their accommodations during assignments and/or classroom activities. Furthermore, strategic planning between general education teachers and SPED teachers is required to ensure inclusive best practices are incorporated in all lessons.

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

The trends observed across grade level accountability groups indicate the most improvement was shown in learning gains for Mathematics. When comparing learning gains for students in the L25 subgroup, from 44% in 2019 to 63% in 2022, an increase of 19 percentage points.

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

By hiring a mathematics instructional coach, collaborative planning focused on best practices teachers can implement in the classroom to decrease the current learning gap in achievement. When reviewing schedules, an interventionist for grades 3-5 was hired to push-in and pull-out students for intervention in Mathematics. Furthermore, classes with SWD had an ESE teacher also present during math lessons to provide appropriate accommodations.

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

In order to accelerate learning, we will need to continue to implement intervention in ELA and Mathematics with fidelity, utilize data to drive instruction, and develop job-embedded professional developments for teachers.

**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 school's PLST will develop whole-group sessions and job-embedded professional development activities. Professional Developments will provide:

- An understanding IEPs and how to best implement accommodations for all learners.
- Using data to drive instruction, aligning resources for small group instruction and intervention.
- Implementing Social Emotional Learning practices to develop independent learners.
- Implementation of Data Chats and goal setting with learners.

On a continuous basis, administration will conduct data chats with teachers and provide strategic feedback during walkthroughs.

**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 to select groups of students based on overall data and subgroup data analysis. Some of these extended learning opportunities will include; before and after school tutoring, intervention, Recess Academies, and instructional focus 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. Instructional Practice specifically relating to Professional Learning Communities****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 2022 FSA Mathematics data, 61% of the 3rd grade students, 53% of 4th grade students, and 42% of 5th grade students were proficient. The 2019 FSA Mathematics data indicates that 48% of 3rd grade students, 40% of 4th grade students, and 29% of 5th grade students scored proficient. Although there was increase from the 2019 to the 2022 school year, the learning gap in mathematics is still evident.

**Measurable Outcome:**

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

With the implementation of professional learning communities, an additional 5% of students will score proficient in each grade level on the new FAST progress monitoring assessments by administration of PM3.

**Monitoring:**

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

The Leadership Team will conduct attend planning meetings, review meeting agendas and resources provided to teachers participating in professional learning communities.

**Person responsible for monitoring outcome:**

Diaz Daniel (pr3341@dadeschools.net)

**Evidence-based****Strategy:**

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

Within the targeted element of Professional Learning Communities our school will focus on Job embedded Professional Developments (PD) which will provide teachers with the opportunity to collaborate across curriculum to discuss best practices related to implementing BEST standards to increase overall student proficiency.

**Rationale for Evidence-based Strategy:**

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

Job embedded PD will contribute to overall school improvement as teachers work collaboratively across grade levels to implement strategies and best practices to improve overall 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.

9/12/22-9/26/22 Create a survey for teachers to express interest in participating in professional learning communities. As a result, a list of potential professional learning communities will be created.

**Person Responsible** Fabienne Dominique (fodominique@dadeschools.net)

9/26/22-10/14/22 Review survey results and identify dates to begin professional learning community collaboration. As a result, dates will be added to the schoolwide calendar.

**Person Responsible** Ashley Miller (ammiller@dadeschools.net)

9/26/22-10/14/22 Meet with Leadership Team to discuss and plan for first Job Embedded PD. As a result, the Leadership Team will design and outline the PD that will be delivered.

**Person Responsible** Diaz Daniel (pr3341@dadeschools.net)

10/14/22- Present Job Embedded PD to participating faculty and staff. As a result, learning that took place will be evident during instructional walkthroughs.

**Person Responsible** Lashon Howard (lhoward@dadeschools.net)

10/31/22- 11/14/22 Pair academic leaders interested in participating in teacher driven observations with teachers seeking professional growth from colleagues.

**Person Responsible** Ashley Miller (ammiller@dadeschools.net)

12/12/22-12/16/22 Facilitate teacher driven observations focused on learning that took place through the job embedded PDs.

**Person Responsible** Ashley Miller (ammiller@dadeschools.net)

**#2. Positive Culture and Environment specifically relating to Marketing/ Branding School**

**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 Student School Climate Survey 26% of respondents agreed and strongly agreed with the statement "My teachers are interested in how I do in my future" compared to 59% in the 2021 school year, showing a 23 percentage-point decrease.

**Measurable Outcome:**

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

With the implementation of School Spirit, Pride and Branding 20% of the students will rate higher in student morale in the 2023 School Climate Survey.

**Monitoring:**

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

The Leadership Team will create a school-wide calendar that incorporates various school-wide activities for both students and teachers. This calendar will also be posted in the main office for the staff to review and plan for other activities throughout the school year. A school-wide motivational phrase will be utilized and reiterated daily during morning announcements.

**Person responsible for monitoring outcome:**

Diaz Daniel (pr3341@dadeschools.net)

**Evidence-based**

**Strategy:**

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

Within the targeted element of Positive School Culture and Environment, our school will focus on branding, and marketing, which will assist with recruitment and increasing student enrollment. School pride will increase student and staff morale.

**Rationale for Evidence-based Strategy:**

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

We want to increase student and staff morale at the school. By working on increasing school pride, marketing and branding, the same vision can be shared as a school.

**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.

8/31/22-9/2/22 Create survey for input from key personnel for important calendar dates of activities to be included on monthly calendar. As a result, a streamlined routine can be implemented to create monthly calendars.

**Person Responsible**

Ilany Delapaz (idelapaz@dadeschools.net)

9/2/22-9/9/22 Compile survey results prior to the end of the following month to create calendar activities to present to stakeholders. As a result, the Leadership Team will meet to ensure all events are scheduled properly and does not disrupt instruction.

**Person Responsible**

Ilany Delapaz (idelapaz@dadeschools.net)

8/31/22-10/14/22 Create monthly calendar including events from key faculty and staff as well as stakeholders including (PTA). As a result, monthly calendars will include all important dates and events relative to all stakeholders.

**Person Responsible** Lashon Howard (lhoward@dadeschools.net)

8/31/22-10/14/22 Present, post and share monthly calendar created. As a result, all faculty, staff, and key stakeholders can properly plan surrounding calendar events.

**Person Responsible** Daniel Diaz (mrdiaz1@dadeschools.net)

12/1/22 Host Cambridge and Literacy night for students, families and community stakeholders to showcase student-based Cambridge projects and promote the Cambridge program for potential families.

**Person Responsible** Diaz Daniel (pr3341@dadeschools.net)

10/31/22-12/16/22 Facilitate "Tour Tuesdays" to positively promote Miami Shores Elementary to potential parents and market the school to recruit students and increase enrollment.

**Person Responsible** Diaz Daniel (pr3341@dadeschools.net)

**#3. 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.**

According to the 2022 School Climate Survey, 32% of respondents stated that administration conducts instructional walkthroughs monthly and 25% stated that administration conducts instructional walkthroughs quarterly. Based on this data, there is a need to increase administrative walkthroughs while providing teachers specific feedback.

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

With the implementation of specific teacher feedback/walkthroughs, at least 50% of teachers will be able to state that administrators conduct instructional walkthroughs bi-weekly as evidenced by the data collected on the Staff Survey at the end of the school year.

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

Administration will conduct weekly walkthroughs ensuring that every classroom is visited and feedback is provided to every teacher.

**Person responsible for monitoring outcome:**

Ashley Miller (ammiller@dadeschools.net)

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

Within the targeted area of specific teacher feedback/walkthroughs, Managing Data Systems & Processes is the evidenced-based strategy that administration will incorporate related to specific teacher feedback/ walkthroughs which will provide teachers with immediate feedback based on walkthroughs conducted.

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

Managing Data Systems & Processes will guide administrators on evaluating the effectiveness of instruction when conducting walkthroughs and be able to provide teachers with feedback based on their instruction and expectations set through faculty meetings, planning meetings and/or other resources. Weekly walkthroughs will ensure that all classrooms are visited and feedback is provided to all teachers. A system to track classroom visitations and feedback will be created to ensure all classrooms are visited by administration on a weekly basis.

**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.

8/31/22-10/14/22 During monthly leadership team meetings, administration will discuss and set expectations to develop purpose of walkthroughs. As a result, the Leadership Team can tier teachers based on level of support needed.

**Person Responsible** Diaz Daniel (pr3341@dadeschools.net)

9/12/22-9/16/22 Create walkthrough schedule to begin conducting walkthroughs. As a result, all teachers will be visited on a bi-weekly basis.

**Person Responsible** Ashley Miller (ammiller@dadeschools.net)

9/12/22- 10/14/22 Provide feedback following walkthroughs utilizing template/ strategy selected by administration. As a result, incremental growth will be evident in teacher's classroom.

**Person Responsible** Ashley Miller (ammiller@dadeschools.net)

9/12/22- 10/14/22 Review walkthrough schedule monthly and discuss findings with leadership team and key personnel. As a result, identified key personnel will be able to develop job embedded professional development.

**Person Responsible** Diaz Daniel (pr3341@dadeschools.net)

10/31/22-11/18/22 Conduct administrative walkthroughs with emphasis on teachers participating in job embedded PDs.

**Person Responsible** Diaz Daniel (pr3341@dadeschools.net)

11/28/22-12/16/22 Based on impact review walkthroughs, plan for next phase of job embedded PDs.

**Person Responsible** Ashley Miller (ammiller@dadeschools.net)

#### #4. ESSA Subgroup specifically relating to Students with Disabilities

**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 Data, only 37% of our students with disabilities scored proficient on the ELA Reading FSA. This percentage is 4 percentage points lower than the 41% required.

**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, on the 2023 ELA Reading FAST, at least 41% of our students with disabilities will score proficient.

**Monitoring:**

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

Monthly data chats will occur between SPED teachers, general education teachers, and administration that focuses on progress students are making. Students with disabilities will be tracked throughout the year to ensure that proper growth is occurring.

**Person responsible for monitoring outcome:**

Thechelet Charles (tcharles@dadeschools.net)

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

Within the targeted element of the utilization of ongoing progress monitoring, our school will use data from progress monitoring assessments as a strategy which will increase student achievement for our student with disabilities subgroup by using this data to guide instruction.

**Rationale for Evidence-based Strategy:**

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

With ongoing progress monitoring, students' academic performance will be tracked. A rate of student improvement and responsiveness to instruction will be reviewed to ensure that we are on track to meet our measurable outcome.

**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.

8/31/22- 10/14/22 Meet with ESE department to analyze proper placement and compliance of all SWD. As a result, all IEPs will be in compliance.

**Person Responsible**

Thechelet Charles (tcharles@dadeschools.net)

8/31/22- 9/16/22 Provide general education teachers with IEP at a glance of all SWD and discuss strategies and accommodations specific to each student. As a result, all teachers will be able to provide appropriate accommodations.

**Person Responsible**

Thechelet Charles (tcharles@dadeschools.net)

9/19/22-9/23/22 Create data chat schedule following administration of PM1. As a result, teachers will be able to review and discuss their students data and use data to guide instruction.

**Person Responsible**

Ashley Miller (ammiller@dadeschools.net)

9/23/22-10/14/22 Analyze SWD data following PM1 administration and begin to plan for instruction based on data results. As a result, IEP goals can be adjusted to meet student's needs.

**Person Responsible**

Thechelet Charles (tcharles@dadeschools.net)

10/31/22-12/16/22 Identify students through teacher RFAs and students in need of reevaluation to ensure we are meeting students academic social and behavioral needs.

**Person Responsible** Ashley Miller (ammiller@dadeschools.net)

11/3/22-12/16/22 Hold MTSS meetings with school-based team and district MTSS team members to ensure parents are aware of their student's academic needs and to begin the MTSS process when necessary.

**Person Responsible** Ashley Miller (ammiller@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.**

Our strength within School Culture is Physical & Emotional Safety and Support and Connections. Our school uses of the school's website to share information about the school and tightens the home school connection. Our social media accounts are ways to share good news, upcoming parent events, and creates windows into their child's school experience. The Village of Miami Shores and Miami Shores Elementary collaboratively work via the Education Advisory Board, focusing on communication and student engagement. We will continue to create experiences throughout the year to engage with parents and families and ensure they have necessary information to support our students and their learning. We also ensure information is provided to all stakeholders through our weekly newsletter and School Messenger communication system. We continue to build our skill set in ensuring our classrooms are highly engaging and foster the highest level of engagement and learning.

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

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principals, Instructional Coaches, 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 social emotional activities hosted by Teacher Leaders and assist in ensuring all information is shared with stakeholders in a timely manner. Teacher leaders and math coach will 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, families, and each other. The leadership team works together in presentation and vital information that is shared during monthly Education Advisory Board meetings.