

Miami-Dade County Public Schools

South Miami K 8 Center



2022-23 Schoolwide Improvement Plan

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South Miami K 8 Center

6800 SW 60TH ST, South Miami, FL 33143

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

Demographics

Principal: Evie Mayor

Start Date for this Principal: 8/16/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
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)	77%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (66%) 2018-19: A (68%) 2017-18: A (67%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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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6800 SW 60TH ST, South Miami, FL 33143

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

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)
Combination School PK-8	No	77%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	94%

School Grades History

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

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

South Miami K-8 Center enriches the community through the conveyance of the cultural heritage of the nation. The provision of the best possible educational experiences for our students will complement our mission to develop the whole child in an enriching academic environment, and develop lifelong learners in pursuit of excellence, utilizing the visual, expressive arts and technology.

Provide the school's vision statement.

The staff, parents, and community of South Miami K-8 Center Expressive Arts Magnet believe that all students can learn, achieve, and develop to their fullest potential. In this joint venture, we accept the responsibility to foster the achievement of excellence in education, as it relates to citizenship, academics and the integration of the expressive arts.

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
Mayor, Evie	Principal	The duties and responsibilities are to monitor and oversee all of the school's initiatives and respond to concerns of stakeholders in a supportive manner.
Moran, Laura	Teacher, K-12	As the Professional Development (PD) Liaison, Reflex Math Chairperson, Elementary Social Studies Chairperson, and EESAC Chairperson, the duties and responsibilities are to attend PD sessions, assist with technology and new platforms, and attend Professional Learning School-site Team (PLST) training to disseminate information to the faculty/staff in a timely manner.
Rodriguez, Marlissa	School Counselor	As the school counselor for grades K-8, the duties and responsibilities will be to attend PD sessions and disseminate information to the faculty in a timely manner.
Laffita-Marin, Olga	Teacher, K-12	As an EESAC member and the middle school ELA/Reading Chairperson, the duties and responsibilities will be to attend PD sessions and disseminate information to the faculty in a timely manner.
Brown, Isha	Assistant Principal	The duties and responsibilities are to monitor mentorship programs and oversee that all information is disseminated to the teachers in a timely manner.

Demographic Information

Principal start date

Tuesday 8/16/2022, Evie Mayor

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.*

4

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

52

Total number of students enrolled at the school

523

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

6

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	31	32	47	70	86	100	38	64	61	0	0	0	0	529
Attendance below 90 percent	0	0	4	2	5	5	9	2	6	7	0	0	0	40
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	3	6	2	2	2	4	0	0	0	0	0	19
Course failure in Math	0	0	1	4	1	4	1	2	0	0	0	0	0	13
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	5	11	20	4	3	6	0	0	0	0	49
Level 1 on 2022 statewide FSA Math assessment	0	0	0	4	11	24	5	5	10	0	0	0	0	59
Number of students with a substantial reading deficiency	0	0	3	18	15	22	5	12	10	0	0	0	0	85
	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	0	0	1	7	7	18	3	5	4	0	0	0	0	45

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	6	0	0	0	0	0	0	0	0	0	6
Students retained two or more times	0	0	0	1	0	0	0	0	1	0	0	0	0	2

Date this data was collected or last updated

Tuesday 8/23/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	18	37	56	73	109	131	80	79	50	0	0	0	0	633
Attendance below 90 percent	1	5	7	9	12	12	6	9	4	0	0	0	0	65
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	1	3	3	0	0	2	0	0	0	0	0	9
Course failure in Math	0	0	0	2	4	5	4	5	0	0	0	0	0	20
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	3	3	3	4	0	0	0	0	13
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	3	3	8	1	0	0	0	0	15
Number of students with a substantial reading deficiency	2	7	24	19	23	19	16	19	15	0	0	0	0	144

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	1	1	0	2	3	6	4	7	0	0	0	0	0	24

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	2	1	0	0	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	1	0	0	0	0	0	1

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	18	37	56	73	109	131	80	79	50	0	0	0	0	633
Attendance below 90 percent	1	5	7	9	12	12	6	9	4	0	0	0	0	65
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	1	3	3	0	0	2	0	0	0	0	0	9
Course failure in Math	0	0	0	2	4	5	4	5	0	0	0	0	0	20
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	3	3	3	4	0	0	0	0	13
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	3	3	8	1	0	0	0	0	15
Number of students with a substantial reading deficiency	2	7	24	19	23	19	16	19	15	0	0	0	0	144

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	1	1	0	2	3	6	4	7	0	0	0	0	0	24

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	2	1	0	0	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	1	0	0	0	0	0	1

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	72%	62%	55%				76%	63%	61%
ELA Learning Gains	66%						69%	61%	59%
ELA Lowest 25th Percentile	49%						58%	57%	54%
Math Achievement	65%	51%	42%				81%	67%	62%
Math Learning Gains	74%						68%	63%	59%
Math Lowest 25th Percentile	68%						53%	56%	52%
Science Achievement	58%	60%	54%				71%	56%	56%
Social Studies Achievement	86%	68%	59%				83%	80%	78%

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	74%	60%	14%	58%	16%
Cohort Comparison		0%				
04	2022					
	2019	81%	64%	17%	58%	23%
Cohort Comparison		-74%				
05	2022					
	2019	80%	60%	20%	56%	24%
Cohort Comparison		-81%				
06	2022					
	2019	67%	58%	9%	54%	13%
Cohort Comparison		-80%				
07	2022					
	2019	71%	56%	15%	52%	19%
Cohort Comparison		-67%				
08	2022					
	2019	72%	60%	12%	56%	16%
Cohort Comparison		-71%				

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	81%	67%	14%	62%	19%
Cohort Comparison		0%				
04	2022					
	2019	89%	69%	20%	64%	25%
Cohort Comparison		-81%				
05	2022					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	83%	65%	18%	60%	23%
Cohort Comparison		-89%				
06	2022					
	2019	77%	58%	19%	55%	22%
Cohort Comparison		-83%				
07	2022					
	2019	75%	53%	22%	54%	21%
Cohort Comparison		-77%				
08	2022					
	2019	58%	40%	18%	46%	12%
Cohort Comparison		-75%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	72%	53%	19%	53%	19%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-72%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	68%	43%	25%	48%	20%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	81%	73%	8%	71%	10%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	81%	63%	18%	61%	20%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

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	36	41	38	36	68	72	29				
ELL	72	70	45	63	78	73	42	88			
BLK	33	39	19	34	63	73	13				
HSP	75	69	56	68	76	69	60	92	52		
WHT	97	72		80	72		86				
FRL	67	67	46	60	74	69	52	82	50		
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	30	34	29	28	26	30	9				
ELL	72	64	53	53	38	6	39	55			
BLK	30	18		34			18				
HSP	73	60	48	58	37	23	46	62	34		
WHT	76	65		76	60		82				
FRL	62	51	29	51	34	14	39	62	34		
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	38	47	39	49	51	45	37				
ELL	63	64	57	75	59	42	70	42			
BLK	50	51	33	65	67	44	50				
HSP	77	71	61	82	67	54	73	82	58		
WHT	91	75		89	73		70				
FRL	68	66	54	75	62	43	63	80	43		

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	67
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	76
Total Points Earned for the Federal Index	669
Total Components for the Federal Index	10
Percent Tested	99%
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	67
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	39
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	70
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	81
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	64
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

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

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

Results of the 2022 FSA ELA indicate that 72% of our assessed students demonstrated Mastery, a 3-percentage point increase over results from the 2021 FSA ELA. While the percentage of L25 students demonstrating Learning Gains on the 2022 FSA ELA reflects a 10-percentage point increase when compared to 2021 FSA ELA results, these results also demonstrate a 9-percentage point decrease when compared to 2019 FSA ELA performances. Results of the 2021 FSA Math reflect that 65% of students demonstrated Mastery, which reveals a 9-percentage point increase compared to 2021 FSA Math, and a 16-percentage point decrease when compared to 2019 results. While 2022 Science Assessment results indicate an 11-percentage point increase in the percentage of students demonstrating Mastery (from 47% in 2019 to 58%), the results also reflect a 13-percentage point decrease when compared to 2019 Science Assessment results.

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

Based on the 2022 state assessment data, science demonstrated the greatest need for improvement overall, with 58% of assessed students demonstrating Mastery and is the area with the lowest schoolwide percentage of students demonstrating Mastery in 2022. ELA performances, while 3-percentage points higher from 69% in 2021 to 72% in 2022, remain 4-percentage points below 2019 FSA ELA Mastery levels (76%). Likewise, Math performances, while reflecting a 9-percentage point increase from 56% in 2021 to 65% in 2022, remain 16-percentage points below 2019 FSA Math Mastery levels (81%).

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 impacts of decreased student engagement and additional obstacles arising from COVID-related closures and lost instructional time had a deleterious effect on student achievement across multiple areas, particularly in ELA, Math, and Science. The implementation of new standards, materials, assessments, and learning management platforms have created new challenges for teachers at all grade levels. Consequently, additional professional development and support are needed to assist teachers in these areas, and robust conversations regarding teaching and learning, informed by frequent focused classroom walkthroughs, are necessary factors contributing to improvement.

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

Based on 2021-2022 assessment data, Algebra showed the most improvement with an increase of 19-percentage points when compared to prior year data, and with 100% of assessed students demonstrating Mastery.

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

After-school tutoring was implemented on Wednesdays and all available District instructional resources were used.

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

Successful differentiated instruction will be conducted across all grade levels to accelerate learning. Evidence-based strategies will be implemented in teacher-led lessons and teachers will use common planning to disseminate best practices among grade levels.

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.

Teachers in each grade level will be selected to attend ICAD meetings. We will implement a Train-the-Trainer model so that all teachers will be up-to-date on, and able to implement, new and innovate learning strategies provided by the District.

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

The additional services that will be implemented to ensure sustainability of improvement in the next year and beyond will be weekly collaborative planning, extended learning opportunities provided before school, and the consistent provision of interventions throughout the school day.

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 Differentiation**Area of Focus****Description and Rationale:**

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

Based on a review of 2022 FSA ELA data, a 9-percentage point reduction in the percentage of L25 students demonstrating proficiency is revealed when compared to 2019 FSA ELA results for the same population (from 58% demonstrating Mastery in 2019 to 49% in 2022). Our school will implement differentiated instruction to target areas of weakness and close the achievement gap to increase student proficiency.

Measurable Outcome:

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

Through the implementation of effective differentiated instruction, we will increase the percentage of L25 students demonstrating proficiency in ELA by 5-percentage points to 54% as measured by the results of the 2023 FAST Assessment.

Monitoring:

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

This area of focus will be monitored using the FAST data from PM1 & PM2, i-Ready Diagnostic Assessment data from AP1 & AP2, bi-weekly assessments, topic assessments, and progress monitoring checks. In addition, administration will also conduct walkthroughs to ensure differentiated instruction is being implemented with fidelity, as well as conducting quarterly data chats with all stakeholders.

Person responsible for monitoring outcome:

Evie Mayor (emayor@dadeschools.net)

Evidence-based**Strategy:**

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

Differentiated Instruction is a strategy for effective teaching that involves creating lessons to meet each student's individual needs in terms of acquiring content, processing, constructing, or making sense of ideas and developing teaching materials and assessments so that all students within a classroom can learn regardless of differences in ability.

Rationale for Evidence-based**Strategy:**

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

Data-driven instruction was used when selecting this strategy to ensure that teachers are using accurate data to plan lessons that will meet all their students' needs. As new data is acquired throughout the year, teachers will continually adjust their lesson plans, instruction, and delivery.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. August 31, 2022 - October 14, 2022-Information regarding differentiated instruction and evidence-based strategies gained from ICADs regarding the B.E.S.T. standards and the FAST will be disseminated to grade level teams during grade level meetings. As a result of collaboration from peers, differentiation aligned instruction will increase.

Person Responsible Evie Mayor (emayor@dadeschools.net)

2. August 31, 2022 - October 14, 2022 -Professional development will be provided via the district PD offerings and in-school professional development in implementing differentiated instruction. As a result of attending these meetings, teachers will have a a better understanding of differentiated instruction and how to best implement this form of instruction in their classroom.

Person Responsible Evie Mayor (emayor@dadeschools.net)

3. August 31th, 2022 – October 14, 2022 - Grade levels will meet bi-weekly to incorporate newly attained data from the FAST PM1, i-Ready AP1, bi-weekly assessments, and teacher-made assessments. Teachers will incorporate differentiated instruction lessons plans along with quarterly data chats that will be conducted to reassess strengths and weaknesses, as a result to attending these bi-weekly meetings, ongoing adjustments will be made to improve student success.

Person Responsible Evie Mayor (emayor@dadeschools.net)

4. October 3rd, 2022 - October 21, 2022 - Teachers will conduct data chats with their students based on data from the PM1 Fast assessment and iReady diagnostic assessment data. As a result, teachers will continue adjusting DI groups to meet the needs of students.

Person Responsible Evie Mayor (emayor@dadeschools.net)

5. October 31, 2022 – December 16th, 2022 – Information gathered from the second ICAD meetings regarding differentiated instruction will be shared to grade level leaders and disseminated to teachers. The information will guide the implementation of differentiated instruction during the second nine weeks and groups will be adjusted as needed.

Person Responsible Evie Mayor (emayor@dadeschools.net)

6. October 31, 2022 – December 16th, 2022 – Administration will conduct data chats with grade level teams to discuss data points and address student needs.

Person Responsible Evie Mayor (emayor@dadeschools.net)

#2. 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.

Based on the data reviewed, student attendance was identified as a critical area to review. We will implement a plan to ensure that students are present and learning to close the achievement gap. Based on data from the 2021-2022 school year, it was noted that 20% of the student population had eleven to fifteen absences, 3-percentage points higher than the District result of 17%. Given the direct correlation between student attendance and achievement, we will focus on attendance incentive to increase the attendance percentage during the 2022-2023 school year.

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

By successfully implementing our schoolwide attendance plan, we will decrease the percentage of students having eleven to fifteen absences by 5-percentage points (to 15% or less) by June 2023.

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

The area of focus will be monitored by administration with the support of the Social Worker and Counselor. The Team will create a plan for these students and their families in order to monitor students on a bi-weekly basis and promote consistent attendance using various incentives and support. The team will work together to identify students with attendance issues, truancy, or having academic difficulties that may be connected to attendance. .

Person responsible for monitoring outcome:

Evie Mayor (emayor@dadeschools.net)

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

The evidence based strategy for the area of focus we will implement is attendance initiative. Consistent student attendance involves close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling, incentives for students with perfect attendance, and the implementation of the i3 Attendance Support initiative.

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

The rationale for selecting attendance initiatives is to decrease the number of students that have eleven to fifteen absences, which will improve overall attendance and contribute to increasing student achievement. The schoolwide plan will identify attendance issues for remediation as necessary.

**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.

1. August 31th, 2022 - October 14, 2022 - Homeroom classes with 100% attendance will be recognized on the morning announcements. As a result, school wide attendance should improve.

Person Responsible Evie Mayor (emayor@dadeschools.net)

2. August 31th, 2022 - October 14, 2022 - Administration, teachers, the social worker, and the school counselor will meet with students who have inconsistent attendance. As a result of these meetings, ARC members will be able to better provide support to ensure that students are able to attend school consistently.

Person Responsible Evie Mayor (emayor@dadeschools.net)

3. August 31th, 2022 - October 14, 2022 - Teachers and the administration will review the attendance bulletin daily. As a result, teachers will be able to accurately keep track of students that are absent and make parent contact and determine why the child is not in school.

Person Responsible Evie Mayor (emayor@dadeschools.net)

4. August 31th, 2022 - October 14, 2022 - Incentives will be provided by the administration to the top three classes who demonstrate the highest attendance on a monthly basis. As a result, there will be student buy-in to attend school regularly.

Person Responsible Evie Mayor (emayor@dadeschools.net)

5. October 31st, 2022 – December 16th, 2022 – Weekly Attendance Review Committee meetings will be conducted to discuss the procedures that will be implemented for each specific student missing more than five days of school.

Person Responsible Evie Mayor (emayor@dadeschools.net)

6. October 31, 2022 – December 16th, 2022 – Truancy packets will be completed, and home visits will be conducted for students with five or more consistent absences.

Person Responsible Evie Mayor (emayor@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.

Based on data from the 2022 Staff School Climate Survey, our area of focus will be on specific teacher feedback/walkthroughs. Seventeen percent of teachers did not feel that in-service programs kept them up-to-date with new educational strategies. After reflecting on the significance of the results, we concluded that continuing to work on this area of focus would contribute significantly to improving student learning and ongoing faculty development. Conducting focused walkthroughs and providing timely feedback will help teachers improve their instructional practices as well as foster an open line of communication between administration and teachers.

Measurable**Outcome:**

State the specific measurable

outcome the school plans to achieve.

This should be a data based, objective outcome.

If we conduct focus walkthroughs and provide feedback, teachers will be able to reflect on their instructional practice. As a result, the percentage of teachers feeling that evaluations are used for teacher performance will increase by 10% on the 2023 teacher climate survey.

Monitoring:

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

The area of focus that will be monitored will be the targeted element of walkthroughs. Administration will provide teachers with effective feedback and if needed a plan will be developed collaboratively to support the facilitation of standard aligned instruction.

Person responsible for monitoring outcome:

Evie Mayor (emayor@dadeschools.net)

Evidence-based

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

Administrators will use observation cycles to support teachers. After initial observations are conducted, feedback will be given and used by the teacher to enhance instruction. If extra support such as mentoring and learning walks is needed, administration will facilitate. By conducting walkthroughs regularly, administrators will be able to observe the strengths and areas of needed improvement in order to provide effective in-service training to support teachers.

Rationale for Evidence-based Strategy: Explain the rationale for

The rationale for selecting this strategy recognizes the importance of providing timely feedback to teachers from walkthroughs while building teachers' capacity to integrate evidence-based resources into their instructional practice.

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.

August 31th, 2022 - October 14, 2022 -The School Leadership Team will develop a monthly calendar of scheduled walkthroughs with corresponding areas of focus and as a result of the schedule, effectively implement a plan of action .

Person Responsible Evie Mayor (emayor@dadeschools.net)

August 31th, 2022 - October 14, 2022 - The school leadership team will conduct walkthroughs as listed on the calendar. As a result, the leadership team will provide feedback and develop a plan to address areas of need from classroom visitations.

Person Responsible Evie Mayor (emayor@dadeschools.net)

August 31th, 2022 - October 14, 2022 - Administration will provide feedback to teachers and as a result, address any areas of need with a specific plan involving observation cycles and collaborative planning. teachers are able to make necessary adjustments.

Person Responsible Evie Mayor (emayor@dadeschools.net)

August 17th, 2022 - October 21, 2022 - Administrations will conduct observation cycles and assist in collaborative planning which will result in an increase of standard-based instruction.

Person Responsible Evie Mayor (emayor@dadeschools.net)

5. October 31st, 2022 – December 16th, 2022 – Continue walkthroughs targeting identified areas of focus.

Person Responsible Evie Mayor (emayor@dadeschools.net)

6. October 31st – December 16th – Continue meeting with teachers to provide feedback from walkthroughs regarding targeted focus points.

Person Responsible Evie Mayor (emayor@dadeschools.net)

#4. ESSA Subgroup specifically relating to Black/African-American**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 ELA and Math data, Black/African American students scored below the 50 percentile. The 2022 FSA ELA results indicate that 33% on students in this subgroup demonstrated Mastery; 2022 FSA Math results indicate that 34% of students in this subgroup demonstrated Mastery. Based on the data reviewed the implementation of standard-aligned instruction will increase student proficiency among this subgroup students.

Measurable**Outcome:**

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

If we successfully implement standard-aligned instruction, we expect a 5-percentage point increase in the subgroup specifically relating to Black /African American students demonstrating mastery as evidenced by the results of the 22-23 FAST assessment.

Monitoring:

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

Administrators will monitor teacher lesson plans and classroom instruction to ensure the implementation of District Pacing Guides and standard-based resources across all grade levels, with an increased emphasis on the targeted sub-group, to obtain the desired outcome.

Person responsible for monitoring outcome:

Evie Mayor (emayor@dadeschools.net)

Evidence-based**Strategy:**

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

Teachers will plan and deliver lessons based on the targeted standards to guide students and ensure they gain an understanding of each of the benchmarks in order to promote mastery, which will be demonstrated through student work samples and assessment scores.

Rationale for Evidence-based**Strategy:**

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

The rationale for selecting standard-aligned instruction is to ensure that teachers implement the targeted benchmarks aligned to the B.E.S.T. standards while providing students with a rigorous curriculum to increase student achievement, with increased focus on our Black/African-American students..

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. August 31, 2022 - October 14, 2022 - Grade level leaders will attend monthly ICAD/district professional developments and disseminate information learned with team members. As a result teachers will plan for lessons that are aligned to the standards to meet the needs of the subgroup.

Person Responsible Evie Mayor (emayor@dadeschools.net)

2. August 31th, 2022 - October 14, 2022 - A strategic plan will be developed to review ELA and Math assessment data for the subgroup and as a result, teachers will identify students needing assistance.

Person Responsible Evie Mayor (emayor@dadeschools.net)

3. August 31, 2022 – October 14, 2022 - Administration will review lesson plans and delivery of standard-aligned instruction, with an emphasis on the provision of effective ELA and Math instruction to ensure the alignment to the BEST standards. As a result teachers will create lessons aligned to the intended learning targets.

Person Responsible Evie Mayor (emayor@dadeschools.net)

4. August 31th, 2022 - October 14, 2022 - Utilizing data from various assessments, administration will collaborate with team leaders to review and plan data driven instruction. As a result, teachers will address skills not mastered in order to improve student performance.

Person Responsible Evie Mayor (emayor@dadeschools.net)

5. October 31, 2022 – December 16th, 2022 – Subgroup data from the first nine-weeks will be analyzed and used to drive instruction during the second nine-weeks.

Person Responsible Evie Mayor (emayor@dadeschools.net)

6. October 31, 2022 – December 16th, 2022 – Teachers will debrief and conduct student led data chats to focus on ELA and Math standards.

Person Responsible Evie Mayor (emayor@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

Not applicable

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

Not applicable

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)

Not applicable

Grades 3-5: Measureable Outcome(s)

Not applicable

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.

Not applicable

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?

Not applicable

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?

Not applicable

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**

Not applicable

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.

In order to create a positive school culture and environment, all stakeholders must play a role. At South Miami K-8, we have created an inclusive school culture where all students feel welcomed and safe and where parents know they can access resources and support through various avenues. Our faculty and staff are provided with the strategies and information needed to address a wide variety of social, emotional, and mental health/wellness issues. Students' wellbeing is supported through the Social-Emotional Learning (SEL) courses delivered through their Language Arts classes and by the school counselor. The administration fosters opportunities for staff and students to provide ongoing feedback and suggestions to the school's leaders, and we schedule informal and formal conferences to gather information about students' educational and emotional experiences. Information is also provided to stakeholders through our monthly parent calendar, EESAC meetings, and School Messenger.

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 at the school are the Principal, Assistant Principal, Teacher Leaders (PLST), and Counselor. The Principal's role is to monitor and oversee all the schools initiatives and respond to concerns with morale by planning team building and morale boosting activities. The Assistant Principal's role is to monitor and support mentorship programs to ensure all information is shared with stakeholders in a timely manner. The Teacher Leader's role is to assist in providing and responding to feedback from students, parents and stakeholders. The Counselor's role is to assist and support students wellbeing and implement Youth Mental Health initiatives, including efforts to connect and build relationships with students, parents, and families.