

Miami-Dade County Public Schools

Dr. Carlos J. Finlay Elementary



2022-23 Schoolwide Improvement Plan

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Dr. Carlos J. Finlay Elementary

851 SW 117TH AVE, Miami, FL 33184

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

Demographics

Principal: Marie Orth Sanchez H

Start Date for this Principal: 7/14/2016

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)	98%
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 (69%) 2018-19: A (75%) 2017-18: A (79%)
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	98%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

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

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SIP Authority

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<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.

Dr. Carlos J. Finlay Elementary will collaborate with students, parents, teachers, Florida International University, and our entire community as we strive to provide a high quality, child-centered, bilingual education that will empower our students to become responsible and productive citizens in a global society.

Provide the school's vision statement.

Our vision at Dr. Carlos J. Finlay Elementary is to have our students become bilingual/biliterate, responsible, and productive citizens in a global 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
Orth-Sanchez, Marie	Principal	The principal monitors academic, behavior data and social emotional development as well as assist in monitoring and responding to the needs of subgroups. The principal monitors implementation of the SIP's action plans and their effectiveness. She will oversee day-to-day operations. As the school leader, the principal will handle disciplinary matters, manage the school's budget, personnel matters,
Octala, Elena	Assistant Principal	The assistant principal monitors behavior data as well as student attendance, schedules and facilitates regular MTSS/Rtl meetings, ensures follow up of the SIP's action steps and allocates resources as needed. She ensures all ESE and ESOL compliance documents are in order and meet all requirements.
Alonso, Maria Bianca	Teacher, K-12	The ELL Compliance Specialist assists in monitoring and responding to the academic needs of the English Language Learner subgroup, provides and facilitates professional development for the instructional staff and is our Florida International University liaison.
Del Castillo, Maria V.	Teacher, K-12	The instructional coach gathers and analyzes data to determine PD for faculty, assists in monitoring and responding to the needs of subgroups. She trains interventionists and oversees their performance as well as the effectiveness of the interventions being implemented.
Escoto, Maria	School Counselor	The guidance counselor monitors behavior data, conducts intervention meetings for students identified through the MTSS process, provides support and resources for parents, gathers and data required for the Rtl process.
Legañoa, Monica	SAC Member	The EESAC Chairperson is responsible for creating agendas, conducting monthly meetings with all stakeholders, and approving minutes for all scheduled meetings.
Tariche, Stella	Instructional Media	The media specialist coordinates and executes all Diagnostic Assessments related to i-Ready and creates and monitors progress of students in interventions through Progress Monitoring Testing and Reports in i-Ready.

Demographic Information

Principal start date

Thursday 7/14/2016, Marie Orth Sanchez H

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

37

Total number of students enrolled at the school

547

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

5

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

5

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	75	77	73	88	93	79	0	0	0	0	0	0	0	485
Attendance below 90 percent	0	5	6	6	4	3	0	0	0	0	0	0	0	24
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	9	4	5	4	0	0	0	0	0	0	0	23
Course failure in Math	0	1	1	2	2	5	0	0	0	0	0	0	0	11
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	4	12	15	0	0	0	0	0	0	0	31
Level 1 on 2022 statewide FSA Math assessment	0	0	0	3	12	7	0	0	0	0	0	0	0	22
Number of students with a substantial reading deficiency	0	2	13	12	20	22	0	0	0	0	0	0	0	69

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	2	9	5	8	7	0	0	0	0	0	0	0	31

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	3	11	4	1	0	0	0	0	0	0	0	0	19
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

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	50	63	85	88	75	82	0	0	0	0	0	0	0	443
Attendance below 90 percent	11	5	8	5	5	4	0	0	0	0	0	0	0	38
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	2	3	8	3	0	0	0	0	0	0	0	18
Course failure in Math	0	0	1	1	9	8	0	0	0	0	0	0	0	19
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	2	6	30	20	22	13	0	0	0	0	0	0	0	93

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	3	2	2	1	7	4	0	0	0	0	0	0	0	19

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	6	2	3	1	4	0	0	0	0	0	0	0	0	16
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	50	63	85	88	75	82	0	0	0	0	0	0	0	443
Attendance below 90 percent	11	5	8	5	5	4	0	0	0	0	0	0	0	38
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	2	3	8	3	0	0	0	0	0	0	0	18
Course failure in Math	0	0	1	1	9	8	0	0	0	0	0	0	0	19
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	2	6	30	20	22	13	0	0	0	0	0	0	0	93

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	3	2	2	1	7	4	0	0	0	0	0	0	0	19

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	6	2	3	1	4	0	0	0	0	0	0	0	0	16
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	73%	62%	56%				80%	62%	57%
ELA Learning Gains	75%						67%	62%	58%
ELA Lowest 25th Percentile	61%						63%	58%	53%
Math Achievement	75%	58%	50%				89%	69%	63%
Math Learning Gains	72%						77%	66%	62%
Math Lowest 25th Percentile	70%						75%	55%	51%
Science Achievement	60%	64%	59%				73%	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	66%	60%	6%	58%	8%
Cohort Comparison		0%				
04	2022					
	2019	85%	64%	21%	58%	27%
Cohort Comparison		-66%				
05	2022					
	2019	78%	60%	18%	56%	22%
Cohort Comparison		-85%				

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	82%	67%	15%	62%	20%
Cohort Comparison		0%				
04	2022					
	2019	94%	69%	25%	64%	30%
Cohort Comparison		-82%				
05	2022					
	2019	84%	65%	19%	60%	24%
Cohort Comparison		-94%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	70%	53%	17%	53%	17%
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	48	67	63	46	70	88	14				
ELL	70	72	56	69	65	68	53				
HSP	72	73	61	74	71	70	59				
FRL	70	74	64	73	70	68	58				
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	19	10	44	44		22				
ELL	60	50	38	66	42	44	36				
HSP	61	55	36	66	43	43	39				
FRL	58	55	33	65	42	45	37				
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	55	39	50	83	68	71	55				
ELL	78	66	63	87	79	73	70				
HSP	80	66	62	89	77	75	72				
FRL	79	64	63	86	71	72	76				

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	68
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	59
Total Points Earned for the Federal Index	545
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	54
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	64
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	67
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	67
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?

Based on FSA data results, ELA Achievement scores demonstrated an increase of 11 percentage points from 62% in 2021 to 73% in 2022. ELA Learning Gains and ELA Lowest 25th Percentile students showed increases of 20% or higher when comparing 2022 data to 2021. In addition, Math Achievement scores indicated an increase of 8 percentage points from 67% in 2021 to 75% in 2022. Learning gains and lowest 25th percentile scores in Math reflect increases of 29 percentage points and 27 percentage points respectively from 2021 to 2022. Data results from the Statewide Science Assessment demonstrate an increase of 20 percentage points from 40% in 2021 to 60% in 2022. The SWD subgroup demonstrated gains in ELA Achievement from 30% in 2021 to 48% in 2022, an increase of 18 percentage points. SWD Math Achievement results indicate an increase of only 2 percentage points from 44% in 2021 to 46% in 2022. SWD students made gains in each of the tested components with the exception of Science where they demonstrated a loss of 8 percentage points on the Statewide Science Assessment from 22% in 2021 to 14% in 2022. Overall, ELL students made increases in each of the tested components.

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

FSA Math Achievement scores indicate a gain of 8 percentage points from 2021 to 2022, and a decrease of 14 percentage points when comparing scores to 2019 data which provides an opportunity for improvement. In addition, Science scores on the Statewide Science Assessment indicates that, although there was an increase of 20 percentage points from 2021 to 2022, there is a decrease of 13 percentage points when compared to 2019 data.

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

Contributing factors include a need to provide our students interventions that strategically target grade level core instruction in Math. These students will be identified and placed in daily Tier 1 on data provided from F.A.S.T. Progress Monitoring and i-Ready. Interventions in Math will be provided with fidelity using Research-based strategies and resources. Additional implementation of differentiated instruction and use of best practices to enhance instruction in Math, as well as the use of visuals and manipulatives. Remediation in Science through the use of small group interventions and after school tutoring will be implemented to address the needs of fifth grade students.

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

Students demonstrated the most improvement in Math Learning Gains from 43% in 2021 to 72% in 2022, an increase of 29 percentage points. In addition, Math Lowest 25th Percentile showed an increase from 43% in 2021 to 70% in 2022 a gain of 27 percentage points.

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

Math interventions were conducted with fidelity to Tier 2 & tier 3 students beginning the second grading period. Students identified of needing additional support in Math in grades 3-5 also attended after school tutoring. In addition, our school continued implementing Intensive Acceleration (IA) courses for third and fourth grade students.

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

The strategies that will be implemented to accelerate learning will be to continue differentiated instruction in the classroom, implementation of Tier 2 and 3 interventions with fidelity, and grade three and grade 4 Intensive-Acceleration classrooms. The i-Ready and Reflex Math will continue to be implemented as a technology tool. Data chats will continue to be held quarterly to monitor student progress, specifically the progress of students in Mathematics and Science. Teachers will continue to attend iCADS and debrief 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.

Based on the contributing factors and strategies to accelerate learning, professional development opportunities for the new Math core, Big Idea, will be encouraged and facilitated. Teachers will be encouraged to participate in professional development offered by the District in Math and Science. Professional development opportunities will be provided using the turn-key method during faculty and grade level meetings. In addition, teachers will be afforded the opportunity to observe other teachers through job-embedded practices.

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

Interventions will continue to be implemented with fidelity and student participation will be monitored by administration. Teachers will continue to provide targeted small group differentiated instruction based on student data findings from F.A.S.T. Progress Monitoring, i-Ready Growth Monitoring and McGraw Hill bi-weekly progress monitoring assessments. Data chats will be held quarterly to analyze student achievement data. In addition, Title I and Title III tutoring will be scheduled to provide identified students with extended day learning opportunities. Weekly common grade level planning time will be built into the master schedule to allow teachers and staff the opportunity to collaborate and share best practices.

Areas of Focus

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

:

#1. Instructional Practice specifically relating to Math**Area of Focus**

Description and Rationale: Based on the data reviewed for the 2022 FSA proficiency levels, Math Achievement scores indicate an increase of 8 percentage points from 67% in 2021 to 75% in 2022. Learning gains in Math reflect increases of 29 percentage points and an increase in the lowest 25th percentile in Math of 27 percentage points from 2021 to 2022. However, when comparing scores from 2019 to 2022, there is a decrease of 14 percentage points which indicates an area for improvement. Students in third grade scored at 69% proficiency in Math, 4th grade students at 83% Math proficiency and 74% for fifth grade Math proficiency.

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

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

If we successfully implement Standards-Aligned Instruction, then our students in grades 3-5 will demonstrate an increase of a minimum of 5 percentage points in proficiency on the F.A.S.T. Mathematics based on results from the F.A.S.T. progress monitoring, period 3 in May, 2023.

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

Administration will conduct walk-throughs to monitor Math instruction and implementation of the B.E.S.T. standards. In addition, Data Chats will be held quarterly by administration to review data and discuss opportunities for improvement. Teachers and interventionists will monitor data, as well, and create intervention groups individualized to the students' academic needs in Math during weekly grade level meetings and quarterly data chats. The interventionists will pull out students and focus instruction to target specific standards based on student weaknesses. Intervention attendance logs will be monitored by the Lead Interventionist to ensure that students are attending with fidelity.

Person**responsible****for monitoring****outcome:**

Marie Orth-Sanchez (orthsanchez@dadeschools.net)

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

Our school will implement Standards-Aligned Instruction which focuses on the instructional practice of the teachers implementing the B.E.S.T. standards.

Rationale for**Evidence-****based**

Our school chose Standards-Aligned Instruction to ensure that teachers are planning and implementing the B.E.S.T. curriculum using the available resources from the new Math series, Big Idea. As teachers implement Standards-Aligned Instruction with the new

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

series and standards, students' work samples and assessment results will provide evidence of effective implementation.

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.

8/22-10/14 - Students will be identified to participate in and attend daily Math interventions to ensure that students weaknesses are addressed and remediated in a timely manner following the B.E.S.T. standards. As a result of this action step, students will have the opportunity to receive additional instruction in Math to remediate their deficiencies.

Person Responsible Marie Orth-Sanchez (orthsanchez@dadeschools.net)

8/22-10/14 - Teachers will implement differentiated instruction daily using the B.E.S.T. standards in order to reteach and review newly learned skills and concepts. As a result of this action step, teachers will provide small group instruction based on individual student needs to assist students in mastering the targeted standard.

Person Responsible Marie Orth-Sanchez (orthsanchez@dadeschools.net)

8/22-10/14 - Teachers in Kindergarten through fifth grade will attend professional development in the implementation of the newly adopted Math series to ensure successful implementation of the B.E.S.T. curriculum. As a result of this action step, teachers will gain knowledge of the new standards to provide targeted and specialized instruction and increase students' achievement levels in Math.

Person Responsible Marie Orth-Sanchez (orthsanchez@dadeschools.net)

8/22-10/14 - The principal and assistant principal will conduct quarterly Data Chats with teachers to monitor student progress, specifically the progress of our students in Math. As a result of this action step our teachers will receive feedback and support on instruction while having the opportunity to reflect on their practice and discuss student concerns.

Person Responsible Marie Orth-Sanchez (orthsanchez@dadeschools.net)

10/31-12/16 - Students identified as working below grade level on their i-Ready Mathematics AP1 will be placed into progress monitoring in order to track their academic progress. As a result of this action step, interventionists will use up-to-date data to evaluate effectiveness of strategies and interventions being used.

Person Responsible Marie Orth-Sanchez (orthsanchez@dadeschools.net)

11/8 - Math teachers will attend the "Taking a Deep Dive into the ON-Demand New Elementary Mathematics Resources through the Virtual Dashboard." As a result, those teachers will provide turn-key training on the use of the Big Ideas Learning Resources to best assist with effective planning and teaching.

**Person
Responsible**

Marie Orth-Sanchez (orthsanchez@dadeschools.net)

#2. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

The 2022 Statewide Science Assessment data results indicate an increase of 20 percentage points from 40% in 2021 to 60% in 2022. Although this demonstrates a significant gain, when compared to 2019 data, our students' scores have decreased 13 percentage points from 73% in 2019 to 60% in 2022. This data is important because it shows that although we made gains in our scores in 2022, we are still below our school scores from 2019. We will continue our implementation of Inquiry-Based Scientific Learning through STEAM projects, the Super Skeeter Science Lab, and School-wide Science Projects to further develop our students' scientific knowledge.

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

If we successfully implement Inquiry-Based Learning, our students' Science Assessment results will continue to increase as evidenced by a gain in Science proficiency of 5 percentage points on the 2023 Statewide Science Assessment in May 2023.

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

Administration will conduct walk-throughs to monitor Science instruction and implementation schoolwide, specifically in fifth grade classes. In addition, Data Chats will be held quarterly by administration to review data and discuss opportunities for improvement. Teachers and interventionists will monitor data, as well, and create intervention groups individualized to the students' academic needs in Science during weekly grade level meetings and quarterly data chats. The interventionists will pull out students bi-weekly and focus instruction to target specific standards based on student weaknesses in Science. Intervention attendance logs will be monitored by the Lead Interventionist to ensure that students are attending with fidelity.

Person responsible for monitoring outcome:

Marie Orth-Sanchez (orthsanchez@dadeschools.net)

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

School-wide inquiry-Based Learning will be implemented through school-wide STEAM projects, Science projects, and the utilization of our Skeeter Science Lab for essential lab experiments.

for this Area of Focus.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy.

This strategy was selected because Science is a hands-on subject in which students pose scientific questions, research, test hypothesis, solve problems, and form conclusions. The use of the Inquiry-Based Learning strategy will allow students to be active learners as they engage in learning about the Scientific Process.

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

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

8/22-10/14 - Classes will be scheduled weekly or bimonthly to attend the Super Skeeter Science Lab to perform inquiry-based science lab experiments. As a result of this students will increase their knowledge of the Scientific Process.

Person Responsible [no one identified]

8/22-10/14 - Students will participate in STEAM related projects each semester. As a result, students will increase their critical thinking skills and knowledge of STEAM concepts while solving real-world problems.

Person Responsible Marie Orth-Sanchez (orthsanchez@dadeschools.net)

8/22-10/14 - Our Science Leader will conduct professional development during scheduled school professional development days on STEAM criteria. As a result of this action step, teachers will be trained on effective implementation strategies using various hands-on activities, as well as requirements for gold STEAM designation.

Person Responsible Lynda Garcia (lgarcia05@dadeschools.net)

8/22-10/14 - Students will be identified to participate in Science Interventions two times per week. As a result of this action step, students will have the opportunity to review and remediate Science concepts and increase their knowledge of Science.

Person Responsible Marie Orth-Sanchez (orthsanchez@dadeschools.net)

10/31-12/16 - Students in grades K-5 will participate in a class and/or individual Science Fair project. As a result, students will learn about the scientific method.

Person Responsible Marie Orth-Sanchez (orthsanchez@dadeschools.net)

11/17 - Students and their families will be invited to STEAM Family Game Night. As a result, students will have an opportunity to complete a STEAM related Science project while conducting trials and modifying their projects as needed.

Person Responsible Marie Orth-Sanchez (orthsanchez@dadeschools.net)

#3. Positive Culture and Environment specifically relating to staff morale

Area of Focus

Description and Rationale:

Based on responses on the Staff School Climate Survey, 55% of instructional staff indicated they agreed with the statement, "I feel staff morale is high at my school." This reflects a decline of 39% from the 2021 Staff School Climate Survey. We have worked to establish a strong school culture for the past three years. We find that, although our school has implemented several school culture initiatives, these initiatives will need to be revisited to gauge their effectiveness and new initiatives will need to be developed.

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

Measurable

Outcome:

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

Upon successfully implementing this area of focus, the staff survey responses will indicate an increase of 10 percentage points in the statement: "I feel staff morale is high at my school" on the 2023 Staff School Climate Survey.

Monitoring:

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

In order to monitor this area of focus the principal will develop and distribute surveys that will gauge staff morale throughout the year.

Person

responsible for monitoring outcome:

Marie Orth-Sanchez (orthsanchez@dadeschools.net)

Evidence-based Strategy:

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

Through the use of Celebrate Successes, we will provide special recognition to teachers' successes using rewards and incentives to encourage and increase in staff morale.

Rationale for Evidence-based Strategy:

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

When implementing Celebrate Successes, teachers feel valued and supported. Teachers feel appreciated when their hard work is acknowledged by administration and colleagues, and this sense of value transcends to their work with our 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.

8/22-10/14 - Administration will send positive feedback messages upon completion of walk-throughs to highlight teachers' lessons, classroom management and student engagement. As a result, teachers will feel valued and know that administration has a vested interest in their instruction and classroom culture.

Person Responsible Marie Orth-Sanchez (orthsanchez@dadeschools.net)

8/22-10/14 - Grade groups and departments will be assigned a month to nominate any worthy staff member as a "Blooming Skeeter of the Month." As a result of this action step, staff will feel part of the process and invested in recognizing fellow colleagues.

Person Responsible Marie Orth-Sanchez (orthsanchez@dadeschools.net)

8/22-10/14 - During faculty meetings, staff will be recognized by a peer as a "Blooming Skeeters of the Month" for going above and beyond in their classroom and our school community. As a result, staff will feel motivated to do their best and carry a positive attitude throughout the school.

Person Responsible Marie Orth-Sanchez (orthsanchez@dadeschools.net)

8/22-10/14 - The principal will pick two names out of a pot at our faculty meetings. These two staff members will be scheduled to attend an informal conversation with the principal to discuss any concerning issues or ideas for school improvement. Guiding questions for this conversation will be provided to staff in advance as well. As a result of this action step, staff members will have the opportunity to have a candid conversation with the principal in order to hear their ideas, thoughts and concerns while building relationships.

Person Responsible Marie Orth-Sanchez (orthsanchez@dadeschools.net)

10/31-12/16 - Support staff will participate in the judging of a classroom Winter Door Decorating contest as suggested by instructional staff. As a result, Support Staff will feel valued and an integral part of the school.

Person Responsible Marie Orth-Sanchez (orthsanchez@dadeschools.net)

10/31-12/16 - Teacher created artwork during our Opening of School activities will be displayed in our main office as an installation. As a result, teachers artwork will be spotlighted and teachers will feel recognized for their contribution to the artistic piece..

Person Responsible Maria Bianca Alonso (mbalonso@dadeschools.net)

#4. Transformational Leadership specifically relating to Leadership Development

Area of Focus

Description and Rationale:

The statement, "I feel my ideas are listened to and considered" was our lowest indicator on our 2022 School Climate Survey under Leadership and Relationships. This signals a need to implement new strategies that will open avenues of communication with all staff members, not just a select few. By including all staff members in the decision-making process in key areas, they will feel valued and listened to.

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

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

By implementing Shared Leadership, the 2023 School Climate Survey will indicate an increase of 10 percentage points in the Leadership and Relationships section, question "I feel my ideas are listened to and considered" by teachers.

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

The principal will monitor the involvement of teachers in various areas of the school as well as discuss ideas, concerns, feedback and participation through scheduled informal conversations.

Person responsible for monitoring outcome:

Marie Orth-Sanchez (orthsanchez@dadeschools.net)

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

Our school will implement the Shared Leadership strategy to expand upon the teacher-leaders and decision making by staff members.

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

The Shared Leadership strategy will be used to revise our current Leadership Team meetings, as well as our selection of our Blooming Skeeters of the month. The data indicates that 77% of teachers do not feel that their ideas are not heard. This strategy will allow all teachers to be involved in school-wide decisions and have their opinions and ideas acknowledged.

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.

8/22-10/14 - The principal will inform the school's Leadership Team of the new protocols for monthly meetings. The meetings will not be conducted based on a pre-established agenda, but rather as a "Think Tank" where the floor will be open to concerns, ideas, feedback and recommendations. As a result, the team will collaborate to form productive plans, or make decisions that will be implemented into our school's instructional or operational plans.

Person Responsible Marie Orth-Sanchez (orthsanchez@dadeschools.net)

8/22-10/14 - Teachers will have the opportunity to brainstorm ideas to improve our school culture through the "Sowing a Garden of Positivity" initiative. This will take place in mixed groupings of grades and departments during the last 15 minutes of monthly faculty meetings. As a result, teachers will be able to give their input or ideas for school improvement.

Person Responsible Marie Orth-Sanchez (orthsanchez@dadeschools.net)

8/22-10/14 - Teachers will be invited to present best practices or turn-key training during monthly professional development meetings. As a result, teachers will hone their leadership skills, assist their colleagues and become leaders in our school, thus building capacity.

Person Responsible Marie Orth-Sanchez (orthsanchez@dadeschools.net)

8/22-10/14 - The Administrative Team will conduct quarterly Coffee and Conversation days where teachers and staff may come to discuss any concerns, ideas or requests that they may have. As a result, teachers and staff will feel their voices are being heard and that they are being supported in and out of the classroom.

Person Responsible Marie Orth-Sanchez (orthsanchez@dadeschools.net)

10/31-12/16 - The Administrative Team will provide a Suggestion Box in the main office where staff are able to make suggestions for the improvement of our school. Suggestions may be anonymous or signed. As a result, staff will be provided an outlet to convey their ideas.

Person Responsible Marie Orth-Sanchez (orthsanchez@dadeschools.net)

10/31-12-16 - During weekly planning sessions, teachers will provide the Grade Chairperson with ideas, feedback, input and suggestions about relevant topics to present at the Leadership "Think Tank" meetings. As a result, all staff members will feel listened to and considered by the Leadership Team.

Person Responsible Elena Octala (eoctala@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.

Schools are a safe haven for students, staff, and visitors. As such, it is vital to provide a welcoming and secure environment for everyone. Our school promotes the culture of our school by greeting all students, staff and visitors in an welcoming manner each day. We create an environment where all voices are heard and given importance. Teachers are given the opportunity to sponsor school programs and initiatives as well as provide turn-key training to other teachers. The school's counselors and teachers also create a positive mindset with positive social emotional learning lessons as well as character development. Our school environment fosters a climate that builds upon our strengths and develops our weaknesses. We incentivize staff members that go above and beyond with a monthly recognition program where they are

spotlighted at faculty meetings, social media, our school website and on our office bulletin board. We also encourage students to create a positive environment by recognizing students in the Values Matter program and attendance initiatives.

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

Stakeholders are crucial members of our school community. Our principal is at the forefront of ensuring that our school promotes a positive culture and learning environment as well as monitor the effectiveness of school initiatives and the School Improvement Plan's areas of focus. The assistant principal assists in these endeavors and ensures that timelines and information are communicated in a timely manner. Teachers and staff are the eyes and ears of our school hallways. Their contributions to the betterment of our school indicate their vital role in promoting a positive environment.