

Miami-Dade County Public Schools

Charles R Hadley Elementary School



2022-23 Schoolwide Improvement Plan

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Charles R Hadley Elementary School

8400 NW 7TH ST, Miami, FL 33126

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

Demographics

Principal: **Jordana Schneider C**

Start Date for this Principal: 6/22/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	88%
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 (62%) 2018-19: A (62%) 2017-18: B (58%)
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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<http://crhadley.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)
Elementary School PK-5	Yes	88%
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

School Board Approval

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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.

Charles R. Hadley's mission is to ensure student achievement by providing a quality education in a safe, nurturing environment.

Provide the school's vision statement.

Charles R. Hadley's vision is to guarantee all students a solid foundation of knowledge.

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
Schneider, Jordana	Principal	As principal of Charles R. Hadley Elementary, Ms. Jordana Schneider is the Chief Instructional Leader, Manager of the Compliance and Implementation of Procedures for the faculty and staff. Principal Schneider also strives to maintain the integrity, fidelity, and consistency of our students' academic and emotional success. Ms. Schneider's main goal is to ensure a safe and healthy school environment for all our students, teachers, staff, and parents.
Lopez-Cao, Norma	Assistant Principal	As Assistant Principal of Charles R. Hadley Elementary, Ms. Norma Lopez-Cao assists in the supervision of daily activities and school operations within our school. Ms. Lopez-Cao will provide support, set expectations, provide instructional leadership, ensure commitment, hold regular meetings, and analyze data for use of intervention and achievement needs. Through the coordination with the principal, Ms. Lopez-Cao also helps set goals and objectives for both instruction and extracurricular activities.
Batallan, Elaine	ELL Compliance Specialist	As the ELL Compliance Specialist of Charles R. Hadley Elementary, Ms. Elaine Batallan coordinates the ESOL referrals, testing and reevaluation process. Ms. Batallan assists ESOL teachers with determining education alternatives/interventions, which may be available within school. Ms. Batallan also facilitates appropriate professional development, chairs LEP committee meetings, provides staff with ESOL procedures and State Board rules and the Consent Decree, and verifies proper ESOL coding.
Ramirez Garcia, Kenia	Math Coach	As Charles R. Hadley Elementary Math Coach, Ms. Ramirez works as a colleague with classroom teachers to support student learning in the content area of math. Ms. Ramirez focuses on individual and group professional development that will expand and refine the understanding of research-based effective instruction. As the Math Coach, she also serves as part of the Leadership Team and is responsible for bringing evidence-based practices into classrooms by working with and supporting teachers and administration with the goal of increasing student engagement, improving student achievement, and building teacher capacity.
Bulnes, Lourdes	Teacher, K-12	As the 1st Grade Level Chair at Charles R. Hadley Elementary, Ms. Lourdes Bulnes is responsible for disseminating information to teachers within the grade level. Ms. Bulnes also leads and assists teachers with technology integration in the classroom.

Demographic Information

Principal start date

Wednesday 6/22/2022, Jordana Schneider C

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.*

35

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

10

Total number of teacher positions allocated to the school

39

Total number of students enrolled at the school

517

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

2

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

6

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	83	94	102	75	84	117	0	0	0	0	0	0	0	555
Attendance below 90 percent	0	11	14	6	6	9	0	0	0	0	0	0	0	46
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	5	10	3	3	0	0	0	0	0	0	0	22
Course failure in Math	0	1	2	7	5	7	0	0	0	0	0	0	0	22
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	9	15	42	0	0	0	0	0	0	0	66
Level 1 on 2022 statewide FSA Math assessment	0	0	0	6	11	40	0	0	0	0	0	0	0	57
Number of students with a substantial reading deficiency	0	1	14	22	17	46	0	0	0	0	0	0	0	100

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	1	5	11	9	33	0	0	0	0	0	0	0	59

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	2	1	9	0	0	0	0	0	0	0	0	0	12
Students retained two or more times	0	0	0	2	0	1	0	0	0	0	0	0	0	3

Date this data was collected or last updated

Sunday 8/14/2022

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	61	94	64	81	115	117	0	0	0	0	0	0	0	532
Attendance below 90 percent	3	12	8	6	7	7	0	0	0	0	0	0	0	43
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	9	7	15	0	0	0	0	0	0	0	31
Course failure in Math	0	0	0	6	10	16	0	0	0	0	0	0	0	32
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	1	0	0	0	0	0	0	0	1
Number of students with a substantial reading deficiency	0	18	25	33	37	33	0	0	0	0	0	0	0	146

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	0	0	5	7	13	0	0	0	0	0	0	0	26

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	1	1	2	0	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	1	0	0	0	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	61	94	64	81	115	117	0	0	0	0	0	0	0	532
Attendance below 90 percent	3	12	8	6	7	7	0	0	0	0	0	0	0	43
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	9	7	15	0	0	0	0	0	0	0	31
Course failure in Math	0	0	0	6	10	16	0	0	0	0	0	0	0	32
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	1	0	0	0	0	0	0	0	1
Number of students with a substantial reading deficiency	0	18	25	33	37	33	0	0	0	0	0	0	0	146

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	0	0	5	7	13	0	0	0	0	0	0	0	26

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	1	1	2	0	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	1	0	0	0	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	58%	62%	56%				68%	62%	57%
ELA Learning Gains	67%						62%	62%	58%
ELA Lowest 25th Percentile	57%						65%	58%	53%
Math Achievement	59%	58%	50%				72%	69%	63%
Math Learning Gains	68%						61%	66%	62%
Math Lowest 25th Percentile	67%						49%	55%	51%
Science Achievement	60%	64%	59%				54%	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	63%	60%	3%	58%	5%
Cohort Comparison		0%				
04	2022					
	2019	60%	64%	-4%	58%	2%
Cohort Comparison		-63%				
05	2022					
	2019	66%	60%	6%	56%	10%
Cohort Comparison		-60%				

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	84%	67%	17%	62%	22%
Cohort Comparison		0%				
04	2022					
	2019	68%	69%	-1%	64%	4%
Cohort Comparison		-84%				
05	2022					
	2019	56%	65%	-9%	60%	-4%
Cohort Comparison		-68%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	48%	53%	-5%	53%	-5%
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	22	47	42	31	62	83	26				
ELL	58	68	56	61	72	70	63				
HSP	58	68	57	59	68	68	60				
FRL	56	66	58	55	65	65	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	29	30		29	40						
ELL	63	62	58	56	30	38	51				
HSP	60	53	48	54	28	32	49				
FRL	57	51	50	50	29	32	48				
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	42	47	50	34	40	45	8				
ELL	68	61	65	69	60	51	53				
HSP	68	62	65	72	61	50	55				
FRL	67	59	66	71	59	52	50				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	62
Total Points Earned for the Federal Index	498
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	44
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	62
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	
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	61
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?

2022 data findings:

According to the 2022 FSA school data, the emerging trend from the FSA Spring Reading and Math data is progression with the exception of ELA achievement decreasing 2 percentage points from 60% to 58%. Results indicate increase occurred in the Learning Gains in Sub Category for Reading and Math. All ELA Category Subgroups Learning Gains increased by 13 percentage points from 54% to 67% points compared to the Spring 2021 administration. All ELA Subgroups Learning Gains L25 increased by 9 percentage points from 48 to 57 percentage points. All Math Subgroups overall Learning Gains across grade levels 3-5 increased 39 percentage points to 68% as compared to 29% in 2021. Learning Gains of the L25 increased 35 percentage points to 67% compared to 32%, in the 2021 FSA. Science Subgroups Achievement levels increased by 11 percentage points to 60% compared to 49% achieved in the 2021 FSA Science. A decrease was demonstrated by Third Grade Reading proficient students who decreased by 9 percentage points from 52% to 43% points.

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

2022 data findings:

The majority of our ELA achievement decreasing 2 percentage points from 60% to 58% compared to the Spring 2021 administration.

Third Grade Reading proficiency decreased by 9 percentage points from 52 percentage points to 43 percentage points.

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

2022 data findings:

At Charles R. Hadley Elementary, we have been focused on implementing standards-based and data driven instruction for the past 3 years. The Leadership Team will continue to support and strive for this while incorporating laser-focused instruction to help meet the needs of our L25 subgroup in ELA. The Hadley Leadership team will also provide teachers the opportunity to participate in various professional developments so that they may develop strategies that will assist them in focusing on scaffolding and targeted intervention for our lower performing students. By doing this, we will help students access and master ELA grade level content. We will be strategic with aligning resources and include ongoing progress monitoring in our quarterly data chats.

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

2022 data findings:

All Math Subgroups overall Learning Gains across grade levels 3-5 increased 39 percentage points to 68% as compared to 29% in 2021.

Science Subgroups Achievement levels increased by 11 percentage points to 60% compared to 49% achieved in the 2021 FSA Science.

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

2021 data findings:

We implemented the use of targeted data analysis and instruction in the area of Math. We continued with our previously implemented strategies along with more frequent data chats between teacher and student and administrator and teacher. Having an ongoing availability of data was beneficial to the teachers and allowed for targeted instruction that was planned for during collaborative planning sessions.

2022 data findings:

We consistently monitored the usage and passing rate of i-Ready Math for the L25 students. The leadership team reviewed and analyzed the data on a weekly basis.

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

The strategies that will be implemented include data-driven instruction, differentiated instruction, extended learning opportunities, standards-based collaborative planning, intervention, and RTI.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The PLST will develop whole group and job-embedded sections on using data to drive instruction (September/22), aligning resources to small group instruction (October/22), standards-based learning strategies (ongoing), MTSS, continuous data chats with individualized feedback and next steps.

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

Collaborative planning will be scheduled weekly and bi-weekly. A member of the Leadership Team will attend to ensure that the strategies aligned to the goals are being implemented school-wide with fidelity. Extended Learning opportunities will be provided with before and after school tutoring, interventions, and differentiated instruction.

Areas of Focus

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

:

#1. Instructional Practice specifically relating to Professional Learning Communities

Area of Focus
Description and Rationale: Based on the data review, 27.7% of the school staff indicated a need for co-teaching, 22.73% teacher-driven observation, 13.64% Smartie Professional Learning Goals, and 11.36% Professional Learning Communities and Lesson Study.
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 Peer Observations and Collaboration, then our students will increase by a minimum of 2% above the district proficiency average.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.
 The Leadership Team will monitor the implementation of peer collaboration and learning walks in order to share best practices among the staff.

Person responsible for monitoring outcome:
 Jordana Schneider (jschneider@dadeschools.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.
 Within the Targeted Element of Collaboration, our school will focus on the evidence-based strategy of improving instructional practice through collaborative conversations. Collaborative conversations will assist in accelerating the learning gains in the area of Reading as a systematic approach of faculty development to meet students' needs.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.
 The 2021-2022 comparison shows ELA, Learning Gains and Learning Gains L25 increased; however, ELA proficiency decreased. Achievement levels in ELA increased minimally by 2% points. Collaboration will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs as well as using best practices. Teachers will continually adjust their instruction, plans, and instructional delivery as new data becomes available.

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

(8/17-10/21) Weekly collaborative grade-level meetings to ensure effective instructional planning and strategies are implemented. As a result, teachers will deliver rigorous instruction, share best practice and strategies to address student challenges.

Person Responsible Jordana Schneider (jschneider@dadeschools.net)

(8/17-10/21) Teachers will collaborate to develop lesson plans that are inclusive of DI instruction. As a result, teachers will have student groups, appropriate resources, and lesson plans that reflect DI instruction.

Person Responsible Jordana Schneider (jschneider@dadeschools.net)

(8/17-10/21) Teachers will collaborate to analyze data reports that monitor student performance to align weekly small group instruction. As a result, student progress will be monitored to adjust level of instruction as needed.

Person Responsible Jordana Schneider (jschneider@dadeschools.net)

(8/17-10/21) i-Ready Historical Data report will be analyzed and used as a tool during collaborative planning. As a result, data-driven differentiated instruction will occur.

Person Responsible Jordana Schneider (jschneider@dadeschools.net)

(10/31-12/16) Selected teachers will attend the monthly ELA ICADS. As a result, selected teachers will share instructional resources to support the implementation of the ELA B.E.S.T Standards.

Person Responsible Jordana Schneider (jschneider@dadeschools.net)

(10/31-12/16) Learning walks will be scheduled to provide opportunities for peer observations and sharing of best practices. As a result, collaborative reflection will lead to improvements in lesson quality, instructional effectiveness, and student achievement.

Person Responsible Norma Lopez-Cao (nlopez-cao@dadeschools.net)

#2. Instructional Practice specifically relating to Differentiation

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

Based on the data review, our school will implement the Targeted Element of Differentiation. We selected the overarching area of Differentiation based on our finding that demonstrated a decrease in the area of ELA. We are not meeting the unique needs of all learners; therefore, it is evident that we must improve our ability to differentiate instruction based on the levels of the students we serve. We will provide the scaffolding necessary for all students to access grade level content in order to make learning gains and move towards proficiency.

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

If we successfully implement differentiation, then the area of ELA tier 1 students will show an increase from AP1 (2021-2022) to AP1 (2022-2023) of 2%.

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

The Leadership Team will conduct quarterly data chats, adjust groups based on current data in real time, and follow-up with regular walk-throughs to ensure quality instruction is taking place. Data analysis of formative assessments in ELA will be reviewed monthly to observe progress. We will create an online tracker for monitoring OPM data on a bi-weekly basis. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on targeted standards. Extended learning opportunities will be provided to those students that are not showing growth on OPMs.

Person responsible for monitoring outcome:

Jordana Schneider (jschneider@dadeschools.net)

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

Within the Targeted Element of Differentiation, our school will focus on the evidence-based strategy of: Data Driven Instruction. Data Driven instruction will assist in accelerating the learning gains in ELA as it is a systematic approach of instruction to meet students needs. Data driven instruction will be monitored using data trackers to drive instructional planning and data driven conversations to include OPMs.

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

Data Trackers ensure that data driven instruction is taking place with fidelity. Teachers will continually adjust their instruction plans and delivery as new data becomes available.

strategy.
Describe the
resources/
criteria used for
selecting this
strategy.

Action Steps to Implement

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

(8/17-10/22) Weekly grade level meetings will be conducted by grade level chairs and Coaches for the purposes of discussing ongoing progress monitoring data. As a result, students will receive the appropriate acceleration during differentiated instruction.

Person Responsible Jordana Schneider (jschneider@dadeschools.net)

(8/17-10/22) Professional development for teachers during collaborative planning on effective implementation of differentiated instruction aligned to student data. As a result, teachers will develop classroom systems that are conducive to small group instruction such as allocated space, student data tracker folders, and posted groups.

Person Responsible Jordana Schneider (jschneider@dadeschools.net)

(8/17-10/22) Students will self-reflect on their progress by maintaining a record of their assessment scores and graphing them on a consistent basis to monitor growth or areas of needs.

Person Responsible Jordana Schneider (jschneider@dadeschools.net)

(8/17-10/22) Teachers will conduct individual student data chats to promote student accountability. As a result, students will set personal, academic goals.

Person Responsible Jordana Schneider (jschneider@dadeschools.net)

(10/31-12/16) Teachers will be trained on the overview of the Performance Matters platform and reporting features. As a result, students will utilize the platform in preparation for computer-based testing and teachers will be able to evaluate students on the aligned standards-based content of the Progress Monitoring Assessments.

Person Responsible Elaine Batallan (elainebatallan@dadeschools.net)

(10/31-12/16) The Leadership team along with teachers will analyze i-Ready AP1 and F.A.S.T. PM1 data during scheduled grade-level data chats. As a result, teachers will make instructional adjustments and regroup students if necessary.

Person Responsible Norma Lopez-Cao (nlopez-cao@dadeschools.net)

#3. Positive Culture and Environment specifically relating to Social Emotional Learning

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

Based on the data review, our school will implement the Targeted Element of Social Emotional Learning. Through our data review, we noticed a need to improve school counselor and student relationships as well as student motivation. We recognize the importance of student engagement and social emotional learning as it connects to overall student success.

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

If we successfully implement the Targeted Element of Social Emotional Learning, our students will be motivated to attend school, which will improve student proficiency outcomes by 2%.

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

The Leadership Team will monitor classroom presentations, grade level assemblies, and celebrations of student successes planned by school counselor and teacher leaders. The Leadership Team will also monitor the implementation of Social Emotional Learning into the instruction and classroom activities delivered by the classroom teachers.

Person responsible for monitoring outcome:

Jordana Schneider (jschneider@dadeschools.net)

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

Within the Targeted Element of Social Emotional Learning, our school will focus on the evidence-based strategy of: Values Matters Initiatives. Value Matters will assist in motivating student engagement, school attendance, and promoting a positive learning environment that will promote student success by recognizing a Student of the Month for each core value.

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

Values Matters Initiative will assist in decreasing student absences, promote student engagement, positive relationships, and overall student success. This initiative will provide the Leadership Team a systematic approach to identify needs, provide remediation, and celebrate student success.

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.

(8/17-10/22) Student Services will implement Grief Sensitive School Initiative. As a result, this will support students in school by better equipping teachers to care for grieving students by introducing grievingstudents.org and other valuable grief resources.

Person Responsible Norma Lopez-Cao (nlopez-cao@dadeschools.net)

(8/17-10/22) Student Services will provide SEL (Social Emotional Learning) that includes SEL Strong Wednesday which provides extended school-day support for students and their families. As a result, this will improve our communities social emotional well-being.

Person Responsible Jordana Schneider (jschneider@dadeschools.net)

(8/17-10/22) Celebrate student success using Values Matter Initiative. School counselor will provide teachers with the Monthly CORE Value, teachers will discuss the CORE Value, and encourage the use of the selected CORE Value by all students. As a result, the school will spotlight students who have been nominated by their teachers to represent their grade level as models for the selected CORE value each month via the morning announcements.

Person Responsible Jordana Schneider (jschneider@dadeschools.net)

(8/17-10/22) Highlight the importance of each of the nine core values during the morning announcements. As a result, students will reflect on which value(s) help them be their best self.

Person Responsible Jordana Schneider (jschneider@dadeschools.net)

(10/31/12/16) The school counselor will implement one-to-one sessions with students and family members to better assess and counsel students. As a result, an improvement in the school counselor and student relationship will be evident.

Person Responsible Norma Lopez-Cao (nlopez-cao@dadeschools.net)

10/31-12/16) Instructional staff will attend the Youth Mental Health First Aid Training. As a result, instructional staff will continue to do wellness checks on students.

Person Responsible Norma Lopez-Cao (nlopez-cao@dadeschools.net)

#4. Transformational Leadership specifically relating to Instructional Leadership Team

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 reviewed, shared leadership is crucial in developing others and continuously providing opportunities to encourage staff growth. This will encourage adaptability and ultimately empower teachers to take ownership of their ongoing teaching and learning.

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

If we implement shared leadership through the Instructional Leadership Team, then we expect an increase of 5% in teacher leaders and digital ambassadors that can disseminate relevant information and strategies to all stakeholders in a consistent and time sensitive manner in order to take advantage of all available resources.

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

Shared Leadership through the Instructional Leadership Team will be monitored by a systematic approach that includes a variety of committees, collaborative planning, participating in lesson studies, sharing best practices, and engaging in collaborative conversations on a consistent basis.

Person responsible for monitoring outcome:

Jordana Schneider (jschneider@dadeschools.net)

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

Shared Leadership: Develop leadership capacity among all members of the school community while working together to solve problems to create an engaging and safe school climate to promote the physical, emotional, and mental well-being within and beyond the school.

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

If the shared leadership strategies are implemented with fidelity, then we expect to see an increase in staff members motivated to showcase and share best practices with an increase in teacher participation.

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.

(8/17-10/22) An action step Charles R. Hadley Elementary will implement to address the area of focus of Instructional Leadership Team will be to establish a set of protocols that will further foster a community of teacher leaders and technology ambassadors. As a result, will feel more comfortable and confident in sharing best practices.

Person Responsible

Jordana Schneider (jschneider@dadeschools.net)

((8/17-10/22) Teachers and staff members will be provided the opportunity to effectively and efficiently disseminate newly acquired information to staff members in order to implement said information in a timely manner. As a result, teachers will create a learning community and promote teachers engagement.

Person Responsible

Jordana Schneider (jschneider@dadeschools.net)

(8/17-10/22) Teachers and staff members will showcase best practices across grade levels and subject areas during faculty meetings to further enhance lesson delivery to the students' advantage. As a result, the shared leadership will empower teachers.

Person Responsible

Jordana Schneider (jschneider@dadeschools.net)

(8/17-10/22) Establish school committees to provide teachers the opportunity to engage in shared leadership roles. As a result, committee members will collaborate to plan activities, problem solve, and increase teacher participation.

Person Responsible Jordana Schneider (jschneider@dadeschools.net)

(10/31-12/16) Along with the already established school committees, Charles R. Hadley Elementary School will create a new marketing committee to better showcase and highlight school events and offerings. As a result, a continued support of staff growth will be evident.

Person Responsible Norma Lopez-Cao (nlopez-cao@dadeschools.net)

(10/31-12/16) Teachers will attend grade-level and content area specific trainings. As a result, teachers will share information gathered from trainings with targeted instructional staff.

Person Responsible Jordana Schneider (jschneider@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

As evidenced on the i-Ready AP3, 47% of the kindergarten students are working one grade level below in Informational Text. An additional area of focus in kindergarten will be vocabulary, as 42% of students are working one grade level below. As evidenced on the i-Ready AP3, 13% of kindergarten students are working two grade levels below in Phonological Awareness, 13% of the students are working two or more grade levels below in Vocabulary, and 13% of the students are working two grade levels below in Informational Text. As evidenced on the i-Ready AP3, 23% of the second grade students are working two or more grade levels below in Phonics, 21% of the students are working two or more grade levels below in Informational Text, and 20% are working two or more grade levels below in Literature.

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

According to the 2021-2022 FSA ELA assessment results, 43% of 3rd grade students and 43% of 4th grade students scored a level 3 or above on the statewide, standardized ELA assessment. Based on the findings, 3rd and 4th grade students are in need of remediation and targeted support. Students in 3rd and 4th grade continue to perform below grade-level and require ELA intervention.

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)

Progress monitoring data from FAST will show an increase in proficiency of 2 percentage points from PM1 to PM2 in kindergarten through second grade. Student data reports from Renaissance will show a steady increase in all ELA standards and subgroups. Grades K-2 classroom assessments will be aligned to the Benchmarks for Excellent Student Thinking (B.E.S.T.) standards, and the data will show students are on track to pass the statewide ELA assessment.

Grades 3-5: Measureable Outcome(s)

Progress monitoring data from FAST will show an increase in proficiency of 2 percentage points from PM1 to PM2 in third and fourth grade. Student data reports from the Cambium Test Information Distribution Engine (TIDE) will show a steady increase in all ELA standards and subgroups. All three PM tests will be benchmarked to the new B.E.S.T. standards. Grades 3-4 classroom assessments will be aligned to the Benchmarks for Excellent Student Thinking (B.E.S.T.) standards, and the data will show students are on track to pass the statewide ELA assessment.

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.

Charles R. Hadley Elementary areas of focus will be monitored via i-Ready, Progress Monitoring, bi-weekly assessments, formative assessments, and FAST PM1 and PM2 assessments. Teacher observations, differentiated instruction, and intervention groups will guide and inform instructional implications.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Schneider, Jordana, jschneider@dadeschools.net

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?

Charles R. Hadley Elementary depicts in detail the role of administration, professional development, assessment, curriculum, and instruction in the improvement of student learning of the B.E.S.T. English Language Arts Standards. This information reflects Charles R. Hadley's most recent data and is shared with all stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff, and parents. Hadley will utilize data analysis, differentiated instruction, targeted interventions, and Tier 3 intervention as necessary. RTI will be laser focused to determine students' response to intervention as an evidence-based practice aligned with the district's K-12 Comprehensive Evidence-based Reading Plan.

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?

Each student comes to school, not only with unique academic needs, but also with unique background experiences, culture, language, personality, interests, and attitudes toward learning. Effective teachers recognize that all of these factors affect how students learn in the classroom, and they adjust, or differentiate, their instruction to meet students' needs. Data analysis, differentiated instruction, targeted interventions, and Tier 3 interventions are both research based and proven best practices that will help increase student reading comprehension and fluency. These practices have proven, through research and implementation, to improve and bridge learning gaps.

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
<p>Literacy Coaching: Literacy coach, Ms. Izquierdo will work with teachers to improve their skills in teaching reading, writing, and comprehension. Ms. Izquierdo will deliver professional developments that educate teachers in the enduring principles and latest advances in literacy education. Ms. Izquierdo will also activate subject area/grade level discussions on evidence-based reading and writing strategies across the content area in alignment with B.E.S.T. standards.</p>	<p>Izquierdo, Marisol, m_izquierdo@dadeschools.net</p>
<p>Assessment: A great deal of information can be learned from students' homework, tests, and quizzes—especially if the students are required to explain their thinking. Differentiating instruction and assessment for ELLs is an approach that teachers can use to make their grade-level content-area instruction comprehensible and challenging to all of the students in their classes, with specific attention to the diverse language and learning needs of their ELLs. Assessments will be aligned to the B.E.S.T standards and teachers will utilize the Pacing Guides to plan, teach, and assess students utilizing the adopted textbooks with fidelity.</p>	<p>Lopez-Cao, Norma, nlopez-cao@dadeschools.net</p>
<p>Professional Development: The purpose of the ELA Professional Development is to provide services that will enhance classroom instruction and, ultimately, increase student achievement. ELA professional development is provided to assist teachers and administrators with research-based reading/language arts instruction to meet the expectations of the B.E.S.T. standards.</p>	<p>Batallan, Elaine, elainebatallan@dadeschools.net</p>
<p>Literacy Leadership: Establish a Literacy Leadership Team to include teachers from various grade levels to review and share current evidenced-based strategies in order to improve student outcomes. As a result, the Literacy Leadership team members will support student learning and build teacher capacity.</p>	<p>Izquierdo, Marisol, m_izquierdo@dadeschools.net</p>

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

Our strengths within School Culture are in Relationships, Engaging Learning Environment, and Physical and Emotional Safety. Our school fosters an environment where students, parents, staff, and the community have access to experiences that encourage the support of students in their academic, mental, and emotional states. The school hosts various activities that promote the development of trusting and caring relationships such as STEAM nights, Winter Showcase, Art Showcase, Science Fair, and Movie Night. Staff provides an inviting environment where students are encouraged to practice a growth mindset by developing personalized goals. We also create norms, values, and expectations that support

social, emotional, and physical safety through the implementation of our monthly Values Matters ceremonies highlighting both students and staff as well as valuable community members.

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

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principal, Instructional Coaches, Teacher Leaders, and Counselors (School Leadership Team). The Principal's role is to monitor and oversee all the school's initiatives and respond to concerns with morale. The Assistant Principal will monitor and plan Team building and morale boosting activities and assist in ensuring all information is shared with stakeholders in a timely manner. Teacher leaders and instructional coaches assist in providing and responding to feedback from stakeholders. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families.