Goulds Elementary School

2022-23 Schoolwide Improvement Plan

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Goulds Elementary School

23555 SW 112TH AVE, Homestead, FL 33032

http://goulds.dadeschools.net

Demographics

Principal: Celethia Passmore Mack V

Start Date for this Principal: 7/16/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students Hispanic Students Economically Disadvantaged Students
School Grades History	2021-22: A (65%) 2018-19: C (45%) 2017-18: D (40%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	[LaShawn Russ-Porterfield](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

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

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Goulds Elementary School is to offer programs that foster children's ability to think critically. The administration, professional staff, community leaders, and stakeholders utilize a challenging curriculum and provide students with a learning environment that reflects district and state standards in literacy, mathematics, science, and social studies. The school's mission is to mold students into productive citizens in society and develop civic virtue and moral character; qualities that are essential to leading productive lives in our fast paced society.

Provide the school's vision statement.

The vision of Goulds Elementary is to provide a positive and nurturing environment where all students are encouraged to strive toward and achieve their fullest potential. Students will be given the foundation to become productive and conscientious citizens for the 21st century.

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
Passmore-Mack , Celethia	Principal	The principal oversees school operations, safety and security, personnel, facilities, finances and procurement, and human capital. She conducts walkthroughs, provides instructional personnel with corrective feedback, and meets with instructional coaches to follow up on their support. The principal participates in the School Improvement Plan (SIP), leading the School Leadership Team (SLT) through data analysis, reflection, action step development, monitoring, and the implementation process.
Boyd, Alicia	Assistant Principal	As the principal's designee, the assistant principal ensures the following implementations and compliance of state testing, ESE Monitoring , ESOL Compliance and oversees grade level chairs, the Title 1 Program, i-Ready testing, i-Ready incentive program, transportation, and master scheduling. She participates in the School Improvement Plan (SIP), leading the School Leadership Team (SLT) through data analysis, reflection, action step development, monitoring, and the implementation process. She conducts walkthroughs, provides instructional personnel with corrective feedback, and meets with instructional coaches to follow up on their support.
Perry, Lawanda	School Counselor	The counselor oversees attendance, the MTSS process, Mindfulness, SEL, 21st Century Streaming in Action, 5000 Role Models, Values Matter, Start with Hello, and the identification of gifted students. Additionally, she provides academic, social, and behavior counseling to all students. She participates in the School Improvement Process (SIP): data analysis, reflection, action step development, monitoring, and the implementation process.
Zach , Vanessa	Instructional Coach	Ms. Vanessa Zach the literacy coach for grades K-2, promotes a positive culture and environment by building capacity in ELA teachers via collaborative planning, coaching cycles, and coaching support. She also promotes student learning and mastery through the planning and implementing of writing and reading clinics.
Vence, Hildaura	Instructional Coach	The math coach provides instructional support to all math teachers in the form coaching support, coaching cycles, and collaborative planning. Additionally, she ensures that systems and protocols are in place for differentiated instruction. She participates in the School Improvement Plan (SIP): data analysis, reflection, action step development, monitoring, and the implementation process.
Nova-Marsh, Margarita	Instructional Coach	The reading coach provides instructional support to reading teachers in grades 3-5 in the form coaching support, coaching cycles, and collaborative planning. Reading teachers receive intervention support, while reading teachers receive support for whole group, differentiated instruction, and intervention. Additionally, she ensures that systems and protocols are in place for differentiated instruction and intervention. She participates in the School Improvement Plan (SIP): data analysis, reflection, action step development, monitoring, and the implementation process.

Demographic Information

Principal start date
Thursday 7/16/2020, Celethia Passmore Mack V

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.*
0

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.*
5

Total number of teacher positions allocated to the school
28

Total number of students enrolled at the school
387

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.
7

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	55	58	58	73	58	63	0	0	0	0	0	0	0	365
Attendance below 90 percent	0	25	22	15	21	16	0	0	0	0	0	0	0	99
One or more suspensions	0	0	0	0	2	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	7	7	12	12	9	0	0	0	0	0	0	0	47
Course failure in Math	0	2	3	16	11	8	0	0	0	0	0	0	0	40
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	9	5	15	0	0	0	0	0	0	0	29
Level 1 on 2022 statewide FSA Math assessment	0	0	0	4	19	17	0	0	0	0	0	0	0	40
Number of students with a substantial reading deficiency	0	6	14	26	13	18	0	0	0	0	0	0	0	77

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	7	6	19	17	16	0	0	0	0	0	0	0	65

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	9	3	9	5	0	0	0	0	0	0	0	0	26
Students retained two or more times	0	0	0	1	1	5	0	0	0	0	0	0	0	7

Date this data was collected or last updated

Monday 8/22/2022

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	27	46	53	43	50	40	0	0	0	0	0	0	0	259
Attendance below 90 percent	10	20	25	15	16	14	0	0	0	0	0	0	0	100
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	7	11	14	5	9	0	0	0	0	0	0	0	46
Course failure in Math	0	6	13	8	1	13	0	0	0	0	0	0	0	41
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	5	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Number of students with a substantial reading deficiency	2	15	33	38	27	21	0	0	0	0	0	0	0	136

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	4	7	13	13	4	12	0	0	0	0	0	0	0	53

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	4	7	5	11	1	0	0	0	0	0	0	0	0	28
Students retained two or more times	0	0	0	0	1	2	0	0	0	0	0	0	0	3

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	54	61	61	59	62	41	0	0	0	0	0	0	0	338
Attendance below 90 percent	20	24	15	19	20	19	0	0	0	0	0	0	0	117
One or more suspensions	0	0	0	0	2	6	0	0	0	0	0	0	0	8
Course failure in ELA	0	13	8	7	11	7	0	0	0	0	0	0	0	46
Course failure in Math	0	2	17	9	10	12	0	0	0	0	0	0	0	50
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	11	15	9	0	0	0	0	0	0	0	35
Level 1 on 2019 statewide FSA Math assessment	0	0	0	16	22	11	0	0	0	0	0	0	0	49
Number of students with a substantial reading deficiency	0	16	23	20	21	14	0	0	0	0	0	0	0	94

The number of students with two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	11	12	16	19	17	0	0	0	0	0	0	0	75

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	0	8	3	6	3	0	0	0	0	0	0	0	0	20
Students retained two or more times	0	0	0	1	1	0	0	0	0	0	0	0	0	2

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	57%	62%	56%				39%	62%	57%
ELA Learning Gains	72%						57%	62%	58%
ELA Lowest 25th Percentile	67%						56%	58%	53%
Math Achievement	54%	58%	50%				47%	69%	63%
Math Learning Gains	76%						41%	66%	62%
Math Lowest 25th Percentile	74%						46%	55%	51%
Science Achievement	58%	64%	59%				32%	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	31%	60%	-29%	58%	-27%
Cohort Comparison		0%				
04	2022					
	2019	35%	64%	-29%	58%	-23%
Cohort Comparison		-31%				
05	2022					
	2019	43%	60%	-17%	56%	-13%
Cohort Comparison		-35%				

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	63%	67%	-4%	62%	1%
Cohort Comparison		0%				
04	2022					
	2019	35%	69%	-34%	64%	-29%
Cohort Comparison		-63%				
05	2022					
	2019	35%	65%	-30%	60%	-25%
Cohort Comparison		-35%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	30%	53%	-23%	53%	-23%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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	63	61	45	57	73	70	55				
ELL	55	92		65	92						
BLK	54	68	70	44	69		62				
HSP	58	78		61	83	73	53				
FRL	56	71	65	53	75	74	60				

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	60	60		56			60				
ELL	38	30		29	10		10				
BLK	30	31		30	32		22				
HSP	43	38		39	25		27				
FRL	35	35	30	35	31	30	26				

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	29	36		44	44		29				
ELL	42	28		46	39		15				
BLK	34	60	67	43	40	50	32				
HSP	44	42		54	44	45	30				
FRL	39	59	58	47	42	48	33				

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	64
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	54
Total Points Earned for the Federal Index	512

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	61
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	72
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	61
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	66
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

Multiracial Students	
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	64
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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

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

When looking at 2021 FSA data, the data indicates 35% proficiency in ELA, 35% proficiency in Math, and 25% proficiency in Science. The 2022 FSA data indicates 57% proficiency in ELA, 54% proficiency in Math, and 58% proficiency in Science. The trends in the data indicate an increase of 22 percentage points in ELA, 19 percentage points in Math, and 33 percentage points in Science. Specifically, the L25 subgroup on the ELA FSA, increased 37 percentage points, from 30% in 2021 to 67% in 2022. The L25 subgroup on the Math FSA, increased 44 percentage points, from 30% in 2021 to 74% in 2022. Learning gains on the ELA FSA increased 38 percentage points, from 34% in 2021 to 72% in 2022. Learning gains on the Math FSA increased 46 percentage points, from 30% in 2021 to 76% in 2022.

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

Based on 2022 FSA data, the grade level and content areas that demonstrated the greatest need for improvement in alignment with our 2021-2022 school goal of 50% or higher are:

Grade 4, ELA: 42% proficiency
Grade 3, Math: 39% proficiency
Grade 4, Math: 42% proficiency
Grade 5, Math: 46% proficiency

Trends in the above data indicate that for the 2022-2023 school year, it will be of paramount importance to monitor student performance in fifth grade (the previous fourth grade cohort).

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

Factors contributing to this need for improvement include: truancy issues which caused students to miss instructional time.

Now that we are losing one hour of the instructional day, we need to ensure that the master schedule reflects the inclusion of Tier 2 and Tier 3 intervention. In addition, differentiated instruction systems will have to be in place to meet the needs of students within these subgroups. During collaborative planning, data will be utilized to monitor the grade level progress of all students. Ensuring that standards-aligned instruction takes place in all content areas, considering new standards and a new assessment, will be essential as well.

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

When looking at 2021 FSA data, the data indicates 35% proficiency in ELA, 35% proficiency in Math, and 25% proficiency in Science. The 2022 FSA data indicates 57% proficiency in ELA, 54% proficiency in Math, and 58% proficiency in Science. The trends in the data indicate an increase of 22 percentage points in ELA, 19 percentage points in Math, and 33 percentage points in Science.

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

Fidelity to collaborative planning, tier 1 whole group instruction, tier 2 and 3 interventions, and differentiated instruction contributed to this improvement. Throughout the school year, DI groups were realigned based on the most current data to ensure that student needs were being met individually, as well as collectively. DI resources were also adjusted considering the time of year. Collaborative planning was utilized to focus on the how of instruction and data was monitored and utilized to hold students accountable for their learning. Another factor that impacted fidelity and consistency with these practices was that the principal ensured that coaches maximized their instructional support on a daily basis in alignment with their coaching calendar.

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

The strategies that will need to be implemented in order to accelerate learning are collaborative planning, checks for understanding, differentiated instruction, instructional support/coaching, ongoing progress monitoring, data-driven decision making and instruction, accountable talk, gradual release of responsibilities model (GRRM), anchor charts, and conferencing.

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 following professional developments would be beneficial to teachers and leaders to accelerate learning: data analysis, considering the new progress monitoring assessment, differentiated instruction via Tier 1 instruction, and i-Ready, considering the changes that have been made to the i-Ready platform. In addition, integrating STEAM into various content areas, ensuring alignment with new standards, resources, and assessments will be essential. Lastly, a professional development focused on the gradual release of responsibilities model (GRRM), emphasizing the importance of metacognition and how to encourage its use in the classroom will be of importance.
The differentiated instruction and STEAM PD will be delivered on the first mandatory professional

development day. Enhancing GRRM practices and discussing i-Ready changes will be pushed out informally through collaborative planning.

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

The additional services that will be implemented to ensure sustainability of improvement in the next year and beyond would be extended learning opportunities before and after school, inclusive of early bird i-Ready, 21st century, and the inclusion of robotics that has been newly added to the 21st century program. Additional support can be provided through Saturday School, as well as Winter and Spring Academies.

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 Collaborative Planning

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	According to 2021 FSA data, 35% of our students were proficient in ELA, 35% were proficient in Math, and 25% were proficient in Science. The 2022 FSA data indicates 57% proficiency in ELA, 54% proficiency in Math, and 58% proficiency in Science. The trends in the data indicate an increase of 22% points in ELA, 19% points in Math, and 33% points in Science. Collaborative planning was an instrumental factor in causing these increases. Additionally, being that there are both new standards and assessments, as well as, new teachers, collaborative planning will be paramount to maintaining this improvement. Furthermore, this practice will ensure that explicit, systematic, scaffolded, and differentiated instruction will be intentionally planned for on a weekly basis.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With the implementation of collaborative planning, 57% of grade 3-5 ELA students will score at or above grade level, 54% of grade 3-5 Math students will score at or above grade level, and 58% of 5th grade students will score at or above grade level, by the final 2022 - 2023 progress monitoring assessment, sustaining our current student achievement.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Collaborative planning will be monitored through the implementation of coaching calendars and administrative walkthroughs.
Person responsible for monitoring outcome:	Celethia Passmore-Mack (pr0311@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Our evidence-based strategy being implemented is collaborative planning. It will provide weekly support to teachers across all content areas and grade levels. These collaborative sessions will focus on planning for rigorous, standards-based lessons, as well as instruction that is explicit, systematic, scaffolded, and differentiated. Additionally, district resources, B.E.S.T standards, and progress monitoring data will be utilized during these collaborative planning sessions to make instructional decisions.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria	Providing weekly support to teachers across all content areas and grade levels via collaborative planning will enable students to demonstrate growth towards grade level mastery. The implementation of explicit, systematic, scaffolded, and differentiated instruction will further support student learning because collective and individual needs will be addressed utilizing the most current progress monitoring data.

**used for selecting
this strategy.**

8/22 - 8/26: An ELA collaborative planning schedule, for grades 3-5, will be developed ensuring weekly
sessions.

Person Responsible	Margarita Nova-Marsh (margaritan@dadeschools.net)

8/22 - 8/26: An ELA collaborative planning schedule, for grades K-2, will be developed ensuring weekly
sessions.

Person Responsible	Vanessa Zach (vzach@dadeschools.net)

8/22 - 8/26: A math collaborative planning schedule, for grades K-5, will be developed ensuring weekly
sessions.

Person Responsible	Hildaura Vence (msvence@dadeschools.net)

8/22 - 8/26: Pre-planning expectations will be modeled and/or shared with new and existing ELA teachers
in grades 3-5.

Person Responsible	Margarita Nova-Marsh (margaritan@dadeschools.net)

8/22 - 8/26: Pre-planning expectations will be modeled and/or shared with new and existing ELA teachers
in grades K-2.

Person Responsible	Vanessa Zach (vzach@dadeschools.net)

8/22 - 8/26: Pre-planning expectations will be modeled and/or shared with new and existing math teachers
in grades K-5.

Person Responsible	Hildaura Vence (msvence@dadeschools.net)

8/22 - 10/14: With fidelity, collaborative planning will take place on a weekly basis ensuring that standards-
aligned instruction is planned for with a focus on explicit, systematic, scaffolded, and differentiated
instruction.

Person Responsible	Margarita Nova-Marsh (margaritan@dadeschools.net)

8/22 - 10/14: With fidelity, collaborative planning will take place on a weekly basis ensuring that standards-
aligned instruction is planned for with a focus on explicit, systematic, scaffolded, and differentiated
instruction.

Person Responsible	Vanessa Zach (vzach@dadeschools.net)

8/22 - 10/14: With fidelity, collaborative planning will take place on a weekly basis ensuring that standards-
aligned instruction is planned for with a focus on explicit, systematic, scaffolded, and differentiated
instruction.

Person Responsible	Hildaura Vence (msvence@dadeschools.net)

8/22 - 10/14: As a follow up to collaborative planning, coaching support will be provided to teachers ensuring that instructional delivery aligns with the instructional planning that took place.

Person Responsible Margarita Nova-Marsh (margaritan@dadeschools.net)

8/22 - 10/14: As a follow up to collaborative planning, coaching support will be provided to teachers ensuring that instructional delivery aligns with the instructional planning that took place.

Person Responsible Vanessa Zach (vzach@dadeschools.net)

8/22 - 10/14: As a follow up to collaborative planning, coaching support will be provided to teachers ensuring that instructional delivery aligns with the instructional planning that took place.

Person Responsible Hildaura Vence (msvence@dadeschools.net)

10/31 - 12/16: During whole group collaborative planning, the intermediate literacy coach and 3-5 teacher/s will plan for intentional corrective feedback.

Person Responsible Margarita Nova-Marsh (margaritan@dadeschools.net)

10/31 - 12/16: During whole group collaborative planning, the primary literacy coach and K-2 teacher/s will plan for intentional corrective feedback.

Person Responsible Vanessa Zach (vzach@dadeschools.net)

11/7 - 12/16: As a follow up to collaborative planning, the intermediate literacy coach will monitor the implementation of corrective feedback and provide coaching support as needed.

Person Responsible Margarita Nova-Marsh (margaritan@dadeschools.net)

11/7 - 12/16: As a follow up to collaborative planning, the primary literacy coach will monitor the implementation of corrective feedback and provide coaching support as needed.

Person Responsible Vanessa Zach (vzach@dadeschools.net)

11/7 - 12/16: The assistant principal will monitor the implementation of corrective feedback and provide feedback to coaches and teachers as needed.

Person Responsible Alicia Boyd (aliciaboyd@dadeschools.net)

11/7 - 12/16: The principal will monitor the implementation of corrective feedback and provide feedback to coaches and teachers as needed.

Person Responsible Celethia Passmore-Mack (pr0311@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.	According to 2021 FSA data, 35% of our students were proficient in ELA, 35% were proficient in Math, and 25% were proficient in Science. The 2022 FSA data indicates 57% proficiency in ELA, 54% proficiency in Math, and 58% proficiency in Science. The trends in the data indicate an increase of 22 percentage points in ELA, 19 percentage points in Math, and 33 percentage points in Science. Furthermore, the L25 subgroup on the ELA FSA, increased 37 percentage points, from 30% in 2021 to 67% in 2022. The L25 subgroup on the Math FSA, increased 44 percentage points, from 30% in 2021 to 74% in 2022. Learning gains on the ELA FSA increased 38 percentage points, from 34% in 2021 to 72% in 2022. Learning gains on the Math FSA increased 46 percentage points, from 30% in 2021 to 76% in 2022. With the changes in state standards, as well as the influx in new students this school year, differentiation will be paramount to continuing the aforementioned data trends. Additionally, focusing on differentiated instruction will promote and ensure learning growth in all students, below, at, and above level. As a school, scaffolding instruction, which is an essential component of differentiation, enables our students within the various subgroups to be targeted intentionally.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With the implementation of differentiation, 57% of grade 3-5 ELA students will score at or above grade level, 54% of grade 3-5 Math students will score at or above grade level, and 58% of 5th grade students will score at or above grade level, by the final 2022 - 2023 progress monitoring assessment, sustaining our current student achievement.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Differentiation will be monitored through administrative walkthroughs and coaching support. At SLT meetings, administrators and coaches will debrief their findings.
Person responsible for monitoring outcome:	Celethia Passmore-Mack (pr0311@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The evidence-based strategy, differentiation, will ensure that academic needs are considered and addressed for each student, individually and collectively. Data will be analyzed throughout the school year to develop small group differentiated instruction. Additionally, differentiation, through whole group instruction, will be implemented through the provision of individualized corrective feedback, as well as the differentiation of process (teacher) and product (student). To that end, differentiation will guarantee that instruction is explicit, systematic, and scaffolded, meeting the needs of all learners.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Because the evidence-based strategy, differentiation, will ensure that students' academic needs are analyzed, and addressed, this instructional practice will be paramount to student growth. More specifically, developing and implementing small group differentiated instruction will enable student needs to be met individually and collectively through the differentiation of content, process, and/or product. Additionally, because differentiation, through whole group instruction, will also be implemented students will receive quality instruction that will be explicit, systematic, and scaffolded. Hence, this instructional practice is beneficial to meeting the individual and grade level needs of all learners.

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.

8/15: A professional development, with a focus on differentiation, will be developed and delivered to instructional staff.

Person Responsible	Margarita Nova-Marsh (margaritan@dadeschools.net)

8/22 - 8/26: The ELA K-2 teachers will work collaboratively with the coach to analyze the students' most current data in order to develop small groups.

Person Responsible	Vanessa Zach (vzach@dadeschools.net)

8/22 - 8/26: The Math K-5 teachers will work collaboratively with the coach to analyze the students' most current data in order to develop small groups.

Person Responsible	Hildaura Vence (msvence@dadeschools.net)

8/22 - 8/26: The ELA 3-5 teachers will work collaboratively with the coach to analyze the students' most current data in order to develop small groups.

Person Responsible	Margarita Nova-Marsh (margaritan@dadeschools.net)

8/22 - 10/14: The ELA K-2 teachers will plan collaboratively with the coach to select appropriate District-based resources that will support small group differentiated instruction.

Person Responsible	Vanessa Zach (vzach@dadeschools.net)

8/22 - 10/14: The ELA 3-5 teachers will plan collaboratively with the coach to select appropriate District-based resources that will support small group differentiated instruction.

Person Responsible	Margarita Nova-Marsh (margaritan@dadeschools.net)

8/22 - 10/14: The Math K-5 teachers will plan collaboratively with the coach to select appropriate District-based resources that will support small group differentiated instruction.

Person Responsible	Hildaura Vence (msvence@dadeschools.net)

8/22 - 9/16: Coaching support will be provided to ensure that systems and protocols are in place for small group differentiated instruction. Feedback will be provided to the teachers during collaborative planning, as needed.

Person Responsible   Vanessa Zach (vzach@dadeschools.net)

8/22 - 9/16: Coaching support will be provided to ensure that systems and protocols are in place for small group differentiated instruction. Feedback will be provided to the teachers during collaborative planning, as needed.

Person Responsible   Hildaura Vence (msvence@dadeschools.net)

8/22 - 9/16 : Coaching support will be provided to ensure that systems and protocols are in place for small group differentiated instruction. Feedback will be provided to the teachers during collaborative planning, as needed.

Person Responsible   Margarita Nova-Marsh (margaritan@dadeschools.net)

10/31 - 12/16: For small group differentiated instruction, the intermediate literacy coach and 3-5 teachers will implement DI pathways aligned to data and pathway resources.

Person Responsible   Margarita Nova-Marsh (margaritan@dadeschools.net)

10/31 - 12/16: For small group differentiated instruction, the primary literacy coach and K-2 teachers will implement DI pathways aligned to data and pathway resources.

Person Responsible   Vanessa Zach (vzach@dadeschools.net)

10/31 - 12/16: The math CSS will support math teachers in providing differentiated instruction during Tier 1 instruction.

Person Responsible   Celethia Passmore-Mack (pr0311@dadeschools.net)

#3. Positive Culture and Environment specifically relating to Communication with Stakeholders	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	According to the 2020 - 2021 Student School Climate Survey Results, 55% of students felt that adults at the school care about them as individuals. According to the 2021 - 2022 Student School Climate Survey Results, 78% of students felt that adults at the school care about them as individuals, evidencing a 23% point increase. According to the 2020 - 2021 Staff School Climate Survey Results, 83% of teachers felt like their ideas were listened to and considered. According to the 2021 - 2022 Staff School Climate Survey Results, 69% of teachers felt like their ideas were listened to and considered, evidencing a 14% decrease. When students have positive relationships with teachers and staff, learning is impacted. As such, this is a practice that we want to sustain and build upon. Conversely, if teachers don't feel like their ideas are considered, buy-in will be compromised, negatively affecting student achievement. Hence, it is imperative that this data point be addressed to ensure that more teachers feel that their ideas and voices are valued. If both students and teachers are made to feel a part of our school community, culture and academic achievement will flourish.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we build upon the practice of Communicating with Stakeholders, more students will feel cared for by adults, as evidenced by an increase of 5% points on the mid-year Student Climate Survey. Additionally, more teachers will feel their ideas were listened to and considered, as evidenced by an increase of 10% points on the mid-year or end-of-the-year Staff Climate Survey.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	At School Leadership Team meetings, administration will monitor Communication with Stakeholders via follow-up conversations with SLT members who are assigned to action steps.
Person responsible for monitoring outcome:	Celethia Passmore-Mack (pr0311@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the Area of Focus of Positive Culture and Environment, we will focus on Communication with Stakeholders to ensure that our teachers have a voice and can participate in the decision making process, as well as the students feeling valued. Teachers will be included in the decision making process to promote accountability and ensure that their perspectives are considered. This will come to life via collaborative planning sessions were data-driven decisions are made, during leadership team meetings where grade level chairs are invited to share their coworkers' concerns, and during the principal - new teachers' meetings.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	When students have positive relationships with teachers and staff, learning is impacted. As such, this is a practice that we want to sustain and build upon. Conversely, if teachers don't feel like their ideas are considered, buy-in will be compromised, negatively affecting student achievement. Hence, it is imperative that this data point be addressed to ensure that more teachers feel that their ideas and voices are valued. If both students and teachers are made to feel a part of our school community, culture and academic achievement will flourish.

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 - 9/12: Based on academic and/or behavioral student needs, a Mindful Mentor student list will be developed.

Person Responsible	Lawanda Perry (perrylawandal@dadeschools.net)

8/22 - 9/12: A Mindful Mentors survey will be developed and shared with internal stakeholders to determine who will participate as a mentor.

Person Responsible	Lawanda Perry (perrylawandal@dadeschools.net)

8/22 - 9/2: A Values Matters (Park Ranger of the Month) Calendar, as well as participant expectations, will be developed and shared with the teachers at a faculty meeting.

Person Responsible	Lawanda Perry (perrylawandal@dadeschools.net)

8/22 - 10/14: Every Tuesday, a teacher will be spotlighted on all social media platforms, highlighting the value he/she holds within our school community.

Person Responsible	Alicia Boyd (aliciaboyd@dadeschools.net)

10/31 - 11/18: The counselor will pair selected students with stakeholders, who are interested in serving as a mentor.

Person Responsible	Lawanda Perry (perrylawandal@dadeschools.net)

11/18 - 12/9: The counselor will hold a brainstorming and planning meeting to involve stakeholders in the creation of activities for mentors and mentees.

Person Responsible	Lawanda Perry (perrylawandal@dadeschools.net)

#4. Transformational Leadership specifically relating to Leadership Development	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	According to 2021 FSA data, 35% of our students were proficient in ELA, 35% were proficient in Math, and 25% were proficient in Science. The 2022 FSA data indicates 57% proficiency in ELA, 54% proficiency in Math, and 58% proficiency in Science. The trends in the data indicate an increase of 22% points in ELA, 19% points in Math, and 33% points in Science. Because of the positive trends in proficiency data, it is of paramount importance that leadership development be built. Our SLT team, recognizes that all internal stakeholders have an impact on our students' learning, academically, socially, and emotionally. For that reason, building leaders and shifting mindsets for internal stakeholders, within their roles, will be essential.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	If we successfully implement Leadership development, our internal stakeholders will be provided opportunities to build relationships with students that will in turn impact their learning, academically, socially, and/or emotionally. This will be realized through teachers, office staff, paraprofessionals, and security participating in student-centered, school-wide activities. The percentage of internal stakeholders involved in student-centered, school-wide activities will increase by at least 5% during the 2022-2023 school year.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Leadership Development will be monitored through internal surveys where internal stakeholders are able to share their desire to participate in student-centered, school-wide activities where high expectations are being set.
Person responsible for monitoring outcome:	Celethia Passmore-Mack (pr0311@dadeschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	The evidence-based strategy, Setting High Expectations for Students and Staff, is a practice that will provide opportunities to develop leadership skills amongst our internal stakeholders. This practice will engage various internal stakeholders, within their roles, to work collectively to set high expectations for the students. In order to set high expectations for students, high standards must first be set for teachers and staff. As such, team building activities will take place to increase school culture, which in turn, will prompt more involvement and initiative in student-centered, school-wide activities.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy.**	If this evidence-based strategy is implemented and sustained, various internal stakeholders will become involved in student-centered, school wide activities, and most importantly, have an impact on our students' learning, academically, socially, and/or emotionally.

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 - 9/12: A Mindful Mentors survey will be developed and shared with internal stakeholders to determine who will participate as a mentor.

Person Responsible	Lawanda Perry (perrylawandal@dadeschools.net)

8/22 - 9/12: The principal will meet with internal stakeholders, such as security and office staff, to share the school's vision and mission, alongside our SIP goals.

Person Responsible	Celethia Passmore-Mack (pr0311@dadeschools.net)

8/22 - 10/14: At bi-weekly faculty meetings, teachers will have the opportunity to share positive testimonials regarding student/s with other staff members.

Person Responsible	Celethia Passmore-Mack (pr0311@dadeschools.net)

8/22 - 9/30: At the SLT, an activities calendar will be developed with the support of the PTO president.

Person Responsible	Celethia Passmore-Mack (pr0311@dadeschools.net)

11/18 - 12/16: The mentors will meet with their mentee/s to set academic and behavioral goals.

Person Responsible	Lawanda Perry (perrylawandal@dadeschools.net)

10/31 - 11/10: The literacy coaches will develop and execute a professional development focused on setting high expectations for teachers and students through the best practice of corrective feedback.

Person Responsible	Margarita Nova-Marsh (margaritan@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

N/A

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

N/A

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)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

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.

N/A

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

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?

N/A

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
N/A	Nova-Marsh, Margarita , margaritan@dadeschools.net

Positive Culture & Environment

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

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

Our school creates a welcoming environment by creating a schoolwide theme that promotes a unified approach to learning and developing a common goal. The slogan "Growing into Greatness, It Takes All of Us" is displayed in school documents, shared with all stakeholders, and displayed in many areas of the school. The Start with Hello initiative is implemented throughout the school year. Morning announcements incorporate Check2Connect Activities, words of encouragement and kindness, and mental health reflections. Students are recognized monthly for displaying the Value of the Month. Additionally, the SLT has established a shared school vision with all stakeholders by promoting school activities, highlights, events, successes, and initiatives through various social media platforms. In-house communication has been enhanced through the utilization of the weekly Gator Gazette and the monthly master calendar, which are both shared with all staff members from the principal. The monthly parent calendar is shared via our social media platforms. school website, and the school's Class Dojo account.

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

Mrs. Passmore - Mack, the principal, promotes and creates a positive culture and environment by sharing the Gator Gazette and monthly calendar on a weekly basis via email. The principal interacts with parents daily to keep parents informed of school activities and school updates. The principal shares the monthly parent calendar at the beginning of each month. Additionally, the principal promotes school pride and spirit by hosting various team-building activities and modeling through participation.

Mrs. Boyd, the assistant principal, promotes a positive culture and environment by greeting staff members and students as they arrive at the school in the mornings. In addition, she mentors students who need extra support with academics and/or behaviors. Ms. Boyd works with ESE teachers to ensure that students feel inclusive in school, and she engages parents with monthly Title 1workshops to build the home-to-school connections for student and parent success.

Ms. Perry, the school counselor, promotes a positive culture and environment by creating daily morning announcements which include positive affirmations, student highlights, staff shout-outs, Values Matter, and Park Ranger of the Month. Furthermore, the counselor fosters positive relationships with students and parents individually and collectively. Ms. Perry works closely with the school mental health team to coordinate positive behavior interventions and support social emotional growth.

Ms. Vence, the math coach, promotes a positive culture and environment by implementing the monthly attendance incentive program. She also fosters team building amongst students by creating opportunities for math enrichment activities. With teachers, she collaborates on a weekly basis to enhance the teaching and learning processes.

Mrs. Nova-Marsh, the literacy coach for grades 3-5, promotes a positive culture and environment by building capacity in ELA teachers via collaborative planning, coaching cycles, and coaching support. She also promotes student learning and mastery through the planning and implementing of writing and reading clinics.

Ms. Vanessa Zach the literacy coach for grades K-2, promotes a positive culture and environment by building capacity in ELA teachers via collaborative planning, coaching cycles, and coaching support. She also promotes student learning and mastery through the planning and implementing of writing and reading clinics.