Orchard Villa Elementary School

2022-23 Schoolwide Improvement Plan

Table of Contents

Orchard Villa Elementary School

5720 NW 13TH AVE, Miami, FL 33142

http://orchardvillaelementaryschool.dadeschools.net/

Demographics

Principal: Tanya Daly Barnes S

Start Date for this Principal: 6/15/2018

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: B (54%) 2018-19: C (42%) 2017-18: C (49%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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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	99%

School Grades History

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

School Board Approval

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SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Orchard Villa Elementary School provides the highest quality education focused on high standards and building positive relationships so that all of our students are equipped to lead productive and fulfilling lives as lifelong learners and responsible citizens.

Provide the school's vision statement.

Orchard Villa Elementary faculty and staff are committed to providing the highest quality education for all students while fostering a positive environment that promotes academic excellence, honesty, respect, and compassion.

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
Hall, Ceexta	Reading Coach	The literacy instructional coach collaborates with teachers in grades K-2 to familiarize them with the instructional curriculum, visits classrooms offering feedback and methods/strategies to improve instruction thereby positively impacting student achievement. Models lessons as necessary to guide instruction, provides assistance with the literacy program, co-plans lessons with teachers, analyzes students' end products, interprets assessment data for the purpose of assisting teachers in using results for instructional decision making, conducts individual and group discussions with teachers about instruction and learning, plans and conducts professional development workshops, creates presentations for teachers, assists with assessing students and the effective implementation of Tier 1, Tier 2, and Tier 3 intervention plans.
Daly-Barnes, Tanya	Principal	Serving in the capacity of governing agent, the principal bears the responsibility of the overall operation of the MTSS/RtI and the school. This position will share the existing commonalities for this team, and facilitate meetings and interactions that transpire. Roles also include: imparting the purpose and vision for accessing and using data-based decision-making, evaluate the MTSS/RtI skills of school personnel, monitor and supervise the proper implementation of intervention as well as ensure that a meticulous record keeping system is in place, provide professional development to support MTSS/RtI implementation, and maintain an open channel of communication with parents and stakeholders as it relates to school-based MTSS/RtI functions, plans and projects.
Hartman, Allyson	Reading Coach	The literacy instructional coach collaborates with teachers in grades 3-5 to familiarize them with the instructional curriculum, visits classrooms offering feedback and methods/strategies to improve instruction thereby positively impacting student achievement. Models lessons as necessary to guide instruction, provides assistance with the literacy program, co-plans lessons with teachers, analyzes students' end products, interprets assessment data for the purpose of assisting teachers in using results for instructional decision making, conducts individual and group discussions with teachers about instruction and learning, plans and conducts professional development workshops, creates presentations for teachers, assists with assessing students and the effective implementation of Tier 1, Tier 2, and Tier 3 intervention plans.
Dolly, Jeff	Math Coach	The math instructional coach collaborates with teachers to familiarize them with the instructional curriculum, visits classrooms offering feedback and methods/strategies to improve instruction thereby positively impacting student achievement. Models lessons as necessary to guide instruction, provides assistance with the mathematics program, co-plans lessons with teachers, analyzes students' end products, interprets assessment data for the purpose of assisting teachers in using results for instructional decision making, conducts individual and group discussions with teachers about instruction and learning, plans and conducts professional development workshops, creates

Name	Position Title	Job Duties and Responsibilities
		presentations for teachers, assists with assessing students and the effective implementation of Tier 1, Tier 2, and Tier 3 intervention plans.
Williams, Angel	Assistant Principal	Serving in the capacity of governing agent, the assistant principal bears the responsibility of the overall operation of the MTSS/RtI and the school. This position will share the existing commonalities for this team, and facilitate meetings and interactions that transpire. Roles also include: imparting the purpose and vision for accessing and using data-based decision-making, evaluate the MTSS/RtI skills of school personnel, monitor and supervise the proper implementation of intervention as well as ensure that a meticulous record keeping system is in place, provide professional development to support MTSS/RtI implementation, and maintain an open channel of communication with parents and stakeholders as it relates to school-based MTSS/RtI functions, plans and projects.
Yates, Nancy	Instructional Media	The instructional media liaison maintains reports, records, files and all other information and data that supports the Leadership Team with day-to-day implementations. She assists the school and the community with technological devices for remote learning, assists students with intervention/remediation programs, as well as, academic and alternative programs to ensure academic success and personal well-being. She reviews school data frequently to ensure that the school program is meeting the academic and social development needs of the students and shares all available information with the RtI, ESE and Leadership Teams.

Demographic Information

Principal start date
Friday 6/15/2018, Tanya Daly Barnes S

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.*
1

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
15

Total number of students enrolled at the school
249

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.
3

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	38	46	25	62	23	35	0	0	0	0	0	0	0	229
Attendance below 90 percent	10	24	9	33	9	14	0	0	0	0	0	0	0	99
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	6	1	11	1	0	0	0	0	0	0	0	0	19
Course failure in Math	0	4	0	7	2	1	0	0	0	0	0	0	0	14
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	11	12	13	0	0	0	0	0	0	0	36
Level 1 on 2022 statewide FSA Math assessment	0	0	0	7	2	14	0	0	0	0	0	0	0	23
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	6	1	19	2	13	0	0	0	0	0	0	0	41

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	6	1	13	0	0	0	0	0	0	0	0	0	20
Students retained two or more times	0	0	0	2	0	0	0	0	0	0	0	0	0	2

Date this data was collected or last updated
Wednesday 7/13/2022

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	39	28	45	36	37	40	0	0	0	0	0	0	0	225
Attendance below 90 percent	4	17	22	27	22	30	0	0	0	0	0	0	0	122
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	7	2	4	0	0	0	0	0	0	0	0	13
Course failure in Math	0	0	0	1	8	0	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Number of students with a substantial reading deficiency	1	5	23	26	24	21	0	0	0	0	0	0	0	100

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	4	5	9	5	0	0	0	0	0	0	0	24

The number of students identified as retainees:

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

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	39	28	45	36	37	40	0	0	0	0	0	0	0	225
Attendance below 90 percent	4	17	22	27	22	30	0	0	0	0	0	0	0	122
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	7	2	4	0	0	0	0	0	0	0	0	13
Course failure in Math	0	0	0	1	8	0	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Number of students with a substantial reading deficiency	1	5	23	26	24	21	0	0	0	0	0	0	0	100

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	4	5	9	5	0	0	0	0	0	0	0	24

The number of students identified as retainees:

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

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	37%	62%	56%				32%	62%	57%
ELA Learning Gains	66%						37%	62%	58%
ELA Lowest 25th Percentile	69%						44%	58%	53%
Math Achievement	43%	58%	50%				49%	69%	63%
Math Learning Gains	61%						54%	66%	62%
Math Lowest 25th Percentile	71%						52%	55%	51%
Science Achievement	34%	64%	59%				27%	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	34%	60%	-26%	58%	-24%
Cohort Comparison		0%				
04	2022					
	2019	35%	64%	-29%	58%	-23%
Cohort Comparison		-34%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	24%	60%	-36%	56%	-32%
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	48%	67%	-19%	62%	-14%
Cohort Comparison		0%				
04	2022					
	2019	57%	69%	-12%	64%	-7%
Cohort Comparison		-48%				
05	2022					
	2019	41%	65%	-24%	60%	-19%
Cohort Comparison		-57%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	27%	53%	-26%	53%	-26%
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	33	60		21							
ELL				64							
BLK	38	66	73	41	63	82	34				
HSP	37	64		50	54						
FRL	38	66	73	42	63	77	34				

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	5			5							
ELL	10			30							
BLK	25	25		25	14	8					
HSP	11			22							
FRL	23	31		24	17	9					
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	7	21		23	36						
ELL	31			46							
BLK	32	35	35	47	54	50	29				
HSP	33	58		63	64						
FRL	32	36	42	48	53	50	27				

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	61
Total Points Earned for the Federal Index	442
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	63
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	57
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	53
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	57
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?

Across grade levels, mathematics learning gains of the Lowest 25 increased from 0% in 2021 to 71%, and ELA Learning Gains of the Lowest 25 increased from 0% in 2021 to 69% in 2022. In addition, overall Math proficiency increased from 24% in 2021 to 43%, ELA Learning Gains increased from 31% in 2021 to 66%, and Science proficiency increased from 9% in 2021 to 34% in 2022.

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

Based on progress monitoring and the 2022 state assessments, the greatest need for improvements is in 3rd-grade ELA proficiency at 25% and 5th-grade math proficiency at 20%.

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

The contributing factors contributing to the need for improvement in 3rd Grade ELA proficiency include teacher instability and learning loss during the previous year. Factors contributing to the need for improvement in 5th Grade Math include lack of student engagement and explicit instruction during whole group.
The actions to address these needs include regular Professional Developments that target explicit instruction and engagement strategies. In addition, coaches will support the whole group to ensure instruction is being implemented with fidelity.

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

The data components that are based on progress monitoring and the 2022 state assessment which showed the most improvement was the Science proficiency which improved from 9% in 2021 to 34% in 2022. The ELA Learning Gains of the Lowest 25 improved from 0% in 2021 to 69% in 2022. The Math Learning Gains of the Lowest 25 which improved from 0% in 2021 to 71% in 2022.

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

The factors contributing to improvement include consistently implementing differentiated instruction, additional support personnel for targeted subgroups, and data-driven instruction.

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

Strategies needed to accelerate learning include data-driven differentiated instruction and standards-based collaborative learning. In addition, more professional development opportunities for teachers and support personnel.

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 Leadership Team will develop Professional Development sessions every 4th Wednesday of each month that will train teachers and staff on Standards-Aligned Instruction, Differentiated during Small Group Instruction, technology integration, SEL/Trauma training, and school-wide behavioral management. Coach Teacher Collaborations will also be implemented to support specific needs.

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

Our leadership team will implement additional services to ensure the sustainability of improvement, including a school-wide behavioral management system, Saturday Success Academy, Spring Break Academy, and afterschool enrichment programs.

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 Standards-aligned Instruction	
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 analysis of the FSA student data, our proficiency rate in ELA was 37% and 43% in Math. As a result of this data, our school will implement Standards-Aligned Instruction to increase 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 Standards-Aligned Instruction in grades K-5, then our proficiency will increase by an additional 13% percentage points in ELA and an additional 7% percentage points in mathematics on the 2022-2023 state assessment. As a result of this area of focus, students will be able to demonstrate mastery of lesson objectives through their work samples, end products, and formative and summative assessments. Teachers will be able to deliver planned lessons to guide students through the rigor of the Florida B.E.S.T. Standards in ELA and mathematics to increase proficiency.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	To monitor progress towards proficiency, the leadership team will conduct walkthroughs to review lesson plans, observe instructional delivery, and review student work products and formative assessment data to monitor the implementation of Standards-Aligned Instruction's consistency and fidelity.
Person responsible for monitoring outcome:	Tanya Daly-Barnes (tdaly-barnes@dadeschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Collaborative planning will be the evidence-based strategy implemented for our area of focus, Standards-Aligned Instruction. Collaborative planning focused on standards-aligned instruction will improve the alignment in lesson planning, instructional delivery, resources, work end-products, and student achievement.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy.**	Using Standards-Aligned Instruction to increase student proficiency through collaborative planning will align Tier I instruction to meet the rigor of the benchmarks and provide appropriate resources. In addition, small groups, strategies, and resources will be adjusted regularly to ensure fidelity, relevance, and alignment of standards in ELA and mathematics.

Describe the resources/ criteria used for selecting this strategy.

08/22-10/14 The leadership team will provide professional developments on standards-aligned instruction and high-yielding strategies to develop collective teacher efficacy to promote proficiency. As a result, teachers will develop classroom lessons, resources, and student end-products aligned to the Florida BEST Standards and provide multiple pathways for students to be successful.

Person Responsible	Allyson Hartman (331144@dadeschools.net)

08/22-10/14 Coaches will facilitate standards-based collaborative planning to align lessons, and resources weekly with teachers. This will provide teachers with support in aligning instruction and strategies for effective implementation and instructional delivery.

Person Responsible	Ceexta Hall (ceextha@dadeschools.net)

08/22-10/14 The leadership team will conduct data chats with teachers after progress monitoring diagnostics and formative assessment data to monitor, collaborate and readjust instruction and resources to meet the needs of students. An online tracker will monitor bi-weekly and topic assessment data to ensure adequate progress, along with student data trackers to allow students to take ownership of their learning.

Person Responsible	Tanya Daly-Barnes (tdaly-barnes@dadeschools.net)

08/22-10/14 Classroom Walkthroughs will be conducted throughout the year by the administration and instructional coaches to monitor the fidelity and effectiveness of standards-based instruction by observing instructional delivery and student work products. As a result of these classroom walkthroughs, identified teachers will receive Coach Teacher Collaborations (CTC) to provide support and model appropriate implementation of Standards-Based Instruction.

Person Responsible	Tanya Daly-Barnes (tdaly-barnes@dadeschools.net)

10/31- 12/16
Instructional coaches will develop a writing protocol with teachers that aligns with Florida BEST Standards to provide writing opportunities for students in grades K-5.

Person Responsible	Allyson Hartman (331144@dadeschools.net)

10/31- 12/16
Interventionists will participate in collaborative planning with instructional coaches to provide aligned and explicit push-in support during differentiated instruction.

Person Responsible	Ceexta Hall (ceextha@dadeschools.net)

#2. 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.	Data reveals that 75% of staff feel that school personnel work together as a team. To increase this percentage, the instructional leadership team will invite individual teachers to participate in various school-wide initiatives for Professional Development according to grade-level needs.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we successfully implement our initiative to increase staff participation in school-wide initiatives, by the end of the 2022-2023 school year, our school-wide climate survey should show an increase in teachers participating in leadership roles by 5%. Teachers will be selected to share their best practices based on classroom observations, given the opportunity to facilitate professional development, and lead school-wide incentives through monthly school-wide surveys. As a result, the successful implementation of this will give the opportunity for teachers to lead professional development, participate in school-wide meetings, share best practices and work as a team.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The administration team will monitor by providing opportunities and inviting staff to participate in various school-wide initiatives. The administration will also monitor school-wide committees to ensure equity of voice.
Person responsible for monitoring outcome:	Angel Williams (awilliams01@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The evidence-based strategy to be implemented for this Area of Focus is Involving Staff in Important Decision Making. Providing opportunities for staff to be included in decision-making increases the feeling of shared leadership and personal stake in the school.
Rationale for Evidence-based Strategy: Explain the	We prioritized the Instructional Leadership Team to address the critical needs within our school. The data reveals that 25% of staff do not believe school personnel works together as a team. To decrease this percentage, we selected to focus on the Instructional Leadership Team to cultivate an inclusive environment in which all instructional staff has the opportunity to contribute to the school professionally.

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

Action Steps to Implement

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

08/22-10/14 The leadership team will provide teachers with the opportunities to be content leaders and presenters in the development of their colleagues during monthly professional development. Teachers will also be given the opportunity to participate in mentor teaching assignments through selection based on observation and facilitation surveys.

Person Responsible	Tanya Daly-Barnes (tdaly-barnes@dadeschools.net)

08/22-10/14 Teachers will be able to spearhead committees and other school-wide initiatives. Sign-up sheets for school-wide committees and initiatives will be presented at the opening of the school faculty meeting.

Person Responsible	Allyson Hartman (331144@dadeschools.net)

08/22-10/14 Teachers will have the opportunity to model their classroom and instructional practices during faculty and professional development meetings. Teachers will also have the opportunity to participate in learning walks by teacher requests, mentor-teacher assignments, and administration requests.

Person Responsible	Allyson Hartman (331144@dadeschools.net)

08/22-10/14 During monthly school-wide committee meetings, staff members will have the opportunity to lead cultural celebrations that facilitate a sense of community and belonging.

Person Responsible	Ceexta Hall (ceextha@dadeschools.net)

10/31- 12/16
Teachers will have the opportunity to participate in district-provided professional development for their content area and share out with teachers as content-led during early release planning days.

Person Responsible	Angel Williams (awilliams01@dadeschools.net)

10/31-12/16
Peer observations will be conducted throughout the building to identify best practices for different content areas.

Person Responsible	Tanya Daly-Barnes (tdaly-barnes@dadeschools.net)

#3. Positive Culture and Environment specifically relating to Leadership	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	According to the 2022 Climate Survey, results indicated that 25% of staff do not feel like their ideas are listened to and considered, compared to 0% of staff in 2021. This data was identified as a critical need based on the high increase in staff rating from the school year 2021 to 2022.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we successfully provide opportunities for the staff to participate, facilitate and engage in the decision-making process, and school-wide initiatives throughout the school year, our 2023 Climate Survey should indicate that 75% of staff feel their ideas are listened to and considered.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The administration team will survey teachers throughout the school year to provide opportunities for participation in leadership initiatives at the school and district levels. An open forum during faculty meetings and monthly coffee with the principal will allow staff to provide input regarding school-wide experiences and individual issues.
Person responsible for monitoring outcome:	Tanya Daly-Barnes (tdaly-barnes@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The evidence-based strategy being implemented to increase leadership opportunities is the Distribution of Leadership Strategy. Implementation of this strategy will lead to improvement in shared ideas, participation, and engagement amongst the staff.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	The rationale for the evidence-based strategy, Distribution of Leadership, establishes an infrastructure that provides individuals, collegial groups, and staff members' personal visions to contribute to the school's collective vision and leadership opportunities. This strategy involves deliberate dialogue, listening carefully, and enthusiastically enriching everyone's professional values.

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.

08/22-10/14 Administration and school leaders will provide a sign-up sheet for staff members to participate in school-wide committees. To keep staff and students abreast of the school-wide events, a school-wide calendar of committee meetings and school-wide activities calendar will be provided.

Person Responsible	Ceexta Hall (ceextha@dadeschools.net)

08/22-10/14 Staff will be surveyed to gauge whether they feel listened to and valued quarterly. The survey will also allow staff to convey how the leadership team can best support in their development.

Person Responsible	Tanya Daly-Barnes (tdaly-barnes@dadeschools.net)

08/22-10/14

Teachers will be provided the opportunity to participate in district monthly iCADs in ELA and mathematics. This will promote teacher leaders and give the opportunity for teachers to present during faculty meetings on any district-wide implemented instructional strategies or best practices.

Person Responsible   Tanya Daly-Barnes (tdaly-barnes@dadeschools.net)

08/22-10/14

Monthly "Coffee with the Principal," will give the staff an opportunity to connect with administration, and express individual and or school-wide concerns.

Person Responsible   Tanya Daly-Barnes (tdaly-barnes@dadeschools.net)

10/31- 12/16

"Infinity and Beyond Staff" shout-outs. During our monthly faculty meetings, WhatsApp, and our social media platforms, staff members can nominate a staff member to highlight that has stood out to recognize their efforts with students and co-workers.

Person Responsible   Angel Williams (awilliams01@dadeschools.net)

10/31- 12/16

Staff will be surveyed after the Principal with the Coffee to gauge whether the event was impactful, and whether employees felt listened to, and valued, along with the next steps to continue to support them in their profession.

Person Responsible   Tanya Daly-Barnes (tdaly-barnes@dadeschools.net)

#4. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Based on the analysis of the FSA student data, it is clear our school will benefit from the consistent implementation of differentiated instruction. Analysis of student data indicated an ELA achievement rate of 33% among the Student With Disabilities subgroup. Analysis of student data indicated an ELA learning gains rate of 60% among the same ESSA subgroup. Analysis of student data indicated an Math achievement rate of 21% among the Student With Disabilities subgroup.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	If differentiated instruction is successfully implemented, the ELA achievement rate for Students With Disabilities subgroup should increase by 7%, from 33% to 40%. The Mathematics achievement rate among this subgroup should increase by 9%, making the rate 30%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	To monitor progress towards proficiency, the leadership team will conduct data chats subsequent to each AP diagnostic and analyze student performance within the SWD subgroup. Instructional coaches will use progress monitoring data to adjust DI groups regularly. Biweekly assessments and topic assessments will be monitored via an online tracker to ensure adequate progress for students within this subgroup.
Person responsible for monitoring outcome:	Tanya Daly-Barnes (tdaly-barnes@dadeschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	The evidence-based strategy to be implemented for this Area of Focus is Differentiated Instruction. DI will ensure a systematic approach to meeting the needs of students within this subgroup and assist in mitigating the learning loss of students. Differentiated instruction resources will be based on assessment data; to be monitored through the use of data trackers.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Using disaggregated data to drive differentiated instruction to meet the individual instructional needs specific to each learner will aid in increasing proficiency among students with disabilities subgroup. In addition, DI groups, strategies, and resources will be adjusted regularly to ensure fidelity, relevance, and alignment to standards-based instruction.

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

8/22- 10/14 Transformational coaches will conduct weekly D.I. collaborative planning sessions where the focus will be to analyze the data of the different subgroups (SWD) and provide standards-aligned resources and strategies to remediate deficiencies.

| **Person Responsible** | Allyson Hartman (331144@dadeschools.net) |

8/22-10/14
Administration and transformation coaches will conduct bi-weekly walkthroughs during differentiated instruction to monitor the implementation and fidelity.

| **Person Responsible** | Tanya Daly-Barnes (tdaly-barnes@dadeschools.net) |

8/22- 10/14
Teachers, transformation coaches, and administrators will conduct data chats with students and teachers to analyze the data of different subgroups after each progress monitoring and i-Ready assessment.

| **Person Responsible** | Ceexta Hall (ceextha@dadeschools.net) |

8/22-10/14
Monthly professional development will be facilitated based on the needs of D.I. at the conclusion of the leadership team walkthroughs and data analysis. As a result of these professional developments, teachers will develop their skillset in individualized instructional delivery, aligned resources, and progress monitoring.

| **Person Responsible** | Tanya Daly-Barnes (tdaly-barnes@dadeschools.net) |

10/31- 12/16
Instructional coaches and teachers will be trained on best practices and strategies by the ESE Chairperson to facilitate small group instruction to SWD students.

| **Person Responsible** | Allyson Hartman (331144@dadeschools.net) |

10/31-12/16
ESE Chairperson and Administration will provide accommodation reports to teachers to ensure that students are receiving and being provided the opportunity to use their accommodations during class instruction, district, and state testing. The administration and ESE Chair will monitor the use of student accommodations.

| **Person Responsible** | Angel Williams (awilliams01@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

The percentage of students in kindergarten who scored below the 50% percentile on the Standford Achievement Test (SAT) was 10%. The percentage of first graders who scored below the 50% percentile on the SAT was 54%. The percentage of second-grade students who scored below the 50% percentile on the SAT was 71%. Overall, 48% of students in grades K-2 did not score proficiently on the 2022 SAT assessment. As a result of this data, the area of focus for grades K-2 will be Differentiated Instruction (DI). We will use DI to address this critical need; an evidence-based strategy that has been proven effective.

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

The percentage of third-grade students who scored below the 50% percentile on the Florida State Assessment (FSA) was 76%.
The percentage of fourth-grade students who scored below the 50% percentile on the FSA was 59%.
The percentage of fifth-grade students who scored below the 50% percentile on the FSA was 57%. 63% of students in grades 3-5 were not proficient. As a result of this data, the area of focus for grades 3-5 will be Differentiated Instruction (DI). We will use DI to address this critical need; an evidence-based strategy that has been proven effective.

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)

If we successfully implement differentiated instruction, an additional 23% of students will score proficiently in ELA, making a total of 75%.

Grades 3-5: Measureable Outcome(s)

If we successfully implement differentiated instruction, an additional 13% of students will score proficiently in ELA, making a total of 50%.

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.

The leadership team will conduct data chats after each diagnostic and progress monitoring assessment to monitor progress towards proficiency. Instructional coaches and teachers will use progress monitoring data to adjust DI groups regularly. In addition, administration and instructional coaches will monitor assessments via an online tracker to ensure adequate progress.

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

Hall, Ceexta, ceextha@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. §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?

The evidence-based practices that will be implemented to achieve the measurable outcome for K-2 include Graphic Organizers and Annotating strategies.

The evidence-based practices that will be implemented to achieve the measurable outcome for 3-5 include Before, During, and After Reading (BDA) Strategies and the Gradual Release Model.

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?

Differentiated Instruction that utilizes Graphic Organizers enables students to comprehend various texts and guide written responses better. Annotating during Differentiated Instruction allows students to identify important details, patterns, and vocabulary in a text. Annotating is an engaging strategy that improves text comprehension and information retention.

Differentiated instruction that utilizes the BDA Reading Strategies enables students to become strategic readers. BDA Reading Strategies allow students to set a purpose for reading, annotate important details, use vocabulary strategies, and respond to text-based questions adequately.

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
Literacy Leadership- Classroom Walkthroughs will be conducted bi-weekly throughout the year by the administration to monitor the fidelity of differentiated instruction and observe student work products. The administration team will participate in bi-weekly Differentiated Instruction Collaborative Planning sessions with coaches and provide follow-up and feedback on CTCs (Coach Teacher Collaborations).	Daly-Barnes, Tanya, tdaly-barnes@dadeschools.net
Literacy Coaching- One action step to be taken to address the area of focus is collaborative planning for DI. Coaches will conduct weekly collaborative planning sessions to address differentiated instruction strategies, disaggregate data, and adjust small groups. Instructional coaches will also conduct Coach Teacher Collaborations (CTC) to provide support and model appropriate implementation of Differentiated Instruction for teachers needing additional support as necessitated by classroom observation, teacher requests, and analysis of student assessment data.	Williams, Angel, awilliams01@dadeschools.net
Assessment- Instructional Coaches will work with teachers and interventions to dissggregate data and align resources and differentiated instruction materials to meet the needs of students based on ELA assessments.	Hartman, Allyson, 332244@dadeschools.net
Professional Learning- Instructional Coaches will receive differentiated instruction professional developments during monthly content collaboratories and turnkey the information to teachers and interventionists during weekly collaborative planning sessions. Instructional coaches will also receive external support from Curriculum Support Specialists to further development understanding of differentiated instruction.	Hall, Ceexta, ceextha@dadeschools.net
10/31- 12/16 The Instructional Coaches will train K-5 teachers on the effective implementation of Tier 2 intervention and provide IFCs (Instructional Focus Calendars) for implementation for teachers and interventionists.	Hartman, Allyson, 331144@dadeschools.net
10/31- 12/16 The instructional coaches will conduct walkthroughs and track intervention assessment data to ensure intervention is taking place with fidelity and effectively.	Hall, Ceexta, ceextha@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.

A positive school culture in which teachers feel supported and fulfilled is made possible via opportunities to take on leadership roles, forums to voice concerns, and professional development sessions. Our Strengths regarding School Culture include shared leadership, leadership accessibility and opportunities, and consistent communication and engagement with stakeholders. Specifically, the staff is provided opportunities to participate in leadership roles, be mentors, and receive mentorship. Our school creates experiences throughout the year that engage parents and families and ensure stakeholders are provided the necessary information to support their children. We also ensure that all stakeholders receive information through texts via school messenger and social media platforms. We continue to build our skill-set in ensuring our classrooms are highly engaging and foster the highest level of engagement and learning.

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

The stakeholders involved in building positive school culture and environment include the Principal, Assistant Principals, Instructional Coaches, Teacher Leaders, and Counselors (our School Leadership Team). The Principal's role is to monitor and oversee all the school's initiatives and respond to concerns with morale by planning Team-building and morale-boosting activities. The Assistant Principals will monitor the mentorship programs and ensure 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.