

Miami-Dade County Public Schools

Barbara Hawkins Elementary School



2022-23 Schoolwide Improvement Plan

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Barbara Hawkins Elementary School

19010 NW 37TH AVE, Miami Gardens, FL 33056

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

Demographics

Principal: Rhonda Williams Y

Start Date for this Principal: 8/19/2009

| | |
|--|--|
| 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* Black/African American Students Hispanic Students Economically Disadvantaged Students |
| School Grades History | 2021-22: C (47%) 2018-19: B (57%) 2017-18: A (76%) |
| 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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| Budget to Support Goals | 0 |

Barbara Hawkins Elementary School

19010 NW 37TH AVE, Miami Gardens, FL 33056

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

School Demographics

| | | |
|---|---|---|
| <p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p> | <p>2021-22 Title I School</p> <p style="font-size: 1.2em;">Yes</p> | <p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="font-size: 1.2em;">100%</p> |
| <p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p> | <p>Charter School</p> <p style="font-size: 1.2em;">No</p> | <p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="font-size: 1.2em;">99%</p> |

School Grades History

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

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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.

Our mission is to continuously create a unified team of committed colleagues to ensure that every student experiences success everyday culminating in 100 percent proficiency across all areas- academically, socially, and emotionally.

Provide the school's vision statement.

Barbara Hawkins University aims to enable all children to become confident, independent and self-motivated learners actively involved in guiding their own learning in a national and international model for educational excellence.

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 |
|-------------------|---------------------|--|
| Williams, Rhonda | Principal | The principal provides a mission and shapes a vision for academic success for all students. Data is utilized to drive decision-making, cultivate leadership in others, and provide the appropriate curriculum offerings. She establishes high expectations for all students, and ensures that the school-based team is implementing the Multi-Tiered System of Support (MTSS). |
| Palmer, Awanna | Assistant Principal | The Assistant Principal works in collaboration with the principal in implementing the vision and mission for the school. She ensures fidelity of the MTSS monitoring by evaluating the following: instructional staff's implementation of tiered instruction, process of administering assessments, and the alignment of professional development with faculty needs. |
| Davis, Tiffany | Instructional Coach | The Instructional Coach supports all K-5 staff in the implementation of the reading plan and program. The Coach will work directly with teachers by providing classroom-based demonstrations, collaborative and one-on-one support, facilitating teacher inquiry and related professional development. The Coach will focus on enhancing the teachers' ability to provide instruction that builds students' sense of engagement in the ownership of learning. The Coach will also work with administrators and teachers to collect and analyze data, interpret, and use it to guide instructional decisions. |
| Jameson, Cryeshia | Instructional Coach | The Instructional Coach supports all K-5 staff in the implementation of the Math program. The Coach will work directly with teachers by providing classroom-based demonstrations, collaborative and one-on-one support, facilitating teacher inquiry and related professional development. The Coach will focus on enhancing the teachers' ability to provide instruction that builds students' sense of engagement in the ownership of learning. The Coach will also work with administrators and teachers to collect and analyze data, interpret, and use it to guide instructional decisions. |
| Sheffield, Anissa | School Counselor | The Counselor is an integral part of the MTSS team that uses data-based problem solving to integrate academic and behavioral instructional and intervention. She provides support to individuals and small groups of students as deemed necessary. The Counselor also assists with attendance issues to ensure students attend school on a consistent basis. |

Demographic Information

Principal start date

Wednesday 8/19/2009, Rhonda Williams Y

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.*

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.*

Total number of teacher positions allocated to the school

15

Total number of students enrolled at the school

208

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

1

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

1

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 | 17 | 25 | 40 | 46 | 43 | 46 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 217 |
| Attendance below 90 percent | 4 | 7 | 10 | 17 | 9 | 14 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 61 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 0 | 2 | 12 | 3 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 23 |
| Course failure in Math | 0 | 0 | 1 | 5 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 |
| Level 1 on 2022 statewide FSA ELA assessment | 0 | 0 | 0 | 13 | 5 | 14 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 32 |
| Level 1 on 2022 statewide FSA Math assessment | 0 | 0 | 0 | 10 | 10 | 22 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 42 |
| 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 | 1 | 1 | 1 | 18 | 7 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 43 |

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 | 1 | 1 | 0 | 14 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 20 |
| Students retained two or more times | 0 | 0 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 |

Date this data was collected or last updated

Thursday 7/7/2022

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 | 20 | 40 | 31 | 41 | 30 | 41 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 203 |
| Attendance below 90 percent | 7 | 16 | 13 | 14 | 10 | 14 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 74 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 4 | 8 | 7 | 5 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 33 |
| Course failure in Math | 0 | 0 | 4 | 6 | 4 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 23 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 1 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| Number of students with a substantial reading deficiency | 1 | 7 | 13 | 16 | 6 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 63 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

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 | 0 | 0 | 3 | 0 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |

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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Students retained two or more times | 0 | 0 | 3 | 0 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |

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 | 20 | 40 | 31 | 41 | 30 | 41 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 203 |
| Attendance below 90 percent | 7 | 16 | 13 | 14 | 10 | 14 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 74 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 4 | 8 | 7 | 5 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 33 |
| Course failure in Math | 0 | 0 | 4 | 6 | 4 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 23 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 1 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| Number of students with a substantial reading deficiency | 1 | 7 | 13 | 16 | 6 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 63 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

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 | 0 | 0 | 3 | 0 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |

The number of students identified as retainees:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|----|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 1 | 1 | 0 | 10 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 17 |
| Students retained two or more times | 0 | 1 | 3 | 5 | 7 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18 |

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 | 34% | 62% | 56% | | | | 57% | 62% | 57% |
| ELA Learning Gains | 58% | | | | | | 61% | 62% | 58% |
| ELA Lowest 25th Percentile | 58% | | | | | | 50% | 58% | 53% |
| Math Achievement | 37% | 58% | 50% | | | | 64% | 69% | 63% |
| Math Learning Gains | 57% | | | | | | 57% | 66% | 62% |
| Math Lowest 25th Percentile | 58% | | | | | | 42% | 55% | 51% |
| Science Achievement | 25% | 64% | 59% | | | | 67% | 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 | 50% | 60% | -10% | 58% | -8% |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |
| | 2019 | 55% | 64% | -9% | 58% | -3% |
| Cohort Comparison | | -50% | | | | |
| 05 | 2022 | | | | | |
| | 2019 | 63% | 60% | 3% | 56% | 7% |
| Cohort Comparison | | -55% | | | | |

| 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 | 60% | 67% | -7% | 62% | -2% |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |
| | 2019 | 53% | 69% | -16% | 64% | -11% |
| Cohort Comparison | | -60% | | | | |
| 05 | 2022 | | | | | |
| | 2019 | 81% | 65% | 16% | 60% | 21% |
| Cohort Comparison | | -53% | | | | |

| SCIENCE | | | | | | |
|---------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2022 | | | | | |
| | 2019 | 66% | 53% | 13% | 53% | 13% |

| 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 | 23 | 39 | | 19 | 22 | | 10 | | | | |
| BLK | 35 | 60 | 56 | 37 | 58 | 58 | 24 | | | | |
| HSP | 36 | | | 45 | | | | | | | |
| FRL | 35 | 58 | 59 | 37 | 57 | 56 | 24 | | | | |
| 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 | 20 | | | 20 | | | | | | | |
| BLK | 25 | 41 | | 27 | 32 | 30 | 18 | | | | |
| HSP | 55 | | | 27 | | | | | | | |
| FRL | 28 | 42 | 70 | 28 | 27 | 25 | 23 | | | | |
| 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 | 43 | | | 36 | | | | | | | |
| BLK | 55 | 60 | 50 | 65 | 58 | 44 | 65 | | | | |
| FRL | 57 | 62 | 50 | 64 | 57 | 44 | 65 | | | | |

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 | 47 |
| 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 | |
| Total Points Earned for the Federal Index | 327 |
| Total Components for the Federal Index | 7 |
| Percent Tested | 99% |

| Subgroup Data | |
|--|-----|
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 23 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | 1 |
| English Language Learners | |
| Federal Index - English Language Learners | |
| English Language Learners Subgroup Below 41% in the Current Year? | N/A |
| 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 | 47 |
| 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 | 41 |
| 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 | |
|--|-----|
| 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 | 47 |
| 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?

All ELA Achievement increased by at least 7 percentage points from 2021 FSA data. ELA Learning gains increased by 16 percentage points. ELA Learning Gains L25 decreased by 12 percentage points. All Math Achievement increased by 10 percentage points. Math Learning Gains L25 increased by 30 percentage points. Science Subgroups Achievement levels increased by 2 percentage points.

Based on 21-22 ELA iReady data, we increased from AP1 with Tier 1 students from 32% to 55% on AP3 in 3rd grade and decreased our Tier 3 students from 38% to 21%.

Based on the ESSA Subgroup information, our students with disabilities fall below the 41% rate and these students scored the lowest of all subgroups in all areas.

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

Based on the 2022 state assessments, the ELA Learning Gains L25 decreased by 12 percentage points and demonstrates the greatest need for improvement. Our students with disabilities were the lowest scoring performing subgroup with 23 percentage points in ELA achievement and 19 percentage points in Mathematics.

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

Last year, we focused heavily on standard-based instruction in all classrooms. We struggle with having consistent differentiated and intervention instruction. We will begin placing progress monitoring systems in place for small group instruction in all grade levels. In addition, we are revamping our collaborative planning to include Differentiated Instruction lessons and data driven instruction.

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

Based on the 2022 state assessments, the most improvement was shown in the area of Mathematics. We increased from 25 percentage points to 57 percentage points in Math Learning Gains for the L25 subgroup. We increased from 27 percentage points to 57 percentage points in Math Learning Gains. In ELA, we increased from 42 percentage points to 58 percentage points in ELA Learning Gains.

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

We created a school-wide data tracker to monitor all of our assessments in each grade level. In addition, we created an assessment calendar to keep all grades on pace with the pacing guides and assessment collection. We will continue to track all of our assessment data in all grades of K-5 in the content areas of ELA, Mathematics and Science.

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

The strategies that we will need to accelerate learning include the following: Differentiated Instruction, Instructional Support/Coaching, Job-Embedded Professional Development, Ongoing Progress Monitoring, Data-Driven Instruction, Student Engagement, Standards-Based Collaborative Planning, Collaborative Data Chats, Standards-Aligned Instruction and Interventions.

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

The PLST will develop job-embedded sessions on Differentiated Instruction, Ongoing Progress Monitoring and Data-Driven Instruction (August 2022). Standards-Based Collaborative Planning, Standards-Aligned Instruction and Intervention (September 2022). Collaborative Data Chats and Student Engagement (October 2022). Collaborative Planning, Continuous Data Chats, Feedback and revamping small groups based on data (ongoing).

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

Additional services that will be implemented include after-school tutoring, interventions, special camps, and STEM-based clubs.

Areas of Focus

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

:

#1. Instructional Practice specifically relating to Differentiation

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

Based on the 2022 state proficiency levels of ELA and Mathematics, we need to improve our small group instruction. In ELA, we had 34% of proficient students and in Mathematics, we had 37% of proficient students. In comparable to 2019 data, we had 56% of proficient students in ELA and 64% of proficient students in Mathematics. This data indicates that we need to improve our small group instruction to bridge the gap of academics in both content areas to improve our proficiency levels and meet grade level expectations.

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

The specific measurable outcome that the school plans to achieve is to improve academic performance on the the 2023 statewide assessments. If we successfully implement and consistently monitor Differentiated Instruction, then our proficiency scores will increase by 10% or more in ELA and Mathematics on the 2023 statewide assessments.

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

The Leadership Team will conduct quarterly data chats and walkthroughs to ensure that Differentiated Instruction is being implemented with fidelity. In addition, the team will monitor the Bi-Weekly Progress Monitoring assessments for ELA and the Topic assessments for Mathematics for proficiency. If the students are scoring proficient on the assessments then the overall scores will increase for both ELA and Mathematics. Students will maintain a Differentiated Instruction folder/journal with evidence of differentiated activities.

Person responsible for monitoring outcome:

Tiffany Davis (tiffie@dadeschools.net)

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

The evidence-based strategy that will used to implement this Area of Focus is Differentiation Instruction which is a framework that provides different students with different avenues to learning in terms of developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability.

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

The rationale for selecting Differentiated Instruction is to bridge the gap of academics and it tailors lessons to meet the individual needs and strengths by personalizing instruction. We want our students to improve their overall academics in both content areas.

**used for selecting
this strategy.**

Action Steps to Implement

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

1.8/12/22 The ELA Instructional Coach and Mathematics Coach will provide job-embedded professional developments for the ELA and Mathematics teachers on differentiated instruction. As a result, teachers will be able to have an understanding of how Differentiated Instruction looks and the expectations to ensure quality instruction is provided.

Person Responsible Tiffany Davis (tiffie@dadeschools.net)

2. 8/22-10/14 The Instructional Coaches and teachers will utilize the baseline data, iReady data, and previous statewide assessment data to create differentiated instruction groups. As a result, the coaches and teachers will be able to use data to drive instruction.

Person Responsible Tiffany Davis (tiffie@dadeschools.net)

3. 8/22-10/14 The teachers and the instructional coaches will monitor the ongoing progress monitoring data and topic assessment data and revamp groups based on current data. As a result, the instructional coaches will develop their coaching schedules to provide additional assistance in differentiated instruction.

Person Responsible Cryeshia Jameson (232485@dadeschools.net)

4. 8/22-10/14 The Leadership team will conduct weekly walk-throughs to ensure that differentiated instruction is taking place with fidelity. As a result, the Team will identify teachers that need additional assistance and coaches will create coaching cycles to assist in the development of the teacher.

Person Responsible Awanna Palmer (palmerawanna@gmail.com)

5.10/31-12/16 The teachers will create Differential Instructional groups and folders for each student. Each teacher will have a Differentiated Instructional chart which will display the groups and the standard/skill that the group is focused on. As a result, the students will receive small group instruction based on data and increase our overall achievement.

Person Responsible Tiffany Davis (tiffie@dadeschools.net)

6. 10/31-12-16 The teachers and the Instructional Coaches will utilize Ongoing Progress Monitoring to ensure that the students increase their knowledge of the standard/skill in Math or ELA. As a result, teachers will be able to identify the weak standards and provide a revamped lesson to improve their knowledge.

Person Responsible Cryeshia Jameson (232485@dadeschools.net)

#2. 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 22-23 ESSA Subgroup Information, the Federal Percent of Points Index is 23 for our students with disabilities as compared to the other subgroups, which have over 41%. This is comparable to our 21-22 data, where we did not have any subgroups below the 32%. This data indicates that we need to focus on our students with disabilities in the areas of ELA, mathematics, and science. We need to bridge the academic gap and work towards proficiency with these students.

Measurable**Outcome:**

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

With the successful implementation of Standards-Aligned Instruction, an additional 10% of the students with disabilities will increase their proficiency in reading and mathematics.

Monitoring:

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

The Administrative Team will review bi-weekly lesson plans for indication of standard based instruction. The Coaches will assist the Special Education Teachers during common planning for whole group instruction on a weekly basis.

Person responsible for monitoring outcome:

Rhonda Williams (pr3781@dadeschools.net)

Evidence-based**Strategy:**

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

The evidence-based strategy being implemented for the Students of Disabilities is Standards-Aligned Instruction. This strategy refers to teachers executing lessons based on learning targets and ensuring that student products are aligned to the standards. Teachers will deliver planned lessons to guide students through the targets and provide evidence through student work.

Rationale for Evidence-based Strategy:

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

Standard-based instruction will assist teachers in executing lessons based on standards/learning targets and ensure that the student products are aligned to the intended standards. Teachers will deliver planned lessons to guide students through the demands of the standards and students will show evidence of mastering the lesson through work samples.

Action Steps to Implement

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

1. 8/22-10/14 The Instructional Coaches will provide job-embedded professional development with the Special Education Teachers during Common Planning on standard based instruction. As a result the coaches will ensure that the teachers understand what the standards are requiring and which concepts and skills should be mastered by grade level to provide quality instruction.

Person Responsible Cryeshia Jameson (232485@dadeschools.net)

2. 8/22-10/14 The Instructional Coaches will meet with the teachers on a weekly basis to review the pacing guides to ensure reading and math instruction is aligned. As a result, the teachers will have an understanding of the weekly standards and provide quality instruction based on the aligned standards.

Person Responsible Tiffany Davis (tiffie@dadeschools.net)

3. 8/22-10/14 The teachers will conduct ELA Bi-Weekly progress monitoring assessments and Topic Assessments as indicated on assessments calendars to collect data based on the standards. As a result, the teachers will be able to identify the weakest standards and provide differentiated instruction to bridge the academic gap and work towards proficiency.

Person Responsible Tiffany Davis (tiffie@dadeschools.net)

4. 8/22-10/14 The administration team will conduct walk-throughs and provide feedback to the Instructional Coaches. As a result, this feedback will allow the coaches to conduct coaching cycles if needed.

Person Responsible Awanna Palmer (palmerawanna@gmail.com)

5. 10/31-12/16 The Instructional Coaches and Special Education Teachers will develop a differentiated instruction plan for the students with disabilities. The students will be grouped by ability and data. As a result, the students will move closer to bridging the academic gap and increase their overall achievement.

Person Responsible Tiffany Davis (tiffie@dadeschools.net)

6. The Instructional Coaches and the Administrative Team will work on pacing with the Special Education teachers. The Instructional Coaches will develop an Instructional Focus Calendar for Mathematics to ensure testing is complete on a timely basis. As a result, the students will receive instruction in a systematic structure and data will be captured with the general education students in both ELA and Mathematics.

Person Responsible Cryeshia Jameson (232485@dadeschools.net)

#3. 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.

Based on the School Climate Survey, 63% of the staff feel that school personnel work together as a team. In comparable to 20-21, 93% of the staff felt that the personnel worked as a team. We decided to work on Leadership Development to engage all staff members in team-building activities. To increase this percentage, we selected Leadership Development because it will create teams of leaders to contribute to the overall success of our school.

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

If we successfully implement the Targeted Element of Shared Leadership, our teachers will be provided the opportunity to contribute to school-based decisions through our faculty meetings. The teacher will present ideas from professional developments and share responsibilities in our school activities. The percentage of teachers in leadership roles will increase by at least 5% during the 22-23 school year.

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

With the implementation of Shared Leadership, an additional 25% of the staff will agree with the statement that the school personnel work together as a team by the end of the year School Climate Survey.

Person responsible for monitoring outcome:

Rhonda Williams (pr3781@dadeschools.net)

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

Within the Targeted Element of Shared Leadership, we will focus on the evidence-based strategy of Strategic selection of Training, Development and Work assignments. This strategy involves leaders designing a plan of development and training for specific stakeholders and ensuring they become the lead developer within the school community.

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

We decided to focus on Shared Leadership to address the critical need within our school of a low amount of leaders. The data reveals that only 63% of the staff members feel that we work as a team and we would to increase this percentage and build a team of leaders.

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

1.8/22-8/31 The Leadership Team will develop a list of committees and each staff member will sign up to become leaders of at least two committees and spearhead the school-wide activity. As a result, staff members will work collaboratively as a team and create monthly activities for the entire school to participate in.

Person Responsible Tiffany Davis (tiffie@dadeschools.net)

2. 8/22-10/14 The Leadership Team will spotlight a Faculty Member through walk-throughs to share best practices during our Faculty Meetings each month. As a result, faculty members will be able to gain knowledge on best practices to use in their individual classrooms and teachers will become expert leaders on a chosen topic.

Person Responsible Awanna Palmer (palmerawanna@gmail.com)

3. 10/1-10/14 The Leadership Team will schedule school-wide data chats to increase communication between all stakeholders to reflect on instruction, review data as a team and create instructional plans for their content areas. As a result, teachers will be able to reflect on their instruction and incorporate strategies learned from their teaching peers.

Person Responsible Rhonda Williams (pr3781@dadeschools.net)

4. 8/22-10/14 During Collaborative planning, coaches, administrators will share data in OneDrive regarding all assessments by grade level. As a result, teachers will be able to communicate in one place and have the power to make data-driven instructional decisions by content area and working together as a team. This will improve the overall success of our school.

Person Responsible Rhonda Williams (pr3781@dadeschools.net)

5. 10/31-12/16 The Leadership Team will re-schedule the school wide data chats to increase communication between all stakeholders to reflect on instruction, review data as a team and create instructional plans for their content areas. As a result, the teachers will be able to reflect on their instruction and incorporate strategies learned for their teaching peers.

Person Responsible Rhonda Williams (pr3781@dadeschools.net)

6.10/31-12/16 The Administrative Team and the Instructional Coaches will develop and create a shout-out board to showcase staff and teachers that are displaying a best practice, leadership skill or expert in a particular area. As a result, teachers will build capacity in their field and share knowledge with their peers on a monthly basis.

Person Responsible Awanna Palmer (palmerawanna@gmail.com)

#4. Positive Culture and Environment specifically relating to Parental Involvement and Attendance

Area of Focus
Description and Rationale: Based on the 2022 School Climate Survey in PowerBi, 50% of our teachers feel that there is a lack of parent concern/support. In addition, 59% of our students had 10 or more absences as indicated on the Student Attendance Chart in PowerBi. In comparison to the 20-21 school year, 21% of our staff felt there was a lack of concerns or support from parents. Over the last year, our parental engagement has declined and it is affecting our school culture and attendance. This data indicates that there is a need to increase our parent and teacher relationships to improve our overall attendance.
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.
 If we successfully implement Parent Engagement strategies, our teachers will feel that the parents support the school and the feedback will increase 10 percentage points in the 2022-2023 Climate survey by June 2023.
 If we successfully implement Attendance Initiatives, our attendance rates will decrease by 10%.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.
 The Leadership Team will plan activities during the school year so that parents and teachers can build a solid relationship. Each month will have an opportunity for parents to engage in a school activity. Every faculty meeting, the leadership team will survey the teachers for additional ideas and strategies to continue the improvement of the parental engagement relationship and attendance.
 The Attendance Review Committee will monitor the attendance bulletin on a daily basis. This committee will follow steps to reduce the amount of students missing 10 or more days of school.

Person responsible for monitoring outcome:
 Rhonda Williams (pr3781@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 Family Engagement to ensure that we build a rapport with parents to increase our student culture and academics.

The evidence based strategy to improve attendance is Attendance Initiatives.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific
 We want to improve our student outcomes, including closing the achievement gap between various groups of students. In addition, we want to create genuine and collaborative relationships with families to build families' capacities in supporting their students' academic growth.
 The rationale for selecting this strategy is to provide close monitoring and reporting of

strategy.

Describe the resources/

student absences, a developed process to call parents and provide direct measures including home visits and incentives for students with perfect attendance.

criteria used for selecting this strategy.

Action Steps to Implement

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

1. 9/1-9/30/2022 The Leadership Team will meet with various stakeholders to develop a quarterly calendar to create monthly activities to increase parental engagement.

Person

Responsible

Anissa Sheffield (asheffield@dadeschools.net)

2.8/22-10/14 The Attendance Review Committee (ARC) will analyze student attendance data in order to monitor and develop attendance plans on a daily basis. As a result, the counselor and the ARC team will monitor the attendance and follow the action plan to improve our overall student attendance.

Person

Responsible

Anissa Sheffield (asheffield@dadeschools.net)

3. 8/22-10/14 The ARC will contact parents of students with 3 or more absences and create an attendance agreement to improve attendance on a weekly basis. As a result, the counselor and the ARC team will follow the action plan to improve our overall student attendance.

Person

Responsible

Awanna Palmer (palmerawanna@gmail.com)

4. 8/22-10/14 The Assistant Principal will monitor classroom attendance by creating an attendance tracker of perfect attendance for each classroom. The Assistant Principal will give a shout out to all of the classes with perfect attendance on the morning announcements.

Person

Responsible

Awanna Palmer (palmerawanna@gmail.com)

5. 10/31-12/16 The Leadership Team will partner with community stakeholders to increase our parental involvement. The team will develop a calendar of events for the next quarter to encourage parents to come out and get involved with school activities. As a result, parents will gain knowledge about their child's school success and provide volunteer services to help the success of the school.

Person

Responsible

Awanna Palmer (palmerawanna@gmail.com)

6. 10/31-12/16 The Administrative Team and the Counselor will create a monthly activity to improve the attendance of the at-risk students. As a result, the students with more than 5 absences will be encouraged to attend school on a daily basis and our overall attendance daily rate will improve.

Person

Responsible

Anissa Sheffield (asheffield@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

Based on the 2022 SAT-10 ELA report, 53% of our 2nd grade students are not on track to score a Level 3 or above on the statewide, standardized ELA assessment. We will focus on intervention in K-2 with a reading tutor and interventionists to address this critical need.

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

Based on the School Profile report in PowerBi, 34% of our 3rd-5th grade students are proficient in ELA. Based on the data, intervention has been proven to be effective in the elementary grades. We will focus on intervention in 3-5 to address this critical need.

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)

The specific measurable outcome the school plans to achieve is to improve academic performance on the FAST statewide assessments. If we successfully provide the SQ3R strategy with intervention, standards-aligned instruction and differentiated instruction in the classroom, then the overall proficiency levels for ELA will improve by 10% on the FAST statewide assessments.

Grades 3-5: Measureable Outcome(s)

The specific measurable outcome the school plans to achieve is to improve academic performance on statewide assessments. If we successfully provide the SQ3R strategy with intervention, standards-aligned instruction and differentiated instruction in the classroom, then the overall proficiency levels for ELA will improve by 10% on the FAST statewide assessments.

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 Instructional Coaches will conduct weekly collaborative meetings with the ELA teachers to review data to drive instruction based on the standards and monitor the intervention data. In addition, the Administration Team will conduct walk-throughs with the coaches and ensure that instruction is aligned to the standards for ELA and intervention is taking place with fidelity. Intervention checkpoints will be completed and monitored, this will allow the students to improve their overall performance on the PM3 FAST assessment.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Davis, Tiffany, tiffie@dadeschools.net

Evidence-based Practices/Programs:

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

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

The evidence-based strategy that we are focusing on is the SQ3R strategy and Interventions/RTi which is aligned to the BEST ELA standards and the Reading Plan in grades K-5. SQ3R is a reading comprehension method named for its five steps: survey, question, read, recite, and review. Follow these steps to learn how to glean as much information as possible.

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?

Reading Horizons Intervention is an early identification and support for students with learning needs. The program is a research-based program that begins with high-quality instruction and universal screening of students and includes aligned interventions and ongoing monitoring. SQ3R is a reading comprehension method named for its five steps: survey, question, read, recite, and review. Follow these steps to learn how to glean as much information as possible.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

| Action Step | Person Responsible for Monitoring |
|---|--|
| <p>1.8/22-10/14 The Literacy Leadership Team will meet on a weekly basis to ensure that interventions are effective and instruction is taking place with fidelity daily. The Instructional Coaches will review the SQ3R strategy during common planning.</p> | <p>Palmer, Awanna, aalexander1@dadeschools.net</p> |
| <p>The Instructional Coach will meet with the teachers on a weekly basis to review the pacing guides to ensure reading and intervention instruction is aligned. As a result, the teachers will have an understanding of the weekly standards and provide quality instruction based on the aligned standards.</p> | <p>Davis, Tiffany, tiffie@dadeschools.net</p> |
| <p>The teachers will conduct intervention checkpoints by following the assessment calendar to collect data based on the standards. As a result, the teachers will identify the weakest standards and provide differentiated instruction to bridge the academic gaps.</p> | <p>Davis, Tiffany, tiffie@dadeschools.net</p> |
| <p>The Reading Coach will provide job-embedded professional learning for Reading Horizons during Collaborative Planning.</p> | <p>Davis, Tiffany, tiffie@dadeschools.net</p> |
| <p>The Instructional Reading Coach and teachers will create an intervention station in the classrooms to create a school wide system for intervention. As a result, the teachers will have a displayed calendar for the checkpoints to be created in a timely manner and intervention checkpoints will be completed.</p> | <p>Davis, Tiffany, tiffie@dadeschools.net</p> |
| <p>The Instructional Reading Coach will develop an intervention at a glance document and the Administrative Team will complete walk-throughs to monitor the fidelity of instruction. As a result, the Administrative Team will be able to identify teachers that require additional training to improve the success of the instruction.</p> | <p>Palmer, Awanna, palmerawanna@gmail.com</p> |

Positive Culture & Environment

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

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

The school address building a positive school culture by communicating with all stakeholders, providing school wide incentives, following our school-wide behavior matrix and creating positive social support for students and teachers by utilizing consistent protocols.

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

The stakeholders include the following:

1. Teachers- the role of the teacher is to communicate student progress, assist in setting the tone in the classroom by praising and celebrating positive behavior.
2. Parents - the role of the parent to keep an open line of communication with the school and participate in school wide activities.
3. Counselors- the role of the counselor is provide anti-bullying strategies and programs that develop social and emotional skills that can help nurture a safe, caring and connected school environment.
4. Administrators- The role of the school administration is to effectively communicate with all stakeholders as well as provide new and researched based strategies that enhance learning opportunities for students and staff members through newsletters and social media accounts.