Miami-Dade County Public Schools

Liberty City Elementary School

2022-23 Schoolwide Improvement Plan

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Liberty City Elementary School

1855 NW 71ST ST, Miami, FL 33147

http://libertycitye.dadeschools.net

Demographics

Principal: Lamar Johnson S

Start Date for this Principal: 7/15/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	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: C (45%) 2018-19: C (51%) 2017-18: C (43%)
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	100%

School Grades History

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

School Board Approval

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SIP Authority

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The staff and community of Liberty City Elementary, in partnership with families and the community, is dedicated to providing an educational foundation for students that will enable them to compete academically, economically, and globally. This will be accomplished through an effective, rigorous, hands-on, technology-rich environment that is safe for all students.

Provide the school's vision statement.

The staff and community of Liberty City Elementary School is committed and responsible for providing a quality education for all students; helping them develop a desire for excellence, and a sense of personal and social responsibility in a changing world.

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
Johnson, Lamar	Principal	As the school's principal, Mr. Johnson 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. Mr. Johnson establishes high expectations for all students, and ensures that the school-based team is implementing Multi-Tiered System of Supports (MTSS).
Jhones, Lindsey	Assistant Principal	As the Assistant Principal, Ms. Jhones works in collaboration with the principal in implementing the vision and mission for the school, as well as overall administration of instructional programs and campus level operations. Furthermore, Ms. Jhones coordinates assigned student activities and services. She ensures fidelity of the MTSS monitoring process by evaluating the following: instructional staff's implementation of tiered instruction, process of administering assessments, and the alignment of professional development with faculty needs.
Covelli, Christina	Assistant Principal	As the Assistant Principal, Ms. Covelli works in collaboration with the principal in implementing the vision and mission for the school. She ensures fidelity of the MTSS monitoring process by evaluating the following: instructional staff's implementation of tiered instruction, process of administering assessments, and the alignment of professional development with faculty needs.
Hamil, Jasma	Instructional Coach	As the Intermediate Literacy coach, Ms. Hamil provides direct instructional services related to improving and supporting classroom instruction. Ms. Hamil utilizes the teacher-coach collaboration model to support teachers in effective evidenced–based instructional strategies that will improve students' academic success.
Holmes, Samelia	Instructional Coach	As the Primary Literacy coach, Ms. Holmes provides direct instructional services related to improving and supporting classroom instruction. Ms. Holmes utilizes the teacher coach collaboration model to support teachers in effective evidenced–based instructional strategies that will improve students' academic success.

Demographic Information

Principal start date
Friday 7/15/2022, Lamar Johnson 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.*
0

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

7

Total number of teacher positions allocated to the school

12

Total number of students enrolled at the school

197

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	29	36	31	38	33	23	0	0	0	0	0	0	0	190
Attendance below 90 percent	2	9	7	12	5	7	0	0	0	0	0	0	0	42
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	4	9	4	2	0	0	0	0	0	0	0	0	19
Course failure in Math	0	2	6	3	5	5	0	0	0	0	0	0	0	21
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	3	5	12	0	0	0	0	0	0	0	20
Level 1 on 2022 statewide FSA Math assessment	0	0	0	3	9	12	0	0	0	0	0	0	0	24
Number of students with a substantial reading deficiency	0	5	8	21	7	15	0	0	0	0	0	0	0	56

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	3	4	8	5	8	11	0	0	0	0	0	0	0	39

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	4	4	2	5	0	0	0	0	0	0	0	0	0	15
Students retained two or more times	0	0	1	2	0	0	0	0	0	0	0	0	0	3

Date this data was collected or last updated

Monday 8/29/2022

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	21	42	23	39	33	47	0	0	0	0	0	0	0	205
Attendance below 90 percent	10	23	15	19	15	26	0	0	0	0	0	0	0	108
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	5	5	2	4	8	0	0	0	0	0	0	0	24
Course failure in Math	0	5	2	3	2	10	0	0	0	0	0	0	0	22
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	8	0	0	0	0	0	0	0	8
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	14	18	26	4	24	0	0	0	0	0	0	0	87

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	7	6	4	5	15	0	0	0	0	0	0	0	37

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	7	5	3	1	0	0	0	0	0	0	0	0	16
Students retained two or more times	0	0	0	1	0	5	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	21	42	23	39	33	47	0	0	0	0	0	0	0	205
Attendance below 90 percent	10	23	15	19	15	26	0	0	0	0	0	0	0	108
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	5	5	2	4	8	0	0	0	0	0	0	0	24
Course failure in Math	0	5	2	3	2	10	0	0	0	0	0	0	0	22
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	8	0	0	0	0	0	0	0	8
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	14	18	26	4	24	0	0	0	0	0	0	0	87

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	7	6	4	5	15	0	0	0	0	0	0	0	37

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	7	5	3	1	0	0	0	0	0	0	0	0	16
Students retained two or more times	0	0	0	1	0	5	0	0	0	0	0	0	0	6

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	36%	62%	56%				34%	62%	57%
ELA Learning Gains	50%						64%	62%	58%
ELA Lowest 25th Percentile	60%						79%	58%	53%
Math Achievement	23%	58%	50%				56%	69%	63%
Math Learning Gains	47%						57%	66%	62%
Math Lowest 25th Percentile	76%						32%	55%	51%
Science Achievement	26%	64%	59%				34%	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	23%	60%	-37%	58%	-35%
Cohort Comparison		0%				
04	2022					
	2019	38%	64%	-26%	58%	-20%
Cohort Comparison		-23%				
05	2022					
	2019	30%	60%	-30%	56%	-26%
Cohort Comparison		-38%				

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	77%	69%	8%	64%	13%
Cohort Comparison		-48%				
05	2022					
	2019	30%	65%	-35%	60%	-30%
Cohort Comparison		-77%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	30%	53%	-23%	53%	-23%
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	29	46		6	54						
ELL	36			27							
BLK	35	54	64	21	48	80	32				
HSP	38	30		38	40						
FRL	35	49	60	24	46	75	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	19			14							
ELL	15			27							
BLK	35	32		32	5		9				
HSP	29			42							
FRL	34	41		34	23		14				
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	50	76	77	32	24	18					
ELL											
BLK	34	63	78	53	55	25	32				
HSP	29			64							
FRL	33	63	78	55	57	33	34				

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	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	33
Total Points Earned for the Federal Index	351
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34

Students With Disabilities	
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	32
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	48
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	35
Hispanic Students Subgroup Below 41% in the Current Year?	YES
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	44
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?

According to the 2022 student achievement data, when compared to the 2021 FSA data, the trends that emerge across core content areas showed an increase in proficiency from 34% in 2021 to 36% in 2022 (+2 percentage points), learning gains from 40% in 2021 to 50% in 2022 (+10 percentage points) and lowest quartile learning gains in ELA from 0% in 2021 to 60% in 2022 (+60 percentage points); an increase in math learning gains from 23% in 2021 to 47% in 2022 (+24 percentage points) and math lowest quartile learning gains from 0% in 2021 to 76% in 2022 (+76 percentage points); and an increase in science proficiency from 14% in 2021 to 26% in 2022 (+12 percentage points).

According to the 2022 student achievement data, the trends that emerge across subgroups showed an increase in the achievement of the following subgroups in ELA: students with disabilities 34%, English Language Learners 52%, Hispanics, and students who receive free or reduced lunch.

According to the 2022 student achievement data, the trends that emerge across subgroups showed a decrease in the achievement of the following subgroups in Mathematics: students with disabilities, Blacks, Hispanics, and students who receive free or reduced lunch.

According to the 2022 student achievement data, the trends that emerge across subgroups showed an increase in the achievement of the following subgroups in Science: Blacks and students who receive free or reduced lunch.

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

Based off progress monitoring and 2022 state assessments, the data components that demonstrate the greatest need for improvement is ELA proficiency (from 34% in 2021 to 36% in 2022), Math proficiency (from 56% in 2021 to 23% in 2022), and Science Proficiency (from 14% in 2021 to 26% in 2022).

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 that led to this need for improvement were concerns with teacher quality, teacher attendance, and student attendance. The actions needed to address this need for improvement are the use of coach-teacher collaboration to address the whole group instruction concerns and provide support as needed. Furthermore, push-in/ pull-out support from an interventionist and data-driven instruction tailored to support the student's needs will be implemented to increase student performance. The actions needed to address teacher/student attendance includes incentives, utilization of the Attendance Review Committee, and progressive disciplinary actions.

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

Based off progress monitoring and 2022 state assessments, the data components that demonstrated the most improvement were ELA L25 learning gains from 0% in 2021 to 60% in 2022 (+60%), Math learning gains from 23% in 2021 to 24% in 2022 (+24%), Math L25 learning gains from 0% in 2021 to 76% in 2022 (+76%) and Science proficiency from 14% in 2021 to 26% in 2022 (+12%).

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

The contributing factors that led to this improvement were data-driven instruction, collaborative planning, standards-based instruction, instructional coaching support, teacher-administration data chats and classroom walkthroughs. The actions that the school took included use of interventions, extended learning opportunities, and push-in class support.

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

To accelerate learning, strategies such as data-driven instruction, differentiated instruction (DI), academic vocabulary instruction, checks for understanding, standards-based learning, and collaborative planning needs to be implemented. Furthermore, extended learning opportunities will be offered to mitigate learning loss of students.

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 professional development opportunities that will be provided at the school to support teachers and leaders are: B.E.S.T. Standards, using data to effectively drive instruction, effective use of DI, and appropriate use of instructional materials/resources. The PDs will take place on the first Wednesday of each month.

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 will include extended learning opportunities 9before/after school, Saturday Academy, Winter/ Spring Break Academy), Collaborative Planning, data tracking/ monitoring, Data Chats with teachers, weekly walk-throughs, and debriefing processes with teachers to ensure accountability.

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

:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
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 demographic data 2021-2022 ESSA Subgroup Information the students with disabilities, ELL and HSP subgroups performed below the required amount of 41%.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With the implementation of differentiated instruction, an additional 5% of the students will score at grade level or above in the areas of ELA, Math and Science as evidenced on state assessments.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Leadership Team will conduct quarterly data chats and provide feedback to teachers as a follow-up of Collaborative Planning sit-ins and instructional walk-throughs. The Instructional Coaches will conduct bi-weekly data chats to monitor students' progress, make academic decisions based on students' topic assessments and PMAs, and monitor students' progress in interventions and small group instruction. We will create a school-wide tracker to monitor students' progress on topic assessments and bi-weekly assessments, this data will be analyzed by the Leadership Team during meetings to ensure that students are making progress towards proficiency and to make instructional decisions for the students who are not making progress.
Person responsible for monitoring outcome:	Lindsey Jhones (ljhones@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented	Within the targeted element of Differentiated Instruction, we will focus on a framework that will provide instruction based on the students' academic level in order to meet proficiency.

for this Area of Focus.	
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Differentiated Instruction in comparison to the data will ensure that teachers are using relevant and recent data to plan lessons that are customized to student needs.

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.

(August 22- October,14 2022) Extended Learning Opportunities (before/after school, Saturday Academy, Winter/ Spring Break) will be offered to students with disabilities, ELL, and Hispanic students to mitigate learning loss. As a result, student's learning loss will be mitigated and there will be an increase in student outcomes in the students with disabilities, ELL, and Hispanic students' subgroups on state assessments.

Person Responsible	Lindsey Jhones (ljhones@dadeschools.net)

(August 22- October,14 2022) Teachers will develop lessons that incorporate differentiated activities that include the use of ESOL/SWD strategies, materials, and accommodations. As a result, students will become more familiar with how to use their accommodations to improve their performance in class and on state assessments.

Person Responsible	Lindsey Jhones (ljhones@dadeschools.net)

(August 22- October,14 2022) Teachers and instructional coaches will meet weekly to discuss student data and create differentiated instruction plans to meet the diverse group of learners being guided by pertinent data and student's unique learning style. As a result, there will be data-driven small group instruction to increase the student outcomes in the students with disabilities, ELL and Hispanic students subgroups on state assessments.

Person Responsible	Lindsey Jhones (ljhones@dadeschools.net)

(August 22-October,14 2022) Instructional coaches and teachers will monitor the student's data and ensure that students are making growth evidence by topic assessments, progress monitoring assessments and iReady diagnostics. As a result, there will be data-driven small group instruction to increase the student outcomes in the students with disabilities, ELL and Hispanic students subgroups on state assessments.

Person Responsible	Lindsey Jhones (ljhones@dadeschools.net)

(October 31- December 16, 2022) The ESE teacher and instructional coaches will support targeted subgroups of students during Differentiated Instruction in an inclusion model as a second teacher led center based on student data.

Person Responsible   Jasma Hamil (jhamil@dadeschools.net)

(October 31- December 16, 2022) The Education Transformation Office's ESOL Curriculum Support Specialist will provide a professional development to support our teachers will the infusion of ESOL strategies.

Person Responsible   Lindsey Jhones (ljhones@dadeschools.net)

#2. Instructional Practice specifically relating to B.E.S.T. Standards	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	This year we have new B.E.S.T. standards, a new test, and a new system of accountability. Because of this there are many unique challenges that will require changes to instructional practices and building of teacher capacity. After reviewing the 2021–2022 assessment results, there is a need to increase student proficiency in reading, math, and science. Furthermore, based on school climate results from the 2021-2022 school year, 60% of the staff strongly agreed that students were deficient in basic academic skills.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	According to the 2022 FSA proficiency data, 36% of the students in grades 3-5 are proficient in ELA, 23% of the students in grades 3-5 are proficient in Math, and 26% of the 5th grade students are proficient in science. The ELA proficiency by grade level was as follows: 3rd grade-44%, 4th grade- 33% and 5th grade- 24%. The Math proficiency by grade level was as follows: 3rd grade-22%, 4th grade- 30% and 5th grade- 16%. Based on the data, With implementation of standards-aligned instruction, 40% of the students will score proficiency in ELA and Math on the F.A.S.T. assessment; 30% of the students will score proficiency in Science.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Leadership Team members and Administration will monitor the implementation of the B.E.S.T. Standards through Collaborative Planning and instructional walkthroughs. Administration will schedule opportunities throughout the school year for teachers to participate in Collaborative Planning. Teachers will meet weekly with instructional coaches to plan lessons based on the standards/learning targets and ensure that all student products and teaching techniques are aligned to the intended standards. Teachers will deliver planned lessons to guide students through the demands of the standards/learning target. Students will show evidence of mastering the lesson objective through their work samples/tasks. Administration will conduct walkthroughs and provide feedback to teachers/ coaches as need.
Person responsible for monitoring outcome:	Lamar Johnson (pr2981@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being	Within the Targeted Element of B.E.S.T. Standards, our school will focus on the evidence-based strategy of: Standards-Based Collaborative Planning. Standards-Based Collaborative Planning will provide teachers opportunities to work together, learn from one another and improve standards-aligned lesson quality, instructional effectiveness and student achievement in ELA, Math, and Science. Grade-level and/or department planning is to be implemented weekly.

implemented for this Area of Focus.

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

Standards-Based Collaborative Planning will ensure that teachers improve their standards aligned lesson quality and instructional effectiveness while collaborating with other teachers. The collaboration between teachers will better prepare teachers to align instruction and resources with standards to improve student achievement.

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.

(August 22- October 14, 2022) Teachers will participate in weekly Standards-Based Collaborative Planning. As a result, teachers will engage in topics such as the understanding of standards and benchmark clarifications, aligning of resources and assessments, disaggregating data of Standards-Based assessments, reviewing of Standards-Based student work samples, and discussion of student misconceptions and errors.

Person Responsible   Jasma Hamil (jhamil@dadeschools.net)

(August 22- October 14, 2022) Teachers will engage in data chats with students and administration by October 2022. As a result, teachers will identify student's areas of strengths long with steps on how students can improve.

Person Responsible   Lindsey Jhones (ljhones@dadeschools.net)

(August 22- October 14, 2022) Teachers will attend professional development to deepen their understanding of the B.E.S.T. standards during monthly in-house professional developments that occur on the first Wednesday of each month led by coaches with assistance from curriculum support specialists. As a result, administration will follow through with PD look-fors identified by the transformational coach and curriculum support specialist recommendations.

Person Responsible   Lamar Johnson (pr2981@dadeschools.net)

(August 22- October 14, 2022) Teachers and coaches will utilize the B.E.S.T. Standards implementation guide and district resources to develop standards-aligned instruction that incorporates the four major differences between instruction of the current standards and the B.E.S.T. As a result of this, classroom instruction should be explicit, standards-aligned and incorporates the instructional shifts in ELA and Math.

Person Responsible   Jasma Hamil (jhamil@dadeschools.net)

(October 31- December 16, 2022) Coaches and teachers will plan to ensure that ELA.K12.EE.4.1 (Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations) is evident in the classroom during the delivery of lessons.

Person Responsible   Samelia Holmes (samelia_holmes@dadeschools.net)

(October 31- December 16, 2022) During collaborative planning the mathematics coach and teachers will plan for and model explicit instruction of the build to understand and model real life portion of the math framework to improve the instructional delivery of the B.E.S.T Math standards.

Person Responsible   Lindsey Jhones (ljhones@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 qualitative data from the School Climate survey, 20% of staff members strongly agree with the statement, "I feel my ideas are listened to and considered." It is important for staff members to feel that they are listened to and considered. Developing teachers into leaders and giving more teachers leadership roles and opportunities to be involved in the school's decision-making process will help teachers to feel listened to and considered.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With the implementation of Transformational Leadership specifically relating to Leadership Development, 30% of the staff members will improve their instructional leadership capacity thus leading to an increase in student proficiency in reading, math and science as evidenced by state assessment data.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Teachers will be provided the opportunity to contribute to school-wide decisions through monthly meetings and an increase of 7 percentage points will be reflected in the School Climate survey in more staff agreeing with the statement, "I feel my ideas are listened to and considered." This will be realized through teachers participating in the logistical elements of meetings, and discussing and presenting ideas to solve issues that arise. Monthly Literacy Leadership Team meetings will be scheduled on our Master Calendar and on our Weekly Roar and communicated to teachers. The Literacy Leadership Team will be composed of the Administrative Team, grade-level or department chairpersons and counselor. During the meeting, schoolwide concerns will be addressed and resolved with input from stakeholders.
Person responsible for monitoring outcome:	Lamar Johnson (pr2981@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being	Within the Targeted Element of Leadership Development, we will focus on the evidence based strategy: Shared Leadership. Shared Leadership will help to develop leadership capacity and involve stakeholders in working together to solve problems and create an engaging school climate that foster student learning.

implemented for this Area of Focus.

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

Engaging teachers in discussions about schoolwide initiatives and concerns as well as working together for ideas and solutions empowers teachers and helps with accountability in resolving issues. Shared Leadership allows teachers an opportunity to use their talents and expertise within the building to carry out the vision and mission of the school and problem solve.

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.

(August 19, 2022) During the Opening of Schools meeting, teachers will sign up to lead different activities for the year. As a result, teachers will choose what they are passionate about and lead committees to execute school based activities.

Person Responsible	Lamar Johnson (pr2981@dadeschools.net)

(August 22-October,14 2022) Teachers will be assigned various responsibilities across the school and meet on a monthly basis to discuss outcomes, challenges, and next steps. As a result, teachers will feel empowered and take more initiative to share new ideas and suggestions to improve the school.

Person Responsible	Lindsey Jhones (ljhones@dadeschools.net)

(August 22-October,14 2022) Administration will schedule and implement monthly Literacy Leadership Meetings to build capacity, problem solve, work together towards a shared purpose, and share responsibility and accountability. As a result, teachers will build meaningful relationships with their colleagues, and feel that their input is valued.

Person Responsible	Lamar Johnson (pr2981@dadeschools.net)

(August 22-October,14 2022) During the first two months of school, the Leadership Team will provide opportunities and encourage staff members to share their knowledge in their area of expertise with other staff members and the community during Collaborative Planning meetings, and monthly professional development sessions beginning in September. As a result, teachers will improve their pedagogy by learning from each other in highly contextualized ways that are immediately applicable to their practice.

Person Responsible	Lindsey Jhones (ljhones@dadeschools.net)

(October 31- December 16, 2022) Teachers who attend Education Transformation Office professional developments "In depth planning sessions" on Saturdays will have opportunities to share ideas and best practices with colleagues during collaborative planning and faculty meetings.

Person Responsible Lindsey Jhones (ljhones@dadeschools.net)

(October 31- December 16, 2022) The Literacy Leadership Team will identify model classrooms and facilitate learning walks to further develop teacher capacity.

Person Responsible Lamar Johnson (pr2981@dadeschools.net)

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

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on the data review, our school will implement the Targeted Element of Parental Involvement. Through our data review, we noticed that this is a critical need for our school as shown by the School Climate Survey. Many staff members feel that there is a lack of concern/support from parents. Also, our school does not have an operating PTSA. With the support of parents, students tend to be more engaged in their educational experience.
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 parental involvement, our students will show an improvement in academics and in attendance. With an operating PTSA, parent involvement will include at least 10 parents by June 2023.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Leadership Team will work to connect families who struggle to be involved with their child's overall school experience. Parents will be notified about PTSA recruitment and meetings via Schoology, School Messenger, Social Media and flyers sent home. Parents' attendance at meetings will be monitored through the use of attendance sheets. Incentives at meetings will be available to parents who attend meetings.
Person responsible for monitoring outcome:	Lamar Johnson (pr2981@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The evidence-based strategy being implementing for this Area of Focus is Family Engagement. Involving the parents/caregivers will help to increase the students' and the parents' awareness of the importance of school. As a result, involving the parents will increase their knowledge on the education of their children.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Parental Involvement will assist in increasing the academic performance of the students. It will also build capacity of parents to support their child's academic growth.

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.

(August 22- October 14, 2022) Administration will contact the district's PTSA office to get guidance/ support on how to establish a PTSA. As a result the school will have guidance on the policy and procedures needed to establish a PTSA.

Person Responsible   Lamar Johnson (pr2981@dadeschools.net)

(August 22- October 14, 2022) The school will recruit parents to establish a PTSA. In addition, there will be an ongoing process of recruiting parents during 21st Century and Miami Children's Museum after school program parent pick-up, Open House, and 21st Century Parent Curriculum Nights. As a result, the school's parental involvement will improve.

Person Responsible   Lindsey Jhones (ljhones@dadeschools.net)

(August 22- October 14, 2022) PTSA board meeting will take place in order to prioritize initiatives and parental involvement strategies for the 2022-2023 school year. As a result, the PTSA board will be selected and a calendar of events will be created.

Person Responsible   Lamar Johnson (pr2981@dadeschools.net)

(August 22- October 14, 2022) The school will host monthly Parent Academy meetings facilitated by the FIU Education Effect. As a result, parents will learn how to support their child's academic success and promote parental involvement in school.

Person Responsible   Lamar Johnson (pr2981@dadeschools.net)

(October 31- December 16, 2022) PTSA board will be selected and our first PTSA meeting will be held.

Person Responsible   Lamar Johnson (pr2981@dadeschools.net)

(October 31- December 16, 2022) The parent academy will continue to hold monthly meetings with a focus on child's academic success. A workshop will be conducted that will teach parents how to create a parent portal and utilize all the different resources.

Person Responsible   Lindsey Jhones (ljhones@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

According to the 2022 state data, grades Kindergarten, first and second have 50% or more students who are not on track to score Level 3 or above on the statewide ELA assessment. This data is concerning because it has an adverse affect on student learning in literacy, if students are not on grade level then it will be difficult for them to meet the rigorous demands of the B.E.S.T. standards. Based on the 2022 data review, our school will implement small group intervention instruction for Tier 2 and Tier 3 students due to the high number of students with reading deficiencies. The transformational coaches will develop an the interventionist schedule that will provide K-2 teachers support during intervention so that the interventionists can focus on tier 2 and tier 3 students and provide more phonics instruction to meet the needs of our students with reading deficiencies and push our tier 2 students to become proficient students.

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

According to the 2022 state data, grades third, fourth and fifth have 50% or more students who are not on track to score Level 3 or above on the statewide ELA assessment. This data is concerning because it has an adverse affect on student learning in literacy, if students are not on grade level then it will be difficult for them to meet the rigorous demands of the B.E.S.T. standards. Based on the 2022 data review, our school will implement small group intervention instruction for Tier 2 and Tier 3 students due to the high number of students with reading deficiencies. The transformational coaches will develop an the interventionist schedule that will provide K-2 teachers support during intervention so that the interventionists can focus on tier 2 and tier 3 students and provide more phonics instruction to meet the needs of our students with reading deficiencies and push our tier 2 students to become proficient students.

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)

With the implementation of ELA interventions, the percentage of students in Grades KG-2nd who are on track to score a level 3 or higher on state assessments will increase by 4%. Administration and instructional coaches will implement data chats as a leadership team that focus on intervention Progress Monitoring Assessment data and monitor the progression of our tier 2 and tier 3 students. We anticipate a decrease in tier 2 and tier 3 students and an increase in proficient students if we implement this practice with fidelity.

Grades 3-5: Measureable Outcome(s)

With the implementation of ELA interventions, the percentage of students in Grades 3-5 who score a level 3 or higher on state assessments will increase by 4%. Administration and instructional coaches will implement data chats as a leadership team that focus on intervention Progress Monitoring Assessment data and monitor the progression of our tier 2 and tier 3 students. We anticipate a decrease in tier 2 and tier 3 students and an increase in proficient students if we implement this practice with fidelity.

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.

If we implement small group instruction for intervention and closely monitor Progress Monitoring Assessments we anticipate that we will have a smaller group of students that fall into a tier 2 or tier 3 group and the reading deficiencies will decrease and we will increase the number or proficient students. Administration and instructional coaches will implement data chats as a leadership team that focus on intervention Progress Monitoring Assessment data and monitor the progression of our tier 2 and tier 3 students. We anticipate a decrease in tier 2 and tier 3 students and an increase in proficient students if we implement this practice with fidelity.

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

Jhones, Lindsey, ljhones@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 Leadership Team members and Administration will monitor the implementation of the Instructional Practice specifically relating to Reading/ELA through interventions. Administration will schedule opportunities throughout the school year for teachers/interventionist to participate in Collaborative Planning and data chats. Teachers/interventionists will deliver planned lessons to guide students through the demands of the standards/learning target. Students will show evidence of mastering the lesson objective through their work samples/tasks. Administration will conduct walkthroughs and provide feedback to teachers/ coaches as need. Teachers and interventionists will be using Reading Horizons for intervention program and Wonders reading series for our English Language Arts instruction. Both of these curriculums are evidence-based and are aligned to the B.E.S.T standards.

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 Intervention provides students with an opportunity to increase reading, writing, test taking, and study skills at their instructional level. Each class is designed to meet the individual needs of students within a small group setting. The pace of instruction is modified to allow for different rates of learning. Due to our

high number of tier 2 and tier 3 students with reading deficiencies we anticipate that teaching students how to connect new knowledge to what is already known through targeted instruction will decrease those deficiencies evidenced by iReady diagnostic data and FAST assessments.

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
(August 22- October,14 2022) Literacy Coaches will ensure intervention is taking place with fidelity and small group settings. Furthermore, the Literacy Coaches will ensure that the interventionist and teachers providing the intervention instruction are using the proper resources and delivering the lessons correctly with all the components that are required.	Hamil, Jasma, jhamil@dadeschools.net
(August 22- October,14 2022) Administration and Literacy Coaches will ensure that all teachers are properly tracking Progress Monitoring Assessments in a timely manner so teachers, Literacy Coaches and administration can monitor all students progress and make necessary changes to instruction.	Jhones, Lindsey, ljhones@dadeschools.net
(August 22- October,14 2022) The Literacy Leadership team will ensure that all B.E.S.T initiatives are in place in order to increase ELA data school wide and increase the number of proficient students.	Jhones, Lindsey, ljhones@dadeschools.net
(August 22- October,14 2022) The instructional coaches will train on instructional staff on the intervention program implementation for the 2022-2023 school year.	Holmes, Samelia, samelia_holmes@dadeschools.net
(October 31- December 16, 2022) The Instructional Coaches will develop intervention packets with student transfer cards, to be inserted in all intervention folders, to serve as evidence of daily intervention in each classroom.	Hamil, Jasma, jhamil@dadeschools.net
(October 31- December 16, 2022) During collaborative planning, the ELA teachers and Instructional Coaches will plan for explicit instruction by focusing on how the lesson will be taught and which resources will be utilized to build teacher content knowledge and instructional delivery strategies.	Hamil, Jasma, jhamil@dadeschools.net

Positive Culture & Environment

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

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

Our strengths within a positive school culture are physical and emotional safety and support, relationships and connections. Students are supported through mentorship programs, student service staff support, attendance initiative, and PBIS (Positive Behavioral Intervention and Support). The school's continuous implementation of our attendance initiative provides positive support and encouragement to both students and teachers. Students are mentored through the 5000 Role Models of Excellence Project and our Girl Scouts Troup to help develop and shape our student into productive citizens. Teachers and staff are empowered through successful implementation of our sustained practices. These implementations encourage faculty, staff and students to have a positive and higher expectations, which will promote growth amongst students.

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

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principal, Instructional Coaches, Teacher Leaders and Counselors (our Schools Leadership Team). The Principal's role is to monitor and oversee all the school's initiatives and respond to any areas of concern. The Assistant Principal oversee attendance initiatives and ensure attendance team meets/communicates findings in a timely manner. The Counselor will support students with character education and values matter. Teacher Leaders and Instructional Coaches assist with instilling the mission statement, vision statement, core values and Values Matter to students, parents, faculty and staff. Teachers and Counselor will use PBIS with students to promote positive culture and environment.