

Miami-Dade County Public Schools

Maya Angelou Elementary School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	11
Planning for Improvement	15
Positive Culture & Environment	0
Budget to Support Goals	0

Maya Angelou Elementary School

1850 NW 32ND ST, Miami, FL 33142

<http://maya.dadeschools.net>

Demographics

Principal: Maria Gancedo Guzman E

Start Date for this Principal: 7/15/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	95%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students Economically Disadvantaged Students
School Grades History	2021-22: B (56%) 2018-19: C (47%) 2017-18: B (55%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Table of Contents

Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	11
Planning for Improvement	15
Title I Requirements	0
Budget to Support Goals	0

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<http://maya.dadeschools.net>

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	95%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

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

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Maya Angelou Elementary School is to work together with the home and the community to empower our students to achieve educational success through a diverse curriculum, while providing a nurturing environment that consistently identifies and addresses the needs of the whole child, fosters multicultural understanding, and fuels the desire for life-long learning.

Provide the school's vision statement.

The vision of Maya Angelou Elementary School is to strive to develop a community of life-long learners instilled with the belief that a positive outlook, hard work, perseverance, and respect for humanity are the keys to a successful future.

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
Lewis, Donna	Principal	The principal oversees all of the major systems (budgetary, personnel, academic, cultural) aspects of the school house. The principal guides the development of school-wide initiatives and ensures all stakeholders are working collaboratively towards those overarching goals. The principal ensures that the appropriate personnel oversee the implementation of all District Initiatives so that the school's programs and curriculum are aligned to those of the District. Furthermore, the Principal analyzes progress monitoring data and conducts frequent data chats in order to ensure students are mastering concepts and that intervention programs are effective.
Guthrie, Elda	Reading Coach	The Reading Coach works collaboratively with the leadership team and teachers in Grades 3 through 5 to ensure that the Reading Program is being implemented with fidelity. The Reading Coach spearheads professional development initiatives and provides support on an individual basis. The Reading Coach leads collaborative planning sessions to ensure that ELA lessons are standards-based and aligned to District Pacing Guides. In addition, the Reading Coach oversees intervention programs and assists with collecting and disaggregating OPM data to ensure that intervention programs are effectively implemented.
Juan, Kirsten	Reading Coach	The Reading Coach works collaboratively with the leadership team and teachers in Kindergarten to Grade 2 to ensure that the Reading Program is being implemented with fidelity. The Reading Coach spearheads professional development initiatives and provides support on an individual basis. The Reading Coach leads collaborative planning sessions to ensure that ELA lessons are standards-based and aligned to District Pacing Guides. In addition, the Reading Coach oversees intervention programs and assists with collecting and disaggregating OPM data to ensure that intervention programs are effectively implemented.
Nunez, Melissa	Math Coach	The Mathematics Coach works collaboratively with the leadership team and teachers in Kindergarten through Grade 5 to ensure that the Math Program is being implemented with fidelity. The Math Coach spearheads professional development initiatives and provides support on an individual basis. The Math Coach leads collaborative planning sessions to ensure that lessons are standards-based and aligned to District Pacing Guides. In addition, the Math Coach conducts data chats and assists teachers with planning for Differentiated Instruction.
Stephens, Angela	School Counselor	The school counselor, along with the MTSS Team, oversees intervention strategies to ensure students receive the academic and behavior support needed. The school counselor participates in data chats in order to evaluate the effectiveness of intervention programs and identify students in need of additional services. The school counselor also coordinates additional support with private agencies and oversees wellness plans for the school's at-risk students. In addition, the school counselor is part of the Attendance Review Committee and communicates with parents to

Name	Position Title	Job Duties and Responsibilities
		ensure additional resources are provided, when needed, to students with high rates of absenteeism.
Gancedo, Maria	Assistant Principal	The assistant principal, Maria Gancedo-Guzman, assists with the management of all the major systems (personnel, academic, cultural) of the school house. The assistant principal assists with the development of school-wide initiatives and works with all stakeholders towards achieving those overarching goals. The assistant principal oversees curriculum planning to ensure that State Standards and District Pacing Guides are being followed. The assistant principal assists with the collection of progress monitoring data in order to analyze the effectiveness of grade level instruction and/or intervention programs. In addition, the assistant principal is a member to the MTSS team to ensure that early interventions are in place to assist all students who need additional learning opportunities.

Demographic Information

Principal start date

Sunday 7/15/2018, Maria Gancedo Guzman E

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.*

3

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.*

12

Total number of teacher positions allocated to the school

45

Total number of students enrolled at the school

582

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

4

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

4

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	65	119	94	114	84	103	0	0	0	0	0	0	0	579	
Attendance below 90 percent	0	28	23	18	11	11	0	0	0	0	0	0	0	91	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	22	46	20	12	0	0	0	0	0	0	0	100	
Course failure in Math	0	0	25	37	18	27	0	0	0	0	0	0	0	107	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	30	20	28	0	0	0	0	0	0	0	78	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	18	18	31	0	0	0	0	0	0	0	67	
Number of students with a substantial reading deficiency	0	0	39	80	27	32	0	0	0	0	0	0	0	178	

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	23	46	27	32	0	0	0	0	0	0	0	128	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	14	32	0	0	0	0	0	0	0	0	0	46
Students retained two or more times	0	0	0	2	1	0	0	0	0	0	0	0	0	3

Date this data was collected or last updated

Friday 8/26/2022

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	64	58	96	128	93	125	0	0	0	0	0	0	0	564	
Attendance below 90 percent	13	26	32	49	26	40	0	0	0	0	0	0	0	186	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	3	38	26	22	0	0	0	0	0	0	0	89	
Course failure in Math	0	0	9	53	40	30	0	0	0	0	0	0	0	132	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	26	0	0	0	0	0	0	0	26	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	12	0	0	0	0	0	0	0	12	
Number of students with a substantial reading deficiency	0	11	57	99	42	62	0	0	0	0	0	0	0	271	
	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	7	51	27	40	0	0	0	0	0	0	0	125

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	1	0	20	0	0	0	0	0	0	0	0	0	21	
Students retained two or more times	0	0	0	2	0	4	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	123	77	101	118	96	132	0	0	0	0	0	0	0	647	
Attendance below 90 percent	29	19	15	17	10	32	0	0	0	0	0	0	0	122	
One or more suspensions	0	0	0	0	0	14	0	0	0	0	0	0	0	14	
Course failure in ELA	0	13	34	47	10	26	0	0	0	0	0	0	0	130	
Course failure in Math	0	12	31	44	27	32	0	0	0	0	0	0	0	146	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	26	0	0	0	0	0	0	0	26	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	12	0	0	0	0	0	0	0	12	
Number of students with a substantial reading deficiency	0	31	56	68	32	58	0	0	0	0	0	0	0	245	
	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	9	30	62	30	56	0	0	0	0	0	0	0	187	

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	13	33	0	0	0	0	0	0	0	0	0	46	
Students retained two or more times	0	0	0	3	0	0	0	0	0	0	0	0	0	3	

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	45%	62%	56%				36%	62%	57%
ELA Learning Gains	68%						45%	62%	58%
ELA Lowest 25th Percentile	55%						37%	58%	53%
Math Achievement	52%	58%	50%				61%	69%	63%
Math Learning Gains	70%						66%	66%	62%
Math Lowest 25th Percentile	62%						50%	55%	51%
Science Achievement	41%	64%	59%				37%	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	33%	60%	-27%	56%	-23%
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	47%	67%	-20%	62%	-15%
Cohort Comparison		0%				
04	2022					
	2019	68%	69%	-1%	64%	4%
Cohort Comparison		-47%				
05	2022					
	2019	52%	65%	-13%	60%	-8%
Cohort Comparison		-68%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	33%	53%	-20%	53%	-20%

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	25	63		42	88						
ELL	39	62	52	48	71	59	35				
BLK	50	85		46	80						
HSP	45	66	53	53	70	61	41				
FRL	46	69	58	54	70	61	42				
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	7	26		15	18		5				
ELL	33	54	64	35	36	55	19				
BLK	42			21							
HSP	37	57	65	36	32	52	24				
FRL	38	56	65	36	34	57	22				
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	15	43	35	38	53	42	20				
ELL	33	44	34	58	63	48	39				
BLK	39	53		52	58		33				
HSP	36	45	37	63	66	48	37				
FRL	35	46	41	62	67	54	37				

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	56
Total Points Earned for the Federal Index	449

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	57
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	53
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	65
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	56
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	57
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

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

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

When analyzing data trends, it is evident that Grade 3 proficiency data is consistently lower than Grade 4 and 5. This trend is noted in both ELA and Mathematics. In 2022, FSA proficiency data in Grade 3 was 29% while Grade 4 had 50% and Grade 5 had 45%. Likewise in Mathematics, FSA 2022 proficiency in Grade 3 was 47% while Grade 4 had 60% and Grade 5 had 49%. Three year trend data indicates that proficiency in ELA has consistently increased from 36% in 2019 to 45% in 2022. Math proficiency, on the other hand, demonstrated a sharp decrease from 61% in 2019 to 35% in 2021. Current data demonstrates the school is gradually increasing towards pre-pandemic scores with 52% proficiency in 2022. The school demonstrated increases in all but one reporting categories when comparing FSA data from 2021 to 2022. Overall Reading Proficiency increased from 37% in 2021 to 45% in 2022. Learning Gains in Reading increased from 56% in 2021 to 68% in 2022. Learning Gains for the Lowest 25% (L25) in Reading decreased from 67% in 2021 to 55% in 2022. Similar data trends are noted in Mathematics, with overall Mathematics Proficiency demonstrating an increase from 35% in 2021 to 52%. Learning Gains in Mathematics increased from 31% in 2021 to 70% in 2022. Learning Gains for the L25 also increased 54% in 2021 to 62% in 2022. In Science, overall proficiency increased from 23% in 2021 to 41% in 2022.

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

Based on the 2022 state assessment data, the greatest area of need is to increase proficiency levels in all core subjects. In ELA, the number of students who scored at a Level 3 or above was 45%. In Math, the number of students who scored at a Level 3 and above was 52%. In Science, the number of students who scored at a Level 3 and above was 41%. All of these proficiency levels indicate that half or less than half of students are meeting grade level expectations.

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

Currently, 54% of students at the school are English Language Learners (Levels I-IV). Oftentimes, these students lack formal education in their native language. Students in this subgroup often need additional learning opportunities with decoding, academic vocabulary, and comprehension. High levels of mobility lead to a large number of student who require additional support with basic/foundational and pre-requisite skills. In addition, the school has a large number of students who have high rates of absenteeism. If students are not in school consistently, they inevitably fall behind. This widens the achievement gap. In order to address this need for improvement, students will receive interventions and extended learning opportunities which are directly aligned to their instructional needs. Frequent progress monitoring will be in place to ensure that students are mastering concepts and to assess the effectiveness of intervention and DI activities.

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

Data from the 2022 FSA indicates that Learning Gains in most areas demonstrated the most improvement. In Reading, overall learning gains were 68%, with the L25 demonstrating 55%. In Math, overall learning gains were 70%, with the L25 demonstrating 62%. In addition, our Student With Disabilities Sub-group, which has always scored below 41% (ESSA), scored above the threshold set by the state during the 2022 administration of the FSA. The large percent of students who are demonstrating yearly growth inevitably leads to increased proficiency levels as well.

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

In the area of Reading, the school consistently used Collaborative Planning, DEP Questions, and the use of the Gradual Release strategy to provide students with lessons that were on grade level and aligned to standards. In addition, data chats, differentiated instruction (DI) and Intervention Programs were used to reteach and remediate deficient skills. In Mathematics, Collaborative Planning and questions from the Item Specifications were used consistently to ensure grade level benchmarks were met. Furthermore, pre-requisite skills and DI were used provide foundational skills as a method of scaffolding. The school will use collaborative planning to ensure that teachers have full support when shifting from the previous standards to the new, B.E.S.T. Standards. The school will continue to use Intervention Programs, Pre-Requisite Skills, and on-going progress monitoring to assess the effectiveness of instruction and provide students with individualized instruction.

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

The school will continue to collect and analyze progress monitoring data to assess student learning and provide instruction based on student need. The school will provide for enrichment activities for Tier I students during the DI portion of the Reading Block.

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.

During the first grading period, professional development activities will be focused on the B.E.S.T. standards and how to align them to classroom instruction, Intervention, DI, and enrichment. In addition, subsequent professional development sessions will focus on Data Disaggregation, Tiered Instruction, and effective DI. Professional development in Mathematics and Science will also include the use of Collaborative Strategies to enhance exploration activities.

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

There will be several extended learning opportunities for the students at the school. The school will offer daily Before-School Academy (BSA) and the TALENTS program which provides academic as well as extracurricular activities. In addition, Saturday Academy and Winter/Spring Break Academies will be offered as per District Initiatives.

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 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.

According to the 2022 ELA FSA proficiency data: 29% of the 3rd graders were proficient, 50% of the 4th graders a proficient, and 45% of the 5th graders were proficient. In comparison, 2019 ELA FSA proficiency data indicates that 38% of the 3rd graders were proficient (decrease of 11 percentage point in 2022), 41% of the 4th graders were proficient (increase of 9 percentage points in 2022), 30% of the 5th graders were proficient (increase of 15 percentage points in 2022). In the 2022 FSA Mathematics, 44% of the 3rd grade students were proficient, 56% of the 4th graders were proficient, and 44% of the 5th graders were proficient. Comparison with the 2021 FSA Mathematics data indicates that: 39% of 3rd grade students were (an increase of 5 percentage points in 2022), 37% of the 4th graders were proficient (an increase of 19 percentage points in 2022), and 28% of the 5th graders were proficient (an increase of 16 percentage points in 2022). Although there are increases in all but one category, overall proficiency continues to indicate that a majority of students in most grade levels are scoring below a Level 3. With the shift to the new, B.E.S.T. Standards, explicit instruction must be provided consistently to ensure that students master the scope of each standard. If instruction is aligned to the standards, student mastery will increase, and proficiency levels will demonstrate that more than half of students in each grade level and subject area are scoring at Level 3 or above.

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

With the implementation of Standards-Aligned Instruction (B.E.S.T. Standards), an increase of 6 or more percentage points in Reading Proficiency and an increase of 8 percentage points in Mathematics Proficiency will be evident. This will be measured by the 2022-2023 FAST assessment.

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

The Leadership Team will conduct effective and frequent Data Chats with real-time data analysis of formative assessments and remediation of B.E.S.T. Standards to create instructional shifts in working towards proficiency. Administrators will participate in Collaborative Planning with fidelity to provide support and feedback. Teachers will continue to use an online Data Tracker to monitor Tier 1 assessment data on a bi-weekly basis. The Leadership Team will also conduct Targeted Product Reviews to ensure alignment of what has been planned, taught, assessed and produced by students.

Person responsible for monitoring outcome:

Donna Lewis (pr0111@dadeschools.net)

Evidence-based Strategy: Describe the evidence-

Within the Targeted Element of B.E.S.T. Standards, our school will focus on the evidence-based strategy of: Standards-Aligned Instruction. Standards-Aligned Instruction will assist in increasing the rigor of Tier 1 instruction ensuring that lessons are being delivered to the depth of the standards, with scaffolding for students as needed. This will ensure that students are being monitored and held accountable for their work.

based
strategy
being
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.

After analyzing our data, Standards-Aligned Instruction will ensure that the teachers fully understand the new B.E.S.T Standards, plan for the depths of the standards, and provide quality and rigorous instruction on grade-level. Students will produce on-grade level work products as a result of classroom instruction.

Action Steps to Implement

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

8/31/22-9/28/22: Instructional Coaches will provide professional development for teachers, by content area and grade level, to provide an overview of the B.E.S.T. Standards. As a result, teachers will have an understanding of how to use District Pacing Guides and the standards (Florida's B.E.S.T. Standards Handbook, The Big M).

Person Responsible Donna Lewis (pr0111@dadeschools.net)

8/31/22-10/14/22: Collaborative planning will be utilized weekly to review the standards for the up-coming week, review data from Progress Monitoring Assessments, and plan for re-teaching. As a result, teachers will be aware of which standards they need to target when planning for instruction.

Person Responsible Donna Lewis (pr0111@dadeschools.net)

8/31/22-10/14/22: The Leadership Team will meet periodically with grade level representatives to review the B.E.S.T. Standards and assess progress towards the mastery of those standards. As a result, progress monitoring data will indicate that standards are being taught to students and students are moving towards mastery of those standards.

Person Responsible Donna Lewis (pr0111@dadeschools.net)

8/31/22-10/14/22: Administrators will conduct targeted walk-throughs to ensure that the activities planned for during collaborative planning are being carried out within the instructional block. As a result, instruction will be aligned to District Pacing Guides and collaborative plans and students will be taught the new standards explicitly.

Person Responsible Donna Lewis (pr0111@dadeschools.net)

10/31/2022-12/16/2022 Using the Pacing Guides, teachers will select Daily Learning Targets (DLT) and Daily End Products which are aligned to the B.E.S.T. Standards. As a result, there will be complete alignment between the standards, the lesson objectives, and the daily end products.

Person Responsible Eida Guthrie (ewilliams@dadeschools.net)

10/31/2022-12/16/2022 During whole group instruction in the mathematics block, teachers will differentiate independent practice for students by tier. The Tier I students will focus on application of skills through word problems, while Tier II and Tier III students will solve a larger number of computation problems. As a result, there will be a balance between the number of computation and application problem students complete that is aligned to their instructional needs.

Person Responsible Melissa Nunez (melissanunez@dadeschools.net)

#2. Instructional Practice specifically relating to Differentiation

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

According to the 2022 FSA proficiency data, 68% of the 3rd graders scored below proficiency in ELA, 46% of the 4th graders scored below proficiency in ELA, and 52% of the 5th graders scored below proficiency in ELA. Overall proficiency for Reading was 45%, which is below the 50% minimum threshold indicated by the State. Therefore, the school is identified as a RAISE school. Based on the data, many students have deficiencies in the area of Reading. It is evident that students' deficiencies must be addressed through DI, if proficiency is to be achieved.

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

With the consistent use of Differentiated Instruction (DI), a 6 percentage point increase in the number of 3rd - 5th grade students will score at grade level or above in ELA will result in 50% or higher overall proficiency as evidenced by the 2022-2023 FAST assessment.

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

Ongoing progress monitoring will be conducted with the built-in skill checks for the Intervention Program, the Reading Unit Assessments, and the I-Ready Diagnostics and FAST Progress Monitoring Assessments. Student progress should demonstrate consistent growth as the lessons progress. As students increase their achievement levels, their ability to demonstrate proficiency will increase.

Person responsible for monitoring outcome:

Donna Lewis (pr0111@dadeschools.net)

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

With the targeted element of Differentiation, our school will implement the evidenced based strategy of: Differentiated Instruction. Differentiated Instruction involves providing different students with different avenues to learning. By acquiring frequent data, and developing different materials to meet the needs the educational needs of the students, the school will remediate weak standards and provide enrichment activities to students who have already mastered grade level skills.

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

Differentiated instruction is necessary due to the large number of students who are scoring below proficiency on State Assessments. If the school does not remediate standards which are deficient, students will continue to struggle with mastering grade level standards.

selecting this strategy.**Action Steps to Implement**

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

08/31/22-10/14/22: Students will be assessed using I-Ready and FAST. As a result, teachers will be able to identify the overall needs for each instructional group.

Person Responsible Donna Lewis (pr0111@dadeschools.net)

08/31/22-10/14/22: Reading teachers will use the data collected from I-Ready and FAST to group students according to their profile. As a result, teachers will create flexible groups for DI.

Person Responsible Elda Guthrie (ewilliams@dadeschools.net)

08/31/22-10/14/22: Teachers will assess whole-group instruction with Progress Monitoring Assessments. As a result, teachers will identify which students mastered weekly skills and which need additional learning opportunities.

Person Responsible Melissa Nunez (melissanunez@dadeschools.net)

08/31/22-10/14/22: Teachers will create preliminary student groups (based on data collected) to address students' needs to inform instruction, DI, and Intervention. As a result, DI groups will begin to be evident in classrooms and students will be aware of how to follow classroom rotations and routines.

Person Responsible Donna Lewis (pr0111@dadeschools.net)

10/31/2022-12/16/2022 Teachers will use the reteaching Pathway to debrief the PMAs during DI. As a result, student groups will gather resources that are specific to re-teach individual standard.

Person Responsible Elda Guthrie (ewilliams@dadeschools.net)

10/31/2022-12/16/2022 Teachers will use the Pacing Guides to select a variety of resources for the DI Pathways. As a result, standards will be remediated utilizing different lessons to meet the needs of all learners.

Person Responsible Elda Guthrie (ewilliams@dadeschools.net)

#3. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs

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

Teacher feedback on the 2022 Climate Survey indicates that 52% of teachers stated they only receive support from Teacher Leaders monthly, quarterly, annually or never. During the 2020-2021 school year, 47% of teachers said they received support monthly, quarterly, annually, or never. This indicates that not all teachers are communicating with the Leadership Team on a frequent basis and that there has been an increase of 5 percentage points from the year prior. If communication is infrequent, then stakeholders will not be as likely to implement school-wide initiatives.

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

Through the use of consistent walk-throughs, the leadership team will ensure that the activities highlighted during collaborative planning are occurring with consistency. The administrative team will share the focus of the walk-through and provide timely feedback which will be used to provide targeted professional development.

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

Administrators will create a weekly schedule of targeted walk-throughs. Feedback will be provided individually by teacher. General findings from informal walk-throughs will be discussed at collaborative planning and during Leadership Team meetings to align school needs with targeted professional development activities.

Person responsible for monitoring outcome:

Donna Lewis (pr0111@dadeschools.net)

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

With the targeted element of Strategic Walk-throughs, our school will implement the evidenced based strategy of: Leadership Visibility and Accessibility. Leadership Visibility and Accessibility allows the opportunity to inspect, direct, or correct. Through targeted walk-throughs and consistent feedback, administrators will ensure classroom activities are aligned to District Initiatives. In addition, personalized feedback will lead to more effective professional development which meets the needs of each teacher.

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

Strategic walk-throughs with consistent feedback will be used to ensure that classroom instruction is aligned to collaborative planning. Consistent, individualized feedback will also be used to provide each teacher with tailored professional development activities. By providing each teacher with feedback and/or professional development that is aligned to their specific needs, teaching and learning in the classroom will directly increase student performance.

**resources/
criteria used for
selecting this
strategy.**

Action Steps to Implement

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

08/31/22-10/14/22: Collaborative planning will occur weekly with all grade levels. Teachers will plan for instruction and with an emphasis on school-wide initiatives (DI, collaborative strategies, Gradual Release, etc.). As a result, all teachers will be follow Pacing Guides and adhere to a basic instructional framework.

Person Responsible Donna Lewis (pr0111@dadeschools.net)

08/31/22-10/14/22: The administrative team will select a weekly target, based on collaborative planning, for classroom walk-throughs. As a result, teachers will implement the targeted activities and receive immediate feedback. This feedback.

Person Responsible Donna Lewis (pr0111@dadeschools.net)

08/31/22-10/14/22: The leadership team will use informal feedback to identify general areas of need. Professional development to address those areas will be identified and provided. As a result, professional development will be aligned to instructional delivery.

Person Responsible Donna Lewis (pr0111@dadeschools.net)

08/31/22-10/14/22: Best practices will be identified during classroom walk-throughs and teacher leaders will be identified to act as resources for their grade groups and content areas. As a result, teachers will have resources within the building where they can gather ideas and assistance as needed.

Person Responsible Donna Lewis (pr0111@dadeschools.net)

10/31/2022-12/16/2022 Teachers will receive explicit feedback on both targeted walk-throughs and Coach Teacher Collaboration. As a result, teachers will participate in constructive conversations that are directly aligned to classroom instruction.

Person Responsible Maria Gancedo (mgancedo@dadeschools.net)

10/31/2022-12/16/2022 Leadership Team meeting will continue to review data and assess progress towards proficiency and inform instruction. As a result, the leadership team will discuss CTCs, targeted walk-throughs, and new standards.

Person Responsible Donna Lewis (pr0111@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.	<p>Parental involvement is consistently limited at the school. There is limited parental involvement for academic events and lack of support with the academic components of school. This is illustrated by the limited rates of participation during academic events when compared to social events. During the 2021-2022 school year, 51% of teachers agree or strongly agree that students are deficient in basic skills, as compared to 52% stating the same thing the year prior. Another factor impacted by limited parent involvement is the high rates of absenteeism many of the students at the school demonstrate. During the 2021-2022 school year, 21% of student missed 11 or more days from school. This is a decrease of 9 percentage points from the 30% of students who had 11 or more absences the year before. Students who are not in school consistently have a higher probability of dropping out of school. In addition, student learning is affected by absences/</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>With increased participation in academic activities, an increase of 10% in attendance rate at activities that are academic in nature will be evident. This will be measured by an increase in the number of teachers who feel supported by their parents on the 2023 School Climate Survey.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>Attendance at all events which involve parents will be monitored and attendance rates between academic and social events will be compared. On-going, individual meetings with parents, such as MTSS meetings will also be tracked on a calendar to ensure that there are a variety of methods for informing parents of strategies that can be used to assist their students at home. Increased communication between the home and school will also positively impact attendance rates with less students having more than 10 absences during the school year.</p>
Person responsible for monitoring outcome:	<p>Donna Lewis (pr0111@dadeschools.net)</p>
Evidence-based Strategy: Describe the evidence-based strategy being	<p>Within the Targeted Element of parental involvement, our school will focus on the evidence-based strategy of: Family Engagement. Family Engagement fosters the home-school connection and is a major factor in narrowing the achievement gap for students. By increasing the collaboration between the school and the parents, students will receive more support at home and will be provided with the tools necessary, in both the home and school settings, to grow socially and intellectually.</p>

**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.

Historically, the school has a large turn out for Opening of School activities and then parent engagement deteriorates as the year progresses. Oftentimes, students do not receive assistance at home with academic tasks. If parents consistently communicate with teachers and participate in school events, they will be able to provide better support for their children at home.

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.

9/14/22: Conduct an Open House event so that all families can meet administrators, instructional coaches, teachers and staff. As a result the school can review important school routines and rules so that all families can have an understanding of school-wide expectations.

Person Responsible Donna Lewis (pr0111@dadeschools.net)

9/14/22: During the Open House event, classroom teachers will meet with parents by homeroom to discuss grade level expectations, assessments, and attendance policies. As a result, all parents will be aware of classwork and homework policies, State testing, and attendance procedures.

Person Responsible Donna Lewis (pr0111@dadeschools.net)

8/31/22-10/14/22: Conduct the Student of the Month Activity to highlight students who display targeted behaviors. As a result, parents will visit the school and learn about behavioral expectations for all students.

Person Responsible Angela Stephens (160151@dadeschools.net)

8/31/22-10/14/22: Begin to conduct Attendance Intervention Meetings for students who have between 3 and 5 absences. As a result, the school will be able to provide parents with resources needed to ensure students have access to school daily.

Person Responsible Angela Stephens (160151@dadeschools.net)

10/31/2022-12/16/2022 Upcoming parental involvement will incorporate both academic and social to increase parent participation. The activities scheduled are Parent Data Nights, Honor Roll Assembly, and the Holiday Show. As a result, parents will be informed of their child's progress and the standards that are tested in the new B.E.S.T. Assessment.

Person Responsible Donna Lewis (pr0111@dadeschools.net)

10/31/2022-12/16/2022 Attendance Review Committee meetings will be held for all students who have 10 or more absences. As a result, wrap-around services will be provided when appropriate and student absences will decrease.

Person Responsible Maria Gancedo (mgancedo@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

Student analysis of I-Ready data (Spring 2022) indicates that 52% of kindergarten students (current 1st Grade) and 80% of 1st Graders (current 2nd Grade) scored one or more years below grade level. A large number of those students are English Language Learners who have very limited school readiness. Further analysis of the data, indicates that vocabulary is the lowest scoring domain with only 34% of students scoring at or above grade level by the end of the year.

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

Student proficiency on the 2022 ELA FSA was 45% in Grades 3-5. This indicates that 55% of students in these grade levels scored a Level 1 or a Level 2 on the Spring Assessment. A contributing factor to the number of students who score below proficiency is below grade level knowledge of content vocabulary. Many of our students are Limited English Proficient and, while social language is commensurate with their age and grade, academic language is often below grade level on the I-Ready Diagnostic Assessments. When analyzing AP3 form 2021-2022, Vocabulary was the lowest reporting category with only 34% of students scoring on grade level.

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 direct, explicit instruction of daily vocabulary skills, students will begin to comprehend short stories. This increased comprehension will lead to a 16 percentage point increase in AP3 scores so that at least 50% of students in Grades K-2 score "Green" on the 2023 AP3 Assessment.

Grades 3-5: Measureable Outcome(s)

With direct, explicit instruction on academic language, overall comprehension will improve and an increase of 6 percentage points in proficiency will have more that 50% of students scoring at or above proficiency on the 2023 Reading FAST Assessment.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Vocabulary instruction will be planned for during collaborative planning. Teachers will pre-identify academic vocabulary and activities will be evident in student journals. In addition, activities to enrich vocabulary will be evident during DI and student work will be evident in student work folders. Analysis of i-Ready Diagnostic data will demonstrate an increase in the Vocabulary Domain with at least 50% of students scoring within the "Green" range.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Lewis, Donna, pr0111@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 school will implement the evidence based strategy of Academic Vocabulary Instruction. Academic Vocabulary Instruction improves vocabulary skills for all learners. Through the use of interactive journals, exposure to diverse texts, and context clues, students of all backgrounds will receive explicit instruction on academic vocabulary. This will allow all learners to increase comprehension of complex text.

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?

Many of our students have learned English as a second language and have limited vocabulary skills in their home language. When attempting to decode and comprehend grade level text, their limited vocabulary hinders overall comprehension. If vocabulary is taught explicitly, with a variety of activities, students will be able to better comprehend the text.

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
8/31/22-10/14/22: During collaborative planning, each grade level will select a vocabulary strategy to introduce and develop the important vocabulary associated with the story. As a result, all students will have vocabulary rich journals and vocabulary instruction embedded into their daily routines (K-5).	Juan, Kirsten, kjuan71@dadeschools.net
8/31/22-10/14/22: Collect I-Ready data, use the data to group students by profile and select vocabulary activities to complete in DI. Include vocabulary strategies (such as illustrations and visuals) to ensure our learners in primary (K-2) begin to develop academic language as well. As a result, each student will receive vocabulary instruction which is aligned to their instructional level.	Guthrie, Elda, ewilliams@dadeschools.net
8/31/22-10/14/22: Expand the direct instruction of vocabulary to the content areas (Mathematics, Science). Have teachers pre-identify critical vocabulary and teach it explicitly (K-5). As a result, students will develop their academic vocabulary across content areas.	Nunez, Melissa , melissanunez@dadeschools.net
8/31/22-10/14/22: Administrators will conduct a product review to look for vocabulary strategies. I-Ready lessons and Progress Monitoring Assessments will be reviewed to analyze if students are demonstrating increases in the vocabulary domain. As a result, student data will be used to identify which strategies are effective and which need to be adjusted.	Lewis, Donna, pr0111@dadeschools.net
10/31/2022-12/16/2022 Vocabulary strategies will be incorporated into Special Area classes (Art, Music) to provide school-wide strategies that develop academic language. As a result, students will be exposed to academic vocabulary in context in all settings.	Lewis, Donna, dmlewis@dadeschools.net
10/31/2022-12/16/2022 Vocabulary strategies will be identified on a bi-monthly basis and incorporated in all subject areas. As a result, students will use similar strategies in all subject areas to develop academic vocabulary.	Guthrie, Elda, ewilliams@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.

The school attempts to build a positive school culture by setting clear, specific school-wide goals, involving all stakeholders in school-wide decisions and programs, celebrating successes, and maintaining consistent,

open communication between all stakeholders. The school consistently attempts to highlight positive events, actions, and outcomes for students as well as teachers. There are frequent opportunities, both formal and informal, where stakeholders gather to celebrate events and successes which builds a sense of community between faculty members, students, and families. There is a strong emphasis on teamwork for teachers and Instructional Coaches consistently provide support to all classroom teachers.

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

Administrators set the tone for the culture in the building. They guide the development of school-wide goals. They oversee the implementation of school-wide incentive programs and actively participate in the planning of team building events and activities throughout the school year. Administrators also ensure that stakeholders are included in school-wide decisions and that open lines of communication are established and maintained throughout the school year. The Leadership Team (Administrators, Instructional Coaches, Counselors, and Classroom Representatives) assist with the planning and implementation of incentive programs for students at the school. In addition, the Leadership Team oversee team building activities and social activities for faculty and staff. The Leadership Team also ensures that there are open lines of communication between administration and grade level teams so that suggestions and/or concerns are addressed efficiently and effectively. In addition, Grade Level Chairpersons enable communication between the Leadership Team and classroom teachers. Grade Level Chairpersons also oversee the implementation of incentive programs within their specific grade levels. Finally, parents and students are an integral part of the school community. The school consistently attempts to celebrate successes with the students and their families. This builds a culture where students feel valued and accepted and parents can share in that success.