

Miami-Dade County Public Schools

Santa Clara Elementary School



2022-23 Schoolwide Improvement Plan

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Santa Clara Elementary School

1051 NW 29TH TER, Miami, FL 33127

<http://santaclara.dadeschools.net>

Demographics

Principal: Ramses Ancheta

Start Date for this Principal: 7/19/2019

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)	93%
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 (51%) 2018-19: C (52%) 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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Santa Clara Elementary School

1051 NW 29TH TER, Miami, FL 33127

<http://santaclara.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	93%
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	C		C	C

School Board Approval

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SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Santa Clara Elementary School is to work collaboratively with all stakeholders to provide a high quality education by maximizing the effectiveness of classroom teaching and learning experiences for our students.

Provide the school's vision statement.

The vision of Santa Clara Elementary School is to create a diverse culture where students come first, and where all children can learn and thrive in a safe, encouraging, and motivating educational environment.

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
Ancheta, Ramses	Principal	To ensure the safety and academic success of all students and provide a positive learning environment for students and staff. To provide a common vision for the use of databased decision-making. Ensures that the school based team properly meets the social and academic needs of all learners. Ensures the effective implementation of intervention, adequate professional development, and effective communication with all stakeholders.
Mendoza, Lissette	Assistant Principal	Assists the principal in all capacities including ensuring the safety and academic success of all students and providing a positive learning environment for students and staff; supports the principal's common vision for the use of databased decision-making; assists in ensuring that the school based team properly meets the social and academic needs of all learners; assists in ensuring the implementation of intervention, adequate professional development, and effective communication with all stakeholders.
Martinez, Nidia	Math Coach	To provide curriculum support for all mathematics teachers and students. Assist in the development and evaluation of school core content standards/ programs. Assist in identifying systematic patterns of student needs while working with Educational Transformation Office (ETO) and Curriculum Support Specialists (CSS) to appropriately identify and implement evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring; conduct coaching cycles to support teachers.
Jardine, Ryan	Instructional Coach	To provide curriculum support for reading teachers and students in grades third through fifth . Assist in the development and evaluation of school core content standards/ programs. Assist in identifying systematic patterns of student needs while working with the Educational Transformation Office (ETO) and Curriculum Support Specialists (CSS) to appropriately identify and implement evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; anticipates in the design and delivery of professional development; provides support for assessment and implementation monitoring; and conduct coaching cycle to support teachers.
Primelles, Liza	ELL Compliance Specialist	To ensure ELL Compliance at the school and provide support to the ESOL students. Provides quality services to English Learners by assisting classroom teachers in the endeavor of learning the language. Participates and

Name	Position Title	Job Duties and Responsibilities
		facilitates professional development in English learning strategies to implement with English learners.
Mourin , Daniela	School Counselor	To provide social-emotional support for all students. Participates in collection, interpretation, and analysis of data; provides assistance for behavior strategies and problem solving techniques for all stakeholders. Monitors student attendance and provides parental support based on the individual needs of the students and their families. Links child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Demographic Information

Principal start date

Friday 7/19/2019, Ramses Ancheta

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.*

2

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

10

Total number of teacher positions allocated to the school

37

Total number of students enrolled at the school

555

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

10

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

5

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	88	86	82	141	69	96	0	0	0	0	0	0	0	562
Attendance below 90 percent	0	20	13	27	12	15	0	0	0	0	0	0	0	87
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	7	16	38	9	19	0	0	0	0	0	0	0	89
Course failure in Math	0	10	17	29	18	30	0	0	0	0	0	0	0	104
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	38	20	36	0	0	0	0	0	0	0	94
Level 1 on 2022 statewide FSA Math assessment	0	0	0	20	26	36	0	0	0	0	0	0	0	82
Number of students with a substantial reading deficiency	0	11	27	86	22	40	0	0	0	0	0	0	0	186
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	11	8	49	24	41	0	0	0	0	0	0	0	133

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	11	1	38	0	0	0	0	0	0	0	0	0	50
Students retained two or more times	0	0	0	4	1	2	0	0	0	0	0	0	0	7

Date this data was collected or last updated

Thursday 8/11/2022

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	50	84	92	103	88	84	0	0	0	0	0	0	0	501
Attendance below 90 percent	18	34	36	39	19	19	0	0	0	0	0	0	0	165
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	7	23	27	26	0	0	0	0	0	0	0	83
Course failure in Math	0	1	10	10	32	26	0	0	0	0	0	0	0	79
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	5	0	0	0	0	0	0	0	5
Number of students with a substantial reading deficiency	5	30	62	69	33	49	0	0	0	0	0	0	0	248

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	5	3	10	19	25	29	0	0	0	0	0	0	0	91

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	5	4	0	13	0	0	0	0	0	0	0	0	0	22
Students retained two or more times	0	0	0	2	1	2	0	0	0	0	0	0	0	5

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	50	84	92	103	88	84	0	0	0	0	0	0	0	501
Attendance below 90 percent	18	34	36	39	19	19	0	0	0	0	0	0	0	165
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	7	23	27	26	0	0	0	0	0	0	0	83
Course failure in Math	0	1	10	10	32	26	0	0	0	0	0	0	0	79
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	5	0	0	0	0	0	0	0	5
Number of students with a substantial reading deficiency	5	30	62	69	33	49	0	0	0	0	0	0	0	248

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	5	3	10	19	25	29	0	0	0	0	0	0	0	91

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	5	4	0	13	0	0	0	0	0	0	0	0	0	22
Students retained two or more times	0	0	0	2	1	2	0	0	0	0	0	0	0	5

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	38%	62%	56%				43%	62%	57%
ELA Learning Gains	70%						45%	62%	58%
ELA Lowest 25th Percentile	50%						40%	58%	53%
Math Achievement	39%	58%	50%				59%	69%	63%
Math Learning Gains	70%						67%	66%	62%
Math Lowest 25th Percentile	64%						64%	55%	51%
Science Achievement	28%	64%	59%				45%	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	46%	60%	-14%	58%	-12%
Cohort Comparison		0%				
04	2022					
	2019	40%	64%	-24%	58%	-18%
Cohort Comparison		-46%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	31%	60%	-29%	56%	-25%
Cohort Comparison		-40%				

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	54%	67%	-13%	62%	-8%
Cohort Comparison		0%				
04	2022					
	2019	51%	69%	-18%	64%	-13%
Cohort Comparison		-54%				
05	2022					
	2019	55%	65%	-10%	60%	-5%
Cohort Comparison		-51%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	41%	53%	-12%	53%	-12%
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	5	36	39	8	51	55	6				
ELL	38	71	50	41	69	60	25				
BLK	30	64		33	68		23				
HSP	39	72	53	39	71	62	29				
FRL	38	70	49	38	70	64	29				

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	5	22	18	12	31		8				
ELL	30	43	38	37	32	40	36				
BLK	24	44		14	22		28				
HSP	31	38	35	36	33	38	31				
FRL	30	39	32	32	31	36	32				
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	9	25	34	32	53	57	17				
ELL	44	46	39	60	69	64	47				
BLK	42	39		62	69		42				
HSP	42	47	41	58	67	60	46				
FRL	42	46	40	59	68	64	45				

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	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	54
Total Points Earned for the Federal Index	413
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
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	51
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	44
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	52
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

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

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

ALL ELA Subgroups Achievement increased except for SWD which showed no change.
 All ELA Subgroups Learning Gains increased by at least 14 percentage points.
 All ELA Subgroups Learning Gains L25 increased by at least 12 percentage points.
 All Math Subgroups Achievement increased except for SWD which decreased by 4 percentage points.
 All Math Subgroups Learning Gains and Learning Gains L25 increased by at least 20 percentage points.
 All Science Subgroups Achievement levels decreased.

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

Science achievement decreased 4 percentage points from 32% in 2021 to 28% in 2022 and 15 percentage points from 45% in 2019 to 28% in 2022. We continue to perform well below our pre-pandemic scores in science.

Math proficiency in 3rd through 5th grade decreased 20 percentage points from 2019 to 2022. A slight increase of 6 percentage points from 2021 to 2022 signifies that although we are seeing slight improvement, we are still experiencing a significant achievement gap when compared to pre-pandemic performance.

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

Last year, students were grouped heterogeneously in 3rd through 5th grade classes. Grouping students this way caused instructional challenges in classes with a high number of ESOL students. The 2021-2022 school year saw a large influx of recently arrived immigrant students that greatly increased our ESOL Levels 1-2 population. Teachers struggled with effective instructional delivery while making every effort to meet the varied needs of their students. Additionally, the loss of a third grade ELA teacher in December negatively impacted approximately half of our students. In an effort to mitigate learning losses in 3rd grade, a SPED teacher was placed in this position causing a decrease in SPED support school wide.

During the 2022-2023 school year, we have grouped our students homogenously in all 3rd through 5th grade classrooms to allow for scaffolded instruction for ESOL students, enrichment opportunities for proficient students, and targeted intervention for Tier 2 and Tier 3 students. Additionally, schedules have been adjusted to create a daily thirty minute, grade level intervention block during World Language. The goal of this block is to facilitate targeted intervention and transition from the one hour intervention block that was built into the schedules when we were an extended day school.

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

ELA achievement increased 8 percentage points from 30% in 2021 to 38% in 2022. This is five percentage points below our pre-pandemic performance of 43% in 2019. Learning gains across ELA and Math have increased significantly from 2021 to 2022 and exceeded our pre-pandemic scores. ELA learning gains increased 31 percentage points from 39% in 2021 to 70% in 2022. Math learning gains increased 39 percentage points from 31% in 2021 to 70% in 2022.

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

We worked diligently all year to target intervention and regroup students through the use of progress monitoring data as needed. We also incorporated an enrichment component for students on grade level which helped to boost our proficiency numbers in 4th grade. Our 3rd through 5th grade staff roster was comprised of veteran teachers with effective instructional delivery and planning that were able to adapt and adjust to the changing needs of our students. Collaborative planning was conducted with fidelity in both ELA and Math. The addition of a K-2nd ELA instructional coach allowed our 3rd-5th grade instructional coach to focus on this area exclusively.

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

We will continue to make effective use of all extended learning opportunities this school year. Our TALENTS afterschool program will now have a daily one hour academic component. This will positively affect approximately one hundred 3rd through 5th grade students. With the full adoption of B.E.S.T. standards in math and ELA for 3rd-5th grade, we will focus on effective standards-aligned instruction that will increase student achievement on the statewide assessment. Additionally, we will facilitate homogenous grouping of students in all classrooms to assist in targeted intervention, enhance enrichment opportunities, and increase rigor across the content areas .

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.

Teachers will participate in varied professional development opportunities throughout the year provided by transformation coaches to enhance their understanding of B.E.S.T. standards and standards-aligned instruction. Transformation coaches will conduct on site training on September 7th on interpreting the new standards and the corresponding instructional framework for ELA, Math and Science. Coaching cycles will also be implemented individually with teachers to support specific needs. Furthermore, teachers will participate in weekly collaborative planning with reading and/or mathematics instructional coaches and CSS. In addition transformation coaches will participate in monthly collaboratories with ETO.

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

All students will be provided Extended Learning opportunities such as after school tutoring and interventions as well as Saturday Academy, Winter Academy and Spring Academy.

Areas of Focus

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

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

According to the 2022 FSA proficiency data, 38% of students in 3rd - 5th grade are proficient in ELA, 39% of the students are proficient in math, 28% of students in 5th grade were proficient in science. The 2021 FSA proficiency data shows 30% of students in 3rd-5th are proficient in ELA, 33% of students are proficient in math, and 32% of students are proficient in science. Based on the data, we must ensure instruction is aligned to the standards and meets the rigor of grade level standards in order to increase proficiency.

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 in ELA, math, and science, an additional 5% of third through fifth grade students will score proficient on the 2022-2023 statewide assessments; 43% ELA, 44% Math, and 33% Science

Monitoring:

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

Instructional coaches will conduct collaborative plannings sessions and follow-up with regular walkthroughs to monitor Standards-aligned instruction utilizing progress monitoring data. The instructional coaches will conduct quarterly data-chats and regular classroom observations to ensure standards-aligned instruction is taking place.

Person

responsible for monitoring outcome:

Ramses Ancheta (pr4841@dadeschools.net)

Evidence-based**Strategy:**

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

Within the targeted element of standards-aligned instruction, our school will focus on the evidence-based strategy of: Standards-Based Collaborative Planning. This evidence-based strategy will be implemented during collaborative planning. Teachers and instructional coaches/leaders will collaborate to develop and practice delivery of meaningful lessons utilizing content related instructional frameworks.

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 facilitate teacher collaboration which will lead to improvements in standards-aligned lesson quality, instructional effectiveness, and student achievement. Standards-based collaborative planning will also positively impact District Standards-Based lesson, units, materials, and resources through teacher collaboration.

Action Steps to Implement

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

8/22-10/14 Instructional coaches will provide teachers with subject area planning documents and resources for effective instruction and will facilitate professional development to teachers in the areas of standards based alignment and content framework. The expected outcome will be evident upon review of teacher lesson plans.

Person Responsible Ryan Jardine (296080@dadeschools.net)

8/22-10/14 Administration and instructional coaches will conduct walk throughs focused on standards based aligned instructional delivery and the effective use of the content framework. As a result, teacher's will receive feedback that will allow them to adjust instruction as needed.

Person Responsible Lissette Mendoza (250125@dadeschools.net)

8/22-10/14 Begin teacher coaching cycles with a focus on standards based alignment and content frameworks addressed during the professional development session. As a result, teachers will effectively deliver standards based alignment.

Person Responsible Ramses Ancheta (pr4841@dadeschools.net)

8/22-10/14 Begin Collaborative Planning sessions with all grades levels with their respective instructional coaches. As a result, teachers will have the opportunity to share best practices.

Person Responsible Lissette Mendoza (250125@dadeschools.net)

10/31/22-12/16/22 Reading coaches will plan with teachers utilizing the GRRM framework and the SPADE reading strategy to ensure the complexity of the benchmark is being met. As a result, benchmark complexity will be addressed during whole group instruction.

Person Responsible Ryan Jardine (296080@dadeschools.net)

10/31/22-12/16/22 Targeted SLT walkthroughs will be conducted with a focus on evidence of authentic student work samples that are aligned to benchmarks. As a result, student work samples will be evident in textbooks and journals.

Person Responsible Lissette Mendoza (250125@dadeschools.net)

#2. Positive Culture and Environment specifically relating to Celebrating Success**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 climate survey data, our school will implement the targeted element of celebrating success. The data shows that 41% of teachers believe there is a high morale in the school. We recognize the need to celebrate success for both students and staff.

Measurable Outcome:

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

With the implementation of celebrating success, the percentage of teachers that believe there is high morale in the school will increase 10 percentage points to 51% as evidence by the 2023 School Climate Survey.

Monitoring:

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

The leadership team will conduct surveys on a quarterly basis to gauge staff morale. Surveys will include a narrative section for teachers to share their rationale behind the scoring and potential ways and opportunities to improve the morale.

Person responsible for monitoring outcome:

Ramses Ancheta (pr4841@dadeschools.net)

Evidence-based Strategy:

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

Within the targeted element of celebrating success, our school will focus on the evidence-based strategy of giving special recognition and achievements publicly allowing encouragement from all stakeholders.

Rationale for Evidence-based Strategy:

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

Giving recognition and acknowledging exceptional effort, serves to increase self esteem, build confidence, and increase positive school culture. Some methods of recognition include, but are not limited to, social media posts, PA morning and afternoon announcements, and faculty meetings.

Action Steps to Implement

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

8/22-10/14 During the Opening of Schools meeting, recognize staff members who have shown an exceptional ability to adapt to unanticipated changes with the presentation of a trophy. As a result, teachers will feel valued and supported by administration.

Person Responsible

Ramses Ancheta (pr4841@dadeschools.net)

8/22-10/14 Celebrate those students who scored a 3 or above on the 2022 FSA ELA and FSA Math with an ice cream sundae party. As a result, students will feel motivated to do their best.

Person Responsible

Lissette Mendoza (250125@dadeschools.net)

8/22-10/14 The leadership team will develop a calendar of staff and student recognition events for the month of October. The team will also brainstorm various ways to celebrate staff and student successes. As a result, the staff and student success will be celebrated with fidelity.

Person Responsible

Ramses Ancheta (pr4841@dadeschools.net)

8/22-10/14 Quarterly surveys will be conducted by the leadership team to gauge staff morale. As a result, teachers will have the opportunity to share their thoughts and ways to continue to improve upon morale.

Person Responsible

Ramses Ancheta (pr4841@dadeschools.net)

10/31/22-12/16/22 Celebrate those students who scored at proficiency on the PM1 administration of the F.A.S.T. Assessment with a pizza party. As a result, students will become motivated to try their best on subsequent administrations of the F.A.S.T. Assessment.

Person Responsible Ramses Ancheta (pr4841@dadeschools.net)

10/31/22-12/16/22 Administration will offer additional support during specific lunch blocks to aide in improving student behaviors. As a result, students will feel safe, comfortable and undesirable behaviors will be minimized.

Person Responsible Lissette Mendoza (250125@dadeschools.net)

#3. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

The SWD subgroup fell below the 41% threshold according to the Federal Index with a score of 32%. Specifically, the 2022 FSA ELA achievement for this subgroup was 5% indicating a critical need that must be addressed. As a result of this critical need, we will ensure that effective Differentiated Instruction (DI) is being delivered by a SPED teacher.

Measurable Outcome:

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

The SWD subgroup will experience an increase in proficiency of 5 percentage points from 5% ELA to 10%, from 8% in Math to 13%, and from 6% in Science to 11% on 2023 statewide assessments.

Monitoring:

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

In order to increase proficiency, data chats will be conducted with SPED teachers quarterly and instruction will be adjusted as needed to align to the students' IEP.

Person responsible for monitoring outcome:

Ramses Ancheta (pr4841@dadeschools.net)

Evidence-based**Strategy:**

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

Within the Area of Focus of ESSA, the SPED teacher will deliver effective Differentiated Instruction during the ELA and Math blocks with fidelity and ensure that strategies are aligned to the students' IEPs.

Rationale for Evidence-based Strategy:

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

Effective Differentiated Instruction (DI) delivered by a SPED teacher can be tailored to meet students' needs and assist in narrowing the achievement gap.

Action Steps to Implement

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

8/22-10/14 Create classes to cluster SPED students for effective support facilitation. As a result, support facilitation can occur with fidelity and fluidity during the ELA and Math blocks.

Person Responsible

Lissette Mendoza (250125@dadeschools.net)

8/22-10/14 SPED teachers will meet with general education teachers to review IEP accommodations. As a result, strategic specific learning strategies can be developed for the SWD group they service.

Person Responsible

Lissette Mendoza (250125@dadeschools.net)

8/22-10/14 ELA Transformational Coaches will meet with SPED and General Ed teachers during collaborative planning to review student data. As a result, teachers will be able to align instructional materials, and plan for Differentiated Instruction.

Person Responsible Ryan Jardine (296080@dadeschools.net)

8/22-10/14 ELA Transformational coaches will conduct walkthroughs in SPED classrooms during the DI block. As a result, coaches will be able to ensure the implementation of DI.

Person Responsible Ryan Jardine (296080@dadeschools.net)

10/31/22-12/16/22 Administration will conduct walkthroughs in SPED classrooms during DI and coaching cycles will be initiated as needed. As a result, SPED DI will be become more targeted and effective.

Person Responsible Ramses Ancheta (pr4841@dadeschools.net)

10/31/22-12/16/22 The transformation coaches will review the DI student work products to ensure that materials used are aligned to the pacing guide. As a result, targeted DI will take place and student achievement will increase.

Person Responsible Ryan Jardine (296080@dadeschools.net)

#4. 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.

According to the 2022 SIP Climate Survey, 45% of teachers stated that administrators provided feedback to improve student outcomes on a minimum of a monthly basis, up from 40% in the 2021 School Climate Survey. The School Leadership Team will develop a more specific, focused plan to provide all teachers with consistent feedback based on monthly walk-throughs.

Measurable Outcome:

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

If we develop a more specific, focused plan to provide monthly feedback to all teachers, then we will see an increase of at least 15 percentage points in the percent of teachers receiving feedback to improve student outcomes on a monthly basis.

Monitoring:

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

The School Leadership Team will develop a walkthrough calendar with dates, times, and specific areas of focus during the leadership meetings. The calendars will serve as a guide to keep the team on track to actualize the measurable outcome of specific teacher feedback.

Person responsible for monitoring outcome:

Ramses Ancheta (pr4841@dadeschools.net)

Evidence-based**Strategy:**

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

The evidence based strategy of implementing walk-throughs with consistent teacher feedback will help the teacher and school leadership team identify areas of strength, and support while setting high expectations.

Rationale for Evidence-based Strategy:

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

Setting high expectations for staff will assist in building a culture of trust and accountability where all stakeholders work towards a common goal. The school's mission, vision, and plan will be promoted through a united effort of mutual support and motivation.

Action Steps to Implement

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

8/22-10/14 The school leadership team will create a protocol for walk-throughs aligned to the FEI (Framework for Effective Instruction). As a result, the feedback will be specific and focused.

Person Responsible

Lissette Mendoza (250125@dadeschools.net)

8/22-10/14 The school leadership team will develop a monthly calendar of focused walk-throughs. As a result, the leadership will have an organized, focused, blueprint for executing walk-throughs.

Person Responsible

Ramses Ancheta (pr4841@dadeschools.net)

8/22-10/14 The SLT will conduct walkthroughs based on the pre-planned calendar. As a result, the SLT will debrief and address the areas of strength and support to be addressed within one week of classroom visitation.

Person Responsible Lissette Mendoza (250125@dadeschools.net)

8/22-10/14 Administration will provide teachers with feedback that address the areas of strength and the specific areas in need of support. As a result, coaching cycles will be initiated and collaborative planning will be adjusted as needed.

Person Responsible Ramses Ancheta (pr4841@dadeschools.net)

10/31/22-12/16/22 The SLT will increase the frequency of walk throughs focused on science instruction, specifically with a focus on lesson execution and authentic student work samples. As a result, effective science instruction will increase across all grade levels.

Person Responsible Lissette Mendoza (250125@dadeschools.net)

10/31/22-12/16/22 The administration will attend collaborative planning sessions consistently to provide grade level feedback. As a result, teachers and transformation coaches will be able to adjust instruction in a timely and effective manner.

Person Responsible Lissette Mendoza (250125@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

On the 2022 statewide, standardized ELA assessment, 31% of K - 2nd grade students were proficient. Based on the data, instructional coaching has been proven to be effective in the elementary grades. We will focus on instructional coaching to address this critical need.

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

On the 2022 statewide, standardized ELA assessment, 38% of 3rd - 5th grade students were proficient. Based on the data, instructional coaching has been proven to be effective in the elementary grades. We will focus on instructional coaching to address this critical need.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

With the implementation of instructional coaching, an additional 5% of K-2nd students will score at grade level or above in the 22-23 statewide standardized ELA assessment.

Grades 3-5: Measureable Outcome(s)

With the implementation of instructional coaching, an additional 5% of 3 - 5th grade students will score at grade level or above in the 22-23 statewide standardized ELA 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.

Administrators will monitor coaching calendars and the coaching cycle documentation.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Ancheta, Ramses, rancheta@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?

During collaborative planning transformational coaches will utilize benchmark level data from the PMAs to plan for small group instruction and scaffold whole group instruction.

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?

Collaborative planning will allow us to effectively use data to drive instructional decisions and better meet our students' needs. It also provides the opportunity to embed ongoing professional development that can be adjusted to better meet our teachers' needs.

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
8/22-10/14 The transformational coaches will provide professional development on using the Comparative Results report on Performance Matters. As a result, teachers will have a better understanding of using the Comparative Results report to plan for small group instruction and scaffold whole group instruction.	Jardine, Ryan, 296080@dadeschools.net
8/22-10/14 The instructional coaches will plan with teachers to align instructional materials with individual student needs based on data. As a result, teachers will deliver more effective individualized instruction for the students.	Jardine, Ryan, 296080@dadeschools.net
8/22-10/14 Conduct product review during collaborative planning for ELA K-5th grades. As a result, student work will better measure the intended objective of the lesson.	Jardine, Ryan, 296080@dadeschools.net
8/22-10/14 Based on the previous week's collaborative planning sessions, initiate coaching cycles with select teachers. As a results, teachers will receive additional support and guidance.	Jardine, Ryan, 296080@dadeschools.net
10/31/22-12/16/22 Transformation coaches will develop targeted writing instruction with the teachers during collaborative planning that will include mini lessons and published pieces as per district pacing guides. As a result, consistent evidence of effective writing instruction will increase.	Jardine, Ryan, 296080@dadeschools.net
10/31/22-12/16/22 Transformation coaches will model intervention lessons for teachers and monitor the implementation and fidelity of the intervention program. As a result, consistent evidence of district aligned intervention will increase.	Jardine, Ryan, 296080@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.

At our school, building a positive school culture and environment is a high priority. Bullying situations are dealt with swiftly to minimize negative effects they may present. The School Leadership Team works collaboratively to include team building activities among staff members as well as students. Communication and clear expectations are also at the heart of a positive school culture. The staff utilizes a schoolwide communication application to share best practices, celebrate successes, and enhance learning. The SLT utilizes the schoolwide communication application to ensure that information is disseminated in a timely manner.

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

The stakeholders involved in building a positive culture and environment are the Principal, Assistant Principal, Instructional Coaches, Teacher Leaders, and the School Counselor. The Team works collaboratively under the direction of the Principal to set high expectations for its staff and students. Team-building activities for staff as well as incentives for students and staff are the focus of the SLT. It is the intent of the SLT to continuously solicit feedback from staff and students regarding the school environment. This feedback will drive the practices of the school to continuously improve upon our school culture and environment.