Jack David Gordon Elementary School

2022-23 Schoolwide Improvement Plan

Table of Contents

Jack David Gordon Elementary School

14600 COUNTRY WALK DR, Miami, FL 33186

http://jdgordon.dadeschools.net

Demographics

Principal: Maileen Ferrer

Start Date for this Principal: 7/15/2015

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)	81%
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 Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (67%) 2018-19: A (67%) 2017-18: A (63%)
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.

Table of Contents

Jack David Gordon Elementary School

14600 COUNTRY WALK DR, Miami, FL 33186

http://jdgordon.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	81%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

School Grades History

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

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Jack D. Gordon Elementary Community School is to provide opportunities for students in order to develop their maximum potential through the infusion of advanced technology within an environmentally conscious theme. Jack D. Gordon Elementary Community School fosters an environment of inspiring students to dream so that they achieve whatever they set as their goal.

Provide the school's vision statement.

The vision of Jack D. Gordon Elementary Community School, with the commitment of the community, is to meet the individual needs of the student population, thus producing productive citizens who can successfully compete in today's global society through an environmentally conscious curriculum that promotes advanced technology. Jack D. Gordon Elementary Community School is committed to promoting student achievement.

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
Ferrer, Maileen	Principal	The role of the principal is to provide strategic direction to Jack D. Gordon Elementary. The principal will monitor the implementation of standardized curriculum across grade levels, assess teaching methods, monitor student achievement, encourage the involvement of all stakeholders, revise policies and procedures, manage the school budget, hire and evaluate staff, and oversee facilities.
Varona-Perez, Amie	Assistant Principal	The role of the assistant principal is to support the principal in providing strategic direction to Jack D. Gordon Elementary. The assistant principal will assist in monitoring the implementation of standardized curriculum across grade levels, assess teaching methods, monitor student achievement and attendance, encourage the involvement of all stakeholders, monitor policies and procedures, and oversee facilities. Additionally, the assistant principal will ensure the implementation of school-wide initiatives and practices.
Kirby, Shakira	Assistant Principal	The role of the assistant principal is to support the principal in providing strategic direction to Jack D. Gordon Elementary. The assistant principal will assist in monitoring the implementation of standardized curriculum across grade levels, assess teaching methods, monitor student achievement and attendance, encourage the involvement of all stakeholders, monitor policies and procedures, and oversee facilities. Additionally, the assistant principal will ensure the implementation of school-wide initiatives and practices.
Leyva-Bostick, Susan	Assistant Principal	The role of the assistant principal is to support the principal in providing strategic direction to Jack D. Gordon Elementary. The assistant principal will assist in monitoring the implementation of standardized curriculum across grade levels, assess teaching methods, monitor student achievement and attendance, encourage the involvement of all stakeholders, monitor policies and procedures, and oversee facilities. Additionally, the assistant principal will ensure the implementation of school-wide initiatives and practices.
Hidalgo, Lidia	Reading Coach	The role of the Reading Coach is to supports teachers with the implementation of district and state curriculum standards to plan for instruction and assessment. The instructional coach will collaborate and support teachers in using the curriculum to analyze students' strengths and target areas for improvement. Additionally, the instructional coach will serve as Jack D. Gordon's professional development liaison. She will conduct a needs assessment to identify and support teachers in the area of professional development.
Corugedo, Mari	ELL Compliance Specialist	The ELL compliance specialist will monitor compliance with the ELL program at Jack D. Gordon Elementary. She will collaborate and support teachers in

Name	Position Title	Job Duties and Responsibilities
		the implementation of strategies to ensure student achievement of ELL students.
Caride, Carmen	Teacher, ESE	The role of Exceptional Student Education (ES) Chairperson is to serve as the instructional leader of the ESE department. She will assist teachers with the implementation of the curriculum, instructional strategies, and the use of data to determine student needs to increase student achievement. She will also assist with professional development needs. Additionally, she will serve as a Local Educational Agency (LEA), participate in student IEP meetings, and ensure compliance within the Exceptional Student Education program.
Sanchez, Yvonne	Math Coach	The role of the Math Coach is to supports teachers with the implementation of district and state curriculum standards to plan for instruction and assessment. The instructional coach will collaborate and support teachers in using the curriculum to analyze students' strengths and target areas for improvement. She will model classroom lessons and facilitate the implementation of differentiated instruction.

Demographic Information

Principal start date
Wednesday 7/15/2015, Maileen Ferrer

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.*
37

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.*
17

Total number of teacher positions allocated to the school
46

Total number of students enrolled at the school
827

Identify the number of instructional staff who left the school during the 2021-22 school year.
1

Identify the number of instructional staff who joined the school during the 2022-23 school year.
1

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	107	139	137	142	133	144	0	0	0	0	0	0	0	802
Attendance below 90 percent	0	17	14	8	10	10	0	0	0	0	0	0	0	59
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	4	6	8	6	2	0	0	0	0	0	0	0	26
Course failure in Math	0	3	3	5	2	4	0	0	0	0	0	0	0	17
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	5	9	16	0	0	0	0	0	0	0	30
Level 1 on 2022 statewide FSA Math assessment	0	0	0	2	5	10	0	0	0	0	0	0	0	17
Number of students with a substantial reading deficiency	0	3	11	14	14	16	0	0	0	0	0	0	0	58

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	4	5	8	5	8	0	0	0	0	0	0	0	30

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	4	3	5	1	0	0	0	0	0	0	0	0	13
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 7/14/2022

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	106	111	126	125	128	137	0	0	0	0	0	0	0	733
Attendance below 90 percent	6	5	9	13	10	10	0	0	0	0	0	0	0	53
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	5	3	1	1	0	0	0	0	0	0	0	11
Course failure in Math	0	0	4	2	3	1	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Number of students with a substantial reading deficiency	4	5	23	38	15	16	0	0	0	0	0	0	0	101

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	2	1	6	3	2	2	0	0	0	0	0	0	0	16

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	2	6	4	2	0	0	0	0	0	0	0	0	19
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

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	106	111	126	125	128	137	0	0	0	0	0	0	0	733
Attendance below 90 percent	6	5	9	13	10	10	0	0	0	0	0	0	0	53
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	5	3	1	1	0	0	0	0	0	0	0	11
Course failure in Math	0	0	4	2	3	1	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Number of students with a substantial reading deficiency	4	5	23	38	15	16	0	0	0	0	0	0	0	101

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	2	1	6	3	2	2	0	0	0	0	0	0	0	16

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	2	6	4	2	0	0	0	0	0	0	0	0	19
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

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	78%	62%	56%				78%	62%	57%
ELA Learning Gains	75%						66%	62%	58%
ELA Lowest 25th Percentile	58%						51%	58%	53%
Math Achievement	79%	58%	50%				81%	69%	63%
Math Learning Gains	66%						69%	66%	62%
Math Lowest 25th Percentile	63%						58%	55%	51%
Science Achievement	48%	64%	59%				66%	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	75%	60%	15%	58%	17%
Cohort Comparison		0%				
04	2022					
	2019	76%	64%	12%	58%	18%
Cohort Comparison		-75%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	76%	60%	16%	56%	20%
Cohort Comparison		-76%				

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	81%	67%	14%	62%	19%
Cohort Comparison		0%				
04	2022					
	2019	82%	69%	13%	64%	18%
Cohort Comparison		-81%				
05	2022					
	2019	74%	65%	9%	60%	14%
Cohort Comparison		-82%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	64%	53%	11%	53%	11%
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	31	48	32	48	54	46	17				
ELL	77	77	63	77	71	71	38				
HSP	78	75	57	79	67	63	50				
WHT	69			67							
FRL	77	75	59	77	67	63	47				

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	30	24	17	25	16	6	18				
ELL	66	53	32	52	17	15	36				
BLK	50			40							
HSP	72	52	29	60	19	13	39				
WHT	68	50		58	21		36				
FRL	67	50	24	54	16	8	34				

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	47	51	48	54	62	56	28				
ELL	72	63	49	72	61	52	57				
BLK	65			71							
HSP	78	66	52	81	68	57	65				
WHT	83	59		89	76		70				
FRL	73	61	48	77	67	58	62				

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	66
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	62
Total Points Earned for the Federal Index	529
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
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	67
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	67
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	68
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	66
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?

Based on the 2022 data findings:
The school to district comparison shows an increase in the Achievement gap widening from 3rd to 5th grade in both ELA and Math.
ELA achievement increased by 8 percentage points from 71% in 2021 to 79% in 2022.
ELA learning gains have increased by 31 percentage points from 51% in 2021 to 82% in 2022.
All ELA Subgroups learning gains Learning Gains and Learning Gains L25 increased across all grade levels.
Mathematics achievement increases by 20 percentage points from 60% in 2021 to 80% in 2022.
Mathematics learning gains have increased by 45 percentage points from 29% in 2021 to 74% in 2022.
All Math Subgroups overall Learning Gains and Learning Gains L25 increased across all grade levels.
Science achievement increased by 10 percentage points from 38% in 2021 to 48% in 2022.
Science SWD Subgroup Achievement levels decreased by 1 percentage point.

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

Science achievement increased by 10 percentage points from 38% in 2021 to 48% in 2022. Although there was an increase of 10 percentage points, in 2019 the science achievement was 64%. Therefore, science proficiency for all subgroups is the greatest need for improvement.

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

Although we have been focused on implementing rigorous standards-based science instruction in all classrooms, the contributing factor to these areas of improvement is a limited use of the Science Lab. New actions will include greater opportunities for hands-on instruction and kinesthetic learning activities through STEAM and investigations through use of the Science Lab. A lab schedule will be created to increase the usage of the Science Lab for 5th grade classes. All teachers, grades K-5 will be utilize the District provided pacing guides, Essential Lab Toolkit, an Essential Lab Manuals to collaborate and implement rigorous and dynamic lessons that will develop students' analytical thinking skills.

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

Mathematics achievement and ELA learning gains showed the most improvement; Mathematics achievement increased by 20 percentage points from 60% in 2021 to 80% in 2022. Additionally, ELA learning gains have increased by 31 percentage points from 51% in 2021 to 82% in 2022.

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

Collaborative planning meetings were held to review and address data, gather resources and discuss strategies to help teachers better meet the needs of their students. These sessions led to the successful implementation of small group instruction which were strategic, purposeful, and fluid addressing student needs. Additionally, with the assistance of the math coach students were identified and provided further support through push-in and pull-out groups. The math coach also assisted teachers with the interpretation of topic assessment scores, development of Instructional Focus Calendars, and utilization of i-Ready data to target students for remediation in the area of math.

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

Various strategies will need to be implemented to accelerate learning. Common planning sessions will continue to be held to analyze data and plan for data-driven instruction. Planning for effective Differentiated Instruction (DI) will also be incorporated in the collaborative planning sessions. The instructional coaches will facilitate data analysis and collaboratively identify resources and strategies with teachers to increase student achievement. Extended learning opportunities will be provided to help students in need of additional support. Additionally, Reading Horizons will be utilized for intervention and to monitor students through Response to Intervention (RtI).

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

The PLST will develop whole group sessions and job-embedded sessions on using progress monitoring data to drive instruction (September/22), STEAM (October/22), Tackling Ongoing Progress Monitoring (OPM) data (November/December/22), making adjustments to groups as data becomes available (February/23) and continuous data chats with individualized feedback and next steps (ongoing). Coaching cycles will also be implemented individually with teachers to support specific needs (ongoing).

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

Extended learning opportunities will be provided such as before and after school tutoring, interventions as well as TALENTS tutoring, Spring Break Academy, Winter Academy, and STEAM-based clubs.

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

:

#1. Positive Culture and Environment specifically relating to Student Attendance

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 Student Attendance and Early Warning Indicators data Three Year Comparison, our school identified student attendance as an area in need of improvement. The percentage of students with 11 or more absences have been steadily increasing. In 2019-2020, 18% of our students accumulated 11 or more absences; in 2020-2021, there was an increase of 6 percentage points, in 2021-2022, there was an increase of 17 percentage points.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we continue to implement our strategies of the 15 day paw chart for 100% attendance and quarterly AttenDANCE and DONUTbelate celebrations, students will be motivated to attend school daily. We anticipate a decrease of 2% in the percentage of students with 11 or more absences.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The administration will monitor the daily attendance reports to identify students with excessive absences. Teachers will contact parents following three absences and counselors will complete truancy referrals as needed.
Person responsible for monitoring outcome:	Shakira Kirby (271689@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Our school will utilize the Attendance Intervention Plan to identify targeted students in need of intervention. Attendance initiatives such as the 15 day paw chart will motivate students to attend school daily. Attendance will be monitored closely; absences will be reported and parents will be contacted. Additionally, resources will be provided through counseling, home visits, and outside agencies as needed.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Attendance initiatives will assist in decreasing the number of students with 11 or more absences. Thus, increasing student motivation and achievement.

Action Steps to Implement

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

Attendance clerk will check attendance reports weekly to monitor students' absences and tardiness.

Person Responsible Shakira Kirby (271689@dadeschools.net)

Students with chronic attendance issues will be referred to the counselors for truancy referrals.

Person Responsible   Shakira Kirby (271689@dadeschools.net)

Classes will complete a paw chart incentive program accumulating 15 perfect attendance days. Each class reaching 15 perfect attendance days will be rewarded by the administration. Daily attendance drawings for treasure box; Present, On-time, and in Uniform.

Person Responsible   Shakira Kirby (271689@dadeschools.net)

Students with 100% attendance will be invited to the quarterly AttenDANCE and DONUTbelate celebrations.

Person Responsible   Shakira Kirby (271689@dadeschools.net)

Students with quarterly perfect attendance will be recognized with a certificate at classroom honor roll ceremonies.

Person Responsible   Susan Leyva-Bostick (183009@dadeschools.net)

Students with 5 or more absences will be reviewed during bi-weekly ARC meetings and progressive action taken.

Person Responsible   Patrick Davis (padavis@dadeschools.net)

#2. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on the data review, our school will target the Students with Disabilities Subgroup (SWD). We selected the area based on our findings that demonstrated a decreased and/or stagnated progress of our SWD Subgroup in both ELA and Science proficiency. According to our 2022 FSA data, ELA SWD Subgroup Achievement proficiency increased from 30 percentage points in 2021 to 31 percentage points on the FSA, proving stagnated progress. Additionally, the SWD Science achievement decreased by 1 percentage points from 18% in 2021 to 17% in 2022.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we successfully address the needs of our Students with Disability Subgroup through the continued implementation of collaborative planning in which participating teachers utilize the district pacing guides to create lessons and share best practices, the achievement proficiency of our SWD Subgroup in both ELA and Science will increase by a minimum of 3 percentage points as evidenced by the FAST ELA Assessment and Science State Assessments.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Leadership Team will continually monitor the Students with Disabilities Subgroup. The results from Topic Assessment, i-Ready, and FAST Progress Monitoring data will be analyzed and used to address areas of concern. Bi-weekly review of data will ensure students are demonstrating progress on i-Ready, McGraw-Hill assessments, Progress Monitoring Assessments, and Topic assessments. Students will have the opportunity to participate in Extended Learning Opportunities through TALENTS and/or Title III tutoring. The Leadership Team will also participate in bi-weekly ELA and Science collaborative planning sessions with each grade level and will monitor collaborative planning sessions by providing agendas and sign-in sheets.
Person responsible for monitoring outcome:	Amie Varona-Perez (vpereza@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented	Within the targeted element of Students with Disabilities, our school will focus on the evidence based strategy of Differentiated Instruction (DI). Differentiation will be used to address and meet the academic needs of all students. During Collaborative planning, participating teachers will tailor instruction to meet individual needs, by creating lessons that differentiate either by content, process, products, or the learning environment. Also, the use of ongoing assessment and flexible grouping will allow for students success.

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.	We will focus on the evidence-based strategy of Differentiated Instruction. Planning for differentiated instruction during collaborative planning will allow for participating teachers, members of the leadership team, and administration to analyze student performance data and determine how the information will be used to drive future instruction. Grade-level teams and instructional facilitators will work together to plan lessons according to the areas of need. Lessons will be monitored for rigor and relevance. Administration and instructional coaches will support and assist teachers as needed.

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.

Use the provided district resources; pacing guides, McGraw-Hill resources, Science resources, Intervention Tools, and i-Ready to plan and create standards aligned lessons.

Person Responsible   Amie Varona-Perez (vpereza@dadeschools.net)

Use i-Ready historical report, STAR report, and FAST report, and Science assessment results to identify students in need of early intervention.

Person Responsible   Amie Varona-Perez (vpereza@dadeschools.net)

Focus on cross curricular lessons planning that incorporate science concepts and vocabulary.

Person Responsible   Amie Varona-Perez (vpereza@dadeschools.net)

Use teacher-student conferencing and data tracking tools to provide feedback to students.

Person Responsible   Amie Varona-Perez (vpereza@dadeschools.net)

Conduct data chats with teachers to analyze the progress monitoring data, identify needs and opportunities for enrichment, create instructional focus calendars, and plan for instruction.

Person Responsible   Amie Varona-Perez (vpereza@dadeschools.net)

Provide extended learning opportunities to identified students through ELL tutoring, TALENTS tutoring, and ELA push-in tutoring.

Person Responsible   Amie Varona-Perez (vpereza@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.	Based on SIP survey results and review of the Core Leadership Competencies we want to increase in the area of Specific Teacher Feedback/Walkthroughs. According to the survey, 39% of teachers feel that administrators do not consistently provide feedback to improve student outcomes. Therefore we want to increase the amount of opportunities for teachers to receive administrative feedback, which will empower teachers to make the necessary instructional adjustments to improve student outcomes.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we successfully implement the Targeted Element of Specific Teacher Feedback, our teachers will be provided the opportunity to make appropriate instructional decisions to improve student outcomes more frequently. The percentage of administrative feedback for teachers will increase by at least 5% during the 2022-2023 school year.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Leadership Team will identify specific opportunities in which administrative feedback can be implemented among instructional staff. By providing frequent administrative feedback, we hope to create an environment that improves and supports effective instruction, and affords opportunities for professional dialogue. This initiative will be evident by improved student achievement and effective changes in instructional practice. Classroom walkthroughs and debriefing sessions will be logged by each administrator.
Person responsible for monitoring outcome:	Maileen Ferrer (pr2151@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the Targeted Element of Specific Teacher Feedback, we will focus on the evidence-based strategy of: Empowering Teachers and Staff. Administrators will use a walkthrough checklist to provide feedback, this will ensure effective instructional delivery and that instructional time is valued.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Empowering Teachers and staff will assist in teacher development in order for the teachers to make appropriate changes in instructional practice and support student learning.

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.

The administrative team will create and provide teachers with a walkthrough checklist that indicates classroom "look fors."

Person Responsible	Maileen Ferrer (pr2151@dadeschools.net)

After a walkthrough has been conducted, the administrative team will provide teachers with informal feedback by way of post-it notes, positive sticker, and/or conversation.

Person Responsible	Maileen Ferrer (pr2151@dadeschools.net)

The administrative team will conduct walkthroughs at various times of the day.

Person Responsible	Maileen Ferrer (pr2151@dadeschools.net)

The administrative team will share best practices seen in other classrooms during walkthroughs.

Person Responsible	Maileen Ferrer (pr2151@dadeschools.net)

Teachers will be provided with District created Science Look-fors to facilitate walkthroughs.

Person Responsible	Susan Leyva-Bostick (183009@dadeschools.net)

Debriefing opportunities will be provided following walkthroughs.

Person Responsible	Maileen Ferrer (pr2151@dadeschools.net)

#4. Instructional Practice specifically relating to Science	
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 our 2022 data review, 48% of students in 5th grade scored an FCAT Science proficiency level of 3 and above. After analysis of our Three Year Trend data, our focus is on the area of Science in 5th grade due to a decrease of achievement from 64% in 2019 to 48% in 2022. The 16 percentage point decrease, attributed to the identification of Science as a critical need.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we successfully implement high quality Science instruction through the use of science lab investigations and STEAM lessons, then our Science Standards Assessment scores should increase by a minimum of 5 percentage points as evidenced by the Spring Science Standards Assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Administration will conduct quarterly data chats, classroom walkthroughs, and monitor students engaged in higher order thinking and inquiry learning. Teachers will meet by grade level to plan quarterly STEAM lessons. Students will participate in STEAM, hands-on, problem-based, and standards-based lessons. Evidence of STEAM lessons should be visible across all grade levels and progress monitored through the science topic assessments.
Person responsible for monitoring outcome:	Susan Leyva-Bostick (183009@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the targeted element of Science instruction, our school will focus on Inquiry-Based Learning. Inquiry-Based Learning will allow for students to participate in active hands-on learning that starts by posing questions, problems, or scenarios rather than presenting facts. When engaged in Inquiry-Based Learning, students will be assigned a research issue, question, project or problem to develop their knowledge or solutions.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Inquiry-based learning will promote critical thinking which will enhance student performance. Inquiry-Based Learning will ensure that students make their own connections about what they are learning, which will help students to engage and gain a deeper understanding of topics and content. Students will use science journals to document their lab findings and take notes. Through the use of corrective feedback, teachers will ensure that students are on track and rewarded for their progress and achievement.

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

Using the pacing guide, grade-level teams will schedule and plan to use the District provided Essential Toolkit K-5 and Essential Lab K-5 Manuals to provide for hands-on interactive science labs.

Person Responsible	Susan Leyva-Bostick (183009@dadeschools.net)

Organize a STEAM Night for students to participate and showcase STEAM related activities.

Person Responsible	Susan Leyva-Bostick (183009@dadeschools.net)

Implement a STEAM after school club through TALENTS.

Person Responsible	Susan Leyva-Bostick (183009@dadeschools.net)

The administrative team will conduct data chats to review science assessment data to identify areas of strengths, growth, and progression of Essential Labs.

Person Responsible	Susan Leyva-Bostick (183009@dadeschools.net)

Positive Culture & Environment

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

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

Our strengths within school culture are establishing effective home-to-school communications, empowering leaders within the school community, and promoting a positive growth mindset. Our school uses various communication platforms to disseminate pertinent information. Teachers and school leaders involve parents in the process of their academic achievements. We communicate the importance of their contributions towards the school goal. Team morale is developed, therefore enhancing performance and engaging in the school's mission and vision. We post positive attributes throughout the building, and students participate by sharing positive quotes on the announcements, thus supporting the District Values Matter Initiative.

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

The stakeholders involved in building positive school culture and environment are the Principal, Assistant Principals, Instructional Coaches, Teacher Leaders, and Counselors. The Principal's role is to monitor and oversee all the school's home communication, empower teachers, and promote a positive mindset. The Assistant Principals implement the school-to-home communication. They also implement the daily attendance initiative. Finally, teacher leaders and instructional coaches assist in promoting a positive mindset.