

Miami-Dade County Public Schools

# Everglades K 8 Center



2022-23 Schoolwide Improvement Plan

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## Everglades K 8 Center

8375 SW 16TH ST, Miami, FL 33155

<http://evergladesk8.dadeschools.net/>

### Demographics

**Principal: Deborah Riera G**

Start Date for this Principal: 6/23/2022

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School PK-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Hispanic Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: A (62%) 2018-19: A (64%) 2017-18: A (64%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	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](http://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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# Everglades K 8 Center

8375 SW 16TH ST, Miami, FL 33155

<http://evergladesk8.dadeschools.net/>

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2021-22 Title I School</b>	<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Combination School PK-8	Yes	100%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

## School Grades History

<b>Year</b>	<b>2021-22</b>	<b>2020-21</b>	<b>2019-20</b>	<b>2018-19</b>
<b>Grade</b>	A	A	A	A

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## Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

#### **Provide the school's mission statement.**

Our mission is to prepare students with the knowledge and skills needed to reach their highest level of academic success, as well as help maximize their physical and social-emotional competence. We will make every effort to identify and secure resources, including competent administrators, highly-qualified teachers, and involved parents to achieve our goals.

#### **Provide the school's vision statement.**

It is the vision of Everglades K-8 Center to attend to the needs of each student utilizing research-based comprehensive programs that facilitate the delivery of individualized instruction. This instruction is delivered in an environment that promotes the development of strong character through the appreciation of values, the dignity of duty, the understanding of self-respect, and the commitment to service. Consequently, each student can achieve their highest intellectual potential and become productive members of society.

### 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
Perry, Yvonne	Assistant Principal	Oversees student discipline, attendance issues, parental involvement, as well as any teacher concerns or assistance needed for the elementary school. Additionally, she ensures all elementary grade chairs are working with their team to ensure the use of updated strategies and district policies.
Gancedo, Irene	Assistant Principal	Oversees student discipline, attendance issues, parental involvement, as well as any teacher concerns or assistance needed for the middle school. Additionally, she ensures all middle school department chairs are working with their team to ensure the use of updated strategies and district policies.
Romay, Fatima	Teacher, K-12	Oversees all 3rd grade teachers, student and parental needs. Additionally, she assists with award/honor roll procedures.
Riera, Deborah	Principal	Oversees student discipline, attendance issues, parental involvement, teacher concerns or assistance needed for both the elementary and middle school buildings. Additionally, she ensures all instructional and non instructional staff is adhering to all district policies and procedures.
Botana, Diane	Teacher, K-12	Ms. Botana is a middle school department chair, who works with the other teachers in her department to ensure all science district policies and guidelines are being used. Additionally, she is the STEM liaison for Everglades K8 Center.
Perez, Mabel	ELL Compliance Specialist	Ms. Perez provides the staff with updates, guidelines and procedures for all ELL items related to testing, classroom strategies, and parental meetings.
Henao, Carmen	Teacher, K-12	Ms. Henao is a grade level chair for kindergarten. She ensures that all teacher concerns are brought to the administration, along with ensuring all teachers are following the pacing guide and district protocols.
Vargas, Tatnai	Other	Ms. Vargas is the LEA for K-8th grade SPED students. She ensures all IEP's are in compliance and all accommodations are followed for testing as well as in the classroom.

**Demographic Information**

**Principal start date**

Thursday 6/23/2022, Deborah Riera G

**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.*

4

**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.*

29

**Total number of teacher positions allocated to the school**

68

**Total number of students enrolled at the school**

876

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

11

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

2

**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	74	102	83	77	82	102	122	124	110	0	0	0	0	876
Attendance below 90 percent	0	8	8	6	9	6	10	13	10	0	0	0	0	70
One or more suspensions	0	0	0	0	4	0	0	0	0	6	0	0	0	10
Course failure in ELA	0	1	7	4	3	2	5	4	1	0	0	0	0	27
Course failure in Math	0	0	4	2	4	2	13	2	3	0	0	0	0	30
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	7	8	22	27	19	28	0	0	0	0	111
Level 1 on 2022 statewide FSA Math assessment	0	0	0	7	11	22	40	24	24	0	0	0	0	128
Number of students with a substantial reading deficiency	0	1	8	17	18	37	34	33	46	0	0	0	0	194
	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	1	6	9	9	17	32	20	16	0	0	0	0	110

**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	1	0	8	0	0	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	0	0	0	1	0	0	0	0	1

**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	77	66	65	81	91	93	106	99	119	0	0	0	0	797
Attendance below 90 percent	8	5	7	10	11	9	17	5	11	0	0	0	0	83
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	1	2	3	3	6	2	5	0	0	0	0	23
Course failure in Math	0	2	2	1	2	9	19	0	2	0	0	0	0	37
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	5	8	7	15	0	0	0	0	35
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	5	11	10	17	0	0	0	0	43
Number of students with a substantial reading deficiency	0	9	18	22	16	24	34	46	64	0	0	0	0	233

**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	1	2	2	4	2	8	13	7	17	0	0	0	0	56

**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	3	2	1	5	1	1	0	0	0	0	0	0	0	13
Students retained two or more times	0	0	0	1	0	0	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	97	74	66	80	94	90	113	109	111	0	0	0	0	834
Attendance below 90 percent	6	6	5	10	6	9	11	10	18	0	0	0	0	81
One or more suspensions	0	0	0	0	0	4	0	6	4	0	0	0	0	14
Course failure in ELA	0	6	2	3	1	3	4	2	0	0	0	0	0	21
Course failure in Math	0	4	1	3	1	12	0	0	1	0	0	0	0	22
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	13	21	12	21	21	26	0	0	0	0	114
Level 1 on 2019 statewide FSA Math assessment	0	0	0	17	21	25	26	18	31	0	0	0	0	138
Number of students with a substantial reading deficiency	0	8	9	22	34	20	38	47	47	0	0	0	0	225

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	5	1	15	17	23	20	13	26	0	0	0	0	120

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	0	7	0	0	0	0	0	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	0	1	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	62%	62%	55%				66%	63%	61%
ELA Learning Gains	60%						65%	61%	59%
ELA Lowest 25th Percentile	51%						59%	57%	54%
Math Achievement	56%	51%	42%				66%	67%	62%
Math Learning Gains	67%						61%	63%	59%
Math Lowest 25th Percentile	57%						48%	56%	52%
Science Achievement	52%	60%	54%				56%	56%	56%
Social Studies Achievement	72%	68%	59%				80%	80%	78%

**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	66%	60%	6%	58%	8%
Cohort Comparison		0%				
04	2022					
	2019	67%	64%	3%	58%	9%
Cohort Comparison		-66%				
05	2022					
	2019	56%	60%	-4%	56%	0%
Cohort Comparison		-67%				
06	2022					
	2019	59%	58%	1%	54%	5%
Cohort Comparison		-56%				
07	2022					
	2019	65%	56%	9%	52%	13%
Cohort Comparison		-59%				
08	2022					
	2019	64%	60%	4%	56%	8%
Cohort Comparison		-65%				

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	73%	67%	6%	62%	11%
Cohort Comparison		0%				
04	2022					
	2019	72%	69%	3%	64%	8%
Cohort Comparison		-73%				
05	2022					

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
	2019	57%	65%	-8%	60%	-3%
Cohort Comparison		-72%				
06	2022					
	2019	59%	58%	1%	55%	4%
Cohort Comparison		-57%				
07	2022					
	2019	64%	53%	11%	54%	10%
Cohort Comparison		-59%				
08	2022					
	2019	30%	40%	-10%	46%	-16%
Cohort Comparison		-64%				

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
05	2022					
	2019	48%	53%	-5%	53%	-5%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-48%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	58%	43%	15%	48%	10%
Cohort Comparison		0%				

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2022					
2019					

<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2022					
2019	77%	73%	4%	71%	6%

<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2022					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	82%	63%	19%	61%	21%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	54%	-54%	57%	-57%

**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	38	40	29	38	43	43	26	33			
ELL	50	58	50	44	61	53	47	58			
HSP	62	61	51	56	67	56	52	73	82		
FRL	60	59	51	54	64	55	53	71	88		
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	41	40	33	39	32	26	22	42			
ELL	60	58	50	44	31	26	30	48	47		
HSP	63	58	47	52	35	23	46	58	66		
FRL	62	57	43	49	34	23	44	60	58		
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	35	45	42	42	48	39	30	57			
ELL	53	61	62	58	55	44	43	60			
HSP	65	64	59	66	61	48	55	80	78		
WHT	85	82		54	64						
FRL	63	64	62	63	59	48	52	77	69		

**ESSA Data Review**

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

<b>ESSA Federal Index</b>	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	61
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	51
Total Points Earned for the Federal Index	611
Total Components for the Federal Index	10
Percent Tested	100%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
<b>English Language Learners</b>	
Federal Index - English Language Learners	52
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Native American Students</b>	
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
<b>Asian Students</b>	
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
<b>Black/African American Students</b>	
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
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	61

Hispanic Students	
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	61
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?

School-wide use of i-Ready and implementation of data to drive instruction has increased student achievement in the area of mathematics. The Algebra results showed an increase ('21 - 65% and '22 - 83%). Our 2022 Mathematics FSA data shows an increase compared to our 2021 results: Learning Gains ('21 - 35% and '22 - 67%), Lowest 25 ('21 - 23% and '22 - 57%). Our 2022 ELA results shows a decrease in Learning Gains, Lowest 25, and overall performance from the 2021 results. In addition, our civics and science scores show a decrease as well.

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

The greatest need for improvement are needed in the following areas: ELA Lowest 25 and Civics showed a decrease of 8 percentage points, overall Math scores showed a decrease of 10 percentage points.

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

According to the 3 year trend data, the contributing factor is that these students have not been able to close the learning gap from year to year, as indicated by the lack of growth. The administration will be hiring new teachers and placing teachers in their areas of strength.

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

In 2022, the component with the most improvement based on the 2022 Mathematics state assessment data was the Lowest 25 with an increase of 9 percentage points.

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

The contributing factors was change of staff members using their strengths to guide our placement in specific grade levels and subjects.

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

In order to accelerate learning, our instructional and support staff will continue to implement scaffolding to build understanding, increase achievement, differentiate instruction, provide interventions, incorporate small group/hands-on activities. In addition, teachers will need to be informed on the new the implementation of the B.E.S.T. Florida Standards. The administration and instructional staff will continue to use data to drive instruction and partake in data chats. Furthermore, our staff will continue using collaborative grade level and leadership team planning to ensure student achievement and communication with all stakeholders.

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

The professional development opportunities that will be provided at our school to support teachers and leaders will be S.T.E.M. as we strive toward gold designation.

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

To ensure sustainability of improvement next year and beyond, we will provide additional services such as intervention for our Tier 2 and 3 students. We will also continue the use of the i-Ready program, progress monitoring, and data analysis to ensure students are demonstrating academic growth.

**Areas of Focus**

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

:



**#1. ESSA Subgroup specifically relating to 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.**

Professional Learning was identified as a critical area due to the upcoming transitions with the new B.E.S.T. Florida Standards. Throughout the first two phases (8/22/22 - 10/14/22) of the School wide Improvement Plan instructional staff will partake in professional development directly related to Students with Disabilities which is crucial to student outcomes. Teachers must remain up to date on new platforms, instructional materials, and resources in order to ensure our Students with Disabilities are included in all academic areas.

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

By 06/07/23, 75% of instructional and support staff will attend additional professional development trainings, directly related to Students with Disabilities, based on their specific classroom needs to ensure student achievement.

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

All instructional staff will submit records indicating sessions attended to administrative staff prior to the completion of the 2022-2023 school year.

**Person responsible for monitoring outcome:**

Deborah Riera (driera2@dadeschools.net)

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

Job-embedded Professional Development (JEPD) refers to teacher learning that is grounded in a day-to-day teaching practice and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning. It is primarily school or classroom based and is integrated into the workday, consisting of teachers assessing and finding solutions for authentic and immediate problems of practice as part of a cycle of continuous improvement.

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

JEPD is important to drive student achievement because it allows teachers to collaborate and support other staff members by providing newly acquired information, strategies, that directly impacts student growth.

**Action Steps to Implement**

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

8/22/22 - 10/14/22, Our school PD Liaison will keep all instructional and non-instructional staff informed of professional development opportunities, throughout the first two phases. As a result, teachers will be up to date and well versed in new district policies and curriculum initiatives as it relates to all subgroups including the Students with Disabilities.

**Person Responsible** Yvonne Perry (yperry@dadeschools.net)

8/22/22 - 10/14/22, S.T.E.M. teacher leaders will inform staff about upcoming S.T.E.M. professional development before the end of the first two phases. As a result, teacher will be able to attend a S.T.E.M professional development to implement S.T.E.M strategies in the their classroom to ensure all student groups, specifically the Student with Disabilities subgroup, needs are being met.

**Person Responsible** Diane Botana (dianebotana@dadeschools.net)

8/22/22 - 10/14/22, After teachers attend professional development training, they will share the information presented to their respective team members before the end of the first two phases. As a result, all grade levels/ instructional staff will be kept up to date on new curriculum strategies, including Students with Disabilities.

**Person Responsible** Yvonne Perry (yperry@dadeschools.net)

8/22/22 - 10/14/22, Select teachers by grade level will attend a district facilitated professional development trainings directly correlated to Students with Disabilities, before the end of the first two phases. As a result, every grade level will have a teacher representative that has been trained in all district programs and strategies related to Students with Disabilities.

**Person Responsible** Yvonne Perry (yperry@dadeschools.net)

(10/31/22-12/16/22) Our ESE Program Specialist has provided teachers with in-house, on going professional development to assist teachers with IEP documentation.

**Person Responsible** Tatnai Vargas (tvargas@dadeschools.net)

(10/31/22-12/16/22) Our ESE Program Specialist has provided teachers with On-Demand based videos about IEP completion and modified curriculum form support.

**Person Responsible** Tatnai Vargas (tvargas@dadeschools.net)

**#2. 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 2021-2022 data, standards-aligned instruction was identified as a critical need due to the drop in ELA assessment data ('21 - 63% and '22 - 62%). Our area of focus will be aligning instruction, intervention implementation, and progress monitoring.

**Measurable Outcome:**

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

By 06/07/23, 50% of students will demonstrate proficiency in the F.A.S.T. assessment. 50% or more of our school population will score an equivalent of a Level 3 or above.

**Monitoring:**

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

Results from F.A.S.T. assessment 1 to F.A.S.T. assessment 2 will be utilized to drive instruction.

**Person responsible for monitoring outcome:**

Deborah Riera (driera2@dadeschools.net)

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

Data-driven instruction is an educational approach that relies on the teachers' use of student performance data to inform instructional planning and delivery. This systematic approach of instruction uses assessment, analysis, and actions to meet student's needs.

**Rationale for Evidence-based Strategy:**

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

Using the data acquired from progress monitoring and the F.A.S.T., i-Ready, and classroom assessments, teachers can utilize data to drive instruction and meet individual student's needs.

**Action Steps to Implement**

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

08/22/22 - 10/14/22, Teachers will conduct data chats with students after AP1 diagnostic information is available to provide feedback and update students on their progress. As a result, students will be able to track and monitor their growth.

**Person Responsible**

Irene Gancedo (igancedo@dadeschools.net)

08/22/22 - 10/14/22 Teachers will partake in data chats with administration to review AP1 assessment data and identify areas of need. As a result, teachers will be able to adjust their curriculum to best suit their students needs.

**Person Responsible**

Yvonne Perry (yperry@dadeschools.net)

08/22/22 - 10/14/22, Teachers will use data provided from AP1 and progress monitoring to drive differentiated instruction groups, allowing for fluid movement as needed based on students' needs. As a result, students will receive DI based on their individualized needs in order to maximize their data driven instructional time.

**Person Responsible**

Irene Gancedo (igancedo@dadeschools.net)

08/22/22 - 10/14/22, Teachers will implement intervention with fidelity for students who meet intervention criteria. As a result, students in need of intervention will be monitored and data will be tracked to ensure growth and decrease learning gaps.

**Person Responsible** Yvonne Perry (yperry@dadeschools.net)

(10/31/22-12/16/22) Teachers will implement intervention with fidelity for students who meet intervention criteria. As a result, students in need of intervention will be monitored and data will be tracked to ensure growth and decrease learning gaps.

**Person Responsible** Yvonne Perry (yperry@dadeschools.net)

(10/31/22-12/16/22) Teachers will use F.A.S.T data in conjunction with iReady data to create fluid differentiated instructional groups.

**Person Responsible** Yvonne Perry (yperry@dadeschools.net)

**#3. 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.** Results of the 2021-2022 Continuous Improvement Worksheet showed that teachers feel there needs to be more incentives for students, faculty, and staff.

**Measurable Outcome:**  
**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** By the end of the 2022-2023 school year, the Continuous Improvement Worksheet will show that teachers find the implementation of incentive strategies and activities to be a "strength" vs an "area for improvement."

**Monitoring:**  
**Describe how this Area of Focus will be monitored for the desired outcome.** Teachers and administrators will monitor student attendance and i-Ready usage/passage rates. As a result based on the data collected, classes with the highest attendance rate will be provided quarterly incentives.

**Person responsible for monitoring outcome:** Deborah Riera (driera2@dadeschools.net)

**Evidence-based Strategy:**  
**Describe the evidence-based strategy being implemented for this Area of Focus.** The attendance bulletin will be sent daily via email to be reviewed by teachers. Both elementary and middle school counselors will contact parents as needed to discuss attendance concerns. Reminders will be mentioned during schoolwide announcements. Teachers with the best classroom attendance rates will be given a "Shot Out" and classes with highest quarterly attendance will be provided with an incentive.

**Rationale for Evidence-based Strategy:**  
**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.** Our attendance rate is an area of concern as we strive to improve our 3 year trend data. Incentivizing attendance will make students more conscious of their absences and tardies, thus resulting in a decrease of truancy.

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

08/22/22 - 10/14/22, Teachers/counselors will monitor the attendance record daily. As a result, they will call parents to remind them that attendance is important and celebrate the students who achieved 100% attendance for the month.

**Person Responsible** Yvonne Perry (yperry@dadeschools.net)

08/22/22 - 10/14/22, Administration will monitor Perfect attendance for each class and reward the classes who have met attendance goals quarterly. As a result, teacher and students will be able to monitor their attendance and have a sense of ownership.

**Person Responsible** Irene Gancedo (igancedo@dadeschools.net)

08/22/22 - 10/14/22, Students who receive Perfect Attendance quarterly, will be provided with a certificate. If a child received Perfect Attendance all 4 quarters, they will receive a medal at the end of the year. As a result, students will have more ownership about their personal attendance results.

**Person Responsible** Yvonne Perry (yperry@dadeschools.net)

08/22/22 - 10/14/22, There will be awards/celebrations for students/classes who meet i-Ready usage/ passage rates after each assessment period. As a result, students will receive positive accolades for completing their i-Ready goals.

**Person Responsible** Irene Gancedo (igancedo@dadeschools.net)

(10/31/22-12/16/22) The student service team has implemented "Do The Right Thing" and "Values Matter" programs to celebrate student successes and highlight positive turn around behavior.

**Person Responsible** Mayra Aloma (maloma@dadeschools.net)

(10/31/22-12/16/22) The student service team provides 3 school wide events for the "No Place for Hate" campaign to discuss anti-bullying.

**Person Responsible** [no one identified]

**#4. Transformational Leadership specifically relating to Leadership Development**

**Area of Focus Description and Rationale:** Results of the 2021-2022 Continuous Improvement Worksheet showed that teachers feel an open-door policy should be in place to allow all teachers to attend Leadership Team meetings. Teachers think administrators should attend grade level and department meetings.

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

**Measurable Outcome:** By the end of the 2022-2023 school year, the Continuous Improvement worksheet will demonstrate that teachers feel they have opportunities to participate in Leadership Team meetings and that administrators participate in grade level and department meetings.

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

**Monitoring:** Administrators will inform teachers of upcoming Leadership Team meetings and allow for an open-door policy for all to attend. In addition, grade level and department meetings will have administrators present when allowable.

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

**Person responsible for monitoring outcome:** Deborah Riera (driera2@dadeschools.net)

**Evidence-based Strategy:** The administration strives to have one contact person per grade and/or department to streamline communication amongst teachers. Designated grade/department chairpersons will disseminate information quickly.

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

**Rationale for Evidence-based Strategy:** Teacher involvement and engagement is crucial to student achievement. If teachers feel they are working together as a team, have support from their administrators, and have active input about the decisions and choices made at their school, they will be more willing to take on leadership roles.

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

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

8/22/22-10/14/22, The administrations will ensure monthly Leadership Team, grade level, and department meetings are occurring by collecting on a quarterly basis, agendas and attendance forms, from chairpersons. As a result, the administrative team will be able to provide any additional needed support in order to ensure that information is being disseminated in a timely manner.

**Person Responsible** Yvonne Perry (yperry@dadeschools.net)

8/22/22-10/14/22, Administration will periodically join grade level and department meetings. As a result, administration will be brought up to date about any academic concerns or needs throughout the building.

**Person Responsible** Irene Gancedo (igancedo@dadeschools.net)

8/22/22-10/14/22, The administration will provide opportunities for teachers to join Leadership Team meetings. As a result, leadership meeting dates will be made public to all staff members with ample notice. Additionally, leadership meetings will welcome all staff members as a place where they can voice their concerns.

**Person Responsible** Deborah Riera (driera2@dadeschools.net)

8/22/22-10/14/22, Teachers leaders will have opportunities to share "best practices" during faculty meetings and Leadership Team meetings. As a result, all staff members will be made aware of "best practices" that are occurring throughout the building.

**Person Responsible** Deborah Riera (driera2@dadeschools.net)

(10/31/22-12/16/22) Teachers have the opportunity to attend monthly iCad meetings by grade level to stay informed of all curriculum needs and updated strategies.

**Person Responsible** Yvonne Perry (yperry@dadeschools.net)

(10/31/22-12/16/22) Teacher leaders will attend Schoology Train the Trainer professional development in order to support and facilitate teachers during this Schoology implementation year.

**Person Responsible** Irene Gancedo (igancedo@dadeschools.net)

## Positive Culture & Environment

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

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

The school promotes a positive school culture by providing teachers opportunities for growth, supporting all students to achieve success and creating an environment of collaboration and mutual respect. In addition, the school consistently communicated with all stakeholders to provide them information about upcoming events, provide support and encourage family participation both at home and at the school site. In collaboration with EESAC and PTSA the school holds a variety of activities open to all stakeholder, constantly promoting an environment of inclusion and quality education for all.

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

The administrative team and leadership team constantly strive to create an welcoming, open door policy environment to assist teacher and staff. Leadership meetings are open to all staff members. The administrative team attendees grade level and department meetings in order to provide support for any academic needs. Our PTSA holds various activities and events in order to promote community involvement.