# David Lawrence Jr. K 8 Center

# 2022-23 Schoolwide Improvement Plan

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# David Lawrence Jr. K 8 Center

## 15000 BAY VISTA BLVD, North Miami, FL 33181

### http://dlk8.dadeschools.net

## Demographics

## Principal: Deborah Johnson Brinson P

Start Date for this Principal: 7/15/2021

| | |
|---|---|
| **2019-20 Status** (per MSID File) | Active |
| **School Type and Grades Served** (per MSID File) | Combination School PK-8 |
| **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) | 82% |
| **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 Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students |
| **School Grades History** | 2021-22: B (61%) 2018-19: A (63%) 2017-18: B (61%) |
| **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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# David Lawrence Jr. K 8 Center

## 15000 BAY VISTA BLVD, North Miami, FL 33181

### http://dlk8.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) |
|---|---|---|
| Combination School PK-8 | Yes | 82% |

| **Primary Service Type** (per MSID File) | **Charter School** | **2018-19 Minority Rate** (Reported as Non-white on Survey 2) |
|---|---|---|
| K-12 General Education | No | 95% |

## School Grades History

| Year | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| Grade | B | | 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 staff and community of David Lawrence Jr. K-8 Center will provide all stakeholders with a safe learning environment that will foster student achievement and academic excellence as we set sail on a path to success.

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

The educational mission of David Lawrence Jr. K-8 Center is to cultivate and enrich the lives of our students through a research-based curriculum coupled with a strong sense of community involvement where all children will achieve their personal and academic potential.

### 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 |
|---|---|---|
| Brinson, Deborah | Principal | Directs and manages instructional programs, supervises operations and manages personnel to ensure a safe and secure learning environment for all stakeholders. Provides leadership to ensure rigorous implementation of instructional programs and monitoring the delivery of instruction. Oversees district, state and federal programs to ensure compliance. |
| Calveiro, Raquel | Assistant Principal | Assist the school principal in overall administration of instructional program and school level operations. Coordinate assigned student activities and services in grades 5-8. Oversees Special Education Program and compliance. |
| Hoskins, Steven | Assistant Principal | Principal Designee. Assist the school principal in overall administration of instructional program and school level operations. Coordinate assigned student activities and services in grades 1-4. Oversees ELL program and compliance. |
| Parlor, Mitzi | Assistant Principal | Assist the school principal in overall administration of instructional program and school level operations. Coordinate assigned student activities and services in grades Pre-K - Kindergarten. Oversees Title I activities and compliance.. |
| Chong, Ching | Teacher, K-12 | Kindergarten Grade Level Chairperson |
| Thompson, Grettel | Teacher, K-12 | First Grade Level Chairperson |
| Delgado, Victoria | Other | PLST- Instructional Coach Content Area Expert |
| Sanchez, Mariely | Teacher, K-12 | Fourth Grade Level Chairperson |
| Moreira, Jose | Teacher, K-12 | PLST- Professional Learning and Growth Leader |
| Newkirk, Paula | Teacher, K-12 | Sixth Grade Team Leader |
| Roman, Lynne | Teacher, K-12 | PLST - Digital Innovator |
| Wiest, Victoria | Other | Community Specialist Liaison |
| Marian, Padilla | Teacher, K-12 | Second Grade Level Chairperson |
| Johnson, Hortense | Teacher, K-12 | EESAC Chairperson |

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|--------------------------------|
| Molina, Mayra | Teacher, K-12 | Third Grade Level Chairperson |
| Alexandre, Tania | Instructional Coach | Reading Coach |
| Chao, Gisell | ELL Compliance Specialist | ESOL Chairperson |
| Laiken, Dina | Teacher, ESE | |
| Smith, Alexandria | Teacher, K-12 | 6-8 ELA Department Chairperson |
| Gerald, Michelle | School Counselor | School Counselor Pre-K-8 |
| Wright, Shannan | Teacher, K-12 | PLST, New Teacher and Lead Mentor |
| Smith, Michael | Other | SCSI Instructor |
| Robinson, Dale | Instructional Coach | Math Coach |
| Montenegro, Sandra | School Counselor | |
| Schafer, Lisa | Teacher, K-12 | Seventh Grade Chairperson |

## Demographic Information

**Principal start date**

Thursday 7/15/2021, Deborah Johnson Brinson P

**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.*

7

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

7

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

75

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

1,283

**Identify the number of instructional staff who left the school during the 2021-22 school year.**
13

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**
10

**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 | 130 | 109 | 161 | 130 | 128 | 164 | 190 | 183 | 0 | 0 | 0 | 0 | 1283 |
| Attendance below 90 percent | 0 | 32 | 19 | 26 | 11 | 17 | 17 | 26 | 34 | 0 | 0 | 0 | 0 | 182 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 4 | 4 | 16 | 34 | 0 | 0 | 0 | 0 | 58 |
| Course failure in ELA | 0 | 6 | 12 | 15 | 19 | 13 | 5 | 24 | 1 | 0 | 0 | 0 | 0 | 95 |
| Course failure in Math | 0 | 4 | 3 | 18 | 16 | 6 | 11 | 28 | 0 | 0 | 0 | 0 | 0 | 86 |
| Level 1 on 2022 statewide FSA ELA assessment | 0 | 0 | 0 | 16 | 36 | 28 | 47 | 49 | 41 | 0 | 0 | 0 | 0 | 217 |
| Level 1 on 2022 statewide FSA Math assessment | 0 | 0 | 0 | 11 | 26 | 34 | 62 | 81 | 53 | 0 | 0 | 0 | 0 | 267 |
| Number of students with a substantial reading deficiency | 0 | 7 | 18 | 58 | 41 | 35 | 64 | 76 | 67 | 0 | 0 | 0 | 0 | 366 |

**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 | 6 | 5 | 22 | 30 | 33 | 49 | 70 | 49 | 0 | 0 | 0 | 0 | 264 |

**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 | 8 | 1 | 17 | 1 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 30 |
| Students retained two or more times | 0 | 0 | 0 | 4 | 2 | 3 | 4 | 3 | 1 | 0 | 0 | 0 | 0 | 17 |

**Date this data was collected or last updated**
Monday 9/12/2022

**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 | 76 | 115 | 128 | 153 | 113 | 152 | 155 | 168 | 168 | 0 | 0 | 0 | 0 | 1228 |
| Attendance below 90 percent | 16 | 27 | 28 | 19 | 27 | 37 | 43 | 41 | 35 | 0 | 0 | 0 | 0 | 273 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 8 | 16 | 15 | 8 | 15 | 7 | 15 | 20 | 0 | 0 | 0 | 0 | 104 |
| Course failure in Math | 0 | 5 | 5 | 9 | 9 | 16 | 6 | 7 | 5 | 0 | 0 | 0 | 0 | 62 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 13 | 23 | 30 | 32 | 0 | 0 | 0 | 0 | 98 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 8 | 22 | 36 | 27 | 0 | 0 | 0 | 0 | 93 |
| Number of students with a substantial reading deficiency | 0 | 29 | 52 | 86 | 34 | 50 | 69 | 69 | 80 | 0 | 0 | 0 | 0 | 469 |

**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 | 9 | 10 | 13 | 8 | 23 | 26 | 38 | 34 | 0 | 0 | 0 | 0 | 163 |

**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 | 2 | 10 | 3 | 18 | 1 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 36 |
| Students retained two or more times | 0 | 0 | 0 | 3 | 1 | 2 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 8 |

**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 | 114 | 120 | 141 | 144 | 124 | 158 | 173 | 176 | 194 | 0 | 0 | 0 | 0 | 1344 |
| Attendance below 90 percent | 27 | 24 | 24 | 13 | 17 | 15 | 25 | 37 | 28 | 0 | 0 | 0 | 0 | 210 |
| One or more suspensions | 0 | 0 | 0 | 0 | 6 | 4 | 16 | 38 | 6 | 0 | 0 | 0 | 0 | 70 |
| Course failure in ELA | 0 | 17 | 9 | 25 | 13 | 3 | 25 | 1 | 1 | 0 | 0 | 0 | 0 | 94 |
| Course failure in Math | 0 | 7 | 9 | 27 | 6 | 10 | 27 | 0 | 7 | 0 | 0 | 0 | 0 | 93 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 55 | 26 | 42 | 46 | 40 | 53 | 0 | 0 | 0 | 0 | 262 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 40 | 34 | 52 | 80 | 52 | 59 | 0 | 0 | 0 | 0 | 317 |
| Number of students with a substantial reading deficiency | 0 | 25 | 36 | 63 | 33 | 60 | 73 | 67 | 71 | 0 | 0 | 0 | 0 | 428 |

**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 | 11 | 7 | 49 | 34 | 41 | 66 | 53 | 54 | 0 | 0 | 0 | 0 | 315 |

**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 | 9 | 1 | 18 | 0 | 0 | 0 | 2 | 1 | 0 | 0 | 0 | 0 | 31 |
| Students retained two or more times | 0 | 1 | 0 | 6 | 3 | 4 | 3 | 1 | 1 | 0 | 0 | 0 | 0 | 19 |

# 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 | 56% | 62% | 55% | | | | 59% | 63% | 61% |
| ELA Learning Gains | 61% | | | | | | 62% | 61% | 59% |
| ELA Lowest 25th Percentile | 47% | | | | | | 56% | 57% | 54% |
| Math Achievement | 53% | 51% | 42% | | | | 61% | 67% | 62% |
| Math Learning Gains | 66% | | | | | | 62% | 63% | 59% |
| Math Lowest 25th Percentile | 61% | | | | | | 54% | 56% | 52% |
| Science Achievement | 45% | 60% | 54% | | | | 49% | 56% | 56% |
| Social Studies Achievement | 83% | 68% | 59% | | | | 78% | 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 | 49% | 60% | -11% | 58% | -9% |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |
| | 2019 | 62% | 64% | -2% | 58% | 4% |
| Cohort Comparison | | -49% | | | | |

| ELA | | | | | | |
|---|---|---|---|---|---|---|
| **Grade** | **Year** | **School** | **District** | **School-District Comparison** | **State** | **School-State Comparison** |
| 05 | 2022 | | | | | |
| | 2019 | 55% | 60% | -5% | 56% | -1% |
| Cohort Comparison | | -62% | | | | |
| 06 | 2022 | | | | | |
| | 2019 | 50% | 58% | -8% | 54% | -4% |
| Cohort Comparison | | -55% | | | | |
| 07 | 2022 | | | | | |
| | 2019 | 55% | 56% | -1% | 52% | 3% |
| Cohort Comparison | | -50% | | | | |
| 08 | 2022 | | | | | |
| | 2019 | 56% | 60% | -4% | 56% | 0% |
| Cohort Comparison | | -55% | | | | |

| 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 | 57% | 67% | -10% | 62% | -5% |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |
| | 2019 | 61% | 69% | -8% | 64% | -3% |
| Cohort Comparison | | -57% | | | | |
| 05 | 2022 | | | | | |
| | 2019 | 58% | 65% | -7% | 60% | -2% |
| Cohort Comparison | | -61% | | | | |
| 06 | 2022 | | | | | |
| | 2019 | 50% | 58% | -8% | 55% | -5% |
| Cohort Comparison | | -58% | | | | |
| 07 | 2022 | | | | | |
| | 2019 | 54% | 53% | 1% | 54% | 0% |
| Cohort Comparison | | -50% | | | | |
| 08 | 2022 | | | | | |
| | 2019 | 27% | 40% | -13% | 46% | -19% |
| Cohort Comparison | | -54% | | | | |

| SCIENCE | | | | | | |
|---|---|---|---|---|---|---|
| **Grade** | **Year** | **School** | **District** | **School-District Comparison** | **State** | **School-State Comparison** |
| 05 | 2022 | | | | | |

| | | | | SCIENCE | | | |
|---|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| | 2019 | 42% | 53% | -11% | 53% | -11% |
| Cohort Comparison | | | | | | |
| 06 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | -42% | | | | |
| 07 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 08 | 2022 | | | | | |
| | 2019 | 43% | 43% | 0% | 48% | -5% |
| Cohort Comparison | | 0% | | | | |

| BIOLOGY EOC | | | | | |
|---|---|---|---|---|---|
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | 100% | 68% | 32% | 67% | 33% |
| CIVICS EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | 70% | 73% | -3% | 71% | -1% |
| HISTORY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | | | | | |
| ALGEBRA EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | 95% | 63% | 32% | 61% | 34% |
| GEOMETRY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | 100% | 54% | 46% | 57% | 43% |

**Subgroup Data Review**

| 2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2020-21 | C & C Accel 2020-21 |
| SWD | 25 | 44 | 40 | 25 | 47 | 43 | 18 | 79 | | | |
| ELL | 37 | 47 | 36 | 40 | 56 | 58 | 29 | 74 | 58 | | |
| BLK | 48 | 59 | 51 | 45 | 66 | 62 | 38 | 80 | 79 | | |
| HSP | 57 | 61 | 45 | 57 | 65 | 59 | 47 | 84 | 80 | | |
| MUL | 56 | 50 | | 50 | 60 | | | | | | |
| WHT | 73 | 67 | | 64 | 69 | | 55 | | 82 | | |
| FRL | 53 | 60 | 46 | 50 | 64 | 60 | 41 | 80 | 75 | | |

| 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 | 18 | 31 | 45 | 19 | 27 | 24 | 18 | 26 | | | |
| ELL | 38 | 52 | 55 | 35 | 33 | 34 | 30 | 65 | 70 | | |
| BLK | 43 | 45 | 46 | 31 | 28 | 26 | 31 | 60 | 69 | | |
| HSP | 54 | 52 | 50 | 46 | 34 | 36 | 40 | 60 | 69 | | |
| MUL | 57 | | | 62 | | | | | | | |
| WHT | 73 | 65 | | 64 | 50 | | 77 | 86 | 79 | | |
| FRL | 47 | 48 | 48 | 39 | 30 | 31 | 36 | 59 | 68 | | |

| 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 | 27 | 46 | 50 | 35 | 46 | 48 | 26 | 56 | | | |
| ELL | 44 | 58 | 58 | 47 | 57 | 53 | 29 | 55 | 67 | | |
| ASN | 91 | | | 91 | | | | | | | |
| BLK | 52 | 60 | 59 | 52 | 56 | 47 | 46 | 80 | 76 | | |
| HSP | 59 | 62 | 55 | 61 | 64 | 58 | 46 | 73 | 91 | | |
| MUL | 64 | 50 | | 64 | 60 | | | | | | |
| WHT | 80 | 68 | 67 | 81 | 70 | 64 | 72 | 93 | 85 | | |
| FRL | 54 | 60 | 55 | 56 | 60 | 53 | 42 | 72 | 80 | | |

## 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 | 60 |
| 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 | 44 |
| Total Points Earned for the Federal Index | 596 |
| Total Components for the Federal Index | 10 |

| ESSA Federal Index | |
|---|---|
| Percent Tested | 99% |
| **Subgroup Data** | |
| **Students With Disabilities** | |
| Federal Index - Students With Disabilities | 40 |
| 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 | 48 |
| 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 | 56 |
| 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 | 60 |
| 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 | 54 |
| Multiracial Students Subgroup Below 41% in the Current Year? | NO |
| 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 | 57 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | 0 |

## Part III: Planning for Improvement

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

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

The trends emerging across grade levels and core content areas are:
ELA proficiency increased by 4 percentage points.
ELA Learning Gains increased by at least 10 percentage points.
ELA Learning Gains L25 decreased by 2 percentage points.
MATH proficiency achievement increased by at least 10 percentage points.
MATH Learning Gains increased by at least 10 percentage points.
MATH Learning Gains L25 increased by at least 10 percentage points.

Overall SWD, BLK and HSP went up in ELA and Math, when compared to the previous year, but ELL dropped in ELA.

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

The data components, based off progress monitoring and 2022 state assessments, demonstrating the greatest need for improvement are the:
2022-2023 Fourth Grade students (ELA and Math)
2022-2023 Fifth and Eighth Grade students (Science)
2022-2023 Seventh Grade students (Math)

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

Contributing factors needed for improvement include instruction not meeting the depth of the standard/benchmark or access to pre-requisite knowledge. In addition, teachers having moved into new grade levels/assignments must learn a new set of standards/benchmarks and may lack familiarity with new standards/benchmarks. We will begin to incorporate new professional development opportunities addressing content area focus to address the new FL B.E.S.T standards/benchmarks and align appropriate resources and instructional activities. In addition, collaborative planning will support these efforts and will incorporate a greater focus on the standards/benchmarks and standards/benchmarks-based resources provided by the district.

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

The data components, based off progress monitoring and 2022 state assessments, showing the most improvement are the:
2022-2023 Fifth Grade students (ELA and Math proficiency percentage points).
2022-2023 Sixth Grade students (Math - Learning Gains and Learning Gains L25 Subgroups).

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

Contributing factors to this improvement included creating a collaborative planning schedule that allotted time to plan for Differentiated Instruction in both ELA and MATH. In addition, the Administrative/Leadership Team periodically attended collaborative planning sessions and contributed to conversations with individual departments, thus carefully aligning resources and school goals.

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

Strategies we will need to implement to accelerate learning include:
Data driven instruction
Differentiated instruction
Extensions of learning opportunities
Standard based collaborative planning,
Targeted Interventions - 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 contributing factors and strategies identified to accelerate learning include:
The Reading and Math Coaches, Professional Learning Support Team, and Grade Level Chairs will provide ample opportunities for professional growth training in differentiation strategies (August 2022), Aligning resources to small group instruction (October 2022), Tackling Ongoing Progress Monitoring (December 2022), Making adjustments to groups as data becomes available (February 2023) 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.**

Additional services that will be implemented to ensure sustainability of improvement in the next year and beyond include:
Extending learning opportunities (providing before and after school tutoring and interventions as well as Saturday Academies, Spring Break Academy, Winter Academy, and Special Camps).

**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 ELA** | |
|---|---|
| **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 school's 2022 ELA Florida Standards Assessment data review, our school percentage proficiencies increased 9 percentage points in Fourth grade, 5 percentage points in Fifth grade, 7 percentage points in Sixth grade, 1 percentage point in Seventh grade, and 3 percentage points in Eighth grade. According to the 2022 school data, 56 percent of the students in grades 3-8 scored at or above a level 3. With 56 percent of the students achieving proficiency in ELA, through targeted interventions, integrations of Science content during differentiated instruction, and standard-aligned instruction, our goal is to maintain or increase by at least 2 percentage points in proficiency. |
| **Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** | If we continue implementing Differentiation throughout grade levels and content areas, then the percentage of students in grades 3-8 scoring a proficient level on the 2023 Florida F.A.S.T. assessments will increase by a minimum 3 percentage points in comparison to the 2022 ELA Florida State Assessment. |
| **Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.** | Progress monitoring tools will be utilized by classroom teachers. In addition, the Leadership Team will conduct walkthroughs to ensure grade level standards/benchmarks are being instructed and met with appropriate rigor and fidelity. |
| **Person responsible for monitoring outcome:** | Deborah Brinson (djohnson5@dadeschools.net) |
| **Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.** | Through Differentiation of content material, our teachers will continue focusing on the evidence-based strategy of Differentiation via Data-Driven Instruction. Differentiation via Data-driven instruction will assist in accelerating the learning gains of our students, as it is a systematic approach of instruction to meet the students' needs. Differentiation via Data-driven instruction will be monitored through the use of data trackers to drive instructional planning and data-driven conversations to include ongoing progress monitoring. |
| **Rationale for Evidence-based Strategy:** | Differentiation via Data-Driven instruction will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction plans and instructional plan as new data becomes available. |

**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.

08/22/22-10/14/22 Facilitate collaborative planning meetings as needed to provide teachers with an opportunity to collaborate and brainstorm challenges, needs, and shared best practices. Teachers will attend collaborative planning and take turns taking the lead and modeling explicit instruction during small groups.

**Person Responsible** Steven Hoskins (260288@dadeschools.net)

08/22/22-10/14/22 Teachers will develop lesson plans that are inclusive of DI instruction. As a result, teachers will have student groups, appropriate resources, and lesson plans that reflect DI instruction.

**Person Responsible** Steven Hoskins (260288@dadeschools.net)

08/22/22-10/14/22 Teachers will utilize weekly i-Ready data. As a result, teacher will use the most current data to plan and adjust instruction to meet the current student academic needs.

**Person Responsible** Tania Alexandre (237287@dadeschools.net)

08/22/22-10/14/22 Teachers will utilize data from the Florida F.A.S.T and the progress monitoring assessments to develop data driven lessons aligned with pacing guides.

**Person Responsible** Steven Hoskins (260288@dadeschools.net)

08/22/22-10/14/22 Facilitate group and individual teacher data chats to provide teachers the opportunity to analyze their data with the school leadership team and discuss any needs or concerns the teacher may have with their class.

**Person Responsible** Steven Hoskins (260288@dadeschools.net)

10/15/22 - Implement weekly iReady incentives for students who meet the minimum requirements of usage and pass rates.

**Person Responsible** Tania Alexandre (237287@dadeschools.net)

10/15/22 - Implement semester iReady incentives for students who placed on grade level and consistently completed usage and pass rate requirements.

**Person Responsible** Tania Alexandre (237287@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 our school's 2022 MATH Florida Standards Assessment data review, our school percentage proficiencies increased 17 percentage points in Fourth grade, 9 percentage points in Fifth grade, 1 percentage point in Sixth grade, 4 percentage points in Seventh grade, and a 10 percentage point loss in Eighth grade. Although learning gains were made in most of the testing grades, 53 percent of the students in grades 3-8 scored at or above a level 3, leading us to identify this as a continued area of focus. Our goal is to increase the Math achievement by at least 3 percentage points for our Students with Disabilities population and move towards maintaining proficiency through the implementation of targeted math interventions, integrations of ELA and Science content strategies during differentiated instruction, and consistent standard-aligned instruction. |
| **Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** | If we continue implementing Differentiation throughout grade levels and content areas, then the percentage of students with disabilities in grades 3-8 scoring a proficient level on the 2023 Florida F.A.S.T. assessments will increase by a minimum 3 percentage points in comparison to the 2022 MATH Florida State Assessment. |
| **Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.** | Progress monitoring tools will be utilized by classroom teachers. In addition, the Leadership Team will conduct walkthroughs to ensure grade level standards/benchmarks are being instructed and met with appropriate rigor and fidelity. |
| **Person responsible for monitoring outcome:** | Deborah Brinson (djohnson5@dadeschools.net) |
| **Evidence-based Strategy: Describe the evidence-based strategy being** | Through Differentiation of content material, our teachers will continue focusing on the evidence-based strategy of Differentiation via Data Driven Instruction. Differentiation via Data-driven instruction will assist in accelerating the learning gains of our students, as it is a systematic approach of instruction to meet the students' needs. Differentiation via Data-driven instruction will be monitored through the use of data trackers to drive instructional planning and data-driven conversations to include ongoing progress monitoring. |

**implemented for this Area of Focus.**

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

Differentiation via Data Driven instruction will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction plans and instructional plan as new data becomes available.

**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 Facilitate collaborative planning meetings as needed to provide teachers with an opportunity to collaborate and brainstorm challenges, needs, and shared best practices. Teachers will attend
collaborative planning and take turns taking the lead and modeling explicit instruction during small groups

| **Person Responsible** | Deborah Brinson (djohnson5@dadeschools.net) |
|---|---|

08/22/22-10/14/22 Teachers will develop lesson plans that are inclusive of DI instruction. As a result, teachers will have student groups, appropriate resources, and lesson plans that reflect DI instruction.

| **Person Responsible** | Deborah Brinson (djohnson5@dadeschools.net) |
|---|---|

08/22/22-10/14/22 Teachers will utilize weekly i-Ready data. As a result, teacher will use the most current data to plan and adjust instruction to meet the current student academic needs

| **Person Responsible** | Deborah Brinson (djohnson5@dadeschools.net) |
|---|---|

08/22/22-10/14/22 Teachers will utilize topic test data to develop data driven lesson plans aligned with pacing guides .

| **Person Responsible** | Deborah Brinson (djohnson5@dadeschools.net) |
|---|---|

08/22/22-10/14/22 Facilitate group and individual teacher data chats to provide teachers the opportunity to analyze their data with the school leadership team and discuss any needs or concerns the teacher may have with their class.

| **Person Responsible** | Deborah Brinson (djohnson5@dadeschools.net) |
|---|---|

10/15/22 - Implement weekly iReady incentives for students who meet the minimum requirements of usage and pass rates.

| **Person Responsible** | Tania Alexandre (237287@dadeschools.net) |
|---|---|

10/15/22 - Implement semester iReady incentives for students who placed on grade level and consistently completed usage and pass rate requirements.

**Person Responsible**　Tania Alexandre (237287@dadeschools.net)

| **#3. 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 our Power BI data review of our school attendance, we have identified that attendance continues to be an area of focus for our school. In addition, there's a correlation between student achievement and attendance. During the 2021-2022 academic school year, 56% of the students had 10 or more absences during the academic school year. Our goal is to decrease the percent of students with 10 or more absences by 10%. We will continue tailoring our attendance initiatives and strengthening stakeholder relationships to ensure attendance is consistently improving. |
| **Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** | If implementation of our Student Attendance initiatives are successful, the number of students with 10 or more absences will decrease by at least 10 percent by June 2023. |
| **Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.** | The Leadership Team will work to connect with families who struggle with attendance and identify the root cause for absences and create a plan of action to ensure students are present daily. The Leadership Team will mentor individual students who have consistent truancy and connect with them to reward or encourage attendance efforts. To ensure we are on track to meeting the outcome above, this data will be discussed during monthly iAttend meetings, data chats with teachers and students, MTSS meetings, and parental contact will be made as necessary. |
| **Person responsible for monitoring outcome:** | Raquel Calveiro (raquelcalveiro@dadeschools.net) |
| **Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.** | The evidence-based strategy we will implement for this Area of Focus is: Attendance Initiatives. Attendance Initiatives have proven to assist in narrowing absence gaps amongst students with excessive attendance patterns. Student absences will be monitored daily to prevent patterns of excessive absences and possible truancy. |
| **Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the** | Attendance Initiatives will assist in decreasing the percentage of students with 10 or more absences. The initiatives will provide the Leadership Team with a systematic approach to provide rewards, identify attendance concerns, and be able to intervene if needed. The Attendance Committee, comprised of: Counselors, Teachers, School Leaders, and Administrators will also be able to provide possible remediation steps to address attendance concerns. |

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

<table>
<tr><td colspan="2" style="background-color:#e5c989"><strong>Action Steps to Implement</strong><br>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.</td></tr>
<tr><td colspan="2">08/22/22-10/14/22 Daily school wide attendance initiative and incentive " Are you in School Today," As a result, students will be recognized for being present in school.</td></tr>
<tr><td><strong>Person Responsible</strong></td><td>Michelle Gerald (mgerald@dadeschools.net)</td></tr>
<tr><td colspan="2">08/22/22-10/14/22 Classroom perfect attendance initiative and incentives for classes who have 13 days of perfect attendance. As a result, teachers and students will be motivated to be present at school.</td></tr>
<tr><td><strong>Person Responsible</strong></td><td>Michelle Gerald (mgerald@dadeschools.net)</td></tr>
<tr><td colspan="2">08/22/22-10/14/22 Monthly i-Attend meetings will be held with students and counselors addressing excessive absences. As a result, students and parents will be provided with resources addressing good attendance.</td></tr>
<tr><td><strong>Person Responsible</strong></td><td>Raquel Calveiro (raquelcalveiro@dadeschools.net)</td></tr>
<tr><td colspan="2">08/22/22-10/14/22 Grade level perfect attendance initiative and incentives for grade levels who have 100 percent attendance for for 1 day. As a result students will be motivated to be present at school.</td></tr>
<tr><td><strong>Person Responsible</strong></td><td>Raquel Calveiro (raquelcalveiro@dadeschools.net)</td></tr>
<tr><td colspan="2">10/15/22 - 100 days of school incentives for students and staff who have had 100% attendance on the 100th day of school. There will also be an incentive if the school is able to achieve 100% attendance on the 100th day of school. As a result, students will be motivated to be present at school.</td></tr>
<tr><td><strong>Person Responsible</strong></td><td>Raquel Calveiro (raquelcalveiro@dadeschools.net)</td></tr>
<tr><td colspan="2">10/15/22 - Quarterly perfect attendance incentives and certificates for students with 100% attendance at the end of each grading period. As a result, students will be motivated to be present at school.</td></tr>
<tr><td><strong>Person Responsible</strong></td><td>Raquel Calveiro (raquelcalveiro@dadeschools.net)</td></tr>
<tr><td colspan="2">10/15/22 - 100 days of school incentives for students and staff who have had 100% attendance on the 100th day of school. There will also be an incentive if the school is able to achieve 100% attendance on the 100th day of school. As a result, students will be motivated to be present at school.</td></tr>
<tr><td><strong>Person Responsible</strong></td><td>Raquel Calveiro (raquelcalveiro@dadeschools.net)</td></tr>
<tr><td colspan="2">10/15/22 - Quarterly perfect attendance incentives and certificates for students with 100% attendance at the end of each grading period. As a result, students will be motivated to be present at school.</td></tr>
<tr><td><strong>Person Responsible</strong></td><td>Raquel Calveiro (raquelcalveiro@dadeschools.net)</td></tr>
</table>

| **#4. Transformational Leadership specifically relating to Leadership Development** |  |
|---|---|
| **Area of Focus Description and Rationale:** Include a rationale that explains how it was identified as a critical need from the data reviewed. | Based on the qualitative data review of our Professional Development Needs Assessment on Power BI, we have identified that our faculty and staff has indicated a preference of collaborative and job embedded professional developments. During the 2021-2022 academic school year, the school's Professional Learning Support Team provided 9 professional opportunities for the staff. |
| **Measurable Outcome:** State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome. | By providing opportunities for teachers to have Teacher Driven Observations and participate in Professional Learning Community initiatives, we will have empowered teachers with feedback and professional growth, to develop more teacher leaders within our faculty and staff. Our goal is to provide 12 professional opportunities for the 2022-2023 school year raising the opportunities by 34% including Teacher Driven Observations and Professional Learning Communities while continuing to focus on building staff morale. |
| **Monitoring:** Describe how this Area of Focus will be monitored for the desired outcome. | The Area of Focus will be monitored by Mrs. Raquel Calveiro, Assistant Principal, and Professional Learning and Support Team administrator. In addition, staff members, who are experts in their subject/content areas, will serve as lead presenters with in house professional developments. By collaborating with teachers, we hope to continue creating a positive environment and boost staff morale. |
| **Person responsible for monitoring outcome:** | Raquel Calveiro (raquelcalveiro@dadeschools.net) |
| **Evidence-based Strategy:** Describe the evidence-based strategy being implemented for this Area of Focus. | The evidence-based strategy being implemented for this Area of Focus is: Empowering teachers and staff. Assistant Principal, Mrs. Raquel Calveiro, along with the school's Professional Learning Support Team and selected staff members, will provide support for teachers and staff to further develop themselves to leaders, innovators, risk-takers, and designers of new ways to approach challenges. |
| **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 integrating the talents of teachers within the building to carry out the vision and mission statement of the school. In addition, faculty and staff will be able to problem solve efficiently. Throughout this learning process, the Professional Learning Support team and teacher leaders will create buy-in and bring new and fresh solutions to the forefront. |

**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 Leadership Team will meet monthly. As a result the LT will discuss progress monitoring progress monitoring of school improvement goals.

**Person Responsible**   Raquel Calveiro (raquelcalveiro@dadeschools.net)

08/22/22-10/14/22 LT teachers will facilitate professional development based on the needs of the grade levels or subject areas teachers, As a result teachers will receive shared best practices and strategies to improve on their craft.

**Person Responsible**   Jose Moreira (j_moreira@dadeschools.net)

08/22/22-10/14/22 LT teachers will provide peer to peer support to individual teachers on their grade-level or subject areas. As a result, teachers will continue to improvement upon their craft and make progress towards the shared vision and school improvement goals.

**Person Responsible**   Shannan Wright (shanwright@dadeschools.net)

08/22/22-10/14/22 LT will provide peer observations. As a result, teachers will build awareness about the impact of their own teaching and build upon their own craft through the sharing of best practices

**Person Responsible**   Shannan Wright (shanwright@dadeschools.net)

10/15/22 - PLST team will provide opportunities for teachers to participate in PLCs to build upon their craft through sharing best practices.

**Person Responsible**   Raquel Calveiro (raquelcalveiro@dadeschools.net)

10/15/22 - PLST team will provide opportunities for teachers to participate in book studies in both semesters in order to provide opportunities for teachers to develop leadership skills.

**Person Responsible**   Raquel Calveiro (raquelcalveiro@dadeschools.net)

10/15/22 - PLST team will provide opportunities for teachers to participate in PLCs to build upon their craft through sharing best practices.

**Person Responsible**   Raquel Calveiro (raquelcalveiro@dadeschools.net)

10/15/22 - PLST team will provide opportunities for teachers to participate in book studies in both semesters in order to provide opportunities for teachers to develop leadership skills.

**Person Responsible**   Raquel Calveiro (raquelcalveiro@dadeschools.net)

## RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

**Area of Focus Description and Rationale**
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

**Grades K-2: Instructional Practice specifically relating to Reading/ELA**

According to the 2021-2022 third I-Ready Diagnostic result data review, 53 percent of the students in grades K-2 are showing they're working at least 1 grade below grade-level standards. With only 47 percent of the students working on or above grade-level expectations, we have identified this as an area of focus.

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

According to the 2021-2022 third I-Ready Diagnostic result data review, 50 percent of the students in grades 3-5 are showing they're working at least 1 grade below grade-level standards. With 50 percent of the students working on or above grade-level expectations, we have identified this as an area of focus.

**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)**

Through targeted interventions, interdisciplinary integrations of content during differentiated instruction, and standard-aligned instruction, our goal is to increase the percentage of students working on or above grade-level by at least 2 percentage points in proficiency.

**Grades 3-5: Measureable Outcome(s)**

Through targeted interventions, interdisciplinary integrations of content during differentiated instruction, and standard-aligned instruction, our goal is to increase the percentage of students working on or above grade-level by at least 2 percentage points in proficiency.

**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.

Progress monitoring tools will be utilized by classroom teachers and the instructional coach. In addition, the Leadership Team will conduct walkthroughs to ensure grade level standards/benchmarks are being instructed and met with appropriate rigor and fidelity.

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

Alexandre, Tania, 237287@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?

Through Differentiation of content material, our teachers will continue focusing on the evidence-based strategy of Differentiation via Data-Driven Instruction. Differentiation via Data-driven instruction will assist in accelerating the learning gains of our students, as it is a systematic approach of instruction to meet the students' needs. Differentiation via Data-driven instruction will be monitored through the use of data trackers to drive instructional planning and data-driven conversations to include ongoing progress monitoring.

**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?

Differentiation via Data-Driven instruction will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction plans and instructional plan as new data becomes available.

**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 |
|---|---|
| 08/22/22-10/14/22 Facilitate weekly collaborative planning meetings to provide teachers with an opportunity to collaborate and brainstorm challenges, needs, and shared best practices. Teachers will attend collaborative planning and take turns taking the lead and modeling explicit instruction during small groups. | Hoskins, Steven, 260288@dadeschools.net |
| 08/22/22-10/14/22 Teachers will utilize weekly i-Ready data. As a result, teacher will use the most current data to plan and adjust instruction to meet the current student academic needs. | Hoskins, Steven, 260288@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 addresses building a positive school culture and environment by having a shared vision and mission statement. Our school creates experiences to engage parents and families by conducting parent workshops and maintaining home and school communication to promote positive behavior. Teacher leaders are encouraged to share their knowledge gained through professional developments during in house professional developments. Students and staff are recognized on the morning announcements for good attendance. We also ensure that information is provided to our stakeholders through connect-calls, our school website, and communication platforms. We continue to build our skill-set in ensuring our classrooms are highly engaging and foster the highest level of engagement and learning with fidelity.

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

The Principal's role is to oversee all school initiatives and respond to concerns regarding morale by planning team-building and morale boosting activities. The Assistant Principal's roles are to monitor the

development and implementation of the instructional curriculum being taught across grade levels and ensuring all information is shared with stakeholders in a timely manner. Teacher leaders and instructional coaches assist in providing and responding to feedback from stakeholders. All stakeholders are responsible for making specific efforts to connect, network and build relationships with students, parents, and families.