

Miami-Dade County Public Schools

North Hialeah Elementary School



2022-23 Schoolwide Improvement Plan

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North Hialeah Elementary School

4251 E 5TH AVE, Hialeah, FL 33013

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

Demographics

Principal: Carlos Salcedo A

Start Date for this Principal: 7/15/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Hispanic Students Economically Disadvantaged Students
School Grades History	2021-22: B (59%) 2018-19: B (59%) 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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<http://nhes.dadeschools.net/>

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

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

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<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.

To maximize the potential of each child by fostering and creating life-long learners in a challenging and balanced 21st century environment.

Provide the school's vision statement.

The North Hialeah Elementary faculty and staff will motivate students to maximize their academic potential and foster their social and moral growth as they prepare to become literate, 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
Salcedo, Carlos	Principal	Serves as instructional leader, engages and collaborates with all stakeholders. Leads the school in the decision making process. Ensures implementation of standards based curriculum and instruction.
Cardeso, Monica	Assistant Principal	-Monitors and Implements School Improvement Plan -Monitors Intervention Program -Curriculum Leader -Testing Coordinator
Soles, Yolanda	School Counselor	-Provides counseling to students. -Provides resources to parents and community. -School LEA -Monitors Rtl

Demographic Information

Principal start date

Friday 7/15/2022, Carlos Salcedo A

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.*

0

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.*

0

Total number of teacher positions allocated to the school

25

Total number of students enrolled at the school

359

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

8

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

0

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	46	67	52	74	57	97	0	0	0	0	0	0	0	393
Attendance below 90 percent	0	10	7	7	7	6	0	0	0	0	0	0	0	37
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	1	7	6	4	0	0	0	0	0	0	0	18
Course failure in Math	0	0	3	1	7	11	0	0	0	0	0	0	0	22
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	7	13	17	0	0	0	0	0	0	0	37
Level 1 on 2022 statewide FSA Math assessment	0	0	0	1	7	15	0	0	0	0	0	0	0	23
Number of students with a substantial reading deficiency	0	0	5	24	19	19	0	0	0	0	0	0	0	67

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	2	7	11	15	0	0	0	0	0	0	0	35

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

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

Date this data was collected or last updated

Wednesday 9/7/2022

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	37	36	56	68	87	97	0	0	0	0	0	0	0	381
Attendance below 90 percent	1	5	7	13	6	8	0	0	0	0	0	0	0	40
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	10	1	14	0	0	0	0	0	0	0	25
Course failure in Math	0	0	1	7	0	9	0	0	0	0	0	0	0	17
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	9	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	5	0	0	0	0	0	0	0	5
Number of students with a substantial reading deficiency	0	8	24	37	20	33	0	0	0	0	0	0	0	122

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

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

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	1	0	10	0	0	0	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	53	48	64	60	94	89	0	0	0	0	0	0	0	408
Attendance below 90 percent	7	5	7	9	6	9	0	0	0	0	0	0	0	43
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	1	12	5	5	0	0	0	0	0	0	0	24
Course failure in Math	0	3	1	9	12	8	0	0	0	0	0	0	0	33
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	21	18	26	0	0	0	0	0	0	0	65
Level 1 on 2019 statewide FSA Math assessment	0	0	0	9	15	27	0	0	0	0	0	0	0	51
Number of students with a substantial reading deficiency	0	5	17	27	20	30	0	0	0	0	0	0	0	99

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	1	0	18	15	22	0	0	0	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	0	0	0	8	0	0	0	0	0	0	0	0	0	8
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	61%	62%	56%				58%	62%	57%
ELA Learning Gains	65%						63%	62%	58%
ELA Lowest 25th Percentile	44%						62%	58%	53%
Math Achievement	64%	58%	50%				69%	69%	63%
Math Learning Gains	63%						61%	66%	62%
Math Lowest 25th Percentile	68%						39%	55%	51%
Science Achievement	48%	64%	59%				62%	55%	53%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	54%	60%	-6%	58%	-4%
Cohort Comparison		0%				
04	2022					
	2019	57%	64%	-7%	58%	-1%
Cohort Comparison		-54%				
05	2022					
	2019	54%	60%	-6%	56%	-2%
Cohort Comparison		-57%				

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	80%	67%	13%	62%	18%
Cohort Comparison		0%				
04	2022					
	2019	62%	69%	-7%	64%	-2%
Cohort Comparison		-80%				
05	2022					
	2019	59%	65%	-6%	60%	-1%
Cohort Comparison		-62%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	61%	53%	8%	53%	8%
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	11	24	21	14	43	46	7				
ELL	54	59	41	62	66	71	41				
HSP	62	65	44	64	63	68	48				
FRL	59	63	43	62	62	64	45				
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	13			17	7		9				
ELL	50	44	35	48	21	20	45				
HSP	57	36	33	52	16	18	49				
FRL	53	35	32	50	16	19	45				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	9	44	56	30	40	27	9				
ELL	53	63	59	66	65	42	62				
HSP	57	62	61	69	61	39	62				
FRL	58	64	59	67	60	36	60				

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	59
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	57
Total Points Earned for the Federal Index	470
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1

English Language Learners	
Federal Index - English Language Learners	56
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	59
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	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?

There were several trends that emerged across grade levels, subgroups and core content areas. Trends identified are:

-There was an increase in proficiency for both ELA and Mathematics. During the 2020-2021 school year our ELA proficiency was 53% which increased by 8 percentage points during the 2021-2022 school year at 61%. During the 2020-2021 school year our Math proficiency was 52% which was increased by 12 percentage points during the 2021-2022 school year at 64%.

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

Based on the 2022 state assessment scores our 5th grade Science scores remained the same at 48%.

Based on the 2022 state assessment scores our ELA Learning Gains for the Lowest 25% was 44% which showed an increase of 12 percentage points, however, our goal was to reach 65%.

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

A contributing factor for this need for improvement was that the cohort of students who took the 5th grade Science Assessment was the cohort who underwent the greatest amount of learning loss due to the pandemic.

In order to address this need for improvement we will increase the use of hands-on learning across all grade levels to increase learning and engagement.

A contributing factor for not reaching our goal with the ELA lowest 25% learning gains is attributed to teachers not being fully acclimated to the new Reading Horizons Intervention Program. In order to address this need for improvement teachers will be provided with additional training with the Reading Horizons Intervention Program.

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

According to the 2022 state assessment data our Math Learning Gains for the Lowest 25% increased from 17 percentage points during the 2020-2021 school year to 68 percentage points during the 2021-2022 school year, indicating an increase of 51 percentage points.

According to the 2022 state assessment data our ELA Learning Gains increased from 36 percentage

points during the 2020-2021 school year to 65 percentage points during the 2021-2022 school year, indicating an increase of 29 percentage points.

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

Contributing factors for the increase in Math Learning Gains for the Lowest 25% was having all students learning in person. Implementing data-driven differentiated instruction during the Mathematics instructional block on Wednesdays also contributed to this success.

Contributing factors for the increase in ELA Learning Gains was implementing data-driven instruction during the differentiated instruction block.

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

In order to accelerate learning we will focus on Instructional Support/Coaching, Differentiated Instruction, Job Imbedded Professional Development, Vertical Planning, Hands-On Learning and Data-Driven Instruction.

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 the school to support teachers and leaders will be:

- August 16, 2022: Data-Driven Instruction
- August 16, 2022: Horizons Reading Intervention
- November 1-30, 2022: Coaching Cycles
- September 21, 2022: Science Hands-On Learning
- October 26, 2022: Job Imbedded PD based on identified needs.

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

In order to ensure sustainability of improvement for the next school year and beyond, our school will offer a variety of extended learning opportunities which will include but not be limited to: morning and after school tutoring, morning computer lab, Saturday academy, Winter and Spring Break academy and Science Boot Camp.

Once students have shown improvement we will continue to enrich learning.

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 Science

Area of Focus Description and Rationale:

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

According to the 2022 Science State Assessment data, our students demonstrated 48% proficiency. According to the 2021 Science State Assessment data, our students demonstrated 48% proficiency. Based on the data, there was no learning increase.

Measurable Outcome:

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

With the implementation of hands-on learning, our school will increase our Science state assessment proficiency to 60% by May 2023.

Monitoring:

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

The Science instructional coach will ensure to include hands-on learning activities in weekly lesson plans during common planning. Administration will conduct walk throughs to ensure that hands-on learning is taking place.

Person responsible for monitoring outcome:

Carlos Salcedo (pr3901@dadeschools.net)

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

Our school will focus on hands-on learning for this area of focus. Hands-on learning is a learning style in which learning takes place by the students carrying out physical activities, rather than listening to a lecture or watching demonstrations. This may include using manipulatives to teach concepts.

Rationale for Evidence-based Strategy:

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

Through the implementation of hands-on learning where students carry out physical activities, students will be able to more effectively retain information learned which will in turn increase learning.

Action Steps to Implement

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

08/22/2022-10/14/2022:

Science teachers will be provided with a PD on hands-on learning. As a result, teachers will learn how to effectively implement hands-on activities aligned to the Science standards.

Person Responsible

Monica Cardeso (mcardeso@dadeschools.net)

08/22/2022-10/14/2022:

The Science instructional coach will include hands-on learning activities in lesson plans during common planning. As a result, students will have a better understanding of the standards being taught through the hands-on learning experience and in turn improve student achievement.

Person Responsible

Monica Cardeso (mcardeso@dadeschools.net)

08/22/2022-10/14/2022:

Administration will conduct walk throughs to ensure hands-on learning activities, which were included in

the lesson plans, are taking place. As a result, teachers will be provided with additional PD to target any areas of growth identified.

Person Responsible Carlos Salcedo (pr3901@dadeschools.net)

08/22/2022-10/14/2022:

Mini quarterly data chats will be held for Science with administration, teachers and science coach. As a result, we will collaborative develop a plan of action for struggling students.

Person Responsible Monica Cardeso (mcardeso@dadeschools.net)

10/31/2022-12/16/2022

Science teachers will be provided with a PD on hands-on learning. As a result, teachers will learn how to effectively implement hands-on activities aligned to the Science standards.

Person Responsible Monica Cardeso (mcardeso@dadeschools.net)

10/31/2022-12/16/2022

Administration will conduct an end of the quarter data chat with the Science teachers. As a result we will plan for intervention for students performing below grade level.

Person Responsible Carlos Salcedo (pr3901@dadeschools.net)

#2. Instructional Practice specifically relating to Differentiation**Area of Focus****Description and****Rationale:**

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

Based on the 2022 state assessment scores our ELA Learning Gains for the Lowest 25% was 44%. During the 2020-2021 school year our state assessment scores for ELA Learning Gains for the Lowest 25% was 32%. According to the state assessment data our school showed an increase of 12 percentage points, however, our goal was to reach 65%.

Measurable Outcome:

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

With the implementation of differentiated instruction, our school will increase our ELA Learning Gains for the Lowest 25% state assessment proficiency to 65% by May 2023.

Monitoring:

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

The Leadership Team will conduct quarterly data chats, adjust groups based on current data in real time, and follow-up with regular walkthroughs to ensure that differentiation is aligned to current data. The Reading Instructional Coach will include differentiated instruction in the lesson plans during collaborative planning. Data Analysis of formative assessments of L25 students will be reviewed monthly to observe progress.

Person responsible for monitoring outcome:

Ivette Carballeira (robotti@dadeschools.net)

Evidence-based**Strategy:**

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

Within the Targeted Element of Differentiation, our school will focus on the evidence-based strategy of: Differentiation. Differentiation will assist in accelerating the learning gains of our L25s as it is a systematic approach of instruction to meet the students' needs. Data-Driven instruction will be monitored during data chats and collaborative planning meetings.

Rationale for Evidence-based**Strategy:**

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

Differentiation 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 delivery 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.

08/22/2022-10/14/2022:

Our school will provide teachers with PD on accessing and interpreting student data. As a result, teachers will learn how to differentiate instruction for students based on data which will in turn improve student achievement.

Person Responsible Monica Cardeso (mcardeso@dadeschools.net)

08/22/2022-10/14/2022:

Designate one common planning session a month to plan for Data-Driven, Differentiated Instruction. As a result, teachers will be able to group students appropriately and provide students with appropriate instruction to target their individual learning needs.

Person Responsible Monica Cardeso (mcardeso@dadeschools.net)

08/22/2022-10/14/2022:

Administration will conduct walkthroughs during the Differentiated Instruction block to ensure it is data-driven and taking place with fidelity. As a result, we will ensure deficient standards are being targeted.

Person Responsible Carlos Salcedo (pr3901@dadeschools.net)

08/22/2022-10/14/2022:

Administration will meet monthly with teachers to review student data. As a result, administration and teachers will collaboratively monitor and develop a plan of action to assist students in need.

Person Responsible Carlos Salcedo (pr3901@dadeschools.net)

10/31/2022-12/16/2022

Administration will conduct a quarterly impact review to ensure that Differentiated Instruction is evident, data-driven and taking place with fidelity. As a result, we will ensure deficient standards are being targeted.

Person Responsible Monica Cardeso (mcardeso@dadeschools.net)

10/31/2022-12/16/2022

Administration will conduct an end of the quarter data chat with teachers to review student data. As a result, administration and teachers will collaboratively monitor and develop a plan of action to assist students in need.

Person Responsible Carlos Salcedo (pr3901@dadeschools.net)

#3. 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.

According to the 2022 School Climate Survey only 50% of the staff agree that their ideas are listened to and considered.

Measurable Outcome:

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

If we successfully implement the targeted element of Leadership Development we will be able to increase the percentage of teachers who think that their ideas are listened to and considered by 20%.

Monitoring:

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

The School Leadership Team will ensure that there are opportunities made available for teachers to share their ideas.

Person responsible for monitoring outcome:

Carlos Salcedo (pr3901@dadeschools.net)

Evidence-based Strategy:

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

Our school will focus on the evidenced based strategy of Keeping all Stakeholders Informed and Involved. By implementing this leaders will create systems for regular and real time information sharing, follow-up and support. Leaders will ensure all staff understand their role in the information for decisions shared and have an opportunity to provide feedback where relevant.

Rationale for Evidence-based Strategy:

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

We decided to focus on this evidenced-based strategy based as our school culture data that indicates only 50% of the staff agrees their ideas are listened to and considered.

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.

08/22/2022-10/14/2022:

Provide staff survey on ideas to increase Leadership Development. As a result, staff will have the opportunity to collaborate on increasing Leadership Development within the school.

Person Responsible

Carlos Salcedo (pr3901@dadeschools.net)

08/22/2022-10/14/2022:

Administration will add a section to the monthly Faculty Meeting agenda, titled Leadership Development,

where teachers can share ideas. As a result, the percentage of staff who agrees their ideas are listened to and considered will increase.

Person Responsible Carlos Salcedo (pr3901@dadeschools.net)

08/22/2022-10/14/2022:

A bulletin board will be added to the teachers corner where they anonymously can pin Leadership Development ideas. As a result, teachers will have a daily opportunity to share ideas.

Person Responsible Monica Cardeso (mcardeso@dadeschools.net)

08/22/2022-10/14/2022:

Administration will create leadership opportunities within the school that teachers can volunteer to be part of. As a result, staff will have additional opportunities to increase their Leadership Development.

Person Responsible Monica Cardeso (mcardeso@dadeschools.net)

10/31/2022-12/16/2022

Administration will continue to create leadership opportunities within the school that teachers can volunteer to be part of. As a result, staff will have additional opportunities to increase their Leadership Development.

Person Responsible Carlos Salcedo (pr3901@dadeschools.net)

10/31/2022-12/16/2022

Administration will continue to add a section to the monthly Faculty Meeting agenda, titled Leadership Development, where teachers can share ideas. As a result, the percentage of staff who agrees their ideas are listened to and considered will increase.

Person Responsible [no one identified]

#4. Positive Culture and Environment specifically relating to AdminiSchool Culture

Area of Focus Description and Rationale:

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

According to the 2022 School Climate Survey 47% of the staff disagree or strongly disagree that morale is high at our school.

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

If we successfully implement the targeted element of Teacher Recruitment and Retention we will be able to increase the percentage of teachers who think that morale is high in our school by 10 percentage points by the end of the school year.

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

The School Leadership Team will ensure that there is enough support provided to teachers as well as activities to support the increase of staff morale.

Person responsible for monitoring outcome:

Monica Cardeso (mcardeso@dadeschools.net)

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

Our school will focus on the evidenced based strategy of School Spirit Pride and Branding. This strategy will encourage and promote school spirit and pride through activities, changes to the school's physical environment, and/or participation in unique school traditions.

Rationale for Evidence-based Strategy:

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

We decided to focus on this evidenced-based strategy based on our school culture data of 47% of the staff disagreeing or strongly disagreeing that school morale is high in our school.

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.

08/22/2022-10/14/2022:

Administration will add a monthly activity for staff members that will take place during our faculty meeting. As a result, this will assist in increasing staff morale.

Person Responsible

Carlos Salcedo (pr3901@dadeschools.net)

08/22/2022-10/14/2022:

A School Culture Committee will be added to our committee list. As a result, staff input will be part of the initiative to increase teacher morale.

Person Responsible

Carlos Salcedo (pr3901@dadeschools.net)

08/22/2022-10/14/2022:

The School Culture Committee will meet on a monthly basis to discuss ideas to enhance School Spirit Pride and Branding. As a result, staff input will be part of the initiative to increase teacher morale.

Person Responsible

Monica Cardeso (mcardeso@dadeschools.net)

08/22/2022-10/14/2022:

Staff will nominate a teacher of the month to be highlighted each month. As a result, teachers will feel motivated and encouraged which in turn will help increase staff morale.

Person Responsible Carlos Salcedo (pr3901@dadeschools.net)

10/31/2022-12/16/2022

Administration will continue to add a monthly activity for staff members that will take place during our faculty meeting, or provide staff with a monthly Friday treat. As a result, this will assist in increasing staff morale.

Person Responsible Carlos Salcedo (pr3901@dadeschools.net)

10/31/2022-12/16/2022

Staff will nominate a teacher of the month to be highlighted each month. As a result, teachers will feel motivated and encouraged which in turn will help increase staff morale.

Person Responsible [no one identified]

#5. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus

Description and

Rationale:

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

Based on the 2022 state assessment scores our ELA Proficiency for our Students with Disabilities in 3rd-5th grade was 33%. Our Students with Disabilities have scored under the 41% threshold for two consecutive years.

Measurable

Outcome:

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

With the implementation of effective Differentiated Instruction, our school will increase our ELA Proficiency for our SWD's to 42% by May 2023.

Monitoring:

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

The Leadership Team will conduct monthly data chats with our ESE teacher, adjust groups based on current data in real time, and follow-up with regular walkthroughs to ensure that differentiation is aligned to current data. The Reading Instructional Coach will include differentiated instruction in the lesson plans during collaborative planning. Data Analysis of formative assessments of SWD's will be reviewed monthly to observe progress.

Person responsible for monitoring outcome:

Monica Cardeso (mcardeso@dadeschools.net)

Evidence-based

Strategy:

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

Within the Targeted Element of Differentiation, our school will focus on the evidence-based strategy of: Differentiation. Differentiation will assist in accelerating the proficiency of our SWD's as it is a systematic approach of instruction to meet the students' needs. Data-Driven instruction will be monitored during data chats and collaborative planning meetings.

Rationale for Evidence-based

Strategy:

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

Differentiation 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 delivery 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.

08/22/2022-10/14/2022:

Our school will provide SWD teachers with PD on accessing and interpreting student data. As a result,

teachers will learn how to differentiate instruction for SWD's based on data which will in turn improve student achievement.

Person Responsible Carlos Salcedo (pr3901@dadeschools.net)

08/22/2022-10/14/2022:

Designate one common planning session a month to plan for Data-Driven, Differentiated Instruction. As a result, teachers will be able to group students appropriately and provide students with appropriate instruction to target their individual learning needs.

Person Responsible Monica Cardeso (mcardeso@dadeschools.net)

08/22/2022-10/14/2022:

Administration will conduct walkthroughs during the Differentiated Instruction block to ensure it is data-driven and taking place with fidelity. As a result, we will ensure deficient standards are being targeted.

Person Responsible Carlos Salcedo (pr3901@dadeschools.net)

08/22/2022-10/14/2022:

Administration will meet monthly with teacher of SWD's to review student data. As a result, administration and teachers will collaboratively monitor and develop a plan of action to assist SWD's.

Person Responsible Carlos Salcedo (pr3901@dadeschools.net)

10/31/2022-12/16/2022

Administration will conduct a quarterly impact review in classrooms of SWD's to ensure that Differentiated Instruction is evident, data-driven and taking place with fidelity. As a result, we will ensure deficient standards are being targeted.

Person Responsible Monica Cardeso (mcardeso@dadeschools.net)

10/31/2022-12/16/2022

Administration will conduct an end of the quarter data chat with SWD's teachers to review student data. As a result, administration and teachers will collaboratively monitor and develop a plan of action to assist students in need.

Person Responsible Carlos Salcedo (pr3901@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

iReady AP3 data indicates that 41% of students in grades 1-2 are not on track to meet proficiency on the statewide reading assessment. The instructional practice we will implement to increase K-2 ELA proficiency is data-driven decision-making, which will enable teachers to evaluate the effectiveness of instruction.

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

According to the 2022 Florida Standards Assessment, 53% of our current 4th grade students scored below a Level 3 in English Language Arts (ELA). This indicates that the implementation of the intervention program and Differentiated Instruction were not effective in meeting students academic needs. The instructional practice we will implement will be Data-Driven Differentiated Instruction.

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)

If we effectively make informed decisions based on data, then we will increase the percentage of students on track to pass the statewide ELA Assessment by 9 percentage points.

Grades 3-5: Measureable Outcome(s)

If teachers effectively implement data-driven differentiated instruction, the percentage of students who score a level 3 or greater on the ELA State Assessment will increase by 10 percentage points.

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.

The Leadership Team will meet with teachers on a quarterly basis to analyze data. Mini data chats will take place on a monthly basis during common planning sessions. Instructional adjustments will be made based on student data. Teachers will be provided with Professional Development based on needs.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Salcedo, Carlos, pr3901@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?

Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of acquiring content, processing, constructing or making sense of ideas and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability.

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?

The Differentiated Instruction framework will allow the opportunity to meet students at their academic level and increase student achievement based on the individual students strengths and deficits.

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
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08/22/2022-10/14/2022:

Our school will provide teachers with PD on accessing and interpreting student data. As a result, teachers will learn how to differentiate instruction for students based on data which will in turn improve student achievement.

Cardeso, Monica,
mcardeso@dadeschools.net

08/22/2022-10/14/2022:

Designate one common planning session a month to plan for Data-Driven, Differentiated Instruction. As a result, teachers will be able to group students appropriately and provide students with appropriate instruction to target their individual learning needs.

Cardeso, Monica,
mcardeso@dadeschools.net

08/22/2022-10/14/2022:

Administration will conduct walkthroughs during the Differentiated Instruction block to ensure it is data-driven and taking place with fidelity. As a result, we will ensure deficient standards are being targeted.

Cardeso, Monica,
mcardeso@dadeschools.net

10/31/2022-12/16/2022

Administration will conduct a quarterly impact review to ensure that Differentiated Instruction is evident, data-driven and taking place with fidelity. As a result, we will ensure deficient standards are being targeted.

Salcedo, Carlos,
pr3901@dadeschools.net

10/31/2022-12/16/2022

Administration will conduct an end of the quarter data chat with teachers to review student data. As a result, administration and teachers will collaboratively monitor and develop a plan of action to assist students in need.

Salcedo, Carlos,
pr3901@dadeschools.net

Positive Culture & Environment

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

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

Our strengths within school culture are to encourage family and community participation and engagement with the school. This is done by creating impactful experiences throughout the year to engage with parents and families and ensure they have necessary information to support their children. Students and parents were supported through virtual and in-person meetings, conferences and STEAM showcase events. Staff is provided with weekly opportunities for collaboration; staff and students are provided with opportunities for ongoing feedback through data chats; stakeholders are provided with updated information via our school website and EESAC meetings, students are provided with recognition and incentives.

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

Stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principal, Instructional Coaches, Teacher Leaders and Counselor.

The Principal is responsible for overseeing all school-wide initiatives and being accessible to and supportive of school staff.

The Assistant Principal is responsible for assisting and ensuring all information is shared with stakeholders in a timely manner.

The Instructional Coaches are responsible for assisting in providing and responding to feedback from stakeholders as well as modeling nurturing attitudes that emphasize the benefits of learning.

The Teacher Leaders are responsible for providing students with a welcoming classroom environment and fostering high-expectations through growth mindset.

The Counselor is responsible for assisting students in connecting with resources available to support their physical and emotional challenges.