Gateway Environmental K 8 Learning Center

2022-23 Schoolwide Improvement Plan

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Gateway Environmental K 8 Learning Center

955 SE 18TH AVE, Homestead, FL 33035

http://gatewayk8.dadeschools.net

Demographics

Principal: Tiffany Anderson

Start Date for this Principal: 7/25/2015

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)	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* Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (50%) 2018-19: C (49%) 2017-18: B (54%)
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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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	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	96%

School Grades History

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

School Board Approval

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SIP Authority

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.

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of our school is to provide a structured environment where students achieve their personal and academic goals while learning to protect and respect their community.

Provide the school's vision statement.

The vision of our school is to develop a safe, nurturing educational setting that provides rigor and relevance to lifetime learning.

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
Anderson, Tiffany	Principal	The school principal serves as the educational leader, responsible for managing the policies, regulations, and procedures to ensure that all students are supervised in a safe learning environment. Achieving academic excellence requires that the school principal work collaboratively with all stakeholders and communicates effectively to ensure academic and social emotional needs are being met.
Bales, Clinton	Assistant Principal	The assistant principal supports the principal in providing the instructional and organizational leadership at Gateway Environmental K-8 Learning Center. The assistant principal serves as the school's advocate and works with all stakeholders to maintain the common vision of the school. This vision includes the school's academic and social-emotional success that engages students and their community. The assistant principal also works with others to develop and execute a school improvement plan and allocates resources to continually improve student achievement. They are also committed to building a talented instructional team and work with the principal to ensure a safe, engaging learning environment for all stakeholders.
Collier, Courtney	Assistant Principal	The assistant principal supports the principal in providing the instructional and organizational leadership at Gateway Environmental K-8 Learning Center. The assistant principal serves as the school's advocate and works with all stakeholders to maintain the common vision of the school. This vision includes the school's academic and social-emotional success that engages students and their community. The assistant principal also works with others to develop and execute a school improvement plan and allocates resources to continually improve student achievement. They are also committed to building a talented instructional team and work with the principal to ensure a safe, engaging learning environment for all stakeholders.
Defreitas, Michele	Assistant Principal	The assistant principal supports the principal in providing the instructional and organizational leadership at Gateway Environmental K-8 Learning Center. The assistant principal serves as the school's advocate and works with all stakeholders to maintain the common vision of the school. This vision includes the school's academic and social-emotional success that engages students and their community. The assistant principal also works with others to develop and execute a school improvement plan and allocates resources to continually improve student achievement. They are also committed to building a talented instructional team and work with the principal to ensure a safe, engaging learning environment for all stakeholders.
Stinson, Tralana	Reading Coach	Instructional coaches develop. lead and evaluate school core content standards/programs; identify and analyze existing literature specifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with District personnel to identify appropriate, evidence-based intervention strategies. Additionally, they assist with whole school screening programs that provide intervening services for children "at risk", assist with design and implementation for

Name	Position Title	Job Duties and Responsibilities
		progress monitoring, data collection, data analysis and delivery of professional development.
Vinas, Victoria	Reading Coach	Instructional coaches develop. lead and evaluate school core content standards/programs; identify and analyze existing literature specifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with District personnel to identify appropriate, evidence-based intervention strategies. Additionally, they assist with whole school screening programs that provide intervening services for children "at risk", assist with design and implementation for progress monitoring, data collection, data analysis and delivery of professional development.
Harris, Nikesha	Math Coach	Instructional coaches develop. lead and evaluate school core content standards/programs; identify and analyze existing literature specifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with District personnel to identify appropriate, evidence-based intervention strategies. Additionally, they assist with whole school screening programs that provide intervening services for children "at risk", assist with design and implementation for progress monitoring, data collection, data analysis and delivery of professional development.
Machado, Myriam	ELL Compliance Specialist	The ESOL Compliance Specialist assists in the coordination of eligibility and placement of potential English Language Learners (ELLs) at the school level, and ensures an efficient system for all ELL students. The ESOL Compliance Specialist provides support to teachers for improving instruction for all ELL students.
Bell, Tiffany	Other	The Center for Special Instruction (CSI) instructor serves as a teacher leader that supports the school environment in assuring all students follow the School's Student Code of Conduct. The purpose of this instructor is to meet the student academic and social-emotional needs in order to maximize instruction in all school settings.
Vasallo, Mayra	Instructional Media	The Media Specialist instructs students and staff in the effective use of the media center, information and technology literacy skills, and use of equipment. In addition, they develop policies and procedures to ensure efficient operation, services, and faculty use for a 21st century school library media.

Demographic Information

Principal start date
Saturday 7/25/2015, Tiffany Anderson

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.*

1

Total number of teacher positions allocated to the school

95

Total number of students enrolled at the school

1,340

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

5

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

4

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	150	115	147	173	161	201	188	201	187	0	0	0	0	1523
Attendance below 90 percent	51	40	39	43	55	52	83	74	65	0	0	0	0	502
One or more suspensions	0	0	10	0	14	26	40	48	40	0	0	0	0	178
Course failure in ELA	0	11	24	26	43	20	12	22	4	0	0	0	0	162
Course failure in Math	0	5	9	18	25	28	70	25	32	0	0	0	0	212
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	65	44	69	73	107	81	0	0	0	0	439
Level 1 on 2022 statewide FSA Math assessment	0	0	0	1	1	3	0	117	89	0	0	0	0	211
Number of students with a substantial reading deficiency	0	16	50	78	59	92	107	123	97	0	0	0	0	622

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	11	16	58	51	60	96	130	102	0	0	0	0	524

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	3	2	37	9	5	2	6	3	0	0	0	0	67
Students retained two or more times	0	1	0	8	14	15	15	21	15	0	0	0	0	89

Date this data was collected or last updated

Friday 7/29/2022

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	60	109	134	180	142	165	193	195	219	0	0	0	0	1397
Attendance below 90 percent	8	44	42	71	47	56	97	90	122	0	0	0	0	577
One or more suspensions	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	6	9	29	41	42	28	21	52	0	0	0	0	228
Course failure in Math	0	6	4	23	26	22	84	63	97	0	0	0	0	325
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	7	28	43	54	60	0	0	0	0	192
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	5	24	59	59	83	0	0	0	0	230
Number of students with a substantial reading deficiency	2	22	73	112	64	69	101	130	133	0	0	0	0	706

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	3	7	12	40	39	49	102	78	141	0	0	0	0	471

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	4	7	4	46	20	7	28	23	63	0	0	0	0	202
Students retained two or more times	0	1	0	6	8	14	19	15	27	0	0	0	0	90

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	60	109	134	180	142	165	193	195	219	0	0	0	0	1397
Attendance below 90 percent	8	44	42	71	47	56	97	90	122	0	0	0	0	577
One or more suspensions	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	6	9	29	41	42	28	21	52	0	0	0	0	228
Course failure in Math	0	6	4	23	26	22	84	63	97	0	0	0	0	325
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	7	28	43	54	60	0	0	0	0	192
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	5	24	59	59	83	0	0	0	0	230
Number of students with a substantial reading deficiency	2	22	73	112	64	69	101	130	133	0	0	0	0	706

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Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	3	7	12	40	39	49	102	78	141	0	0	0	0	471

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	4	7	4	46	20	7	28	23	63	0	0	0	0	202
Students retained two or more times	0	1	0	6	8	14	19	15	27	0	0	0	0	90

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	37%	62%	55%				42%	63%	61%
ELA Learning Gains	53%						48%	61%	59%
ELA Lowest 25th Percentile	51%						47%	57%	54%
Math Achievement	35%	51%	42%				40%	67%	62%
Math Learning Gains	58%						45%	63%	59%
Math Lowest 25th Percentile	61%						46%	56%	52%
Science Achievement	30%	60%	54%				42%	56%	56%
Social Studies Achievement	56%	68%	59%				61%	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	38%	60%	-22%	58%	-20%
Cohort Comparison		0%				
04	2022					
	2019	43%	64%	-21%	58%	-15%
Cohort Comparison		-38%				
05	2022					
	2019	39%	60%	-21%	56%	-17%
Cohort Comparison		-43%				
06	2022					
	2019	42%	58%	-16%	54%	-12%
Cohort Comparison		-39%				
07	2022					
	2019	33%	56%	-23%	52%	-19%
Cohort Comparison		-42%				
08	2022					
	2019	46%	60%	-14%	56%	-10%
Cohort Comparison		-33%				

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	36%	67%	-31%	62%	-26%
Cohort Comparison		0%				
04	2022					
	2019	47%	69%	-22%	64%	-17%
Cohort Comparison		-36%				
05	2022					

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
	2019	31%	65%	-34%	60%	-29%
Cohort Comparison		-47%				
06	2022					
	2019	41%	58%	-17%	55%	-14%
Cohort Comparison		-31%				
07	2022					
	2019	18%	53%	-35%	54%	-36%
Cohort Comparison		-41%				
08	2022					
	2019	39%	40%	-1%	46%	-7%
Cohort Comparison		-18%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					
	2019	37%	53%	-16%	53%	-16%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-37%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	36%	43%	-7%	48%	-12%
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	60%	73%	-13%	71%	-11%
HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	68%	63%	5%	61%	7%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	89%	54%	35%	57%	32%

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	23	43	35	24	42	43	20	41			
ELL	25	48	50	24	50	62	14	43			
BLK	32	50	53	32	55	64	28	54	71		
HSP	39	54	49	36	59	59	31	57	73		
WHT	38	56		39	65						
FRL	36	53	50	34	58	61	30	57	73		

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	19	33	30	20	23	25	21	26			
ELL	24	40	52	18	23	21	23	24			
BLK	26	36	40	17	24	34	21	36	39		
HSP	39	41	45	27	26	30	32	40	39		
WHT	34	35		27	13		22				
FRL	34	40	45	23	24	29	27	39	39		

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	24	42	36	29	45	40	17	41			
ELL	35	47	44	37	44	38	34	37	100		
BLK	33	43	47	31	42	43	30	55	55		
HSP	46	51	47	44	47	48	47	64	72		
MUL	62	45		54	45						
WHT	50	45		53	50		55				
FRL	41	49	48	39	45	46	42	60	69		

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	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	24
Total Points Earned for the Federal Index	477
Total Components for the Federal Index	10
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
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	38
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	49
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	48
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	50
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	47
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?

Some trends that emerged after close inspection of the data were that our Middle School Acceleration increased 33 percentage points from 40% proficient on the 2021 EOC to 72% in 2022. Our Civics EOC proficiency increased 16 percentage points from 40% in 2021 to 56% in 2022. Another emerging trend was in the 4th grade with the highest proficiency rate on both the reading and mathematics 2022 FSA assessment. Reading was at 47% proficient and math at 40%.

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

The Science proficiency increased 2 percentage points from 28% in 2021 to 30% in 2022 on the Science NGSSS State Assessment. In addition, on the 2022 FSA Reading overall proficiency rate was 37% showing an increase of only 3 percentage points from 2021.

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

The lack of instructional support in Science has contributed to the minimal gains in proficiency. In the future, the math coaches in both upper and lower academy will provide instructional support through collaborative planning and modeling of lesson implementation. Laptop carts will be provided to support the Edusmart program used in science for 5th grade students. In addition, the upper academy ELA reading coach will focus on the implementation of differentiated instruction in the ELA middle school classes. The reading coach will working with our District assigned curriculum support specialists to implement best practices based on current data trends.

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

In 2021, the overall FSA Math Learning Gains was 25%, while in 2022 it increased to 58% showing a 33 percentage point increase.

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

We monitored data findings and conducted regular student and teacher data chats. Resources were utilized from the pacing guide in addition to i-Ready supplemental materials. Students were strategically selected for morning, afterschool, and Saturday tutoring.

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

Collaborative planning implementing the B.E.S.T. standards along with additional professional development and support in learning the new standards. Stronger focus on differentiated instruction in the upper academy and using our new upper academy mathematics coach to support teachers in both planning and modeling lessons.

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

The PLST Team will create professional development opportunities for the 2022-2023 school year to focus on the understanding and implementation of the B.E.S.T standards. In addition, our instructional coaches will model lessons and use collaborative planning sessions to adjust groups and provide specific teacher feedback.

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

During this school year we have acquired an Upper Academy mathematics coach to support our middle school teachers not only in mathematics but science as well. This will assist with supporting differentiated instruction and collaborative planning along with modeling and professional development on the B.E.S.T. standards. In addition, extended learning opportunities will be provided for before, afterschool and Saturday tutoring services along with the T.A.L.E.N.T.S. program.

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 Differentiation

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 2021-2022 FSA proficiency data, 36% of 6th grade students were proficient in ELA as opposed to 33% from previous year, 36% of 7th grade students were proficient in ELA as opposed to 37% from previous year, 36% of 8th grade students were proficient in ELA as opposed to 36% from the previous year, 26% of students in 5th grade were proficient in science as opposed to 19% from the previous year, 25% of 8th grade students were proficient in science as opposed to 30% from the previous year, and 62% of biology students were proficient as opposed to 75% from the previous year. Based on the data, differentiation has been proven to be effective in our elementary ELA and math instruction we will focus on using this strategy in our middle school ELA and science classes.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With the implementation of differentiation, an additional 10% of the 6th to 8th grade students will score at or above grade level in the area of ELA and an additional 10% of 5th and 8th grade students in science and Biology by the 2022-2023 state assessments.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Administration will conduct quarterly data chats reviewing topic assessment data for science and progress monitoring assessment data for ELA. Teachers will adjust groups based on current data and plan for differentiated instruction for their groups. This will be followed up by regular walk throughs to ensure DI is aligned to current data. This data will also be analyzed during leadership team meetings and collaborative planning meetings to ensure students are demonstrating growth or mastery on remediated standards. If students have not shown growth or mastery they will be put in standard based groups to review said standard with another teacher.
Person responsible for monitoring outcome:	4031 Administrators (4031_administration@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being	Within the target element of differentiation our school will focus on the evidence based strategy of differentiated instruction. It will assist in accelerating the proficiency/ mastery of standards to meet the student needs. Data driven instruction will be monitored using performance matters scoreboard reports. This will drive instructional planning and data driven conversations to include ongoing progress monitoring (OPM).

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 will ensure that teachers are using recent and standards aligned data to plan and collaborate on lessons to customize to meet students' needs. As new data becomes available, teachers will adjust their instruction, small groups, and resources accordingly.

Action Steps to Implement

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

8/15 - Provide professional development for teachers on Performance Matters and DI strategies that are aligned to the school goals based on data. As a result, teachers will develop classroom systems conducive to small group instruction.

Person Responsible	4031 Curriculum Coaches (4031_curriculum_coaches@dadeschools.net)

8/15 - 10/14 - 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	4031 Administrators (4031_administration@dadeschools.net)

8/15 - 10/14 - The curriculum coaches will facilitate weekly collaborative planning meetings to provide teachers with an opportunity to explore the Differentiated Instruction Pacing Guide and collaborate in developing lesson plans for small group instruction.

Person Responsible	4031 Administrators (4031_administration@dadeschools.net)

8/15 - 10/14 - Teachers will use Performance matters scoreboard report to track assessments and align to weekly small group instruction.

Person Responsible	4031 Administrators (4031_administration@dadeschools.net)

10/31/22 - 12/16/22 - Administration, along with the curriculum coaches will identify teachers in need of support of developing Differentiated Instructional systems in their classrooms.

Person Responsible	4031 Administrators (4031_administration@dadeschools.net)

10/31/22 - 12/16/22 - Curriculum coaches will provide coaching cycles for those teachers identified as needing support with implementation of Differentiated Instruction.

Person Responsible	Tralana Stinson (t-stinson@dadeschools.net)

#2. Positive Culture and Environment specifically relating to Restorative Justice Practices	
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 data from our school climate survey, 57% of our school population think we have a problem with bullying. According to the 2021 data from our school climate survey, 45% of our population felt that bullying was a problem. In order to decrease our percentage, we plan on using the evidence based practice of restorative justice practices (RJP) to promote open and safe dialogue, accountability, and a stronger sense of community.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If RJP practices are successfully implemented, an additional 10% of our school population will believe our school does not have a problem with bullying for the 2022-2023 school year.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Teachers will implement restorative justice practices weekly with their students as sent by the RJP school coordinator. The RJP coordinator will send out weekly RJP Circle Data Surveys to monitor school progress with each of the weekly activities.
Person responsible for monitoring outcome:	4031 Administrators (4031_administration@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the area of focus of positive culture and environment we will focus on RJP to ensure that our students have a voice and to decrease bullying at our school.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Restorative Justice Practices will empower our students to resolve their conflicts on their own using open dialogue as opposed to aggression, to increase their responsibility, and to help them feel like a part of our school community. RJP has been proven to work across the country.

Action Steps to Implement

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

8/24 - 9/27 Teachers will be surveyed on their professional development needs related to the implementation of RJP in their classroom.

Person Responsible 4031 Administrators (4031_administration@dadeschools.net)

8/24 - 10/14 - The RJP coordinator will create a schedule based on the needs assessment survey to begin classroom modeling of RJP strategies.

Person Responsible   Tiffany Bell (tfalco@dadeschools.net)

9/17 - 10/14 - Teachers will be given a set of resources through Schoology for classroom implementation and a platform to share best practices.

Person Responsible   Tiffany Bell (tfalco@dadeschools.net)

8/17 - 10/14 - The RJP coordinator will ensure RJP best practices are showcased through our social media platforms.to communicate with all stakeholders.

Person Responsible   Tiffany Bell (tfalco@dadeschools.net)

10/31/22 - 12/16/22 - The RJP coordinator will design a bulletin board to showcase student work throughout the school.

Person Responsible   Tiffany Bell (tfalco@dadeschools.net)

10/31/22 - 12/16/22 - The RJP coordinator will select student ambassadors and train them on RJP practices.

Person Responsible   Tiffany Bell (tfalco@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 our 2022 professional development survey, approximately 16% of teachers were interested in conducting professional learning communities (PLCs). In 2021, 23% of teachers were interested in conducting PLCs as determined on the professional development survey. Tapping into this staff interest we would use PLCs as a method to create teacher leaders within our school.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By having teachers lead professional learning communities within our school, as per their noted interest in the professional development survey, we believe that our teachers will develop more of an interest in designing a plan of development and training for each other ensuring that they become the lead developer within the school community. The percentage of teachers in leadership roles will increase by at least 5% during the 2022-2023 school year.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	With the incorporation of professional learning communities, an additional 5% of the staff will have conducted a professional learning community (PLC) by Phase III implementation of the SIP.
Person responsible for monitoring outcome:	4031 Administrators (4031_administration@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the Targeted Element of Instructional Leadership Team, we will focus on the evidence based strategy of strategic selection of training, development, and work assignments by creating experts in our building and involving teachers in the decision making process we hope to increase the feeling of shared leadership. Experts in the building will provide a summary of support to the Leadership Team on a monthly basis to ensure we are on target.
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 work on professional learning communities to address the critical needs within our school. The data reveals 16% of our staff believes we are in need of professional learning communities. To increase this percentage we chose strategic selection of training, development, and work assignments because it will create teams of leaders with in our school community that will further our school's goals for the 2022-2023 school year.

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

8/15 - Provide professional development on using performance matters to plan for effective instruction and effective implementation of differentiated instruction that is aligned to school's goal based on data. Identify teachers who will become experts (in the building) to plan and conduct PLCs to further this topic.

Person Responsible 4031 Curriculum Coaches (4031_curriculum_coaches@dadeschools.net)

8/22 - 10/10 - Experts (teacher leaders) will plan and conduct PLCs that are inclusive to the school goal and are based on data gathered from baseline assessments. As a result, teachers will have students groups, appropriate resources, and strategies to inform overall instruction.

Person Responsible 4031 Administrators (4031_administration@dadeschools.net)

8/22 - 10/10 - Experts will continue to facilitate PLCs to provide teachers with the opportunity to collaborate, assess needs, and share best practices as related to PLC goals.

Person Responsible 4031 Administrators (4031_administration@dadeschools.net)

8/22 - 10/10 - Experts in the building and their PLC cohorts will compare data from progress monitoring assessments to monitor student progress on PLC topics and adjust as needed.

Person Responsible 4031 Administrators (4031_administration@dadeschools.net)

10/31/22 - 12/16/22 - Teacher leaders will be selected to present for our November 8th mandatory professional development day.

Person Responsible Michele Defreitas (mdefreitas@dadeschools.net)

10/31/22 -12/16/22 - Teacher leaders will work collaboratively with our curriculum coaches to plan for a professional development session on Schoology which they will present on November 8th, 2022.

Person Responsible 4031 Curriculum Coaches (4031_curriculum_coaches@dadeschools.net)

#4. 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.	According to the 2022 FSA proficiency data, only 37% of students with disabilities from grades 3-8 demonstrated proficiency in English language arts. Our 2021 FSA proficiency data of students with disabilities from grades 3-8 in English language arts was standing at 41%. Differentiation has proven to be an effective tool for instruction and will be our area of focus in order to address the critical needs of our SWD.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With the implementation of differentiation an additional 8% of students with disabilities will score at grade level or higher in the area of ELA on the 2022-2023 F.A.S.T. PM3 Assessment.
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 real-time data, and administration will follow up with regular walk throughs to ensure DI is aligned to current data. Extended learning opportunities will be provided to those students who are not showing growth in progress monitoring assessments.
Person responsible for monitoring outcome:	4031 Administrators (4031_administration@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the targeted element of students with disabilities our school will focus on the evidence based strategy of differentiated instruction. Differentiation will assist in accelerating the proficiency of our students with disabilities as it is a systematic approach of instruction to meet the students' needs. Teachers will maintain data tracking that will drive instructional planning while keeping in mind multisensory instructional practices.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	The evidence based strategy of differentiated instruction was chosen due to its ability to align data to plan for lessons that are customized to the needs of our students with disabilities. Teachers will use data, implement instruction, and make adjustments as needed throughout the 2022-2023 school year.

Action Steps to Implement

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

8/15 - Provide professional development for teachers on Performance Matters and DI strategies that are aligned to the school goals based on data.

Person Responsible	4031 Curriculum Coaches (4031_curriculum_coaches@dadeschools.net)

9/1 - 10/14 - Teachers will meet with their partnered ESE teachers and administration to develop protocols for implementing small group instruction.

Person Responsible	4031 Administrators (4031_administration@dadeschools.net)

8/15 - 10/14 - Teachers will use Performance matters scoreboard report and i-Ready data to determine areas of concern and track progress monitoring of the students with disabilities.

Person Responsible	4031 Administrators (4031_administration@dadeschools.net)

8/15 - 10/14 - General education teachers and ESE teachers will use collaborative planning times to determine standards-based strategies to be used based on progress monitoring data.

Person Responsible	4031 Administrators (4031_administration@dadeschools.net)

10/31/22-12/16/22 - Specific times will be identified for ESE teachers and their respective general education teachers to meet and review current data trends based on i-Ready and FAST Data.

Person Responsible	Tiffany Anderson (tdanderson@dadeschools.net)

10/31/22 - 12/16/22 - General Education teachers and ESE teachers will adjust their strategies based on new found data trends and their collaborative conversations with the support of their curriculum coaches.

Person Responsible	4031 Curriculum Coaches (4031_curriculum_coaches@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 2022 SAT Reading data for second grade, only 27% of our students scored in the 50th percentile or higher in comparison to 2021 at 35%. In first grade we had 36% of our students performing at the 50th percentile range or higher in comparison to 2021 at 18%. In kindergarten we had 98% of our students performing at the 50th percentile or higher on the 2022 SAT Reading in comparison to 2021 at 62%.
Based on this data focus will be placed on our first and second grade students on progress monitoring and differentiation in reading classes.

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

According to the 2022 FSA ELA proficiency data, 28% of the 3rd graders are proficient in ELA, 48% of 4th graders are proficient in ELA and 36% of 5th graders are proficient in ELA. According to the 2021 FSA ELA proficiency data, 27% of the 3rd graders were proficient in ELA, 34% in 4th grade and 35% in 5th grade. Based on the data trends in these grade levels 4th grade was trending the highest as well as the highest school wide.

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

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

With the implementation of standards-aligned instruction an additional 10% of our first and second grade students will score at grade level or above in the area of reading on the end of the year F.A.S.T. PM3 Assessment.

Grades 3-5: Measureable Outcome(s)

With the implementation of standards-aligned instruction an additional 10% of our 3rd through 5th grade students will score at grade level or above in the area of reading on the end of year F.A.S.T. PM3 Assessment.

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

The Leadership Team will conduct quarterly data chats, adjust differentiated groups based on real time data, and follow-up with scheduled walkthroughs to ensure standard and data alignment. Administrators and curriculum coaches will review bi-weekly data to determine lesson plan alignment and trends in data both positive and negative and make adjustments. Data analysis will be used to determine extended learning opportunities for those not showing growth on their ongoing progress monitoring data.

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

Anderson, Tiffany, tdandserson@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. §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?

With in the targeted area of B.E.S.T. Standards, our school will focus on the evidenced-based strategy of Standards-Based Collaborative Planning. In addition, our school will focus on differentiation ensuring that instruction stay aligned to the B.E.S.T. standards.

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?

Standards-Based Collaborative Planning provides teachers the opportunity to work and learn together in designing lesson plans to better suite the needs of our students. In addition, collaboration allows teachers to share insights, best practices and improves the overall quality and delivery of instruction. Differentiation will ensure that teachers are using relevant, recent and standards-based aligned data to plan lessons that are tailored to student needs. Instructional coaches will support teachers in making adjustments to their instruction, plans and instructional delivery as new progress monitoring 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
9/2-10/31 Provide professional development on our professional development days for teachers on the B.E.S.T. standards in both reading and mathematics.	Vinas, Victoria, vvinas@dadeschools.net
8/31-10/11 Instructional coaches will facilitate weekly collaborative planning meetings to provide opportunities to explore the B.E.S.T standards.	Stinson, Tralana, t-stinson@dadeschools.net
9/12 - 10/11 Administration along with the literacy coaches will meet with the TIER 1 District ELA support personnel for feedback, literacy updates and best practices. This information will be disseminated to our ELA teachers during weekly collaborative planning meetings.	Defreitas, Michele, mdefreitas@dadeschools.net
9/1 - 10/11 - Administration will conduct weekly walkthroughs with the focus on the implementation of standards- based instruction aligned to the B.E.S.T. standards.	Anderson, Tiffany, tdanderson@dadeschools.net
10/31/22-12/16/22 - Administration will attend the monthly South Region Coffee and Conversations to further explore, share and implement best practices provided in the Schoology Best Practices Locker.	Anderson, Tiffany, tdanderson@dadeschools.net
10/31/22-12/16/22 - Administration and literacy coaches will attend the the Universal Support Literacy Webinars for RAISE schools to further build knowledge of the criteria for aligning instruction around B.E.S.T benchmark demands.	Anderson, Tiffany, tdanderson@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 school provides many opportunities through the year to engage with parents and families to ensure they have ongoing information and support needed to guide their children. School-wide information is provided to all stakeholders through our Website, Social Media platforms and School Messenger. Our Community Liaison Specialists (CLS) holds monthly parent meetings and provides assistance to families in need. Students in the Upper Academy will continue to be exposed to Restorative Justice Practices (RJP) while elementary students and teachers will begin implementing this school year. The mentorship program, Students with Ambitious Goals (S.W.A.G.), will be reinstated to further support the social and emotional needs of students. In addition, our school will implement The 5000 Role Models of Excellence Project to help support our minority male population. We also offer opportunities to celebrate students and teacher

successes through our attendance and i-Ready incentive programs along with our Upper Academy Fun Day.

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

The stakeholders involved in building a positive school culture and environment are the principal, assistant principals, instructional coaches, teacher leaders and counselors (our School Leadership Team). The principal's role is to monitor the mentorship program, attendance, i-Ready incentives and the RJP programs. Teacher leaders and instructional coaches assist in responding to feedback from stakeholders. All stakeholders will play a role building and maintaining relationships with students, parents, and families.