E.W.F. Stirrup Elementary School

2022-23 Schoolwide Improvement Plan

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E.W.F. Stirrup Elementary School

330 NW 97TH AVE, Miami, FL 33172

http://stirrupelementary.dadeschools.net

Demographics

Principal: Naomi Simon P   Start Date for this Principal: 6/22/2018

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)	90%
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: A (68%) 2018-19: A (62%) 2017-18: A (63%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* 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)
Elementary School PK-5	Yes	90%

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	A		A	A

School Board Approval

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SIP Authority

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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.

At EWF Stirrup Elementary School, we are SOARING by empowering all stakeholders toward achieving academic excellence while providing the groundwork and leading the way for exceptional and life-long student success and joy!

Provide the school's vision statement.

E.W.F. Stirrup Elementary School is committed to providing students with exemplary instruction designed to educate the whole child, so that they may become a productive member of the community. We nurture intellectual curiosity, collaborative critical thinking, and effective communication. We strive to create a school culture that fosters the social and emotional development of each child while supporting their ability to achieve at the highest levels. We encourage all members of the community to contribute to the support of student learning and to act as collaborative partners in the education of our children. Students are guided in the exploration of their intellectual, artistic, technological, physical, social, and character development. Our rigorous, standard-based instructional program is geared toward enabling all students to meet the challenges of the future with confidence and compassion.

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
Simon, Naomi	Principal	The roles and responsibility of the principal is to facilitate knowledge of school-wide data and concerns to the rest of the team, so that discussions may occur that will result in problem solving strategies to improve school-wide scores and issues.
Bode, Adriana	Assistant Principal	The roles and responsibility of the assistant principal is to facilitate knowledge of school-wide data and concerns to the rest of the team, so that discussions may occur that will result in problem solving strategies to improve school-wide scores and issues.
Vindell, Maria	Teacher, K-12	The roles and responsibility of the K-12 Teacher, are to deliver the information, strategies and data acquired in the meetings with their grade level colleagues and assure that it is understood and implemented.
Cuadra, Silena	Teacher, K-12	The roles and responsibility of the K-12 Teacher, are to deliver the information, strategies and data acquired in the meetings with their grade level colleagues and assure that it is understood and implemented.
Martinez, Anabelle	Teacher, K-12	The roles and responsibility of the K-12 Teacher, are to deliver the information, strategies and data acquired in the meetings with their grade level colleagues and assure that it is understood and implemented.

Demographic Information

Principal start date
Friday 6/22/2018, Naomi Simon P

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
23

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.*
20

Total number of teacher positions allocated to the school
38

Total number of students enrolled at the school
587

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	88	81	99	86	124	109	0	0	0	0	0	0	0	587
Attendance below 90 percent	0	5	4	5	7	3	0	0	0	0	0	0	0	24
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	2	9	6	11	6	0	0	0	0	0	0	0	34
Course failure in Math	0	1	3	5	8	6	0	0	0	0	0	0	0	23
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	4	34	14	0	0	0	0	0	0	0	52
Level 1 on 2022 statewide FSA Math assessment	0	0	0	3	23	9	0	0	0	0	0	0	0	35
Number of students with a substantial reading deficiency	0	4	16	18	39	20	0	0	0	0	0	0	0	97

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	3	6	25	9	29	0	0	0	0	0	0	0	72

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	6	9	4	1	0	0	0	0	0	0	0	0	20
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated
Friday 7/15/2022

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	56	83	91	117	115	138	0	0	0	0	0	0	0	600
Attendance below 90 percent	6	6	7	15	4	11	0	0	0	0	0	0	0	49
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	6	10	2	12	0	0	0	0	0	0	0	32
Course failure in Math	0	0	3	5	11	23	0	0	0	0	0	0	0	42
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	13	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	11	0	0	0	0	0	0	0	11
Number of students with a substantial reading deficiency	2	13	45	44	16	28	0	0	0	0	0	0	0	148

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	2	6	8	4	18	0	0	0	0	0	0	0	38

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	4	6	4	2	3	0	0	0	0	0	0	0	20
Students retained two or more times	0	1	0	0	0	0	0	0	0	0	0	0	0	1

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	56	83	91	117	115	138	0	0	0	0	0	0	0	600
Attendance below 90 percent	6	6	7	15	4	11	0	0	0	0	0	0	0	49
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	6	10	2	12	0	0	0	0	0	0	0	32
Course failure in Math	0	0	3	5	11	23	0	0	0	0	0	0	0	42
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	13	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	11	0	0	0	0	0	0	0	11
Number of students with a substantial reading deficiency	2	13	45	44	16	28	0	0	0	0	0	0	0	148

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	2	6	8	4	18	0	0	0	0	0	0	0	38

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	4	6	4	2	3	0	0	0	0	0	0	0	20
Students retained two or more times	0	1	0	0	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	71%	62%	56%				67%	62%	57%
ELA Learning Gains	72%						65%	62%	58%
ELA Lowest 25th Percentile	66%						61%	58%	53%
Math Achievement	73%	58%	50%				67%	69%	63%
Math Learning Gains	73%						66%	66%	62%
Math Lowest 25th Percentile	69%						55%	55%	51%
Science Achievement	55%	64%	59%				52%	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	56%	60%	-4%	58%	-2%
Cohort Comparison		0%				
04	2022					
	2019	61%	64%	-3%	58%	3%
Cohort Comparison		-56%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	62%	60%	2%	56%	6%
Cohort Comparison		-61%				

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	61%	67%	-6%	62%	-1%
Cohort Comparison		0%				
04	2022					
	2019	66%	69%	-3%	64%	2%
Cohort Comparison		-61%				
05	2022					
	2019	57%	65%	-8%	60%	-3%
Cohort Comparison		-66%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	44%	53%	-9%	53%	-9%
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	41	56	57	48	62	50	26				
ELL	66	63	58	73	74	76	50				
ASN	80			90							
HSP	71	72	65	72	72	69	54				
FRL	69	71	69	71	74	69	49				

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	34	50	73	37	22	29	25				
ELL	65	63	68	65	43	43	50				
ASN	77			85							
HSP	66	60	69	64	40	42	52				
FRL	65	60	63	62	39	38	53				
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	21	35	25	33	68	67	33				
ELL	63	65	60	65	68	58	49				
HSP	67	64	61	66	65	56	53				
FRL	64	63	63	64	69	63	51				

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)	N/A
OVERALL Federal Index – All Students	69
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	69
Total Points Earned for the Federal Index	548
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	51
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	66
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	85
Asian Students Subgroup Below 41% in the Current Year?	NO
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	68
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	68
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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

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

The results of the 2022 FSA ELA indicate that 71% of students tested in Grades 3-5 demonstrated proficiency, 72% demonstrated learning gains and 66% of the Lowest 25 demonstrated learning gains. The results of the 2022 FSA Mathematics indicate that 73% of students tested in Grades 3-5 demonstrated proficiency, 73% demonstrated learning gains and 69% of the Lowest 25 demonstrated learning gains. While proficiency is comparable for both the FSA ELA and FSA Mathematics, there is a difference in learning gains of the Lowest 25 in Mathematics (nine percentage point difference in the learning gains of the Lowest 25 between the FSA Mathematics and ELA). The results of the 2022 Science assessment indicate that 55% demonstrated proficiency.
ELA and Math achievement increased in all subgroups from 2021 to 2022, however, the SWD subgroup continues to underperform (41% proficiency in ELA and 48% proficiency in Math).

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

The results of the 2022 Science Assessment indicate that 55% of students demonstrated proficiency. This data demonstrates a significant need for improvement in proficiency of all 5th grade students as compared to the ELA and Mathematics proficiency levels.

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

In 2021, our learning gains in Mathematics were substantially lower than in ELA, we targeted and differentiated Mathematics instruction. Due to the focus on Mathematics instruction, our standards-aligned science instruction was not implemented with the same rigor as ELA and Math. Extended learning and targeted interventions were not offered in the area of science. To increase science proficiency, science topic assessments will be conducted during the assessment period and analyzed for targeted instruction. The science instruction will incorporate the district provided resources, the IXL program, and inquiry-based lab.

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

The results of the 2022 Mathematics FSA indicate the highest learning gains of all students including the lowest 25 percent subgroup as compared to the 2021 Mathematics FSA. The results of the 2022 Mathematics FSA indicate a 30-percentage point increase in learning gains.

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

The contributing factors for this improvement were implementing Differentiated Instruction Wednesday based on students' performance on topic assessments in order to reteach weaker standards. I-Ready Math weekly minutes were completed during the school day to ensure fidelity with the program. Grades 1-5 implemented "Rev-Up with Reflex" to increase fluency. Title III tutoring was provided for ELL students.

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

Various strategies will be implemented in order to accelerate learning. Our school will continue to implement differentiated instruction in both ELA and Mathematics. We will improve the quality of the implementation of the Tier 2 and 3 interventions in ELA through professional development opportunities and the monitoring of the implementation by administration. Our teachers will continue to focus on rigorous Mathematics instruction with iReady and Reflex during the school day. Our school will increase the rigor of instruction on science instruction across all grade levels with IXL, Bootcamp, and after-school science club. A school-wide science vocabulary focus will be focused on the morning announcement.

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.

Various Professional Development opportunities will be provided to support teachers and leaders. Teachers will analyze and implement the B.E.S.T standards to ensure explicit and rigorous instruction in ELA and Mathematics. Professional development on IXL Science, Gizmos, and Essential labs will be utilized to support and increase the rigor of instruction and implement a more multisensory approach to teaching the science standards.

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

Reading tutoring for K-3 students will provide support to classroom teachers in reading to focus on closing achievement gaps and accelerate student reading achievement. Title III Math tutoring will be provided to ELL students. Rigorous and explicit instruction in academic and domain-specific vocabulary will be incorporated into daily lessons.

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.**	The 2022 Science Assessment results indicate that 55% of students tested in Grade 5 demonstrated proficiency. To increase science proficiency, science topic assessments will be conducted during the assessment period and analyzed for targeted instruction. The science instruction will incorporate the district provided resources, the IXL program, and inquiry-based essential labs. This will allow us to effectively meet the unique needs of all learners in order to make learning gains and move towards greater proficiency.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	With the implementation of student-centered learning, then students in grades 5 will demonstrate an increase by five percentage points in Science proficiency as measured by the 2023 Science Assessments.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The Leadership Team will conduct quarterly data chats, adjust instruction based on current data in real time, and follow-up with regular walkthroughs to ensure that Student-Centered Learning is taking place. Progress monitoring data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth. Extended learning opportunities will be provided to thosestudents who are not showing growth on Topic assessments.
Person responsible for monitoring outcome:	Adriana Bode (msbode@dadeschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	The term Student-Centered Learning refers to a wide variety of educational programs, learning experiences, instructional approaches, and academic-support strategies that are intended to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students and groups of students.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Student-Centered Learning will ensure that teachers are meeting their students' diverse needs with a wide variety of educational programs and learning strategies. 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. |

August 31-October 14 - Teachers will utilize the science component of the IXL program. Teachers will assign lessons aligned to the topic and content being taught. IXL Science will reinforce and enhance instruction to meet the needs of various learners, including those students not exhibiting growth on Science topic assessments.

| **Person Responsible** | Naomi Simon (pr5381@dadeschools.net) |

August 31-October 14 - Teachers will implement the Essential Labs found in the district pacing guides. This Student-Centered Learning approach will reach learners of various modalities. These labs will take certain concepts from abstract to concrete.

| **Person Responsible** | Adriana Bode (msbode@dadeschools.net) |

August 31-October 14 - A "Science Word/Concept of the Week" will be presented during morning announcements. Teachers and students will discuss the word in class throughout the week to build content vocabulary in all grade levels and foster interest in science.

| **Person Responsible** | Adriana Bode (msbode@dadeschools.net) |

August 31-October 14 - Teachers will incorporate a Science Interactive Notebook consistently in grades K-5 providing students with a valuable resource for review and reference leading to greater science proficiency.

| **Person Responsible** | Maria Vindell (vindellm@dadeschools.net) |

October 31st-December 16th: Teachers will utilize the EduSmart program. Teachers will assign lessons to the topic and content being taught. The program will continue to reinforce and enhance instruction to meet the needs of various learners, including those students not exhibiting growth on Science topic assessments.

| **Person Responsible** | Naomi Simon (pr5381@dadeschools.net) |

October 31st- December 16th: Teachers will continue implementing the Essential Labs found in the district pacing guide to reach the needs of various learners. Vocabulary Maps and Word Walls will be developed and displayed to serve as a reference and resource for all students.

| **Person Responsible** | Adriana Bode (msbode@dadeschools.net) |

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The 2022 FSA ELA results indicate that 71% of students tested in Grades 3-5 demonstrated proficiency, 72% of students demonstrated learning gains and 66% of the Lowest 25 demonstrated learning gains. Based on the data reviewed, our school will continue to implement the Targeted Element of Small Group Instruction. We selected the area of Small Group Instruction to successfully implement interventions. This will allow us to consistently implement the intervention program: Reading Horizons
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 intervention program, then our L25 students will increase five percentage points in the 2023 State Assessments in ELA.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Leadership Team will utilize the intervention decision tree to identify students showing reading deficiencies, develop an intervention schedule, assign certified interventionists, and provide support for the implementation of the new intervention program. Administrators will monitor the delivery of interventions via walkthroughs, lesson plans, and OPMs. Data will be analyzed during Leadership Team meetings and individual data chats with teachers. Adjustments to intervention groups will be made based on student performance, and resources will be aligned to address student needs.
Person responsible for monitoring outcome:	Naomi Simon (pr5381@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the Targeted Element of Small Group Instruction, our school will focus on the evidence-based strategy of: Interventions/RtI. Response to Intervention (RtI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RtI process begins with high-quality instruction and universal screening of all children in the general education classroom and includes providing aligned interventions and on-going progress monitoring.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy.	Interventions/RtI will ensure that students are receiving explicit, systematic, and research-based quality instruction customized to meet their needs and reduce learning loss. Teachers and interventionists will continually make adjustments to their instruction through the process of ongoing progress monitoring.

Describe the resources/ criteria used for selecting this strategy.

August 31-October 14 - Teachers will implement the Reading Horizons program with fidelity and consistency using the district provided resources and following the pacing calendar. This will ensure teachers meet the needs of all Tier 2 and Tier 3 students. Academic progress will be monitored and modifications and adjustments will be made when necessary.

Person Responsible   Silena Cuadra (scuadra@dadeschools.net)

August 31-October 14 - Teachers will utilize the same strategies found in Reading Horizons when teaching phonics lessons during whole group instruction. These best practices will encourage students to use this approach when decoding and reading across all content areas instead of solely being used during Tier 2 and Tier 3 intervention.

Person Responsible   Silena Cuadra (scuadra@dadeschools.net)

August 31-October 14 - Teachers will implement the iReady program during the school day. Teachers will monitor the usage and passing rate for students; and assign specific targeted lessons based on student needs in order to improve student achievement across all five domains.

Person Responsible   Naomi Simon (pr5381@dadeschools.net)

August 31-October 14 - Teachers will administer the Wonders progress monitoring assessments and analyze results to plan for differentiated small group instruction. As a result, teachers will be able to identify areas for student remediation and enrichment.

Person Responsible   Naomi Simon (pr5381@dadeschools.net)

October 31st- December 16th: Teachers will ensure that during reading instruction, the students will complete the Respond to Reading tasks found in the Reading / Writing Companion. Encouraging the students to complete this culminating writing piece should lead to better comprehension and improvement in the Progress Monitoring assessments.

Person Responsible   Naomi Simon (pr5381@dadeschools.net)

October 31st- December 16th: Teachers will continue to utilize strategies from the Reading Horizon program during whole group instruction to improve phonics skills. Teachers and Interventionists will continue to deliver with fidelity the Reading Horizons program to all Tier 2 and Tier 3 students.

Person Responsible   Silena Cuadra (scuadra@dadeschools.net)

#3. Positive Culture and Environment specifically relating to Student Safety and Order	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on the data review, our school will implement the Targeted Element of Student Discipline. The results of the School Climate Survey indicate that 43% of students responding to the School Climate Survey expressed that bullying is a concern in our school. This is an 11 percentage point increase from the previous year. In addition, the results of the School Climate Survey, only 32% of the students indicate that students in the school usually follow the rules. Early Warning Systems (EWS) data indicate more than 10% of students received disciplinary referrals in 4th and 5th grades. As a result of these concerning trends, our school will focus on school safety by utilizing the evidence-based strategy of Positive Behavior Supports (PBS).
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we successfully implement an Anti-Bullying curriculum and Positive Behavior Supports (PBS), the amount of students reporting a bullying problem in our school will decrease by 10 percentage points in the 2022-2023 Climate survey by June 2022.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Leadership Team will work with the Student Services Department and Grade Level Chairpersons to monitor the development of a school-wide discipline program utilizing Positive Behavior Supports (PBS), the Anti-Bullying curriculum, the Values Matters program, quarterly grade-level behavior contracts and monthly grade-level assemblies reinforcing the Code of Student Conduct and behavioral expectations. A school-wide rewards and incentives system will also be monitored.
Person responsible for monitoring outcome:	Naomi Simon (pr5381@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being	Positive Behavior Support (PBS) is one of the foremost advances in schoolwide discipline. Also, it is the emphasis on schoolwide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Instead of using a piecemeal approach of individual behavioral management plans, a continuum of PBS for all students within a school is implemented in areas including the classroom and non-classroom settings (such as hallways, buses, and restrooms). PBS is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that

implemented for this Area of Focus.	improve the link between research-validated practices and the environments in which teaching and learning occurs.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	The implementation of the Anti-Bullying curriculum and Positive Behavior Support (PBS) will decrease the number of disciplinary referrals, bullying incidents and improve the number of students following the student Code of Conduct as a result students will develop more positive feelings about school culture.

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.

August 31-October 14 - The school counselor and teachers will implement the district provided Anti-Bullying curriculum. The implementation of this curriculum will encourage kindness and respect amongst all students and reduce the number of bullying incidents.

Person Responsible	Adriana Bode (msbode@dadeschools.net)

August 31-October 14 - A school-wide Discipline Committee will be established in order to develop a Discipline Action Plan that includes an incentive program. As a result, the number of disciplinary referrals and incidents of bullying will be reduced.

Person Responsible	Naomi Simon (pr5381@dadeschools.net)

August 31-October 14 - Monthly assemblies will be held highlighting the student Code of Conduct and Values Matter program in order to help students develop a more comprehensive understanding of behavioral expectations and incentives and consequences. As a result, the number of disciplinary referrals will be reduced.

Person Responsible	Naomi Simon (pr5381@dadeschools.net)

August 31-October 14 - Teachers will nominate students for demonstrating model behavior as delineated in the Values Matter program fostering a positive school culture that reinforces and celebrates safety and order and reduces bullying.

Person Responsible	Silena Cuadra (scuadra@dadeschools.net)

October 31st- December 16th: The school counselor, administration, and teachers will continue to implement the district provided Anti-Bullying curriculum. Assemblies and activities will continue to be held to promote a safe and joyful learning environment for all students. The Values Matter program will continue to recognize students for model behavior.

Person Responsible	Adriana Bode (msbode@dadeschools.net)

October 31st- December 16th: The Discipline Committee will develop a comprehensive school wide incentive program to promote positive behaviors and help reduce the number of incidents that occur.

Person Responsible   Naomi Simon (pr5381@dadeschools.net)

#4. Transformational Leadership specifically relating to Instructional Leadership Team	
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 qualitative data from the School Climate Survey, only 45% of the staff indicated that their ideas are listened to and considered. By involving teachers in Important Decision Making opportunities, our staff will gain a sense of professional and personal responsibility in the school's overall success. These efforts will result in improved school culture and teacher leadership.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	With the implementation of Involving Staff in Important Decision Making, the number of teachers who indicate that their ideas are listened to and considered on the School Climate Survey will increase by 10 percentage points.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The Leadership Team will provide opportunities for staff members to become involved in important decision making by convening monthly, informal gatherings to allow opportunities for collaboration and idea sharing. By involving teachers, we hope to create an environment of collaboration between administration and teachers to share information, ideas, and constructive feedback.
Person responsible for monitoring outcome:	Anabelle Martinez (amartinez3@dadeschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Involving Staff in Important Decision Making allows the staff to gain professional and personal stake in the school and its overall success. This commitment leads to the increased productivity as members of the staff are actively participating in various aspects of the school and wish to see their efforts succeed.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Involving teachers in Important Decision Making, will help our staff gain a sense of professional and personal responsibility in the school's overall success. These efforts will result in an increased in productivity and job satisfaction.

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.

August 31-October 14 - Administrators will meet monthly with grade-level chairpersons to address concerns, seek input and problem-solve. As a result, teachers will feel that their ideas and concerns are considered by the administrative team.

Person Responsible	Naomi Simon (pr5381@dadeschools.net)

August 31-October 14 - Teachers will choose to participate in school-wide committees, i.e. Safety and Discipline, School Culture and Mental Health, Attendance, resulting in extensive opportunities for staff members to collaborate and become involved in important decision making.

Person Responsible	Adriana Bode (msbode@dadeschools.net)

August 31-October 14 - The PLST will hold informal meetings on a monthly basis to give staff members opportunities to share ideas and concerns. As a result, teachers will have an opportunity to collaborate, problem solve and develop leadership skills.

Person Responsible   Anabelle Martinez (amartinez3@dadeschools.net)

August 31-October 14 - At monthly faculty meetings, teachers will "share and tell" classroom and professional best practices. These opportunities will result in enhanced instructional effectiveness, and a sense of professional and personal responsibility to the school's overall success.

Person Responsible   Maria Vindell (vindellm@dadeschools.net)

October 31st- December 16th: Teachers will continue to share best practices during faculty meetings, PLST meetings, and grade level meetings.

Person Responsible   Maria Vindell (vindellm@dadeschools.net)

October 31st- December 16th: Teachers attending the ELA, Math, and Science ICADs will be responsible for sharing new information with their grade levels or departments during common planning time or collaborative meetings.

Person Responsible   Anabelle Martinez (amartinez3@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 in Engaging Learning Environment, Relationships, and Clearly Defined Expectations. Our school maintains a clean, orderly, and appealing physical environment that encourages school pride. We celebrate the success of students and staff by emphasizing accomplishments and collaboration. Students are recognized through quarterly honor roll assemblies, iReady achievement awards, morning announcement shout outs, Do the Right Thing, and Values Matter. We have established protocols that allow for honest communication and feedback amongst all stakeholders through informal and formal conversations, surveys, and data chats. We also ensure our shared and aligned vision is clearly communicated through weekly newsletter, Teams channel for staff, and grade level meetings. Our school establishes a sense of community prioritizing social emotional wellness of students. Through daily check ins, counselor referrals, infusion of SEL curriculum during morning announcements and classroom lessons, and anti-bullying curriculum we foster students' social and emotional well-being.

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 Principal, Teacher Leaders and Counselors. The Principal and Assistant Principal's role is to monitor and oversee all the school's initiatives and address concerns with morale through honest communication and feedback, and morale boosting activities. Teacher Leaders assist in providing and responding to feedback

from stakeholders. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families.