# Sylvania Heights Elementary School



## 2022-23 Schoolwide Improvement Plan

## Table of Contents

# Sylvania Heights Elementary School

## Demographics

## Principal: Amor Reyes

Start Date for this Principal: 7/15/2010

| | |
|---|---|
| **2019-20 Status**<br>(per MSID File) | Active |
| **School Type and Grades Served**<br>(per MSID File) | Elementary School<br>PK-5 |
| **Primary Service Type**<br>(per MSID File) | K-12 General Education |
| **2021-22 Title I School** | Yes |
| **2021-22 Economically Disadvantaged (FRL) Rate**<br>(as reported on Survey 3) | 97% |
| **2021-22 ESSA Subgroups Represented**<br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities*<br>English Language Learners<br>Hispanic Students<br>Economically Disadvantaged Students |
| **School Grades History** | 2021-22: A (69%)<br><br>2018-19: B (60%)<br><br>2017-18: A (70%) |
| **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.](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.

# Table of Contents

# Sylvania Heights Elementary School

## 5901 SW 16TH ST, Miami, FL 33155

## http://sylvaniaheights.dadeschools.net/

### School Demographics

| **School Type and Grades Served** (per MSID File) | **2021-22 Title I School** | **2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3) |
|---|---|---|
| Elementary School PK-5 | Yes | 97% |

| **Primary Service Type** (per MSID File) | **Charter School** | **2018-19 Minority Rate** (Reported as Non-white on Survey 2) |
|---|---|---|
| K-12 General Education | No | 97% |

### School Grades History

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

### School Board Approval

This plan is pending approval by the Dade County School Board.

### SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

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

Sylvania Heights Elementary empowers our students to become lifelong learners and responsible citizens by promoting collaboration, focusing on critical thinking, fostering independence, and applying our four "R" value system: Rights, Rules, Responsibility, and Respect to everything we do.

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

Sylvania Heights Elementary is committed to the premise that our students will learn and achieve their maximum academic potential by providing educational excellence for all.

### 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 |
|---|---|---|
| Reyes, Amor | Principal | Ensure state and district academic policies and implementation of curriculum are followed. Support teachers to maximize their teaching potential. Ensure school environment is safe for students, faculty, and staff. Establish a common vision for the implementation of data-driven instruction and the use of data-based decision-making. Ascertain that the School Leadership Team is implementing the MTSS process and ensures implementation of intervention support and the maintenance of all documentation. Secure adequate professional development to support MTSS implementation and communicates with staff and parents regarding school based MTSS plans and activities. |
| Blanco, Lizette | Assistant Principal | Assists the principal in the establishment of a common vision for the implementation of data-driven instruction and the use of data-based decision-making. Aides the principal in the supervision of the MTSS process and its implementation. Supports the principal in the collection of all documentation and the provision of adequate professional development opportunities for all staff members. Communicates with staff and parents regarding school based MTSS plans and activities. |
| Martell, Iris | Other | Provide information about core instruction. Participate in student data collection and deliver Tier 1 and Tier 2 instruction/ intervention. Collaborate with other staff to implement Tier 2 interventions and integrate Tier 1 materials/instruction with Tier 2/3 activities. |
| Alvarez, Jorge | Instructional Coach | Provide essential leadership for the school's research-based curriculum programs. Deliver professional development to support the development and implementation of the school core content standards and programs. Identify and analyze existing research on scientifically based strategies as well as intervention approaches. Analyze current data to identify systematic pattern of student need while working with district/region/ school personnel to develop appropriate intervention strategies. Assist with the school's screening process to provide intervening services for children considered "at risk". Facilitate the design and implementation of all progress monitoring, data collection, and data analysis. |
| Tavio, Heather | Other | Communicate with all parents, students, and community members the school vision and mission. Disseminate information regarding the School Improvement process including available data to all stakeholders and documents their input and options. Ensure the ESSAC budget is used for School Improvement. |
| Alfaro, Denise | Teacher, K-12 | Provides essential professional development to train instructional staff in technology integration across the curriculum to improve student achievement. Aides the principal in the supervision of the MTSS process and its implementation. Analyze current data to identify systematic patterns of student need while working with district/region/school personnel to develop appropriate intervention strategies. |

## Demographic Information

**Principal start date**
Thursday 7/15/2010, Amor Reyes

**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.*
NA

**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.*
NA

**Total number of teacher positions allocated to the school**
40

**Total number of students enrolled at the school**
455

**Identify the number of instructional staff who left the school during the 2021-22 school year.**
0

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**
3

**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 | 77 | 92 | 62 | 78 | 81 | 57 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 447 |
| Attendance below 90 percent | 0 | 16 | 3 | 3 | 1 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 28 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 3 | 2 | 7 | 9 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 22 |
| Course failure in Math | 0 | 1 | 2 | 2 | 7 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 13 |
| Level 1 on 2022 statewide FSA ELA assessment | 0 | 0 | 0 | 4 | 14 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 29 |
| Level 1 on 2022 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 11 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18 |
| Number of students with a substantial reading deficiency | 0 | 4 | 3 | 23 | 21 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 64 |

**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 | 2 | 6 | 10 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 29 |

**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 | 4 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

**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 | 71 | 61 | 75 | 88 | 54 | 75 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 424 |
| Attendance below 90 percent | 12 | 5 | 7 | 15 | 6 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 50 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 1 | 2 | 13 | 3 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 21 |
| Course failure in Math | 0 | 0 | 2 | 9 | 3 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |
| Number of students with a substantial reading deficiency | 2 | 5 | 31 | 39 | 11 | 14 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 102 |

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

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

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

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

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 71 | 61 | 75 | 88 | 54 | 75 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 424 |
| Attendance below 90 percent | 12 | 5 | 7 | 15 | 6 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 50 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 1 | 2 | 13 | 3 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 21 |
| Course failure in Math | 0 | 0 | 2 | 9 | 3 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |
| Number of students with a substantial reading deficiency | 2 | 5 | 31 | 39 | 11 | 14 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 102 |

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

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

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

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

## 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 | 66% | 62% | 56% | | | | 65% | 62% | 57% |
| ELA Learning Gains | 72% | | | | | | 69% | 62% | 58% |
| ELA Lowest 25th Percentile | 62% | | | | | | 59% | 58% | 53% |
| Math Achievement | 71% | 58% | 50% | | | | 64% | 69% | 63% |
| Math Learning Gains | 72% | | | | | | 59% | 66% | 62% |
| Math Lowest 25th Percentile | 79% | | | | | | 52% | 55% | 51% |
| Science Achievement | 59% | 64% | 59% | | | | 55% | 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 | 49% | 60% | -11% | 58% | -9% |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |
| | 2019 | 75% | 64% | 11% | 58% | 17% |
| Cohort Comparison | | -49% | | | | |
| 05 | 2022 | | | | | |
| | 2019 | 60% | 60% | 0% | 56% | 4% |
| Cohort Comparison | | -75% | | | | |

| 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 | 56% | 67% | -11% | 62% | -6% |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |
| | 2019 | 70% | 69% | 1% | 64% | 6% |
| Cohort Comparison | | -56% | | | | |
| 05 | 2022 | | | | | |
| | 2019 | 57% | 65% | -8% | 60% | -3% |
| Cohort Comparison | | -70% | | | | |

| SCIENCE | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2022 | | | | | |
| | 2019 | 51% | 53% | -2% | 53% | -2% |

| SCIENCE | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 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 | 32 | 47 | 50 | 42 | 53 | | 50 | | | | |
| ELL | 60 | 69 | 60 | 68 | 69 | 74 | 44 | | | | |
| HSP | 66 | 72 | 62 | 70 | 72 | 79 | 59 | | | | |
| FRL | 62 | 72 | 68 | 68 | 70 | 75 | 57 | | | | |
| 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 | 26 | 18 | | 40 | 18 | | 27 | | | | |
| ELL | 48 | 50 | 42 | 57 | 33 | 31 | 33 | | | | |
| HSP | 59 | 52 | 44 | 60 | 34 | 24 | 36 | | | | |
| FRL | 56 | 52 | 47 | 58 | 33 | 28 | 37 | | | | |
| 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 | 42 | 54 | 38 | 39 | 56 | 62 | 25 | | | | |
| ELL | 62 | 71 | 63 | 63 | 62 | 56 | 55 | | | | |
| HSP | 65 | 69 | 58 | 64 | 60 | 52 | 56 | | | | |
| FRL | 63 | 74 | 60 | 63 | 63 | 57 | 59 | | | | |

## 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 | 66 |
| 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 | 50 |
| Total Points Earned for the Federal Index | 531 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 100% |

| Subgroup Data | |
|---|---|
| **Students With Disabilities** | |
| Federal Index - Students With Disabilities | 47 |
| 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 | 62 |
| English Language Learners Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | 0 |
| **Native American Students** | |
| Federal Index - Native American Students | |
| Native American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32% | 0 |
| **Asian Students** | |
| Federal Index - Asian Students | |
| Asian Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Asian Students Subgroup Below 32% | 0 |
| **Black/African American Students** | |
| Federal Index - Black/African American Students | |
| Black/African American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | 0 |
| **Hispanic Students** | |
| Federal Index - Hispanic Students | 66 |
| 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 | |
|---|---|
| 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 | 65 |
| 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?**

FSA data findings indicate an overall increase in proficiency and learning gains across all content areas. In 2022, 66% of students met proficiency in ELA in comparison to 59% in 2021. This indicates a seven-percentage point increase. In FSA Math 71% of students met proficiency in 2022 as compared to 60% in 2021. An 11 percentage point increase. Grade level data also indicates an increase in both ELA and Math in all grade levels except grade 3 ELA. Students in grade 3 ELA scored 63% proficient in 2021 and 62% proficient in 2022, which indicates a one percentage point decrease. The highest percentage increase in proficiency was noted in Science with 39% proficient in 2021 as compared to 59% in 2022. This demonstrates a 20 percentage point increase.

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

ELA data demonstrated the greatest need for improvement. In 2021, 59% of students demonstrated proficiency as compared to 66% proficient in 2022. Although this demonstrates a seven-percentage point increase, it is the area with the greatest need because students need to be proficient readers in order to successful learners.

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

Due to staff absences and cancellation of special areas classes, collaborative planning was not done with fidelity. To improve student achievement, ELA teachers must plan collaboratively consistently. During planning sessions, teachers will discuss best practices and share ideas on the implementation of differentiated instruction to meet the needs of all their students. Teachers need to attend professional development on the B.E.S.T. standards to ensure standard-based instruction is being delivered.

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

Math learning gains showed the most improvement overall. In 2021, 34% of students made learning gains in math as compared to 72% in 2022. This demonstrates 38 percentage point increase in overall math learning gains. In addition, 79% of students in the lowest 25 percentile made learning gains in 2022 as compared to only 28% in 2021, which indicates an increase of 51 percentage points.

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

Many students returned from the virtual setting to brick-and-mortar. Allowing students to have hands-on opportunities in the area of math was a contributing factor to this improvement. In addition, using Reflex math to build fluency and i-Ready lessons contributed to this increase in learning gains.

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

To accelerate learning, teachers will need to plan collaboratively consistently, implement differentiated instruction, conduct data chats, and progress monitor students' performance. In addition, teachers will need to participate in professional development on the Florida B.E.S.T Standards and incorporate more use of technology in their classrooms. There also needs to be an emphasis on increasing student attendance to impact achievement. Additionally, administration will conduct walkthroughs and provided timely feedback to teachers on classroom instruction.

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

ELA teachers will have the opportunity to participate in district PD on the BEST Standards and ELA iCADS. In addition, our intervention liaison will provide inhouse professional development on the implementation of Tier 2 Horizon Interventions. Each month, the second faculty meeting will be used to address professional development needs focused on curriculum.

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

To ensure sustainability of improvement, we will offer students before and after-school tutoring, differentiation of instruction and intensive interventions as needed. Additionally, teachers will be provided the opportunity to participate in professional development, administration will conduct classroom walkthroughs and timely feedback will be provided.

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

:

| #1. Positive Culture and Environment specifically relating to Student Attendance | |
|---|---|
| **Area of Focus Description and Rationale:** Include a rationale that explains how it was identified as a critical need from the data reviewed. | After reviewing our student attendance data, the total number of students with 11 or more absences increased from 21% during the 2020-2021 to 34% in 2021-2022. An increase of 13 percentage points of students with 11 or more absences. This data indicates there is a critical need to address student attendance and decrease the number of students with excessive absences. |
| **Measurable Outcome:** State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome. | If we effectively execute student attendance initiatives the percent of students with 11 or more absences will decrease by three percentage points as evidenced by student attendance records for 2022- 2023 school year. |
| **Monitoring:** Describe how this Area of Focus will be monitored for the desired outcome. | Homeroom teachers will monitor student attendance records. After 3 unexcused absences, the homeroom teacher will refer the student to the counselor. The counselor will meet with the student, contact the parent, and continue to monitor the student's daily attendance through the attendance bulletin. |
| **Person responsible for monitoring outcome:** | Amor Reyes (pr5441@dadeschools.net) |
| **Evidence-based Strategy:** Describe the evidence-based strategy being implemented for this Area of Focus. | Within the Target Element of Student Attendance, our school will concentrate on evidence-based strategy: Attendance initiatives. Providing students with attendance incentives will motivate them to attend school daily and decrease absences. |
| **Rationale for Evidence-based Strategy:** Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy. | Students need to be in school daily to master their grade level Florida B.E.S.T. standards and show proficiency on FAST assessments. |

**Action Steps to Implement**

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

8/22/2022 - 10/14/2022 - After three consecutive unexcused absences the teacher will refer the student to the counselor. As a result, the counselor will meet with the student and parent.

| **Person Responsible** | Lizette Blanco (lizetteblanco@dadeschools.net) |
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8/22/2022 - 10/14/2022 - The counselor will meet with at-risk students and connect with parents to encourage daily attendance to school. As a result, parents will be notified that their child's attendance is being monitored and how absences impact student learning.

| **Person Responsible** | Lizette Blanco (lizetteblanco@dadeschools.net) |
|---|---|

8/22/2022 - 10/14/2022 - Each classroom teacher will develop an individualized attendance incentive plan to encourage daily attendance. As a result, students will be motivated to attend school daily.

**Person Responsible**    Lizette Blanco (lizetteblanco@dadeschools.net)

8/22/2022 - 10/14/2022 - Students with perfect attendance for each grading period will be recognized with their picture on an attendance bulletin board. This will promote a positive sense of self and motivate other students to want to be recognized on the board with their picture.

**Person Responsible**    Lizette Blanco (lizetteblanco@dadeschools.net)

10/31/2022 - 12/16/2022 - All students with perfect attendance during a grading period, will be invited to participate in an "Attendance Celebration". As a result, students will be encouraged to attend school daily.

**Person Responsible**    Lizette Blanco (lizetteblanco@dadeschools.net)

10/31/2022 - 12/16/2022 - The counselor will continue to meet with at-risk students with 3 or more absences.
As a result, student attendance rates will increase.

**Person Responsible**    Lizette Blanco (lizetteblanco@dadeschools.net)

| #2. Instructional Practice specifically relating to Differentiation | |
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| **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 relating to Differentiation in ELA Standards. In 2021, 26% of SWD students demonstrated proficiency as compared to 32% proficient in 2022. Although this demonstrates a six percentage point increase, it is the area with the greatest need. Our school is an ESE Center school since we have a total of 101 SWD students, with 54 being in the Autism Spectrum in self-contained settings. |
| **Measurable Outcome:** State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome. | If we successfully implement the Targeted Element relating to Differentiation in ELA, SWD proficiency will increase a minimum of two percentage points as evidenced by the 2023 FAST Assessments from PM1 to PM3. |
| **Monitoring:** Describe how this Area of Focus will be monitored for the desired outcome. | Administration will conduct classroom walkthroughs to monitor the implementation of Differentiated Instruction during ELA. Data chats will be conducted to assist teachers with analyzing individual student data and adjusting instruction to meet the needs of all learners. |
| **Person responsible for monitoring outcome:** | Lizette Blanco (lizetteblanco@dadeschools.net) |
| **Evidence-based Strategy:** Describe the evidence-based strategy being implemented for this Area of Focus. | Within the Targeted Element relating to Differentiation, our school will focus on the evidenced-based strategy of Differentiated Instruction during ELA. Collaborative planning and progress monitoring of students during DI will assist in ensuring more SWD students achieve grade proficiency in ELA. |
| **Rationale for Evidence-based Strategy:** Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy. | Differentiated Instruction for students will assist in increasing student proficiency and learning gains to meet their individual needs. |

### Action Steps to Implement

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

8/22/2022 - 10/14/2022 -During collaborative planning, teachers will analyze school data to group students based on their needs. As a result, teachers have student groups, appropriate resources and lesson plans that reflect DI.

**Person Responsible**   Lizette Blanco (lizetteblanco@dadeschools.net)

8/22/2022 - 10/14/2022 -During collaborative planning, teachers will share best practices for the implementation of differentiated instruction. As a result, teachers will implement DI activities that engage student learners and meet their individual needs.

**Person Responsible**   Lizette Blanco (lizetteblanco@dadeschools.net)

8/22/2022 - 10/14/2022 -Data chats will be conducted with teachers and administration to analyze classroom needs and individual student needs. As a result, teachers will be able to adjust instruction based on collaborative conservations with administration.

**Person Responsible**   Amor Reyes (pr5441@dadeschools.net)

8/22/2022 - 10/14/2022 -Classroom walkthroughs will be conducted during differentiated instruction to monitor the implementation of DI. As a result, administration will be able to provide feedback to teachers on best practices noted and areas of improvement.

**Person Responsible**   Amor Reyes (pr5441@dadeschools.net)

10/31/2022 - 12/16/2022 - Classroom teachers will monitor ongoing progress monitoring data and assessment data. As a result teachers will adjust instructional groups based on current data to provide targeted remediation and acceleration to students.

**Person Responsible**   [no one identified]

11/8/2022 - Conduct an in-house professional development during the District Professional Development day which will focus on understanding the available data and using it to drive instruction. As a result, teachers will be able to adjust DI groups to provide targeted instruction.

**Person Responsible**   Iris Martell (imartell@dadeschools.net)

| **#3. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs** | |
|---|---|
| **Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.** | Based on our data findings from the Leadership Competencies completed by teachers at the end of the 2021-2022 school year, we selected Specific Teacher Feedback/Walkthroughs. Eighteen percent of teachers reported feedback to improve student outcome were conducted on a monthly basis as compared to 30% during the 2020-2021 school year. By addressing this professional need, classroom instruction will be impacted in a positive manner and increase student achievement. |
| **Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** | If we successfully implement the Targeted Element of Transformational Leadership specifically relating to Teacher Feedback/Walkthroughs, the number of teachers reporting feedback is being provided on a monthly basis will increase by five percentage points on the 2022-2023 Leadership Competencies. |
| **Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.** | With the implementation of Transformational Leadership, administration will conduct classroom walkthroughs and provide teachers feedback on best practices observed and areas in need of improvement to impact student achievement and teachers' professional growth. |
| **Person responsible for monitoring outcome:** | Amor Reyes (pr5441@dadeschools.net) |
| **Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.** | Within the Targeted Element of Specific Teacher Feedback, our school will focus on the evidence-based strategies of: Consistent, Developmental Feedback. Feedback will be provided regularly as a means for professional growth and to impact student achievement. |
| **Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.** | We decided to focus on increasing the frequency of when feedback is provided to teachers, since the data indicated there was a decrease of 12 percentage points on the number of teachers reporting that feedback was provided on a monthly basis. By providing teachers constructive feedback more often student achievement will increase. |
| **Action Steps to Implement** List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step. | |

8/22/2022 - 10/14/2022 - Administration will conduct targeted walkthroughs with a specific "look-for". As a result, model classrooms will be identified and teachers will be identified to visit these classrooms as needed.

**Person Responsible**     Amor Reyes (pr5441@dadeschools.net)

8/22/2022 - 10/14/2022 - Meaningful feedback will be provided after walkthoughs to highlight solid instructional practices and areas of improvement. As a result, teachers needing improvement can be paired with teachers that demonstrate best practices.

**Person Responsible**     Amor Reyes (pr5441@dadeschools.net)

8/22/2022 - 10/14/2022 - The PLST team will conduct in-house professional development to share best practices during one faculty meeting each month based on the findings during classroom walkthroughs conducted by administration. As a result, teachers will implement lessons that are standards based and engaging for all learners.

**Person Responsible**     Lizette Blanco (lizetteblanco@dadeschools.net)

8/22/2022 - 10/14/2022 - On-going data chats will be conducted with teachers, to provide feedback on necessary adjustment to instruction. As a result, teachers will develop lessons that address grade level standards and impact student achievement.

**Person Responsible**     Amor Reyes (pr5441@dadeschools.net)

10/31/2022 - 12/16/2022 - Administration will highlight teacher successes observed during walkthoughs at faculty meetings. As a results, other teachers will be able to acquire new best practices to implement in their own class.

**Person Responsible**     Amor Reyes (pr5441@dadeschools.net)

10/31/2022 - 12/16/2022 - During grade level meetings, administration will share with team grade level strengths and areas of improvement as witnessed during walkthroughs. As a results, teachers will be able to collaborate and share best practices to implement in their classes.

**Person Responsible**     Amor Reyes (pr5441@dadeschools.net)

| #4. Instructional Practice specifically relating to B.E.S.T. Standards | |
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| **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 relating to the B.E.S.T. Standards. In 2021, 59% of students demonstrated proficiency as compared to 66% proficient in 2022. Although this demonstrates a seven percentage point increase, it is the area with the greatest need. |
| **Measurable Outcome:** State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome. | If we successfully implement the Targeted Element relating to the B.E.S.T. Standards in ELA, grades 3-5 students will increase their proficiency a minimum of 2 percentage points as evidenced by the 2023 FAST Assessments from PM1 to PM3. |
| **Monitoring:** Describe how this Area of Focus will be monitored for the desired outcome. | Administration will conduct classroom walkthroughs to monitor the implementation of the B.E.S.T. Standards. Ongoing progress monitoring will be conducted by teachers and data chats will be conducted to assist teachers with analyzing individual student data. |
| **Person responsible for monitoring outcome:** | Lizette Blanco (lizetteblanco@dadeschools.net) |
| **Evidence-based Strategy:** Describe the evidence-based strategy being implemented for this Area of Focus. | Within the Targeted Element relating to B.E.S.T standards in ELA, our school will focus on the evidenced-based strategy of Standards-Aligned Instruction. Collaborative planning, sharing best practices, and progress monitoring of students will assist in ensuring more students achieve grade level proficiency in ELA. |
| **Rationale for Evidence-based Strategy:** Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy. | By having teachers provide students with standards-aligned instruction will ensure students are meeting grade level standards and proficiency in the FAST assessments at the end of the 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.

8/22/2022 - 10/14/2022 - Teachers will plan collaboratively using the Florida's BEST K-5 Handbook and District Pacing Guide. As a result, teachers will develop lesson plans that are standards aligned.

| **Person Responsible** | Lizette Blanco (lizetteblanco@dadeschools.net) |
|---|---|

8/22/2022 - 10/14/2022 - Teachers will be provided opportunities to attend district professional development on the BEST Standards. As a result, they will turn-key the information gathered with their peers during grade level planning and faculty meetings.

| **Person Responsible** | Amor Reyes (pr5441@dadeschools.net) |
|---|---|

8/22/2022 - 10/14/2022 - Students that are not meeting grade-level standards will be identified to participate in Tier 2 Interventions. As a result, teachers will monitor their progress weekly to ensure the effectiveness of the intervention being provided.

| **Person Responsible** | Lizette Blanco (lizetteblanco@dadeschools.net) |
|---|---|

8/22/2022 - 10/14/2022 - The Literacy Leadership Team will meet monthly to establish goals and monitor student progress. As a result, all stakeholders will be informed of the set goals through faculty meetings and EESAC meetings.

| **Person Responsible** | Amor Reyes (pr5441@dadeschools.net) |

10/31/2022 - 12/16/2022 - Conduct data chats with teachers to analyze mastery of standards. As a result, teachers will determine which standards need reteaching and adjust instruction.

| **Person Responsible** | Amor Reyes (pr5441@dadeschools.net) |

10/31/2022 - 12/16/2022 - Teachers will continue to attend district professional development and ELA iCADS. As a result, they will turnkey the information to their peers during collaborative planning.

| **Person Responsible** | Lizette Blanco (lizetteblanco@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 addresses building a positive school culture and environment by providing opportunities for collaboration and teamwork. We motivate and engage students with high interest educational programs and initiatives such as Cambridge Primary Programme, STEAM, Fairchild Challenge, Battle of the Books, Animal Observation Laboratory, Sensory Garden, and the Food Forest. Our teachers and staff strive to make positive connections with students and their families. We take an inclusive approach to learning and welcome families to join us for academic activities such as Cambridge/STEAM showcases and gardening days. We also have extracurricular programs such as Coding, Robotics, Environmental Club, Reading Club, Gardening Club, and Geography Club.

### 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 Counselor. The Principal's role is to monitor and oversee all school initiatives and respond to concerns with morale by planning team building and morale boosting activities. The Assistant Principal assists in ensuring all information is shared with stakeholders in a timely manner. Teacher Leaders and Counselor assists in the implementation of activities. The EESAC Chair assists in informing all stakeholders of events in the school and the School Improvement Process.