

Miami-Dade County Public Schools

# Twin Lakes Elementary School



## 2022-23 Schoolwide Improvement Plan

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## Table of Contents

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<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>6</b>
<b>Needs Assessment</b>	<b>9</b>
<b>Planning for Improvement</b>	<b>13</b>
<b>Positive Culture &amp; Environment</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

## Twin Lakes Elementary School

6735 W 5TH PL, Hialeah, FL 33012

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

### Demographics

**Principal: Anita Marti C**

Start Date for this Principal: 7/15/2022

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	98%
<b>2021-22 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2021-22: B (54%) 2018-19: A (62%) 2017-18: B (57%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### School Board Approval

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

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a 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](http://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

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>6</b>
<b>Needs Assessment</b>	<b>9</b>
<b>Planning for Improvement</b>	<b>13</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

## Twin Lakes Elementary School

6735 W 5TH PL, Hialeah, FL 33012

<http://tles.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	98%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	100%

### School Grades History

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

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<https://www.floridacims.org>.

### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

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

WE PROVIDE THE HIGHEST QUALITY EDUCATION SO THAT ALL OF OUR STUDENTS ARE EMPOWERED TO LEAD PRODUCTIVE AND FULFILLING LIVES AS LIFELONG LEARNERS AND RESPONSIBLE CITIZENS.

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

WE ARE COMMITTED TO 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
Bernal Pino, Ivette	Principal	Oversees school operations and curriculum delivery and engagement throughout the school.
Robles, Ileana	Assistant Principal	Assist the principal with school operations and curriculum delivery.
Torres, Martha	Math Coach	Supports the Mathematics Curriculum.
Beiro, Gloria	ELL Compliance Specialist	Oversees ELL compliance throughout the school.
Gonzalez, Danay	School Counselor	Provides academic, behavioral, and social-emotional competencies to all students through a school counseling program.
Muller, Mirtha	Instructional Coach	Teacher and Instructional Coach. Supports the Reading and Social Science Curriculum schoolwide.
Bahamonde, Beatriz	Instructional Coach	Teacher and Science Liaison. Supports the science curriculum schoolwide.

### Demographic Information

#### Principal start date

Friday 7/15/2022, Anita Marti C

**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.*

4

**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.*

18

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

22

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

243

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

2

**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	31	35	43	34	42	58	0	0	0	0	0	0	0	243
Attendance below 90 percent	0	0	0	3	4	5	0	0	0	0	0	0	0	12
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	0	8	3	2	0	0	0	0	0	0	0	14
Course failure in Math	0	1	0	6	2	6	0	0	0	0	0	0	0	15
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	13	14	11	0	0	0	0	0	0	0	38
Level 1 on 2022 statewide FSA Math assessment	0	0	0	9	19	23	0	0	0	0	0	0	0	51
Number of students with a substantial reading deficiency	0	1	10	3	7	0	0	0	0	0	0	0	0	21

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	4	9	12	20	0	0	0	0	0	0	0	48

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	1	0	5	0	0	0	0	0	0	0	0	0	6
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

Monday 8/29/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	32	46	32	53	60	53	0	0	0	0	0	0	0	276
Attendance below 90 percent	4	4	3	4	3	3	0	0	0	0	0	0	0	21
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	1	8	10	5	0	0	0	0	0	0	0	24
Course failure in Math	0	0	0	4	10	6	0	0	0	0	0	0	0	20
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Number of students with a substantial reading deficiency	0	11	17	25	13	15	0	0	0	0	0	0	0	81

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	1	4	7	6	0	0	0	0	0	0	0	18

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	3	0	0	0	0	0	0	0	0	0	3
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	32	46	32	53	60	53	0	0	0	0	0	0	0	276
Attendance below 90 percent	4	4	3	4	3	3	0	0	0	0	0	0	0	21
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	1	8	10	5	0	0	0	0	0	0	0	24
Course failure in Math	0	0	0	4	10	6	0	0	0	0	0	0	0	20
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Number of students with a substantial reading deficiency	0	11	17	25	13	15	0	0	0	0	0	0	0	81

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	1	4	7	6	0	0	0	0	0	0	0	18

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	3	0	0	0	0	0	0	0	0	0	3
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	58%	62%	56%				69%	62%	57%
ELA Learning Gains	58%						64%	62%	58%
ELA Lowest 25th Percentile	44%						47%	58%	53%
Math Achievement	48%	58%	50%				67%	69%	63%
Math Learning Gains	62%						65%	66%	62%
Math Lowest 25th Percentile	67%						55%	55%	51%
Science Achievement	43%	64%	59%				64%	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	67%	60%	7%	58%	9%
Cohort Comparison		0%				
04	2022					
	2019	74%	64%	10%	58%	16%
Cohort Comparison		-67%				
05	2022					
	2019	62%	60%	2%	56%	6%
Cohort Comparison		-74%				

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	73%	69%	4%	64%	9%
Cohort Comparison		-61%				
05	2022					
	2019	65%	65%	0%	60%	5%
Cohort Comparison		-73%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	63%	53%	10%	53%	10%
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	40	60	40	20	38		9				
ELL	58	56	42	53	65	68	40				
HSP	59	59	42	49	62	67	45				
FRL	55	58	44	42	59	68	35				
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	22	21		22	7		15				
ELL	58	55		41	23		43				
HSP	56	53	21	38	25	7	44				
FRL	52	50	15	32	23	7	43				
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	30	47	45	40	50	43	35				
ELL	69	66	48	69	69	59	61				
HSP	70	66	50	68	67	56	66				
FRL	67	63	42	64	63	58	60				

### ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	57
Total Points Earned for the Federal Index	437
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	55
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	55
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	52
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?

2021 Data Findings:

In ELA, 52% of third grade students scored at proficiency (Levels 3-5).

In ELA, 47% of fourth grade students scored at proficiency (Levels 3-5).

In ELA, 50% of fifth grade students scored at proficiency (Levels 3-5).

2022 Data Findings:

In ELA, 46% of third grade students scored at proficiency (Levels 3-5).

In ELA, 57% of fourth grade students scored at proficiency (Levels 3-5).

In ELA, 56% of fifth grade students scored at proficiency (Levels 3-5).

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

2021 Data Findings:

In Math, 44% of third grade students scored at proficiency (Levels 3-5).

In Math, 26% of fourth grade students scored at proficiency (Levels 3-5).

In Math, 31% of fifth grade students scored at proficiency (Levels 3-5).

2022 Data Findings:

In Math, 52% of third grade students scored at proficiency (Levels 3-5).

In Math, 52% of fourth grade students scored at proficiency (Levels 3-5).

In Math, 29% of fifth grade students scored at proficiency (Levels 3-5).

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

2021 Data Findings:

For the last three years, we have been focused on implementing Differentiated Instruction in all classrooms. We continued to support this along with Data Driven Instruction to help meet the needs of our lowest 25% subgroup. We continued to develop teachers using strategies that focused on intervention for lower performing students to help them access grade-level content. Finally, we provided students with the opportunity to participate in afterschool tutoring and interventions, Saturday Academy, and special camps.

2022 Data Findings:

As in the past four years, we will focus on implementing Differentiated Instruction in all classrooms. We will continue to support this along with Data Driven Instruction to help meet the needs of our lowest 25%

subgroup. We will continue to develop teachers using strategies that focus on intervention for lower performing students to help them access grade-level content. Finally, we will continue to provide students with the opportunity to participate in afterschool tutoring and interventions, Saturday Academy, and special camps.

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

2021 Data Findings:

In ELA, progress monitoring reports showed the greatest improvement for third grade students with an increase of 39.1 percentage points.

2022 Data Findings:

In Math, students in fourth grade made the greatest improvements with an increase of 26 percentage points.

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

2021 Data Findings:

Students were provided with before-school tutoring, Saturday Academy opportunities, Differentiated Instruction, and small-group intervention.

2022 Data Findings:

Students were provided with after-school tutoring, Saturday Academy opportunities, special camps, Differentiated Instruction in Math, and small-group intervention. A Math Coach guided teachers on how to best support their students' individual needs.

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

Celebrate Success, Extra-curricular Programing, Communicate with Stakeholders, Effective use of School and District Support Personnel, Empower Teachers and Staff, Family Engagement, Leadership Visibility and Accessibility, Promoting Growth Mindset, Response to Early Warning Systems, Rewards/ Incentives, Shared Vision and Mission, Staff-Student Connections, Social-Emotional Learning, Student Voice, Team-Building Activities, and Welcoming Spaces.

**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.**

Professional Development trainings on Teaching ELL Students.

Professional Development trainings on Teaching SWD.

Refresher training on Differentiated Instruction.

Ensure all Teachers have attended the District Reading and Intervention Program.

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

Collaborative planning will be scheduled weekly and a member of the LT will attend to ensure fidelity to the strategies being implemented school-wide that are aligned to the goals. Extended Learning opportunities will be provided with afterschool tutoring and interventions as well as Saturday Academies and special camps.

### Areas of Focus

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

:

**#1. Instructional Practice specifically relating to Differentiation**

**Area of Focus**  
**Description and Rationale:**  
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

According to the 2022 FSA proficiency data, 46% of third grade students are proficient in ELA, 57% of fourth grade students are proficient in ELA, and 56% of fifth grade students are proficient in ELA, 52% of third grade students are proficient in Math, 52% of fourth grade students are proficient in Math, 29% of fifth grade students are proficient in Math and 42% of fifth grade students are proficient in Science. Based on the data, differentiation has been proven to be effective in the elementary grades. We will focus on differentiation in third-fifth grade to address this critical need.

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

With the implementation of differentiation, an additional 10% of student in the students in 3rd-5th grade will score at grade level or above in the area of ELA, Math and Science by the 2023 FAST Assessment.

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

The Leadership Team will conduct quarterly data chats, adjust groups based on current data in real time and follow-up with regular walkthroughs to ensure the differentiation is aligned to current data.

**Person responsible for monitoring outcome:**

Ivette Bernal Pino (pr5601@dadeschools.net)

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

Within the Targeted Element of Differentiation, our school will focus on the evidence-based strategy of Differentiation. Differentiation will assist in accelerating the gains of our L25s as it is a systematic approach of instruction to meet the students' needs. Data-driven instruction will be monitored through the use of data trackers to drive instructional planning and data-driven conversations to include OPMs.

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

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



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

**Action Steps to Implement**

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

8/16/22- During the Opening of School Faculty Meeting held on August 16, 2022, steps for Differentiated Instruction were reviewed and a start-up framework was provided.

8/22/22-10/14/22 -Teachers will develop lesson plans that inclusive of DI instruction. As a result, teachers will have student groups, appropriate resources, and lesson plans that reflect DI instruction.

8/22/22-10/14/22 - Facilitate weekly collaborative planning meetings to provide teachers with an opportunity to collaborate and brainstorm challenges, needs, and shared best practices.

8/22/22-10/14/22 - Teachers will collaboratively develop data-trackers that can be used to track mini-assessments that are aligned to weekly small group instruction. Data-trackers will be used to monitor student progress and adjust instruction as necessary.

**Person Responsible** Ivette Bernal Pino (pr5601@dadeschools.net)

10/31/22- 12/16/22- Based on our school's goal for small group instruction, remediation, and collaborative planning each grade level will meet with the school leadership team to discuss instructional routine and implementation of the Reading Horizon Discovery/Elevate intervention program. As a result, teachers will feel more comfortable to effectively use the resources available to improve student learning and remediate deficiencies.

**Person Responsible** Martha Torres (myaratorres@dadeschools.net)

10/31/22- 12/16/22- By December 16th, teachers will have an opportunity to discuss their students progress during grade level collaborative planning to discuss strengths and area of needs on multiple data points. As a result, teachers will be able to make data-driven decisions and align instruction to meet students needs.

**Person Responsible** Ivette Bernal Pino (pr5601@dadeschools.net)

**#2. ESSA Subgroup specifically relating to Students with Disabilities**

<b>Area of Focus Description and Rationale:</b> <b>Include a rationale that explains how it was identified as a critical need from the data reviewed.</b>	<p>According to the 2022 FSA Data, our SWD decreased in Math achievement from 22% in the 2021 to 20% in 2022. Students also decreased in Learning Gains from 45% in 2021 to 40% in 2022. We selected the overarching area of data-driven instruction on our findings that demonstrated our FSA scores in ELA. We are not meeting the unique needs of all learners therefore it is evident that we must improve our ability to differentiate instruction using data-based on the levels of the students we serve. We will provide the scaffolding necessary for all students to access grade-level contents in order to make learning gains and move towards proficiency.</p>
<b>Measurable Outcome:</b> <b>State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.</b>	<p>With the implementation of consistent data-driven instruction, then SWD will increase by a minimum of 10 percentage points in ELA from 36% proficiency as evidenced by F.A.S.T. results from PM1 to PM3.</p>
<b>Monitoring:</b> <b>Describe how this Area of Focus will be monitored for the desired outcome.</b>	<p>The leadership team will conduct quarterly data chats. Teachers will adjust groups based on current data in real time and administration will follow-up with regular walkthroughs to ensure the differentiation is taking place.</p>
<b>Person responsible for monitoring outcome:</b>	<p>Ivette Bernal Pino (pr5601@dadeschools.net)</p>
<b>Evidence-based Strategy:</b> <b>Describe the evidence-based strategy being implemented for this Area of Focus.</b>	<p>With a focus on ELA standards, our school will focus on the evidence-based strategy of Data-driven instruction. Utilizing data-driven instruction will empower teachers to analyze the strength and areas for growth in their particular classrooms and provide them with differentiated instructional strategies to help engage learners.</p>
<b>Rationale for Evidence-based Strategy:</b> <b>Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for</b>	<p>With data-driven instruction, teachers will use relevant, recent and aligned data to plan lessons that are personalized to the needs of students.</p>

**selecting this strategy.****Action Steps to Implement**

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

8/22/22 - 10/14/22 - The Administrative Team and Math Coach will meet with each grade-level to review current student data.

8/22/22 - 10/14/22 - The Math Coach will support teachers through data-driven and Differentiated Instruction.

8/22/22 - 10/14/22-The Math Coach will assist teachers in adjusting groups based on current data in real time.

8/22/22 - 10/14/22 - Administration will follow-up with regular walkthroughs to ensure the differentiation is taking place.

**Person Responsible** Martha Torres (myaratorres@dadeschools.net)

10/31/22- 12/16/22- By December 16th, teachers will have the opportunity to share best practices during a grade-level meeting and discuss VAKT strategies and hands-on activities during Math to increase student engagement supporting our SWD students. This will reduce learning barriers in instruction and provide a variety of learning strategies on how information is presented to support all learners, including our SWD subgroup.

**Person Responsible** Martha Torres (myaratorres@dadeschools.net)

10/31/22- 12/16/22- By December 16th, teachers will have the opportunity to visit different classrooms to observe differentiated instruction in math. As a result, teachers will be able to share best practices and gain a better understanding of DI in order to remediate deficiencies in math.

**Person Responsible** Martha Torres (myaratorres@dadeschools.net)

**#3. Positive Culture and Environment specifically relating to staff morale****Area of Focus Description and Rationale:**

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

According to the 2021-2022 School Climate Survey feedback from staff, 19% of staff members strongly agreed with the statement "I like working at my school".

**Measurable Outcome:**

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

If we successfully implement empowering teachers and staff, our school morale will increase 10 percentage points on the 2022-2023 climate survey by June 2022.

**Monitoring:**

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

Activities will be planned outside of school so that teachers can meet with one another and administrators to build rapport. Every staff meeting will begin with an opportunity for connection and teachers will have designated speaking time during every meeting to ensure that all input is considered.

**Person responsible for monitoring outcome:**

Ivette Bernal Pino (pr5601@dadeschools.net)

**Evidence-based Strategy:**

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

Within the area of Focused of Positive Culture and Environment, we will focus on Empowering Teachers and Staff to ensure that our teachers have a voice and can participate in decision making process.

**Rationale for Evidence-based Strategy:**

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

We want to empower teachers at our school in the decision-making process. Leading initiatives will provide leadership opportunities for teachers while also considering their input on what to implement.

**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.

8/22/22-10/14/22 - The Administrative Team will plan activities afterschool hours in order for teachers to build rapport with each other and administration.

8/22/22 - 10/14/22 - During Faculty Meetings, team-building activities will be implemented providing opportunities for connections to be made.

8/22/22 - 10/14/22 - Teachers will have designated speaking opportunities during every faculty meeting to ensure that all input is considered.

8/22/22 - 10/14/22 - Teachers will be empowered by having a certain degree of responsibility for decision making in their daily work.

**Person Responsible**

Ivette Bernal Pino (pr5601@dadeschools.net)

10/31/22- 12/16/22- The School Leadership Team will conduct monthly meetings to ensure responsibilities are clear. As a result, the SLT can carry out the school's mission and vision through shared leadership and practices, impacting student achievement and empowering teachers and staff.

<b>Person Responsible</b>	Ivette Bernal Pino (pr5601@dadeschools.net)
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10/31/22- 12/16/22- Every month, the SLT will empower teachers and staff through monthly incentives. As a result, teachers will feel empowered and appreciated. This will also increase staff morale and give all stakeholders a sense of belongingness.

<b>Person Responsible</b>	Ivette Bernal Pino (pr5601@dadeschools.net)
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**#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.**

We selected shared leadership to address the needs within our school. The 2021-2022 School Climate Data reveals 38% of the staff believes the principal represents the school in a positive manner. To increase this percentage, we selected shared leadership because it will create teams of leaders that will share the principals vision and mission in a positive manner with the staff.

**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 shared leadership, our teachers will be provided the opportunity to contribute to the school-wide decisions through monthly meetings. This will be realized through teachers participating in the logistical elements of meetings, presenting ideas to solve issues that arise, etc. If this is implemented successfully, there will be a 10% increase in the number of teachers who agree with the statement that the principal represents the school in a positive manner based on the 2022-2023 school year.

**Monitoring:**

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

With the implementation of Leadership Development, an additional 10% of the staff will agree with the statement that the principal represents the school in a positive manner by the mid-year point of the school year.

**Person responsible for monitoring outcome:**

Ivette Bernal Pino (pr5601@dadeschools.net)

**Evidence-based  
Strategy:**

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

Within the targeted element of Instructional Leadership Team, we will focus on the evidence-based strategy of involving staff in important decisions by creating "Experts in My Building" list and involving teachers in the decision making process, we hope to increase the feeling of shared leadership. Experts in the building will provide a summary of support to the LT on a monthly basis to ensure we are on the right track to meeting the outcome above.

**Rationale for  
Evidence-based****Strategy:**

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

We decided to focus on Shared Leadership to address the critical needs within our school. The data reveals that 38% of staff believes the principal represents the school in a positive manner. To increase this percentage, we selected Shared Leadership because it will create teams of leaders that will share the principal vision and mission in a positive manner with the staff.

**selecting this strategy.**

**Action Steps to Implement**

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

8/22/22 - 10/14/22 - Grade / Departments will identify chairpersons to represent their grade / departments in meetings.

8/22/22 - 10/14/22 - During the 2022-2023 school year, activities will be scheduled afterschool hours to increase rapport among all staff members.

8/22/22 - 10/14/22 - Teacher input will be sought through staff meetings and feedback to provide opportunities for greater empowerment.

8/22/22 - 10/14/22 - "Experts in My Building" will represent our school in District meetings and provide professional development to all staff members upon return.

**Person Responsible** Ivette Bernal Pino (pr5601@dadeschools.net)

10/31/22- 12/16/22- Grade-Chair meetings will be held in order to involve staff in the decision making process and increase communication among staff members. As a result, this will ensure priorities are clearly defined and staff has the autonomy to make decisions and implement best practices that will assist in student learning.

**Person Responsible** Martha Torres (myaratorres@dadeschools.net)

10/31/22- 12/16/22- In order to keep all stakeholders involved and increase shared-leadership, a suggestion box will be implemented for teachers and staff to share concerns and needs. This will provide opportunities to empower teachers and staff through shared-leadership and elevate the team's moral.

**Person Responsible** Zorilyn Vazquez (307515@dadeschools.net)

**RAISE**

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



**Area of Focus Description and Rationale**

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

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

Based on the 2021-2022 end of year screening and progress monitoring data, the percentage of students in Kindergarten through grade 2 who are not on track to score Level 3 or above on the statewide, standardized English Language Arts assessment are as follows: Kindergarten - 16%, First grade - 38% and Second grade - 60%. We are not meeting the unique needs of all learners therefore, it is evident that we must improve our ability to provide intervention strategies based on the levels of the students we serve. We will provide interventions necessary for students in Kindergarten through Second grade to make learning gains and move towards proficiency.

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

Based on the 2022 FSA ELA data review, our school will implement the targeted element of reading intervention. We selected the area of reading intervention because the percentage of students scoring below Level 3 on the 2022 statewide, standardized English Language Arts assessment was as follows: Third grade - 54%; Fourth grade - 43%; Fifth grade - 44%. Ensure that differentiated instruction is planned for and implemented to address student's individual needs. We are not meeting the unique needs of all learners therefore, it is evident that we must improve our ability to provide intervention strategies based on the levels of the students we serve. We will provide interventions necessary for students in Kindergarten through Second grade to make learning gains and move towards proficiency.

**Measurable Outcomes:**

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

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

**Grades K-2: Measureable Outcome(s)**



If we successfully implement reading intervention for students from Kindergarten to Second grade, we will increase the percentage of students scoring Level 3 or above on the new coordinated screening and progress monitoring system, where 50% or more of the students are on track to pass the statewide ELA assessment.

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

If we successfully implement reading intervention for students from Third to Fifth grade, we will increase the percentage of students scoring Level 3 or above on the new coordinated screening and progress monitoring system, where 50% or more of the students are on track to pass the statewide ELA assessment. With the implementation of differentiation, there will be a 10% increase in the number of 3rd graders scoring on or above grade level.

#### **Monitoring:**

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

The leadership team will conduct quarterly data chats, adjust groups based on current data in real time and follow-up with regular walkthroughs to ensure the differentiation is aligned to current data.

#### **Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

Robles, Ileana, irobles@dadeschools.net

#### **Evidence-based Practices/Programs:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Gradual Release of Responsibility Model (GRRM)

#### **Rationale for Evidence-based Practices/Programs:**

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

We selected the Gradual Release of Responsibilities Model (GRRM) because it provides students the opportunity to observe as the teacher models for them (I do), it allows the students to compete activity with teacher support (we do) and it allows the students to complete task on their own (you do)

**Action Steps to Implement:**

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Professional Learning - Teachers will be encouraged to attend Professional Learning Activities specific to reading Assessment - Progress monitoring will be used to determine student strengths and weaknesses and to drive instruction, intervention and remediation.	Robles, Ileana, irobles@dadeschools.net
10/31/22- 12/16/22- Teachers that attend ELA ICADs or any ELA PD, will have the opportunity to share district updates and/or best practices specifically related to ELA during a faculty meeting and/or grade-chair meetings. As a result, teachers will be informed and set high expectations for students that are aligned to our districts goals.	Bernal Pino, Ivette, pr5601@dadeschools.net
10/31/22- 12/16/22- During collaborative planning, teachers will analyze their data using multiple data points including i-Ready data and have the opportunity to adjust their instruction based on data and student needs. This will allow teachers to use real time data, such as i-Ready, to adjust instruction.	Muller, Mirtha, mmuller@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.**

Membership in the EESAC includes teachers, business leaders, parents and a student representative. Activities are held throughout the school year inviting parents and community members to participate. The school utilizes the Values Matter and the "Do the Right Thing" programs to recognize positive student behavior. Staff works to make sure that all student needs - academic, behavior, social and emotional are addressed.

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

Administrators - Ensure that programs are in place to address all student needs.

Teachers - Ensure that they identify and address student needs

Counselor, Mental Health Coordinator and Student Services Support Specialist - Ensure that students emotional and mental health concerns are identified and addressed.

Parents - School staff ensure to collaborate with parents to address the complex needs of students.