

Miami-Dade County Public Schools

# Agenoria S Paschal/Olinda Elementary School



2022-23 Schoolwide Improvement Plan

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## Table of Contents

---

<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>10</b>
<b>Planning for Improvement</b>	<b>14</b>
<b>Positive Culture &amp; Environment</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

# Agenoria S Paschal/Olinda Elementary School

5536 NW 21ST AVE, Miami, FL 33142

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

## Demographics

**Principal: Cisely Scott J**

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)	100%
<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 Black/African American Students* Hispanic Students Economically Disadvantaged Students*
<b>School Grades History</b>	2021-22: C (49%) 2018-19: C (50%) 2017-18: I (%)
<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>	N/A
* 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.

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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>6</b>
<b>Needs Assessment</b>	<b>10</b>
<b>Planning for Improvement</b>	<b>14</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

# Agenoria S Paschal/Olinda Elementary School

5536 NW 21ST AVE, Miami, FL 33142

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

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p><b>2021-22 Title I School</b></p> <p style="font-size: 1.2em;">Yes</p>	<p><b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p style="font-size: 1.2em;">100%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p><b>Charter School</b></p> <p style="font-size: 1.2em;">No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p style="font-size: 1.2em;">98%</p>

## School Grades History

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

## 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.**

Agenoria S. Paschal/Olinda Elementary School's mission is to provide a multifaceted educational environment to all stakeholders through the delivery of data driven curriculum. Programs are designed to develop family literacy, lifelong learning and cultural sensitivity to enhance the educational progress of the school's community and its children. Professional and self-development opportunities will promote teacher proficiency. The authentic involvement of all members of the Educational Excellence School Advisory Council (EESAC) will ensure that all stakeholders are represented in the planning and implementation of the School Improvement Plan. This coordinated effort is intended to raise the expectations of student achievement, teacher performance, and community involvement.

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

We at Agenoria S. Paschal/Olinda Elementary School believe that all students can and will learn. We believe that all students will reach their highest potential through the integration of curriculum, high expectations and family literacy. This belief is founded upon the fact that Agenoria S. Paschal/Olinda Elementary School has created a positive, peaceful and nurturing learning environment. This environment is not only conducive to high student performance, but also attracts and empowers the efforts of all stakeholders, including staff, parents and other community members.

### 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
Scott, Cisely	Principal	The principal is the school-wide instructional leader.
Paul, Maria	Assistant Principal	My job responsibilities include but are not limited to the following: Supervise instructional staff members, support personnel and students daily, alongside the Principal; Meet with instructional coaches to discuss and implement the latest strategies to benefit student achievement as Curriculum Chair.
Holness-Joseph, Tamoya	Reading Coach	The Instructional Coach provides support to teachers in the development of rigorous standards-based lessons. Coaches also utilizes the coaches model with the implementation of evidence based instructional strategies to improve students academic success.
King-Mapps, Marthenia	Reading Coach	The Instructional Coach provides support to teachers in the development of rigorous standards-based lessons. Coaches also utilizes the coaches model with the implementation of evidence based instructional strategies to improve students academic success.
JONES, ASHLEE	Math Coach	The Instructional Coach provides support to teachers in the development of rigorous standards-based lessons. Coaches also utilizes the coaches model with the implementation of evidence based instructional strategies to improve students academic success.
Sanabria, Adriana	School Counselor	The Guidance Counselor designs and implements school counseling programs that include student outcomes.
Wright, Vilena	Other	The Behavioral Modification Teacher (BMT) develops and implements plans to address behavioral issues. The BMT provides on-site procedural and curricular assistance to all school based personnel with regards to the education of students with disabilities.
Smith, Regina	Teacher, ESE	The primary goal of the ESE department chairperson is to provide leadership in the development of quality instruction for students in the ESE program. The ESE department chairperson will assist teachers with strategies which facilitate improved student achievement as well as coordinate ASD/ESE meetings, complete BPIE, monthly monitoring and coordination of IEP meetings, professional development, and ESE data disaggregation and monitoring.

**Demographic Information**

**Principal start date**

Friday 7/15/2022, Cisely Scott J

**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.*

28

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

31

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

270

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

8

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

5

**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	32	46	44	59	52	47	0	0	0	0	0	0	0	280
Attendance below 90 percent	0	27	16	17	22	14	0	0	0	0	0	0	0	96
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	7	4	1	6	0	0	0	0	0	0	0	19
Course failure in Math	0	1	2	5	5	8	0	0	0	0	0	0	0	21
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	12	11	16	0	0	0	0	0	0	0	39
Level 1 on 2022 statewide FSA Math assessment	0	0	0	11	15	19	0	0	0	0	0	0	0	45
Number of students with a substantial reading deficiency	0	1	12	35	13	22	0	0	0	0	0	0	0	83

**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	2	4	14	17	20	0	0	0	0	0	0	0	57



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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	3	1	12	0	1	0	0	0	0	0	0	0	17
Students retained two or more times	0	0	1	2	1	0	0	0	0	0	0	0	0	4

Date this data was collected or last updated

Sunday 8/28/2022

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	13	45	47	59	38	51	0	0	0	0	0	0	0	253
Attendance below 90 percent	1	19	21	26	13	16	0	0	0	0	0	0	0	96
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	4	10	3	5	0	0	0	0	0	0	0	23
Course failure in Math	0	0	0	7	7	2	0	0	0	0	0	0	0	16
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	5	0	0	0	0	0	0	0	5
Number of students with a substantial reading deficiency	0	17	25	46	16	27	0	0	0	0	0	0	0	131

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	3	7	10	4	10	0	0	0	0	0	0	0	34

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	3	5	7	0	0	0	0	0	0	0	0	0	15
Students retained two or more times	0	0	0	1	0	2	0	0	0	0	0	0	0	3

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	13	45	47	59	38	51	0	0	0	0	0	0	0	253
Attendance below 90 percent	1	19	21	26	13	16	0	0	0	0	0	0	0	96
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	4	10	3	5	0	0	0	0	0	0	0	23
Course failure in Math	0	0	0	7	7	2	0	0	0	0	0	0	0	16
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	5	0	0	0	0	0	0	0	5
Number of students with a substantial reading deficiency	0	17	25	46	16	27	0	0	0	0	0	0	0	131

**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	3	7	10	4	10	0	0	0	0	0	0	0	34

**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	3	5	7	0	0	0	0	0	0	0	0	0	15
Students retained two or more times	0	0	0	1	0	2	0	0	0	0	0	0	0	3

**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	44%	62%	56%				41%	62%	57%
ELA Learning Gains	55%						48%	62%	58%
ELA Lowest 25th Percentile	61%						55%	58%	53%
Math Achievement	39%	58%	50%				50%	69%	63%
Math Learning Gains	61%						62%	66%	62%
Math Lowest 25th Percentile	55%						63%	55%	51%
Science Achievement	30%	64%	59%				33%	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	35%	60%	-25%	58%	-23%
Cohort Comparison		0%				
04	2022					
	2019	40%	64%	-24%	58%	-18%
Cohort Comparison		-35%				
05	2022					
	2019	32%	60%	-28%	56%	-24%
Cohort Comparison		-40%				

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	33%	67%	-34%	62%	-29%
Cohort Comparison		0%				
04	2022					
	2019	62%	69%	-7%	64%	-2%
Cohort Comparison		-33%				
05	2022					
	2019	36%	65%	-29%	60%	-24%
Cohort Comparison		-62%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	26%	53%	-27%	53%	-27%
Cohort Comparison						

**Subgroup Data Review**

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	41	63	60	42	64		38				
ELL	44			38							
BLK	43	54	63	38	60	53	32				
HSP	48	58		48	67						
FRL	43	56	61	39	60	53	28				
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	42	45		42	50						
ELL											
BLK	35	32		34	36		35				
HSP	37	30		28							
FRL	35	32		32	31		23				
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	27	30	36	36	50		29				
ELL	41	36		65							
BLK	44	51	63	50	65	71	30				
HSP	38	39		58	60		50				
FRL	42	50	57	49	62	63	33				

**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	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	69
Total Points Earned for the Federal Index	414
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	51

<b>Students With Disabilities</b>	
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
<b>English Language Learners</b>	
Federal Index - English Language Learners	50
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Native American Students</b>	
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
<b>Asian Students</b>	
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
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	49
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	58
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
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
<b>Pacific Islander Students</b>	
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	51
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?**

Based on the 2022 Florida Statewide Assessment (FSA), the school to district comparison shows an increase in the Achievement gap widening from 3rd to 5th grade in both ELA and Mathematics. On the 2022 FSA ELA assessment, our school had 44% proficiency compared to the district's 57% proficiency. On the 2022 FSA Mathematics assessment, our school had 39% proficiency compared to the district's 55% proficiency. On the 2022 Statewide Science assessment (SSA), our school had 30% proficiency compared to the district's 68% proficiency.

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

Based on the 2022 FSA and SSA, our students' greatest needs are in the areas of mathematics and science. On the 2022 FSA Mathematics assessment, our school had an overall proficiency of 39%. This is an 11 percentage point decrease from the 2019 FSA Mathematics assessment of 50% proficiency.

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

Some of the contributing factors to this need is to improve mathematics proficiency are students missing significant instruction due to poor attendance. During the pandemic students did not master key skills necessary for the following academic grade level. There was limited differentiated instruction to address students' deficiencies. The actions that will be taken to address these needs for improvement are: the attendance review committee will meet weekly to identify and meet with truant students & parents to improve attendance. The mathematics coach will work with primary and intermediate math liaisons to identify benchmarks not mastered during the prior grade levels and will develop an instructional focus calendar that will be utilized during D.I..

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

ELA Learning Gains increased from 48 percentage points in 2019 to 55 percentage points on the 2022 FSA. In 2022, students in the L25 subgroup in FSA ELA showed a growth of 6 percentage points

compared to the 2019 FSA data. The 2019 FSA ELA Lowest 25% Learning Gains increased from 55 percentage points to 61 percentage points on the 2022 FSA.

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

The contributing factors for improvement included having two Reading Interventionists pulling students. Reading Coaches met with teachers for collaborative planning weekly. D.I. groups took place daily to remediate targeted standards. Tier 3 students received an additional 30 minutes of reading interventions daily. The new actions taken in ELA to help improve our ELA learning gains were increasing the number of professional developments (PD) meetings involving our ELA teachers. The PDs were created in a professional learning communities model monthly.

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

We will continue to do the following strategies to accelerate learning: Reading Intervention, Differentiated Instruction, Intentional Scaffolding for our ESE & ELL students, Gradual Release Model, and Explicit Instruction.

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

The following professional development opportunities will be provided at our school to support teachers and leaders: We will model the gradual release process during our monthly faculty meetings (September 26, 2022). During these meetings, teachers will create make-and-take artifacts to turnkey in to their classrooms (October 26, 2022, and February 22, 2023).

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

Extended learning opportunities will be provided such as after school tutoring and interventions as well as Saturday Academies, Spring Break Academy, Winter Academy, and STREAM nights.

**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 Standards-aligned Instruction**

**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, 44% of the students are proficient in ELA, 39% of the students are proficient in Mathematics and 30% of the 5th graders are proficient in Science. The 2021 FSA proficiency data shows 36% proficiency in ELA, 33% of the students were proficient in Mathematics and 26% of the students were proficient in Science. Based on the data standards aligned-instruction, when done with fidelity, has proved to be effective, therefore we will continue to utilize it to address tier 1 instruction in order to improve overall student proficiency.

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

With the implementation of standards-aligned instruction, an additional 15% of the students will show an increase in proficiency in the area of Mathematics (for a total of 54%) and Science (for a total of 45%) by the 2022-2023 state assessment.

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

The leadership team will conduct data chats with teachers monthly. Based on current data in real time, administration will follow up with regular walkthroughs and feedback to ensure that standards-aligned instruction is aligned to data. Administration will also conduct weekly reviews on lesson plans checking for standards-aligned instruction as well as standards to be addressed during differentiated instruction. Students will have PMA data trackers and and this data will also be tracked in a google drive document. Data will be analyzed during leadership and communicated with teachers to ensure students are showing growth.

**Person  
responsible for  
monitoring  
outcome:**

Maria Paul (marialpaul@dadeschools.net)

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

Within the targeted element of standards-aligned instruction, our school will focus on tier 1 instruction. Standards-aligned instruction will foster the acceleration of student proficiency by addressing all students during whole group instruction.

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

Standards-aligned instruction will ensure that teachers are utilizing relevant recent aligned data for lesson planning that customizes student needs. Teachers will make the necessary adjustments to their instructional planning and instructional delivery as student data evolves.



**rationale for selecting this specific strategy.**

**Describe the 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.

On September 14th, the instructional coaches will provide a professional development on Standards-Aligned Instruction. This PD will be more in-depth to ensure that teachers are utilizing the B.E.S.T. standards during D.I. as well. As a result, teachers will design lessons that will meet the needs of students and bridge learning gaps.

**Person Responsible** Tamoya Holness-Joseph (312628@dadeschools.net)

From August 22nd through October 14th, teachers will meet with their instructional coaches on a weekly basis to develop lesson plans using Standards-Aligned Instruction. Standards selected will be based on the new B.E.S.T. standards as well as the MDCPS Pacing Guides for ELA and Math. As a result, teachers will be able to develop lesson plans that align with the B.E.S.T. standards.

**Person Responsible** Marthenia King-Mapps (mmapps@dadeschools.net)

From August 22nd through October 14th, administration will conduct walkthroughs to monitor Standards-Aligned Instruction during tier 1 instruction using ELA and Mathematics lesson plans which aligned to the targeted standards. Administration will provide feedback to the teachers and the coaches concerning the effectiveness of the targeted standard. As a result, teachers will be selected to receive Coach Teacher Collaborations with the instructional coaches.

**Person Responsible** Cisely Scott (pr4071@dadeschools.net)

From August 22nd through October 14th, based on administrative feedback and Instructional coaches' observations, instructional coaches will provide Coach Teacher Collaborations (CTC) to provide support and model Standards-Aligned Instruction/B.E.S.T. standards in the classroom during whole group and/or small group instruction. As a result, the teachers' instructional delivery of tier 1 instruction should improve.

**Person Responsible** Cisely Scott (pr4071@dadeschools.net)

From October 31st through December 16th, during whole group instructions the instructional coaches will plan with teachers for the use of the SPADE strategy during collaborative planning, as well as enhancing the check for understanding to include one or more questions aligned to the complexity of the benchmarks.

**Person Responsible** Tamoya Holness-Joseph (312628@dadeschools.net)

From October 31st through December 16th, the instructional coaches will assist teachers during planning and delivery (model/co-teach) to support the teachers with the implementation of the writing process. This includes a 1st, 2nd, and 3rd draft of a student's essay which is aligned to the new B.E.S.T. standards writing rubric.

<b>Person Responsible</b>	[no one identified]
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**#2. Instructional Practice specifically relating to Differentiation**

**Area of Focus**

**Description and Rationale:**

The school to district comparison shows that we performed at the same rate as the district with 44% proficiency in the 2022 FSA ELA assessment. All subgroups are performing above 41% proficiency. In the 2021 FSA ELA assessment, our proficiency was 36%. This is a 8% increase. However, we need to put a greater effort in addressing Tier 1 instruction to ensure that we continue to see improvement in ELA.

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

**Measurable Outcome:**

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

With the implementation of consistent differentiation during ELA instruction, our students' proficiency will increase by 10% in the area of English Language Arts ( for a total of 54%) by 2022-2023 state assessment. ELA Reading outcomes will be measured utilizing ongoing Progress Monitoring Assessments (PMAs).

**Monitoring:**

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

Administration will conduct weekly walkthroughs during differentiated instruction to analyze specific look-fors such as D.I. folders, data trackers, and resources utilized at the Independent Center and Teacher Led Center (TLC).

**Person responsible for monitoring outcome:**

Cisely Scott (pr4071@dadeschools.net)

**Evidence-based Strategy:**

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

Our school will focus on the evidence-based strategy of: Differentiation. Differentiation will assist in increasing the proficiency of our students 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.

**Rationale for Evidence-based Strategy:**

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

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

**Action Steps to Implement**

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

From August 22nd through October 14th, teachers will analyze the 2022 FSA ELA scores and i-Ready AP3 scores to group students appropriately for DI instruction. As a result, DI groups should address the specific needs of the learners.

**Person Responsible**

Tamoya Holness-Joseph (312628@dadeschools.net)

From August 22nd through October 14th, instructional coaches facilitate weekly collaborative planning meetings to provide teachers with an opportunity to collaborate and brainstorm challenges, needs, and shared best practices. As a result, students' PMAs should show growth.

**Person Responsible** Tamoya Holness-Joseph (312628@dadeschools.net)

From August 22nd through October 14th, teachers will develop lesson plans that are inclusive of DI instruction. As a result, teachers will have student groups, appropriate resources, and lesson plans that reflect DI instruction.

**Person Responsible** Marthenia King-Mapps (mmapps@dadeschools.net)

From August 22nd through October 14th, teachers will attend monthly faculty PDs and take turns taking the lead and modeling explicit instruction during breakout sessions. As a result, teachers will utilize the strategies learned during these PDs to improve instructional delivery.

**Person Responsible** Regina Smith (mychellesmith@dadeschools.net)

From October 31st through December 16th, during collaborative planning, the instructional coaches and the teachers will utilize the DI Pathway Framework to identify and select resources that are aligned to the DI Pathway and create the instructional packets.

**Person Responsible** Marthenia King-Mapps (mmapps@dadeschools.net)

From October 31st through December 16th, the instructional coaches will ensure Ongoing Progress Monitoring data is tracked by the students and available in the student's folder.

**Person Responsible** ASHLEE JONES (314512@dadeschools.net)

**#3. 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.**

According to the 2021-2022 School Climate Survey feedback from staff, there is a decrease in teachers' ideas being considered and listened to from 54% in the 2020-2021 school year to 27% in the 2021-2022 school year. This is a decrease of 27 percentage points. Based on these findings, we will focus on building our instructional leadership team.

**Measurable Outcome:**

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

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

With the implementation of Instructional Leadership Team, an additional 30% of the staff will agree with the statement that the voices and concerns of teachers are being considered by the principal by the mid-year point of the school year.

**Monitoring:**

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

With the implementation of the Instructional Leadership Team, an additional 30% of the staff will attend our monthly Coffee Talks with the principal by the mid-year point of the school year.

**Person responsible for monitoring outcome:**

Cisely Scott (pr4071@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 building teachers' capacity to problem solve on critical issues brought up during Instructional Leadership Team meetings, teachers are allowed to voice their concerns and develop action steps to solve problems.

**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 Shared Leadership to address the fact that according to the 2021-2022 School Climate Survey there was a 50% decrease on teachers' voices being considered and listened to. To increase this percentage, we selected Involving Staff in Important Decisions because it will provide opportunities for teachers to have a say on decisions involving the school. This is a direct way that their voices can be heard and actions taken immediately.

**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.

From August 22nd through October 14th, we will facilitate monthly Coffee Talks with the principal to discuss concerns and develop action steps to address their concerns. As a result, teachers' voice will increase in school-wide decision making.

**Person Responsible** Cisely Scott (pr4071@dadeschools.net)

From August 22nd through October 14th, we will invite teachers to participate in a portion of our Leadership Team meetings. As a result, collaboration with teachers will improve due to teachers turn keying Leadership Team meeting information to their colleagues.

**Person Responsible** Cisely Scott (pr4071@dadeschools.net)

From August 22nd through October 14th, teachers have an opportunity to share best practices and address the staff with concerns during a portion of the faculty meeting. As a result, teachers will take on more leadership roles and feel more empowered to contribute to their school community.

**Person Responsible** Cisely Scott (pr4071@dadeschools.net)

By September 2022, teachers will have the opportunity sign up and participate in a committee. As a result, teachers will have opportunities to develop their leadership skills.

**Person Responsible** Adriana Sanabria (adrianasanabria@dadeschools.net)

From October 31st through December 16th, teachers will lead a professional development on whole group instruction and writing for the staff.

**Person Responsible** Maria Paul (marialpaul@dadeschools.net)

From October 31st through December 16th, committees will develop and lead a team building activity for staff.

**Person Responsible** Adriana Sanabria (adrianasanabria@dadeschools.net)

**#4. Positive Culture and Environment specifically relating to Celebrate Successes**

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

Adequate disciplinary measures showed improvement from 33% from 2020-2021 school year to 64% in the 2021-2022 school year. This attributed to a wide variety of activities for students to participate in due to model behavior. Students were also recognized daily, monthly, and quarterly for their successes.

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

With the implementation of Celebrating Successes, an additional 10% of the staff will agree with the statement that adequate disciplinary measures are taken by the mid-year point of the school year. If we successfully continue implementation of Celebrating Successes, the statement that adequate disciplinary measures are used by my school will increase an additional 10 percentage points in the 2022-2023 Climate survey by June 2023. This will bring us to 84% of our staff agreeing that adequate disciplinary measures are used in our school.

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

Teachers will be provided with a point system to award students who are in uniform, completing their homework, and are following classroom rules.

**Person  
responsible for  
monitoring  
outcome:**

Vilena Wright (278041@dadeschools.net)

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

Within the Area of Focus of Positive Culture and Environment, we will focus on Celebrating Successes to ensure that our students are recognized for positive behavior.

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

The strategy, Celebrating Successes, attributed to the increase in our 2021-2022 School Climate Survey of the school displaying adequate disciplinary measures. We want to continue growing in that area by recognizing students who are displaying model behavior.

**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.

From August 22nd through August 26th, student's assemblies were held to explain School-Wide Expectations. As a result, students will feel safe and there will be a decrease in disruptive behavior.

**Person Responsible** Adriana Sanabria (adrianasanabria@dadeschools.net)

From August 22nd through October 14th, students will receive points for exhibiting good behavior, for completing homework assignments, and having perfect attendance. As a result, students will be intrinsically motivated to exhibit positive behaviors.

**Person Responsible** Vilena Wright (278041@dadeschools.net)

From August 22nd through October 14th, monthly celebrations will be held to recognize students who accumulated 30 points or more. As a result, the amount of disruptive behaviors will decrease from a school-wide level.

**Person Responsible** Adriana Sanabria (adrianasanabria@dadeschools.net)

From August 22nd through October 14th, parents will be invited to celebrate their child's success quarterly. As a result, PTA membership and student attendance will increase because parents feel vested in the school community.

**Person Responsible** Vilena Wright (278041@dadeschools.net)

From October 31st through December 16th, PTA meetings and activities will be held monthly.

**Person Responsible** Regina Smith (mychellesmith@dadeschools.net)

From October 31st through December 16th, homeroom classes will be recognized quarterly for having the most days of perfect attendance.

**Person Responsible** Vilena Wright (278041@dadeschools.net)

**RAISE**

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



**Area of Focus Description and Rationale**

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

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

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

According to the 2022 AP2 i-Ready data 34% of the students are proficient in ELA, 2% proficiency in 1st grade ELA and 17% in 2nd grade ELA. Instructional support/coaching will be utilized to improve instructional delivery which will result in the increase in student proficiency and engagement.

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

According to the 2021-2022 FSA ELA data 34% of the students in 3rd grade, 36% of of the 4th grade students, and 38% of the 5th grade students are proficient scoring a level 3 or higher. Instructional support/coaching will be utilized to improve instructional delivery which will result in the increase in student proficiency and engagement.

**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)**

For Grades K-2, students will use the i-Ready Pathway lessons weekly. By i-Ready AP2, at least 50% of the students will be proficient. We will track students' progress on i-Ready lessons.

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

For Grade 3 -5, using PMAs/Bi-weekly assessments and Unit Assessments, we will track students' progress. By June 2023, 40% of our 3rd through 5th grade students will be proficient on the state assessment by scoring a level 3 or higher.

**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 area of focus is ELA. We will pull reports from Performance Matters on a bi-weekly basis to analyze students' performance and identify trends in order to adjust instructional delivery during whole group and/or differentiated instruction.

**Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

King-Mapps, Marthenia, mmapps@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?

The evidence-based practice being implemented to achieve measurable outcomes in each grade will be the Gradual Release of Responsibilities Model (GRRM). The Leadership team will participate in weekly collaborative planning, following up with targeted walkthroughs that monitor the alignment of planning to instructional delivery. Explicit feedback will be provided, immediately. Instructional coaches will collaboratively plan with teachers, utilizing instructional resources that define the expectation of the B.E.S.T. standards.

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

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

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

GRRM will ensure teachers deliver explicit instruction that align lessons to the B.E.S.T. standards. Explicit feedback related to delivery, product effectiveness, and assessment performance will guide shifts and enhancements in instructional delivery and student performance.

**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
<p>Literacy Coaching: From August 22nd through October 14th, based on administrative feedback and Instructional coaches' observations, instructional coaches will provide Coach Teacher Collaborations (CTC) to provide support and model Standards-Aligned Instruction/B.E.S.T. standards in the classroom during whole group and/or small group instruction.</p>	<p>Scott, Cisely, msscott@dadeschools.net</p>
<p>Assessment: From August 22nd to October 14th, administration will conduct weekly walkthroughs during differentiated instruction to analyze specific look-fors such as D.I. folders, data trackers, and resources utilized at the Independent Center and Teacher Led Center (TLC).</p>	<p>Paul, Maria, marialpaul@dadeschools.net</p>
<p>On September 21st, our Curriculum Support Specialists will provide a professional development on the intervention program. The CSSs will model the GRRM to the faculty.</p>	<p>JONES, ASHLEE, 314512@dadeschools.net</p>
<p>Literacy Leadership: From August 22nd through October 14th, teachers will participate in weekly collaborative planning, with a focus on the B.E.S.T. standards, resulting in an explicit lesson plan and instructional delivery that scaffolds instruction.</p>	<p>Holness-Joseph, Tamoya, 312628@dadeschools.net</p>
<p>From October 31st through December 16th, the instructional coaches and teaches will ensure that students are completing the "You Do" portion of the GRRM in order to check their understanding of the standards that was taught.</p>	<p>Paul, Maria, marialpaul@dadeschools.net</p>
<p>From October 31st through December 16th, the instructional coaches and teaches will ensure that standards are being stacked when delivering instruction during the "I Do" portion of the GRRM.</p>	<p>Paul, Maria, marialpaul@dadeschools.net</p>

## Positive Culture & Environment

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

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

Our strengths within school culture are in Relationships and Connections. Our school creates experiences throughout the year to engage with parents and families and ensures they have necessary information to support their children. Students are supported through mentorship and extended learning opportunities. Staff are provided opportunities to take part in team-building activities. We provide opportunities for both staff and students to provide ongoing feedback and suggestions to school leaders and we schedule informal conferences with staff and students to garner information about their educational/professional experience at our school. We also ensure information is provided to all stakeholder through our weekly newsletter. We continue to build our skillset in ensuring our classrooms are highly engaging and foster the highest level of learning and student outcomes.

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

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principals, Instructional Coaches, Teacher Leaders, Counselors, BMT, ESOL Facilitator. The Principal's role is to monitor and oversee all the school's initiatives and respond to concerns with morale by planning Team-building and morale boosting activities. The Assistant Principals will monitor the mentorship programs and assist in ensuring all information is shared with stakeholders in a timely manner. Teacher leaders and instructional coaches assist in providing and responding to feedback from stakeholders. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families.