Irving & Beatrice Peskoe K 8 Center

2022-23 Schoolwide Improvement Plan

Table of Contents

Irving & Beatrice Peskoe K 8 Center

29035 SW 144TH AVE, Miami, FL 33033

http://peskoe.dadeschools.net/

Demographics

Principal: Madelyn Sierra Hernandez

Start Date for this Principal: 7/15/2012

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (63%) 2018-19: B (60%) 2017-18: B (56%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School PK-8	Yes	100%

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

School Grades History

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

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SIP Authority

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Irving & Beatrice Peskoe K-8 Center is the development of our students' social and academic achievements to succeed in a multicultural diverse community. With the commitment of all stakeholders, our students will become productive citizens in a global society.

Provide the school's vision statement.

Irving & Beatrice Peskoe K-8 Center endeavors to be a warm, creative learning environment where students will develop the strength to overcome academic and social challenges.

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
Sierra Hernandez, Madelyn	Principal	The Principal will provide a common vision for the use of data-based decision-making and ensure that the school is established in the Multi-Tiered Support System. Through the following duties and responsibilites the Principal duties and responsibilities the Principal will perform the following: - lead the data analysis - create a culture of data-based decision-making and continuous improvement - provide and ensures program fidelity - plan for school-wide professional development based on data analysis of staff - direct the instructional coaches and instructional staff members - collaborate with all stakeholders to build understanding, trust, and support
Wood, Kim	Assistant Principal	The Assistant Principal will provide guidance on the facilitation and establishment of the Multi-Tiered Support System through: -facilitating and supporting data collection -assist in data analysis -provide professional development -provide support with instructional planning based on data -support the implementation of Intervention and the Rti process
Brill, Amber	Teacher, K-12	The teacher will provide information about core instruction, collect student data, deliver instruction and intervention, participate in collaborative planning, coordinate on-going progress monitoring and administer diagnostic assessments.
Brooks, Jennifer	Reading Coach	The Reading Coach builds a relationship of trust and comradery with teachers while performing the following duties: -Meets with the Principal and Assistant Principal to reflect and identify areas of needed support -Pre-plans for collaborative planning sessions. -Facilitates collaborative planning sessions -Monitors and disaggregates data -Delivers on-going job embedded professional developments -Provides coaching support -Develops coaching cycles -Implements school wide intervention plan
Payret, Yaritza	Math Coach	The Math Coach builds a relationship of trust and comradery with teachers while performing the following duties: -Meets with the Principal and Assistant Principal to reflect and identify areas of needed support -Pre-plans for collaborative planning -Facilitates collaborative planning sessions -Monitors and disaggregates data -Delivers on-going job embedded professional developments -Provides coaching support -Develops coaching cycles -Implements school wide intervention plan

Demographic Information

Principal start date

Sunday 7/15/2012, Madelyn Sierra Hernandez

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.*

1

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

1

Total number of teacher positions allocated to the school

58

Total number of students enrolled at the school

748

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

4

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

1

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	71	63	72	101	76	99	82	90	88	0	0	0	0	742
Attendance below 90 percent	0	18	18	19	14	14	18	28	9	0	0	0	0	138
One or more suspensions	2	0	0	0	0	0	14	48	26	0	0	0	0	90
Course failure in ELA	0	10	11	31	22	27	27	8	18	0	0	0	0	154
Course failure in Math	0	4	7	18	11	27	36	17	11	0	0	0	0	131
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	13	16	26	35	43	33	0	0	0	0	166
Level 1 on 2022 statewide FSA Math assessment	0	0	0	10	18	24	43	60	37	0	0	0	0	192
Number of students with a substantial reading deficiency	0	12	15	48	34	41	34	50	28	0	0	0	0	262

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	12	7	20	17	27	36	26	20	0	0	0	0	165

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	12	2	13	2	0	6	5	0	0	0	0	0	40
Students retained two or more times	0	1	0	4	3	0	3	11	6	0	0	0	0	28

Date this data was collected or last updated

Friday 8/12/2022

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	74	91	85	96	89	93	104	103	87	0	0	0	0	822
Attendance below 90 percent	20	21	16	22	13	23	39	30	18	0	0	0	0	202
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	17	17	26	21	27	20	20	9	0	0	0	0	157
Course failure in Math	0	12	4	29	20	43	26	19	6	0	0	0	0	159
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	17	15	32	29	32	13	0	0	0	0	138
Level 1 on 2019 statewide FSA Math assessment	0	0	0	26	25	35	24	27	1	0	0	0	0	138
Number of students with a substantial reading deficiency	0	0	0	27	15	32	29	32	13	0	0	0	0	148

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	3	15	16	27	20	39	38	45	19	0	0	0	0	222

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	5	5	10	10	0	0	23	33	0	0	0	0	0	86
Students retained two or more times	0	0	0	1	1	2	9	21	5	0	0	0	0	39

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	74	91	85	96	89	93	104	103	87	0	0	0	0	822
Attendance below 90 percent	20	21	16	22	13	23	39	30	18	0	0	0	0	202
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	17	17	26	21	27	20	20	9	0	0	0	0	157
Course failure in Math	0	12	4	29	20	43	26	19	6	0	0	0	0	159
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	17	15	32	29	32	13	0	0	0	0	138
Level 1 on 2019 statewide FSA Math assessment	0	0	0	26	25	35	24	27	1	0	0	0	0	138
Number of students with a substantial reading deficiency	0	0	0	27	15	32	29	32	13	0	0	0	0	148

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	3	15	16	27	20	39	38	45	19	0	0	0	0	222

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	5	5	10	10	0	0	23	33	0	0	0	0	0	86
Students retained two or more times	0	0	0	1	1	2	9	21	5	0	0	0	0	39

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	43%	62%	55%				49%	63%	61%
ELA Learning Gains	62%						57%	61%	59%
ELA Lowest 25th Percentile	58%						58%	57%	54%
Math Achievement	46%	51%	42%				55%	67%	62%
Math Learning Gains	73%						61%	63%	59%
Math Lowest 25th Percentile	71%						59%	56%	52%
Science Achievement	42%	60%	54%				47%	56%	56%
Social Studies Achievement	74%	68%	59%				71%	80%	78%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	45%	60%	-15%	58%	-13%
Cohort Comparison		0%				
04	2022					
	2019	60%	64%	-4%	58%	2%
Cohort Comparison		-45%				
05	2022					
	2019	46%	60%	-14%	56%	-10%
Cohort Comparison		-60%				
06	2022					
	2019	53%	58%	-5%	54%	-1%
Cohort Comparison		-46%				
07	2022					
	2019	28%	56%	-28%	52%	-24%
Cohort Comparison		-53%				
08	2022					
	2019	56%	60%	-4%	56%	0%
Cohort Comparison		-28%				

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	48%	67%	-19%	62%	-14%
Cohort Comparison		0%				
04	2022					
	2019	52%	69%	-17%	64%	-12%
Cohort Comparison		-48%				
05	2022					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	52%	65%	-13%	60%	-8%
Cohort Comparison		-52%				
06	2022					
	2019	42%	58%	-16%	55%	-13%
Cohort Comparison		-52%				
07	2022					
	2019	52%	53%	-1%	54%	-2%
Cohort Comparison		-42%				
08	2022					
	2019	59%	40%	19%	46%	13%
Cohort Comparison		-52%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	40%	53%	-13%	53%	-13%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-40%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	53%	43%	10%	48%	5%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	67%	73%	-6%	71%	-4%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	95%	63%	32%	61%	34%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

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	15	47	50	25	62	60	6	50			
ELL	41	67	65	40	66	66	33	59			
BLK	19	46	55	29	68	83	21				
HSP	47	64	60	48	74	68	45	75	96		
WHT	46	70		54	80						
FRL	42	62	59	45	72	72	41	74	96		
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	21	29	25	10	22	23	10	30			
ELL	37	40	36	33	32	36	23	62			
BLK	21	28	29	27	26	17	24	25			
HSP	42	42	35	37	33	25	36	59	60		
WHT	40										
FRL	37	39	37	34	31	25	32	53	57		
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	23	46	49	27	48	56	21	58			
ELL	48	57	53	54	60	57	44	61			
BLK	41	54	56	46	57	67	37	69			
HSP	52	57	58	57	60	55	49	71	86		
WHT	47	42		53	83						
FRL	49	56	58	54	61	60	45	68	88		

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	62
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	52
Total Points Earned for the Federal Index	617
Total Components for the Federal Index	10
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	41
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	54
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	46
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	63
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	63
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	62
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 our results of iReady from AP1 to AP3, the following are trends: 22% of our Tier 3 students in grades 3-8, had an increase in Reading achievement, and 25% had an increase in Math achievement. In comparing this to our AP1, there has been an increase of 24% in Reading achievement, from 21% to 45%, and an increase of 31% in Math achievement, from 15% to 46%. The leadership team reviewed, analyzed, and disaggregated 2021-2022 student assessment data from Power BI and iReady Diagnostic 1, 2, and 3. The most significant increase was in Middle School Acceleration from 58 to 96 percent. Also, our L25 FSA math Learning Gains went from 24 to 71 percent. Our decrease was ELA proficiency in FSA third-grade and six-grade. Third grade went from 44 percent to 35 percent. Six-grade proficiency went from 37% to 36%.
- All ELA Subgroups Achievement increased except for SWD, which decreased by six percentage points.

- All ELA Subgroups Learning Gains decreased except for Hispanic students, which increased by 18 percentage points.
- All ELA Subgroup Learning Gains L25 increased by at least five percentage points.
- All Math Subgroup Learning Gains increased by 41 percentage points, and Learning Gains L25 increased by 47 percentage points.
- Science Subgroups Achievement levels increased by nine percentage points.

Note - The leadership team will review and analyze the current data (2022-2023) from PM1-3, AP1-2, and Intervention assignments in the bi-weekly common planning meeting.

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

Our greatest need for improvement is with reading proficiency achievement in grades three and six. The data indicates that third grade decreased by 9% and sixth grade decreased by 1%.

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

This year, while we will continue to improve and maintain our intervention practices and DI, our focus has shifted to Tier 1 alignment of tasks to grade-level standards and ALDs. Teachers will be provided professional development in standards-driven strategies to increase student engagement.

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

From 2021 to 2022 FSA, students in the L25 subgroup in ELA showed a growth of 21 percent. When comparing i-Ready AP1 to AP3 data, students in the L25 subgroup in ELA showed an increase of 22 percent.

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

The contributing factors to the ELA improvement was the implementation of Differentiated Instruction and Intervention across all grade levels. These improvements were due to the implementation of push-in interventionists, TALENTS Tutoring, and Instructional Coach pull-out groups.

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

To accelerate learning, we will implement the following strategies: Differentiated Instruction, Instructional Support/Coaching (Interventionist and Coach pull-out), Student Engagement High Yield Strategies, and Extended Learning Opportunities (TALENTS and afterschool tutoring). Standard-Aligned instruction at all grade levels with various text complexities will also be implemented.

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

The PLST will develop small group sessions using data to drive instruction in collaborative planning (September), aligning resources to small group instruction (October), analyzing PM2/AP1 data (November/December), and making adjustments to groups as data becomes available (February). Continuous data chats with individualized feedback and next steps (ongoing). Coaching cycles will also be implemented individually with teachers to support specific needs (continued).

Professional Development Opportunities will be provided during the No-Opt Teacher Planning days. The

August PD day focused on Student Engagement, Schoology, and the Peskoe Padlet of instructional resources. The November PD Day will focus on implementing Technology tools to increase student engagement.

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, the TALENTS program, interventions with ELA integrations, and STEM-based clubs.

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 Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The FSA data indicates an overall increase in math proficiency by 9 percent when compared to the school years 2020-2021 and 2021-2022 (from 35% to 44%). Although we increased 9%, we are still below 50% proficiency. We chose to use differentiated instruction as our Targeted Element. Focusing on Differentiated Instruction will allow teachers to provide equitable and effective lessons to bridge learning gaps and increase proficiency from 44% to 47%.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we successfully implement Differentiated Instruction, our overall Math proficiency scores will increase by a minimum of 3 percentage points (from 44% to 47%) as evidenced by the Mathematics Florida Assessment of Student Thinking (F.A.S.T.).
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The instructional math Academic Recovery Coach will support and monitor teachers with the following: analyzing data, grouping students, planning for D.I., and using D.I. data. The math Academic Recovery Coach and the CSS will also meet with teachers during common planning to review and align resources to meet the B.E.S.T. standards. The Leadership team will conduct biweekly data chats and review lesson plans for evidence of differentiated instruction. The administration will conduct walkthroughs to ensure the D.I. schedule and rotations are being done consistently. Data-Driven instruction will be monitored through topic assessments, iReady AP1, and AP2, as well as FAST PM1 and PM2.
Person responsible for monitoring outcome:	Yaritza Payret (ypayret@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 Data-Driven Instruction. Data-Driven Instruction will assist in accelerating our overall Math proficiency in grades 3-8, 44% to 47%, as it is a systematic approach to instruction to meet the students' needs.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Our school chose Differentiated Instruction because it will ensure that teachers use recent data to plan lessons customized to students' needs. Teachers will continually adjust their instruction 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.

Step 1: From 8/17/22 to 10/14/22, the leadership team will facilitate collaborative planning sessions to review the components of mathematics BEST standards with the classroom teachers.

Person Responsible	Madelyn Sierra Hernandez (madsierra@dadeschools.net)

Step 2: From 9/19/22 to 10/14/22, the leadership team will facilitate collaborative planning sessions to review, analyze and disaggregate the data derived from the i-Ready diagnostic (AP1) and topic assessments, to create differentiated instruction groups to meet the needs of the learner.

Person Responsible	Madelyn Sierra Hernandez (madsierra@dadeschools.net)

Step 3: From 9/17/22 to 10/14/22, through collaborative planning, the math Academic Recovery Coach will support the teachers in aligning the resources that will be utilized in DI aligned to the BEST mathematics standards-based instruction to the ALDs.

Person Responsible	Yaritza Payret (ypayret@dadeschools.net)

Step 4: From 9/17/22 to 10/14/22, the administrative team will conduct classroom walkthroughs to monitor the implementation of the BEST mathematics standards-based instruction and review topic assessment data.

Person Responsible	Madelyn Sierra Hernandez (madsierra@dadeschools.net)

Step 5: From 10/31/22 to 12/16/22, the teachers in need of additional support with the effective implementation of the BEST mathematics standards-based instruction will be identified and assisted through Coach Teacher Collaborations by the Math Academic Recovery Coach.

Person Responsible	Yaritza Payret (ypayret@dadeschools.net)

Step 6: From 10/31/22 to 12/16/22, The administrative team will continue to monitor the alignment of DI resources in the effective implementation of standards based instruction and the resources will be modified as needed. Additionally, the administrative team will continue to monitor the data derived from the topic assessments to ensure that the academic needs of the students are being met.

Person Responsible	Kim Wood (woodk1@dadeschools.net)

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	We selected the overarching area of ELA because our students demonstrated 43% proficiency on the 2022 FSA. Although there was a 5% increase, from 2021 (38%) to 2022 (43%) FSA ELA, our goal is to increase proficiency by 3 percent. The percentage of students scoring a level 1 or 2 in 2021-2022 is as follows: third grade - 66 percent, fourth grade - 51 percent, fifth grade 51 percent, sixth grade 63 percent, seventh grade 60 percent, and eighth grade 49 percent. Students faced multiple challenges academically, resulting in academic regression.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With the implementation of the intervention program, our ELA proficiency will increase by a minimum of 3 percentage points as evidenced by the 2023 Florida's Assessment of Student Thinking (F.A.S.T.) in ELA.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The area of focus will be monitored through the utilization of intervention rosters, attendance logs and OPM data. The Leadership Team and instructional staff will participate in weekly collaborative planning sessions. Student progress will be monitored by the iReady Diagnostics (AP1 & AP2), and FAST assessment (PM1 & PM2).
Person responsible for monitoring outcome:	Madelyn Sierra Hernandez (madsierra@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The Reading Horizon program will be used to maximize student learning, including program materials, technology, pacing guides, and supplemental resources to support student learning. The Reading Horizons researched-based intervention program will support students with learning gains.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for	According to Power BI (2022), reading proficiency for all students was below 50 percent. The Reading Horizons Approach (2022), "the Reading Horizons method delivers engaging, explicit, systematic phonics instruction through a multisensory approach based on Orton-Gillingham principles. Instruction is cumulative and organized in a sequence that enhances learning and simplifies teaching." As a result, the Reading Horizons approach will support students that have been identified.

selecting this strategy.

Step 1: Starting on 8/17/22 through 9/12/22, the Academic Recovery Coach and the Intervention Liaison will provide on-site embedded professional learning opportunities to assist teachers and interventionists with implementing the Reading Horizons program and model lessons as needed.

Person Responsible   Jennifer Brooks (jbkelley@dadeschools.net)

Step 2: Starting on 9/12/22 through 10/14/22, the Administration will monitor the effectiveness of the Reading Horizons program by reviewing the Diagnostic and Chapter Test reports.

Person Responsible   Madelyn Sierra Hernandez (madsierra@dadeschools.net)

Step 3: Starting on 9/12/22 through 10/14/22, the Leadership Team will identify students not making progress and follow the MTSS process. Teachers will make adjustments to their DI resources to accommodate students' needs.

Person Responsible   Madelyn Sierra Hernandez (madsierra@dadeschools.net)

Step 4: Starting on 9/27/22 through 10/14/22, the Administration will provide ongoing feedback to the Academic Recovery Coach to determine teachers who need Coaching Support.

Person Responsible   Madelyn Sierra Hernandez (madsierra@dadeschools.net)

Step 5: From 10/31/22 to 12/16/22, the Academic Recovery Coach will model the effective implementation of the Reading Intervention Block for the teachers in need of additional support.

Person Responsible   Jennifer Brooks (jbkelley@dadeschools.net)

Step 6: From 10/31/22 to 12/16/22, the Administration will continue to disaggregate the data derived from the chapter tests and diagnostic assessments. Students in need of additional academic support will be referred to the MTSS Team.

Person Responsible   Madelyn Sierra Hernandez (madsierra@dadeschools.net)

#3. Transformational Leadership specifically relating to Leadership Development	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on qualitative data from the School Climate survey, the SIP survey, and the review of the Core Leadership Competencies, the Targeted Element of Instructional Leadership will be our focus. According to the survey, 55% of the teachers either strongly disagree or disagree that teacher ideas were listened to and considered. This was a 15% decrease from our 2020-2021 School Climate Survey. Teachers in the building want to be part of the decision-making process; therefore, we want to develop teacher leaders by empowering teachers in school-wide initiatives and ensuring they are informed and have membership in the school community. Student success is positively impacted by involving them in school-wide initiatives further their learning.
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 the Instructional Leadership Team, our teachers will be provided the opportunity to contribute to school-wide decisions through monthly meetings. Teachers will participate in the logistical elements of meetings, presenting ideas to solve issues, etc. The measurable outcome will be a 5% increase on the Climate Survey relating to teacher ideas being listened to and considered.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Leadership Team will identify specific staff members that are experts in areas that will serve as leads with new initiatives and development. By involving teachers, we hope to create an environment of shared leadership. This initiative will be evident by teacher leaders providing support and development to their colleagues in various areas. To showcase their success, teachers who receive support will share the knowledge they have gained during faculty meetings. To ensure that teacher ideas are listened to and considered, we will have teachers complete a quarterly survey. The Leadership Team will monitor the results and make changes as needed.
Person responsible for monitoring outcome:	Madelyn Sierra Hernandez (madsierra@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented	Within the Targeted Element of the Instructional Leadership Team, we will focus on the evidence-based strategy of Involving Staff in Important Decisions. These team members will plan and execute school/community functions such as PTA meetings, reading night, curriculum night, and STEM showcases. Also, mentor teachers will take on leadership roles to guide and support new teachers in our school.

for this Area of Focus.

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

Involving Staff will assist in integrating the talents of teachers within the building to carry out the vision and mission. Throughout this process, the Instructional Leadership Team will bring creative innovative solutions to improve our school.

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.

Step 1: From 8/17/22 through 10/14/22, the teachers and administrative team will nominate grade level chairs for the 2022-2023 school year.

Person Responsible	Madelyn Sierra Hernandez (madsierra@dadeschools.net)

Step 2.From 8/17/22 through 10/14/22, new teachers to the profession will be paired with mentor teachers for the 2022-2023 school year.

Person Responsible	Kim Wood (woodk1@dadeschools.net)

Step 3: From 8/17/22 through 10/14/22, school committees, such as Hispanic Heritage, STEM, discipline, Social Committee will be established to foster leadership development through the planning and implementation of school-wide events.

Person Responsible	Kim Wood (woodk1@dadeschools.net)

Step 4: From 8/17/22 through 10/14/22, during faculty meetings and collaborative planning, teacher leaders will share best practices.

Person Responsible	Jennifer Brooks (jbkelley@dadeschools.net)

Step 5: From 10/31/22 to 12/16/22, the administrative team will foster leader growth by providing opportunities for teacher leaders to provide professional development to the faculty and staff.

Person Responsible	Madelyn Sierra Hernandez (madsierra@dadeschools.net)

Step 6: From 10/31/22 to 12/16/22, the administrative team will provide opportunities for the teachers to develop and implement school based after school programs such as Student Council and Robotics.

Person Responsible	Kim Wood (woodk1@dadeschools.net)

#4. Positive Culture and Environment specifically relating to Family Engagement	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Based on the Climate Survey from our 2021-2022 school year, our school will implement the Targeted Area of Parental Involvement. It states that 68% of the teachers either strongly agree or agree that there is a lack of concern from parents. This was an 8% increase from our 2020-2021 School Climate Survey.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	To increase the Targeted Element of Parental Involvement we will provide parent workshops, student showcases, in-house STEM Expos, and after-school education parent/student activities. The measurable outcome will be a 5% decrease in the 2022 - 2023 Teacher Climate Survey relating to a lack of concern from parents.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Our Community Involvement Specialist (CIS), teachers, and the Leadership Team will promote the school through social media, home flyers, and parent communication platforms. Families will be invited to attend activities and events that help increase learning, parent/teacher connections, and family connections. The administration will collect sign-in sheets from each activity to measure parent involvement.
Person responsible for monitoring outcome:	Kim Wood (woodk1@dadeschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	The Targeted Element of Parent Involvement will focus on the evidence-based strategy of Family Engagement. Schoolwide parental engagement opportunities will be provided to increase collaborative relationships with families and help parents support their children with their academic growth (Thanksgiving food baskets, holiday shows, Donuts with Dad, etc.).
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Family Engagement will include home, and school life for students across grade levels and assist in closing achievement gaps for various groups of students.

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.

Step 1: 08/28/22: Parents will be invited to Peskoe's Meet and Greet. Parents and students will be able to meet the Leadership team and teachers.

Person Responsible	Madelyn Sierra Hernandez (madsierra@dadeschools.net)

Step 2: 09/15/22: The Parent Teacher Association will be re-established at Peskoe, and the first meeting will be held on September 15th. We will have a membership drive during 09/15/22-10/14/22.

Person Responsible   Madelyn Sierra Hernandez (madsierra@dadeschools.net)

Step 3: 09/15/22: Parents will have the opportunity to meet their child's teacher. Teachers will present to parents about classroom expectations and best practices to help their children learn throughout the school year.

Person Responsible   Madelyn Sierra Hernandez (madsierra@dadeschools.net)

Step 4: We will provide opportunities for parent involvement such as: Dads in education with a "Donuts with Dads" event held in the school Media Center and a STEM showcase night.

Person Responsible   Madelyn Sierra Hernandez (madsierra@dadeschools.net)

Step 5: 10/27/22: The Community Involvement Specialist will attend the Parent and Family Engagement conference to learn effective ways to engage all stakeholders.

Person Responsible   Kim Wood (woodk1@dadeschools.net)

Step 6: From 10/31/22 to 12/16/22, The instructional staff will continue to provide Parent and Family engagement activities such as the Thanksgiving Feast, the Holiday Unity Builder and the Winter Showcase.

Person Responsible   [no one identified]

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

We will strategically focus on K-2 teachers and instruction by targeting foundational skills, and strategic Intervention by ensuring equitable use of resources including instructional support and coaching support.

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

For grades 3-5, 43 percent of the students scored level 3 or above on the statewide, standardized ELA assessment. Teachers will disaggregate data with coaches and administration to target specific student needs. We will provide professional development in standards-driven learning strategies to increase student 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)

The percentage of the K-2 students will increase by 3% as measured by the FAST assessment from PM1 to PM2.

Grades 3-5: Measureable Outcome(s)

ELA proficiency will increase from 43% to 50%, as measured by the F.A.S.T Assessment.

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

PM assessments (F.A.S.T) and formative assessment data (iReady/Biweekly Units Tests/classroom data) will be analyzed weekly by the classroom teachers and administrative/coaching team. This data will be used to determine learning gaps and realign instruction to meet student needs. Instructional decisions will be made to ensure every student receives strong core and individualized instruction.

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

Sierra Hernandez, Madelyn, madsierra@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?

We will be using the Reading Horizons Discover program for Tier 2/3 students in grades K-3 and Reading Horizons Elevate program for Tier 2/3 students in grades 4-5. This program provides professional development to teachers to help them acquire specialized skills and knowledge needed to provide effective reading instruction. It is based on the Science of Reading and supports teachers to effectively teach reading, assist with monitoring student progress, and reinforce teacher-led literacy instruction.

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?

The Reading Horizons Discovery/Elevate program is an evidence-based program that supports teachers in providing highly effective literacy instruction, assistance with monitoring student progress, and reinforcing teacher-led literacy.

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
08/19/22 - 10/14/22: The Academic Recovery Reading Coach will provide support to classroom teachers and interventionists bi-weekly.	Brooks, Jennifer, jbkelley@dadeschools.net
9/12/22 - 10/14/22: The coach will meet with teachers weekly during collaborative planning to analyze data and determine appropriate next steps to ensure the academic growth of all students.	Brooks, Jennifer, jbkelley@dadeschools.net
09/12/22 - 10/14/22: The administrative team will monitor student data on an ongoing basis to determine the effective implementation of the strategies. Adjustments will be made based on the need.	Sierra Hernandez, Madelyn, madsierra@dadeschools.net
09/12/22 - 10/14/22: The administration will conduct weekly walkthroughs to monitor and ensure teachers are implementing the Reading Horizons instruction with fidelity.	Sierra Hernandez, Madelyn, madsierra@dadeschools.net
10/31/22 to 12/16/22: The Academic Recovery Coach will provide assistance to the instructional staff needing support in the effective implementation of the Reading Intervention Block.	Brooks, Jennifer, jbkelley@dadeschools.net
10/31/22 to 12/16/22: Student data points will be monitored by the Leadership Literacy Team and adjustments will be made to meet the needs of the instructional staff member and/or student.	Wood, Kim, woodk1@dadeschools.net

Positive Culture & Environment

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

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

Our strengths within School Culture are in relationships, physical & emotional safety, care, and connections. Our school creates experiences throughout the year to engage with families and ensures they have the necessary information to support their children. The school staff is provided with opportunities to participate in ice breakers, team-building, and social committee activities where we come together to share celebrations of success. The administration provides leadership opportunities to interested teachers. We also ensure information is provided to all stakeholders through our monthly calendar, school website, weekly bulletin, and social media.

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

The stakeholders involved in building positive school culture and environment are the Principal, Assistant Principal, Instructional Coaches, Teacher Leaders, and Counselors (our School Leadership Team). The Principal's role is to monitor and oversee all the school's initiatives and respond to morale by planning team-building and morale-boosting activities. The Assistant Principal will monitor the mentorship program and ensure all information is shared with stakeholders. Teacher leaders and instructional coaches assist in providing and responding to feedback from stakeholders. The administration will improve and maximize social media platforms
and allow all stakeholders to be involved in decision-making. All stakeholders will be invited to participate in the decision-making process through PTA and EESAC.