

Miami-Dade County Public Schools

# Phyllis R. Miller Elementary School



2022-23 Schoolwide Improvement Plan

---

## 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>7</b>
<b>Needs Assessment</b>	<b>12</b>
<b>Planning for Improvement</b>	<b>16</b>
<b>Positive Culture &amp; Environment</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

# Phyllis R. Miller Elementary School

840 NE 87TH ST, Miami, FL 33138

<http://prmillerschoolwires.com>

## Demographics

Principal: Kisa Humphrey D

Start Date for this Principal: 8/10/2022

<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 White Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: B (61%) 2018-19: B (55%) 2017-18: B (55%)
<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.

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>12</b>
<b>Planning for Improvement</b>	<b>16</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

# Phyllis R. Miller Elementary School

840 NE 87TH ST, Miami, FL 33138

<http://prmillerschoolwires.com>

## 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;">95%</p>

## School Grades History

<b>Year</b>	<b>2021-22</b>	<b>2020-21</b>	<b>2019-20</b>	<b>2018-19</b>
<b>Grade</b>	B	B	B	B

## 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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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.**

The primary mission of Phyllis Ruth Miller Elementary School is to meet the needs of the whole child in order to ensure that he or she gains the skills necessary to successfully transition to higher education and become career ready. This belief drives every fundamental decision that is made at the school site. The Phyllis Ruth Miller Elementary School staff also recognizes that the school/home/community partnership is an important variable in the total development of the child. The collaborative relationship that exists between staff and parents is integral to the successful reputation that has enveloped the school since its opening in 1992.

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

The vision of Phyllis Ruth Miller Elementary School is to provide quality academic and educational programs that maximize the potential of each student, preparing him or her to succeed in today's changing society and to meet the challenges of our rapidly changing world. Phyllis Ruth Miller Elementary School will provide an environment which enables students to acquire the critical skills, knowledge, attitudes, and values that will empower them to function in a global society.

### 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
Humphrey, Kisa	Principal	The duties and responsibilities of the principal is to provide leadership, direction and co-ordination to foster teachers growth while maintaining a focus to develop and sustain highly effective, rigorous, and engaging educational programs for student's achievement. In addition, the principal is accountable for all aspect of the school such as, policies & procedures, budget, and safety protocols & emergency response procedures.
Garcia, Claribel	Assistant Principal	The duties and responsibilities of the Assistant Principal is to assist the school's principal in the planning, development, organization, coordination, and supervision of instructional programs and activities by interpreting and implementing the District approved curriculum program considering the school needs. In providing leadership to the professional staff, the assist principal determine the objectives by identifying the school needs as the basis for developing long and short-range plans for the school. Further, the assistant principal supervise student enrollment, records, attendance, and health requirements. Assists in hiring and training faculty and staff, creates and coordinates school schedules, and develops plans for emergency situations in cooperation with staff and public safety agencies and ensures compliance. Has knowledge of local policies, state and federal laws relating to minors. Performs other related duties as needed.
Penafiel, Patricia	Reading Coach	The Reading Coach supports all K-5 staff in the implementation of the site reading plan and program. The Coach will work directly with teachers in a school providing classroom-based demonstrations, collaborative and one-on-one support, and facilitating teacher inquiry and related professional development. By collaborating with teachers, the Coach focus on enhancing teachers' ability to provide instruction will build students' sense of engagement in the ownership of his or her learning. Moreover, the Coach works alongside administrators and teachers to collect and analyze data, interpret, and use it to guide instructional decisions.
Meme, Farrah	Math Coach	The duties and responsibilities of the Math Coach is to increase the mathematics achievement of elementary school students by building instructional capacity of classroom teachers; provide technical assistance and support to classroom teachers and principals in math instruction. In addition, model lessons which include best instructional practices in math instruction for elementary school teachers, monitor classroom instruction, and coach teachers in best practices for math instruction including the implementation of manipulative into instruction. With collaboration, the math coach also communicate, analyze data, and guide instructional decision with administrators.
Jones-Allen, Deborah	School Counselor	The duties and responsibilities of the school guidance counselor is to create an long lasting partnership with families and the community to support the social, emotional, and academic development of all students. Without punishment or judgement, a guidance counselor provides advice and helpful resources to parents and students regarding certain personal and academic



Name	Position Title	Job Duties and Responsibilities
------	----------------	---------------------------------

situations. By identifying concerns such as, absenteeism, cultural or societal differences, bullying, defiant behaviors, that may impede a student’s academic performance, the guidance counselor implements an all-encompassing educational and counseling plan that involves all stakeholders (administrator, teachers, student, and parents) to address and resolve the issues.

**Demographic Information**

**Principal start date**

Wednesday 8/10/2022, Kisa Humphrey D

**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.*

10

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

29

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

500

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

12

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

0

**Demographic Data**

**Early Warning Systems**

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	76	70	71	81	63	85	0	0	0	0	0	0	0	446
Attendance below 90 percent	0	11	5	10	8	4	0	0	0	0	0	0	0	38
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	7	8	4	9	0	0	0	0	0	0	0	28
Course failure in Math	0	0	8	7	0	11	0	0	0	0	0	0	0	26
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	7	8	25	0	0	0	0	0	0	0	40
Level 1 on 2022 statewide FSA Math assessment	0	0	0	7	7	28	0	0	0	0	0	0	0	42
Number of students with a substantial reading deficiency	0	0	8	15	8	26	0	0	0	0	0	0	0	57

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	0	0	7	7	25	0	0	0	0	0	0	0	39

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

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

Date this data was collected or last updated

Monday 8/22/2022

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	48	69	85	80	84	97	0	0	0	0	0	0	0	463
Attendance below 90 percent	1	8	11	18	12	29	0	0	0	0	0	0	0	79
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	2	12	9	20	0	0	0	0	0	0	0	43
Course failure in Math	0	0	0	3	10	12	0	0	0	0	0	0	0	25
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	9	0	0	0	0	0	0	0	9
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	9	24	31	30	44	0	0	0	0	0	0	0	138

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	1	8	9	25	0	0	0	0	0	0	0	43

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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	48	69	85	80	84	97	0	0	0	0	0	0	0	463
Attendance below 90 percent	1	8	11	18	12	29	0	0	0	0	0	0	0	79
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	2	12	9	20	0	0	0	0	0	0	0	43
Course failure in Math	0	0	0	3	10	12	0	0	0	0	0	0	0	25
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	9	0	0	0	0	0	0	0	9
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	9	24	31	30	44	0	0	0	0	0	0	0	138

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	1	8	9	25	0	0	0	0	0	0	0	43

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

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

**Part II: Needs Assessment/Analysis**

**School Data Review**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	55%	62%	56%				53%	62%	57%
ELA Learning Gains	64%						55%	62%	58%
ELA Lowest 25th Percentile	49%						45%	58%	53%
Math Achievement	64%	58%	50%				70%	69%	63%
Math Learning Gains	78%						69%	66%	62%
Math Lowest 25th Percentile	72%						48%	55%	51%
Science Achievement	46%	64%	59%				44%	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	47%	60%	-13%	58%	-11%
Cohort Comparison		0%				
04	2022					
	2019	60%	64%	-4%	58%	2%
Cohort Comparison		-47%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	46%	60%	-14%	56%	-10%
Cohort Comparison		-60%				

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	71%	67%	4%	62%	9%
Cohort Comparison		0%				
04	2022					
	2019	73%	69%	4%	64%	9%
Cohort Comparison		-71%				
05	2022					
	2019	56%	65%	-9%	60%	-4%
Cohort Comparison		-73%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	41%	53%	-12%	53%	-12%
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	29	48	45	39	76	64	27				
ELL	45	63	42	54	68	64	56				
BLK	52	65	52	64	80	73	44				
HSP	59	60		59	71		57				
WHT	77			77							
FRL	51	62	49	61	77	73	44				

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	19	42		28	23						
ELL	38	69	71	37	34	36	43				
BLK	35	46	50	45	29	33	41				
HSP	40	75		38	29		58				
WHT	76			65							
FRL	35	54	57	41	28	33	40				
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	17	25	33	34	50	31					
ELL	49	62	46	62	63	43	42				
BLK	50	47	35	68	68	42	39				
HSP	54	69	63	68	69	50	55				
WHT	82	87		86	80						
FRL	52	54	45	68	69	49	43				

**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	60
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	53
Total Points Earned for the Federal Index	481
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	47
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	56
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
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	59
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	62
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	77
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	59
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Part III: Planning for Improvement

### Data Analysis

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

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

FSA ELA 2022 proficiency from 2021 to 2022

In 3rd grade, increased from 37% in to 66%.

In 4th grade, increased from 30% to 43%.

In 5th grade, increased from 50% to 52%.

FSA Math 2022 proficiency from 2021 to 2022:

In 3rd grade, increased from 44% to 73%.

In 4th grade, increased from 39% to 50%.

In 5th grade, increased from 51% to 57%.

In 5th grade, Science proficiency decreased from 49% in 2021 to 46% in 2022.

i-Ready AP3 ELA 2022 compared to AP3 2021

In Kindergarten, 88% at Tier 1 in AP3 2021, and decreased to 69%.

In 1st grade, 73% at Tier 1 in AP3 2021, and decreased to 45%.

In 2nd grade, 65% at Tier 1 in AP3 2021, and decreased to 48%.

i-Ready AP3 Math 2022:

In Kindergarten, 81% at Tier 1 in AP3 2021, and decreased to 63%.

In 1st grade, 67% of students were on grade level in 2021, and decreased to 50% on grade level in 2022.

In 2nd grade, 67% of students were on grade level in 2021, and decreased to 46% on grade level in 2022.

Subgroups

ELA Learning Gains

In 3rd grade 100%, in 4th grade 53%, and 5th grade 73% of students made learning gains on the ELA FSA in 2022.

Math Learning Gains

In 3rd grade 100%, in 4th grade 73%, and 5th grade 82% of students made learning gains on the Math FSA in 2022.

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

Based off progress monitoring and 2022 state assessments, these areas demonstrate the greatest need for improvement:

ELA L25 learning gains went from 57% in 2021 FSA to 49% in 2022 FSA.

In 5th grade, proficiency on the SSA 2022 decreased from 49% in 2021 to 46% in 2022.

-Ready AP3 ELA 2022:

In Kindergarten, 88% of students were on grade level in 2021, and decreased to 69% on grade level in 2022.



In 1st grade, 73% of students were on grade level in 2021, and decreased to 45% on grade level in 2022.

In 2nd grade, 65% of students were on grade level in 2021, and decreased to 48% on grade level in 2022.

i-Ready AP3 Math 2022:

In Kindergarten, 81% of students were on grade level in 2021, and decreased to 63% on grade level in 2022.

In 1st grade, 67% of students were on grade level in 2021, and decreased to 50% on grade level in 2022.

In 2nd grade, 67% of students were on grade level in 2021, and decreased to 46% on grade level in 2022.

**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 for improvement include a consistent and immediate implementation of Tier 2 interventions in the primary grades. Also, ongoing support to the teachers new to the intervention curriculum to target needs as well as a better monitoring of students participating in reading intervention.

New actions will include a literacy team that will focus on the monitoring of the Tier 2 intervention program and the instructional coaching support of teachers implementing Tier 2 and Tier 3 interventions in the primary grades. In addition, C.E.R. protocol in Science was not completed with fidelity in order to process and apply the science concepts. Therefore, a more structured science lab will be implemented via a new Science Lab in the media center for grades 2-5 to add an extra layer of support.

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

FSA ELA 2022:

In 3rd grade, proficiency increased from 37% in 2021 to 66% in 2022.

In 4th grade, proficiency increased from 30% in 2021 to 43% in 2022.

In 5th grade, proficiency increased from 50% in 2021 to 52% in 2022.

FSA Math 2022:

In 3rd grade, proficiency increased from 44% in 2021 to 73% in 2022.

In 4th grade, proficiency increased from 39% in 2021 to 50% in 2022.

In 5th grade, proficiency increased from 51% in 2021 to 57% in 2022.

LG in math increased from 30% in 2021 to 78% in 2022 FSA.

LG of L25 increased from 33% in 2021 to 72% in 2022 FSA.

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

The contributing factors to this improvement include a consistent implementation of differentiated instruction in the intermediate grades. Some of the new actions taken last school include After School T.A.L.E.N.T.S. tutoring program focusing on math for grades 3-5. In addition, the school implemented math intervention sessions to small group of students via pull out of targeted students based on the most recent data.

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

To accelerate learning, a more systematic planning of school-wide collaborative strategies to increase student engagement will be implemented along with data-driven 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.**

Professional development opportunities will be provided on the third Wednesday of the month, beginning with the first two quarter of instruction. Based on the results of a Needs Assessment Survey, staff will participate in professional development topics such as : tracking student engagement in the classroom, student academic engagement and conversations, Schoology, interventions, understanding the new B.E.S.T. standards and benchmarks.

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

A continuation of QR codes to track, analyze, and monitor student data to adjust planning and improve effectiveness of instruction. In addition, an individualized support will be provide via a technology innovator to support the effective implementation of collaborative strategies to drive student engagement.

### **Areas of Focus**

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

:

**#1. Positive Culture and Environment specifically relating to Empowering Teacher's and Staff Morale**

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

According to the 2021-2022 School Climate Survey, only 43% of staff agreed that morale was high at the school site. This is a 34% decrease from 2020-2021. In addition, it was reported that 69% of staff agree or strongly agreed that they felt overloaded and overwhelmed with their job. In comparison to the 2020-2021 school year, this is a 28% increase. This data indicates that teachers need additional support.

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

If we successfully implement Empowering Teachers and Staff, our staff morale and motivation will increase by 10 percentage points in the 2022-2023 Climate survey by June 2023.

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

A Digital Innovator will create a needs assessment survey to gather feedback on teacher's need. A school-wide professional development calendar will be developed to schedule opportunities for building teacher's capacity and support. The Digital Innovator will be providing one-on-one support to teachers during "Tech Tuesdays." During this time, teachers will have the ability to receive differentiated support using technology to enhance instructional practices and student's achievement. The instructional coaches will facilitate the establishment of school-wide norms that will be utilized during every staff meeting such as professional development and collaborative planning to ensure equity in voice. In addition, a physical space will be created for all staff to provide opportunities for connections, relaxation and decompression to increase motivation.

**Person responsible for monitoring outcome:**

Megan Gabelman (mgabelman@dadeschools.net)

**Evidence-based Strategy: Describe the evidence-based strategy**

Within the Area of Focus of Positive Culture and Environment, we will focus on Empowering Teachers and Staff morale. When there's a healthy school environment, teacher's morale is high. As a result, this evidence-based strategy will not only allow teacher to feel a sense of accomplishment from their jobs, but they can contribute to a positive culture of growth in our school.

**being implemented 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.**

Empowering teachers and staff through initiatives will increase staff morale and motivation. These initiatives will provide outlets so teachers may feel supported to maximize the impact of their instructional delivery.

**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.

9/6/22. A Digital Innovator will create a needs assessment survey to gather feedback on teacher's need. As a result, teachers will be able to give input on the topics and areas covered during PDs to support their needs.

**Person Responsible** Kisa Humphrey (pr3431@dadeschools.net)

9/12-9/16. A school-wide professional development calendar will be developed to schedule opportunities for building teacher's capacity and support. As a result, teachers will have opportunities to develop their craft and increase student engagement.

**Person Responsible** Megan Gabelman (mgabelman@dadeschools.net)

8/31-10/11. The Digital Innovator will be providing one-on-one support to teachers during "Tech Tuesdays." As a result, teachers will have the ability to receive differentiated support using technology to enhance instructional practices and student's achievement.

**Person Responsible** Megan Gabelman (mgabelman@dadeschools.net)

8/31-10/11. The instructional coaches will facilitate the establishment of school-wide norms that will be utilized during every staff meeting such as professional development and collaborative planning. The leadership team will monitor the implementation of these norms through the use of meeting agendas. As a result, teachers and staff will have equitable voice.

**Person Responsible** Farrah Meme (fameme7@dadeschools.net)

9/6-10/11. The administrative team will create a calm, quiet room designated to promote teachers' emotional wellbeing. As a result, staff will have a space to decompress and recharge through the instructional day.

**Person Responsible** Claribel Garcia (claribelgarcia@dadeschools.net)

10/31-11/18. As part of the district support to PLST members, the team will develop a survey to gauge the teachers needs and create a common goal for Professional Development topics for teachers. As a result, teachers will feel a sense of continuity support.

**Person Responsible** Megan Gabelman (mgabelman@dadeschools.net)

10/31-12/16. As a result of the PLST participation during the FALL PLST 2022 Conference, teachers will receive support via PD from the PLST members focusing on well-being strategies and blend the voices of others. As a result, the PLST team will be creating a common vision that empowers others.

**Person Responsible** Claribel Garcia (claribelgarcia@dadeschools.net)

**#2. Instructional Practice specifically relating to Student Engagement**

**Area of Focus Description and Rationale:** According to the 2022 FSA reading data, 49% of the students in the L25 category in grades 3-5 demonstrated improvement in reading, an decreased of 8 percentage points. In 5th grade, proficiency on the Science State Assessment 2022 decreased from 49% in 2021 to 46% in 2022.

**Include a rationale that explains how it was identified as a critical need from the data reviewed.** According to i-Ready AP3 ELA 2022 data, in Kindergarten, 69% of the student demonstrated proficiency, 45% in first grade, and only 48% in second grade. In i-Ready AP3 Math 2022, 63% of the students in Kindergarten demonstrated proficiency, 50% of the students in first grade, and only 46% in second grade. We will focus on student engagement to increase proficiency.

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

With the implementation of student engagement, an additional 3% of the students in mathematics and reading will score at grade level or above in ELA and Math, and an additional 4% of the students in 5th grade will score at grade level or above in Science by the 2022-2023 state assessment.

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

The Leadership Team will facilitate the implementation of monthly professional development opportunities that will increase the planning and implementation of effective student engagement opportunities to increase academic skills and proficiency. The team will use regular check-in with teachers conducted by team members to help set goals and track progress. The data will be analyzed during data chats and leadership team meetings to ensure students are demonstrating progress towards goals.

**Person responsible for monitoring outcome:**

Kisa Humphrey (pr3431@dadeschools.net)

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

Within the Targeted Element of student engagement, our school will focus on the need to reengage students in learning and help them cultivate the social and emotional learning and academic skills they need to achieve grade level goals.

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

Student engagement will ensure relationships with their teachers, other students, their level of attention and interest in learning. Research demonstrates that students that exhibit higher levels of engagement with school have higher levels of academic achievement.

**Action Steps to Implement**

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

8/31-10/11. The Leadership Team will facilitate the implementation of monthly professional development opportunities that will increase the planning and implementation of effective student engagement opportunities to increase academic skills and proficiency, beginning with the implementation of a school-wide calendar. As a result, teachers will participate in on-going professional development opportunities to target their needs.

**Person Responsible** Claribel Garcia (claribelgarcia@dadeschools.net)

8/31-10/11. The team will use regular check-in with teachers conducted by team members to help set goals and track progress. As a result, the team will ensure a successful implementation of student engagement opportunities.

**Person Responsible** Claribel Garcia (claribelgarcia@dadeschools.net)

8/31-10/11. The data will be analyzed during data chats and leadership team meetings to ensure students are demonstrating progress towards goals. As a result, the instructional planning and delivery will be guided by the most recent data.

**Person Responsible** Kisa Humphrey (pr3431@dadeschools.net)

8/31-10/11. After each job-embedded professional development opportunity, teachers will have an opportunity to provide feedback on the implementation of the strategies and best practices learned and inquiry further support. As a result, teachers will feel supported after each professional development.

**Person Responsible** Megan Gabelman (mgabelman@dadeschools.net)

10/31-11/18. As part of the school-wide efforts to increase student engagement, teachers will participate in a professional development to dive deeper into the instructional tools available via Schoology. The support will be tiered to meet the teachers at their level. As a result, planning will be guided and informed.

**Person Responsible** Claribel Garcia (claribelgarcia@dadeschools.net)

10/31-12/16. Following the support provided utilizing instructional tools via Schoology, teachers will be able to apply this knowledge towards the planning and implementation of robust and systematic lessons resulting in authentic student products. As a result, planning will be guided and informed.

**Person Responsible** Farrah Meme (fameme7@dadeschools.net)

**#3. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs**

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

We decided to focus on Specific Teacher Feedback/Walkthrough to address the critical needs within our school. The School Climate Survey under the Developing Others Competency, data reveals that 49% of the staff believes that they are provided with support or resources to implement newly learned strategies "some of the time" or "never." To increase this percentage, we selected Teacher Feedback because it will empower teachers to become leaders in their craft and promote continuous academic 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 Transformational Leadership, our teachers will be provided the opportunity to achieve learning intentions they have set for their students and empowers them to know where to go next. This will be accomplished through teachers receiving systematic feedback and opportunities for improvements of new plans for learning. The percentage of teachers feeling supported will increase by at least 5% during the 2022-2023 school year.

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

The Leadership Team will create an online tool to schedule classroom visits guided by the Schoolwide Improvement Plan. The team will alternate the visits across grade levels and content areas to ensure equity. The Leadership Team will share an online tool where teachers will be able to receive the immediate feedback after each visit that will include Noticings and Wonderings. The instructional coaches will be able to provide support to the teachers based on the feedback provided and align development opportunities as necessary.

**Person responsible for monitoring outcome:**

Claribel Garcia (claribelgarcia@dadeschools.net)

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

With the area of focus of transformational leadership specific related to Teacher Feedback/Walkthrough, an increase of the percentage of teachers feeling supported will be evident in the 2022-2023 school year Climate Survey.

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

Timely feedback gathered and reviewed during the course of a teaching experience allows for the formation of shared leadership and an enhancement in teaching practices.



**used for selecting this strategy.**

**Action Steps to Implement**

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

8/31-9/16. The Leadership Team will create an online tool to schedule classroom visits guided by the School Improvement Plan. As a result, ongoing communication between teachers and administration will be implemented.

**Person Responsible** Claribel Garcia (claribelgarcia@dadeschools.net)

8/31-10/11. The team will alternate the visits across grade levels and content areas to ensure equity. The Leadership Team will share an online tool where teachers will be able to receive the immediate feedback after each visit that will include Noticings and Wonderings. As a result, immediate feedback will be provided.

**Person Responsible** Patricia Penafiel (ppenafiel@dadeschools.net)

8/31-10/11. The instructional coaches will be able to provide support to the teachers based on the feedback provided and align development opportunities as necessary. As a result, teachers will feel supported by the instructional coach based on the feedback.

**Person Responsible** Farrah Meme (fameme7@dadeschools.net)

8/31-10/11. Based on the feedback provided, the teachers will have an opportunity to address the need for improvement and receive specific feedback from the instructional coach via debriefings. As a result, teachers will be able to improve based on the feedback provided.

**Person Responsible** Farrah Meme (fameme7@dadeschools.net)

10/31-12/16. As a follow up to the feedback provided, at the beginning of our monthly PDs, the SLT will create opportunities for the teachers to share the students' products and outcomes, following the implementation of student engagement activities via online tools. As a result, teachers will inspire others and create a common vision.

**Person Responsible** Claribel Garcia (claribelgarcia@dadeschools.net)

10/31-12/16. A Digital Innovator will create a needs assessment survey to gather feedback on teacher's need. As a result, teachers will be able to give input on the topics and areas covered during PDs to support their needs.

**Person Responsible** Claribel Garcia (claribelgarcia@dadeschools.net)

**#4. Instructional Practice specifically relating to B.E.S.T. Standards**

**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 i-Ready 2022 AP3 data, in Kindergarten, 88% of students were on grade level in 2021, and decreased to 69% on grade level in 2022. In 1st grade, 73% of students were on grade level in 2021, and decreased to 45% on grade level in 2022. In 2nd grade, 65% of students were on grade level in 2021, and decreased to 48% on grade level in 2022. Based on the data, understanding the B.E.S.T. Standards will be at the forefront of planning robust lessons to increase 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 the B.E.S.T. Standards, an additional 10 percent of the students in grades K-5 will increase proficiency levels in reading and math from Progress Monitoring 1 to Progress Monitoring 3 of the FAST 2023 assessment.

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

Administrators will review biweekly lesson plans for rigorous and systematic standard-based instruction. Data Analysis of formative assessments will be reviewed monthly to track progress. Instructional Coaches' support will be provided and professional development opportunities will be aligned to better understand the B.E.S.T. Standards effective implementation. We will create an online QR code tracker to monitor progress on a bi-weekly basis. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards.

**Person responsible for monitoring outcome:**

Claribel Garcia (claribelgarcia@dadeschools.net)

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

Within the focus area of Instructional Practice, our school will focus on the evidence-based strategy of effective understanding and implementation of the B.E.S.T. Standards. Knowledge builds upon knowledge. Reading comprehension develops as students engage with literary and informational text selections that are complex, rich, and meaningful guided by the B.E.S.T. Standards.

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

In the early grades, the standards emphasize explicit, systematic phonics instruction as the foundation of literacy. Decoding and fluency are essential to creating proficient readers. "Readers who have strong decoding skills can figure out unfamiliar words so quickly that the process requires no conscious effort," says Dr. Holly Lane, Director, University of Florida Literacy Institute. When decoding is effortless, a reader's limited working memory is freed up so the reader can focus on meaning.

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

**Action Steps to Implement**

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

8/31-10/11. Instructional Coaches will support the teachers in a weekly understanding and planning of lessons based on the B.E.S.T. Standards. As a result, teachers will be supported in the effective implementation of the standards.

**Person Responsible** Patricia Penafiel (ppenafiel@dadeschools.net)

8/31-10/11. Administrators will review biweekly lesson plans for rigorous and systematic standard-based instruction. As a result, lessons will be monitored for rigorous planning.

**Person Responsible** Claribel Garcia (claribelgarcia@dadeschools.net)

8/31-10/11. Data Analysis of formative assessments will be reviewed monthly to track progress via an online QR code tracker to monitor progress of the mastery of the standards. As a results, planning will be guided by the most recent data.

**Person Responsible** Claribel Garcia (claribelgarcia@dadeschools.net)

8/31-10/11. Data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards. As a result, data will be monitored to ensure student success.

**Person Responsible** Kisa Humphrey (pr3431@dadeschools.net)

10/31-12/16. The Literacy Team will create reports of students participating in the tier 3 interventions, focusing on foundational skills, to guide instructional conversations during the literacy team meetings, and discuss teachers in need of additional. As a result, a systematic monitoring of the students participating in this area of support will take place.

**Person Responsible** Megan Gabelman (mgabelman@dadeschools.net)

10/31-12/16. A teacher leader will participate in ongoing professional development and support, focusing on the area of reading interventions via Reading Horizon. As a result, the teacher leader will turn key to the teachers and interventionist while building capacity.

**Person Responsible** Claribel Garcia (claribelgarcia@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 2021-2022 end of year i-Ready screening and progress monitoring data, 45% of the students in first grade and 48% of the students in second grade are not on track to score Level 3 or above on the statewide, standardized ELA assessment. It is going to be essential that we meet the unique needs of all learners therefore all instructional staff will develop a clear understanding of the Foundational Standards by providing explicit instruction to support the needs of the traditional beginning readers.

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

According to the 2022 FSA proficiency data, 53% of the students in 4th grade scored below Level 3 on the 2022 statewide, standardized ELA assessment. It is going to be essential that we meet the unique needs of all learners therefore all instructional staff will develop a clear understanding of the benchmarks by providing explicit support to increase the percentage of students meeting high standards in ELA.

**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)**

With the implementation of a clear understanding of the Foundational Standards and explicit instruction, an increase of 10% of the students in grades K-2 that are on track to score Level 3 or above will be evident in the comparison of the PM1 and PM3 in 2023.

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

With the implementation data-driven explicit instruction, an increase of 10% of the students in grades 3-5 that are on track to score Level 3 or above will be evident in the comparison of the PM1 and PM3 in 2023.

### **Monitoring:**

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

The Leadership team will conduct quarterly data chats with teachers after each Progress Monitoring, to plan for the adjustment of students' goal and instructional implications. Extended learning opportunities will be provided for those students who are not showing growth on the Progress Monitoring and i-Ready.

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

Select the person responsible for monitoring this outcome.

Humphrey, Kisa, pr3431@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 a 10% increased in students achieving high standards will be Standards-Based Collaborative Planning. Standards based collaborative planning brings teachers together to learn from each other and collaborate. These collaborations will result in improved lesson quality, instructional effectiveness, and student achievement. Standards based collaborative planning will be monitored by observation of developed instruction, product reviews, and progress monitoring performance.

### **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?

Collaborative planning based on the B.E.S.T. ELA Standards will ensure that teachers are using the benchmarks for the standards and planning for mastery of goals that students are expected to attain by the end of the year. To build mastery, teachers will continue to collaborate, review and plan for grade-level benchmarks and expectations. If skills are not mastered, students will be given instruction and practice opportunities via small groups instruction.

**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>8/31-10-11. Teachers will participate in ongoing monthly professional opportunities. As a result, teachers will better understand the B.E.S.T. ELA Standards and better plan for instruction.</p>	<p>Garcia, Claribel, claribelgarcia@dadeschools.net</p>
<p>8/31-10-11. Teachers will receive the support of an instructional coach or digital innovator. As a result, the team will ensure effectiveness in the development and implementation of the instruction of the population of students on the verge of reaching their goal.</p>	<p>Garcia, Claribel, claribelgarcia@dadeschools.net</p>
<p>8/31-10-11. School administration will monitor the effective implementation of the lessons as planned and provide immediate feedback and/or opportunities for reflection and improvement. As a result, teachers feedback result in improvement in practice.</p>	<p>Humphrey, Kisa, pr3431@dadeschools.net</p>
<p>8/31-10-11. The leadership team will utilize the QR codes to monitor the students' performance on the most recent assessment and gauge the impact of the support provided or create more opportunities of support. As a result, collaborations will be guided and informed by the most recent assessment.</p>	<p>Penafiel, Patricia, ppenafiel@dadeschools.net</p>
<p>10/31-11/18. As part of the Universal Support for RAISE schools, teachers will participate in a professional development to establish common understanding of the B.E.S.T. ELA standards. As a result, planning will be guided and informed.</p>	<p>Penafiel, Patricia, ppenafiel@dadeschools.net</p>
<p>10/31-11/18. As a result of the Universal Support from RAISE school State Regional Literacy Director via PD, teachers will apply the knowledge gained from this PD toward the planning of quality instructional task for students across the grades. As a result, planning will be guided and informed.</p>	<p>Penafiel, Patricia, ppenafiel@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 school creates experiences throughout the year to engage with parents and families and ensures they have necessary information to support their children. Students are recognized through iReady and attendance incentives, Do The Right Thing, and Values Matter initiatives. 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 curriculum updates and monthly newsletter for staff. We continue to build our skill-set in ensuring our classrooms are highly engaging and foster the highest level of engagement and learning.

### 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 and Counselors. The Principal's role is to monitor and oversee all the school's initiatives and respond to concerns with morale by planning building and morale boosting activities. The Assistant Principal will monitor 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.