

Miami-Dade County Public Schools

Miami Springs Elementary School



2022-23 Schoolwide Improvement Plan

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Miami Springs Elementary School

51 PARK ST, Miami Springs, FL 33166

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

Demographics

Principal: Jennifer Savigne D

Start Date for this Principal: 6/15/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
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)	96%
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 Hispanic Students Economically Disadvantaged Students
School Grades History	2021-22: A (65%) 2018-19: B (58%) 2017-18: A (69%)
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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Miami Springs Elementary School

51 PARK ST, Miami Springs, FL 33166

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

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	96%
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 staff and community at Miami Springs Elementary value each and everyone of our students. Our mission is to academically, emotionally and physically nurture the whole child in a positive, safe learning environment. We will empower lifelong learners by providing rigorous instruction in all disciplines on a daily basis and by providing the emotional support that will enable each child to achieve at their highest potential. The principal will provide strong instructional leadership to ensure that the vision becomes a reality by fostering a challenging and culturally relevant learning environment.

Provide the school's vision statement.

The vision of Miami Springs Elementary School is to inspire all students to pursue excellence and empower them to become lifelong learners.

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
Savigne, Jennifer	Principal	Monitors and oversees the implementation of curriculum and activities relating to school improvement
Lugo, Jennifer	Assistant Principal	Assists with monitoring and overseeing the implementation of curriculum and activities relating to school improvement.
Pacheco, Janice	Teacher, K-12	Plans for and executes plans for professional development relating to curriculum.
Soto, Janet	Teacher, K-12	Plans for and executes digital and web based strategies to enhance the curriculum
Vale, Idania	Instructional Coach	Plans for an executes curriculum that promotes the goals set by the leadership team to improve student achievement.

Demographic Information

Principal start date

Saturday 6/15/2019, Jennifer Savigne 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.*

9

Total number of teacher positions allocated to the school

14

Total number of students enrolled at the school

372

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

3

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

2

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	58	49	48	74	55	57	0	0	0	0	0	0	0	341
Attendance below 90 percent	0	8	1	10	2	8	0	0	0	0	0	0	0	29
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	4	12	2	5	0	0	0	0	0	0	0	24
Course failure in Math	0	0	1	5	1	5	0	0	0	0	0	0	0	12
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	9	8	16	0	0	0	0	0	0	0	33
Level 1 on 2022 statewide FSA Math assessment	0	0	0	5	9	12	0	0	0	0	0	0	0	26
Number of students with a substantial reading deficiency	0	1	7	24	18	21	0	0	0	0	0	0	0	71

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	1	1	11	4	14	0	0	0	0	0	0	0	31

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	2	2	9	0	1	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	1	1	0	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Monday 8/29/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	35	44	59	55	56	46	0	0	0	0	0	0	0	295
Attendance below 90 percent	13	8	9	7	2	5	0	0	0	0	0	0	0	44
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	7	5	15	0	0	0	0	0	0	0	27
Level 1 on 2019 statewide FSA Math assessment	0	0	0	2	9	26	0	0	0	0	0	0	0	37
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	0	0	0	

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	2	1	1	1	1	0	0	0	0	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	35	44	59	55	56	46	0	0	0	0	0	0	0	295
Attendance below 90 percent	13	8	9	7	2	5	0	0	0	0	0	0	0	44
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	7	5	15	0	0	0	0	0	0	0	27
Level 1 on 2019 statewide FSA Math assessment	0	0	0	2	9	26	0	0	0	0	0	0	0	37
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	0	0	0	

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	2	1	1	1	1	0	0	0	0	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	59%	62%	56%				72%	62%	57%
ELA Learning Gains	68%						58%	62%	58%
ELA Lowest 25th Percentile	59%						55%	58%	53%
Math Achievement	62%	58%	50%				72%	69%	63%
Math Learning Gains	73%						54%	66%	62%
Math Lowest 25th Percentile	75%						43%	55%	51%
Science Achievement	57%	64%	59%				55%	55%	53%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	76%	60%	16%	58%	18%
Cohort Comparison		0%				
04	2022					
	2019	77%	64%	13%	58%	19%
Cohort Comparison		-76%				
05	2022					
	2019	58%	60%	-2%	56%	2%
Cohort Comparison		-77%				

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	78%	67%	11%	62%	16%
Cohort Comparison		0%				
04	2022					
	2019	77%	69%	8%	64%	13%
Cohort Comparison		-78%				
05	2022					
	2019	53%	65%	-12%	60%	-7%
Cohort Comparison		-77%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	53%	53%	0%	53%	0%
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	38	59	36	38	64	73	42				
ELL	56	72	64	59	70	90	67				
HSP	59	69	68	65	74	88	64				
FRL	59	69	60	60	74	75	57				
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	27			34							
ELL	57	50		50	10		42				
HSP	58	43		53	29		50				
FRL	55	43		51	29		47				
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	46	43		54	64						
ELL	63	51	57	70	51	46	27				
HSP	70	56	54	71	51	41	52				
FRL	73	61	54	71	55	44	54				

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	65
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	66
Total Points Earned for the Federal Index	519
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	49
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	68
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	69
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	65
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

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

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

In the area of ELA we had 59% proficiency and subgroups all improved by 3 percentage points or stayed the same in the area of proficiency from the 2021 FSA.

In the area of Math we had 62% proficiency for the 2022 FSA and subgroups all improved by 4 percentage points or more in the area of proficiency from the 2021 FSA.

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

The majority of our ELA subgroups did not score at or above 60% proficiency. As a whole ELA proficiency demonstrates the greatest need for improvement.

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

For the last 3 years we have been focusing on differentiating instruction in classrooms. As evidenced by the significant increase in the area of learning gains, we are going to focus on using grade level materials to increase proficiency. With new standards and resources as well as progress monitoring 3 times a year we will be able to track student progress towards proficiency.

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

The data component that showed the most improvement was Mathematics Learning Gains. The gains in the lowest 25% in Mathematics increased from 0% in 2021 to 68% in 2022.

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

We provided teaches with PD on Differentiated Instruction, we set up an intervention schedule for teachers to follow, and we acquired a Math Coach and Math Interventionist.

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

Collaborative Planning, Data Chats, Standards Based PD's, and Interventions are some of the strategies that we will be implementing this year in order to improve student proficiency.

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 whole group sessions such as Standards Training (08/22), Schoology (10/22), and Collaborative Efficacy (monthly). Staff will also be encouraged to attend district sponsored PD in their area of instruction.

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 such as before and after school tutoring, STEAM activities, and a schedule that provides for collaborative planning.

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 Collaborative Planning

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 proficiency data, our overall performance was 59% Reading, 63% Math, and 58% Math. Based on research, collaborative practices among teachers have proven to be the number one factor influencing student achievement. We will focus on providing more access to collaborative practices among teachers to address this critical need.

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

With the implementation of collaborative planning with a focus on data, an additional 5% of our student population will score at grade level or above in the area of ELA, Math, and Science.

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

The leadership team will conduct monthly data chats, adjust groups based on current data in real time, and follow up with regular walk throughs to ensure that collaboration is driving instruction aligned to current data. Administration will review collaborative Meeting Forms, bi-weekly and attend collaborative planning meetings. The bi-weekly data from classroom assessments will be analyzed during monthly data chat meetings to ensure that students are showing growth in remediated standards. Extended learning opportunities will be provided to students who have not shown growth.

Person responsible for monitoring outcome:

Jennifer Savigne (pr3381@dadeschools.net)

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

Within the targeted element of collaboration our school will focus on the research based strategy of Collective Efficacy. Collaboration will assist in positively influencing student outcome and achievement by increasing proficiency and data driven conversation.

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

Collaboration will ensure that teachers are sharing best practices using relevant, recent, and aligned lessons that are customized to students needs. Teachers will continuously make adjustments to instruction and instructional delivery as new data becomes available.

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

Action Steps to Implement

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

08/31/22-10/14/22- Provide teachers will collaborative planning session schedule. As a result they will have time to plan lessons together.

Person Responsible Jennifer Savigne (pr3381@dadeschools.net)

08/31/22-10/14/22- Hold weekly collaborative planning sessions. As a result, teachers will discuss current data and plan for activities that address deficiencies.

Person Responsible Jennifer Savigne (pr3381@dadeschools.net)

08/31/22-10/14/22- Administration attends collaborative planning sessions. As a result, they will be aware of what new strategies plans teachers are implementing.

Person Responsible Jennifer Savigne (pr3381@dadeschools.net)

08/31/22-10/14/22- Walk throughs conducted to ensure that strategies are being implemented. As a result, teachers and administrators will be held accountable for carrying out the plans discussed at common planning.

Person Responsible Jennifer Savigne (pr3381@dadeschools.net)

10/31/22-12/18/22- Hold quarterly data chats with individual teachers. As a result, they will be aware of their student data and adjust strategies as needed.

Person Responsible Jennifer Savigne (pr3381@dadeschools.net)

10/31/22-12/18/22- Hold grade level data chats. As a result, the grade level can collaborate and adjust strategies for the whole group.

Person Responsible Jennifer Savigne (pr3381@dadeschools.net)

#2. Positive Culture and Environment specifically relating to Empower Teachers and Staff

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 69% of teachers agreed that staff morale is high at our school in comparison to 79% during the 2020-2021 school climate survey, this indicates a decrease of 10%. This indicates that our school staff needs initiatives to boost morale.

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 Teachers Choice program our staff morale will increase 5% by June 2023, evidence of this will include participation in collaborative activities and professional development opportunities.

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

The leadership team will work with teachers during PLC's to ensure that the implementation of the Teachers choice program. Teachers will feel more supported through the implementation of this program.

Person responsible for monitoring outcome:

Jennifer Savigne (pr3381@dadeschools.net)

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

Within the targeted element of positive culture and environment, our school will focus on the evidence based strategy of; Empowered Teachers and Staff. Empowering teachers and staff will provide support for teachers to be leaders and find new ways to approach challenges.

Rationale for Evidence-based Strategy:

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

Empower Teachers and Staff is a research based strategy that will assist in building staff morale. The initiatives will provide the leadership team with a systematic approach to support teacher growth.

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.

08/31/22-10/14/22- Review and plan for Teacher Choice program. As a result, teachers will participate in PD activities that will lead to more collaborative planning.

Person Responsible

Jennifer Savigne (pr3381@dadeschools.net)

08/31/22-10/14/22- Implement PD that has been decided on to empower teachers and introduces new strategies. As a result, teachers will implement new strategies in class.

Person Responsible

Jennifer Savigne (pr3381@dadeschools.net)

08/31/22-10/14/22- Plan fun but meaningful PD through the Teachers Choice program. As a result, teachers will feel motivated to implement what they have learned.

Person Responsible

Jennifer Savigne (pr3381@dadeschools.net)

08/31/22-10/14/22- Conduct walk throughs to ensure that the strategies from the Teachers Choice program are implemented. As a result, administration can ensure that the Teachers Choice PD's were effective.

Person Responsible

Jennifer Savigne (pr3381@dadeschools.net)

10/31/22-12/18/22- Attend a PD as a staff that promotes teacher empowerment. As a result, teachers will feel motivated to collaborate.

Person Responsible Jennifer Savigne (pr3381@dadeschools.net)

10/31/22-12/18/22- Collaborate as a staff during a networking opportunity. As a result, teachers will feel motivated to collaborate.

Person Responsible [no one identified]

#3. Transformational Leadership specifically relating to Instructional Leadership Team**Area of Focus****Description and Rationale:**

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

We decided to focus on shared leadership to address the desire of teachers to be heard by the principal within our school. The data in our 2021-2022 School Climate Survey reveals that only 43% of teachers feel that the principal is supportive. To increase that number of teachers who feel supported, we selected shared leadership because it will help to create teams of leaders that will share decision making responsibilities.

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 Instructional Leadership Team, an additional 10% of the staff will agree with the statement that the principal is supportive of teachers on the 2023 School Climate Survey.

Monitoring:

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

The Leadership Team will include staff in the decision making teams and will monitor through sign in sheets, minutes and surveys.

Person responsible for monitoring outcome:

Jennifer Savigne (pr3381@dadeschools.net)

Evidence-based Strategy:

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

Within the Targeted Element of Instructional Leadership Team, we will focus on the evidence based strategy of: Involving Staff in Important Decisions. By creating this leadership team that includes more members in the decision making process, we hope to increase the feeling of shared leadership and help teachers feel more listened to. Attendance and minutes from monthly meetings will serve as evidence.

Rationale for Evidence-based Strategy:

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

We decided to focus on Instructional Leadership Team to address the desire of teachers to be heard by the principal within our school. We selected Instructional Leadership Team because it will help us to create teams of leaders that will share decision making responsibilities with the principal which will in turn help teachers to feel part of the decision making process and more included by the principal.

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.

08/31/22-10/14/22- Create a leadership team with 1 representative from each grade level or department and ask if anyone is interested in joining. As a result, the leadership team that works closely with the principal will be larger.

Person Responsible

Jennifer Savigne (pr3381@dadeschools.net)

08/31/22-10/14/22- The Leadership Team will meet on the 3rd Wednesday of every month. As a result, more teachers will have a monthly opportunity to sit with the principal and speak about the issues that concern them at the school.

Person Responsible Jennifer Savigne (pr3381@dadeschools.net)

08/31/22-10/14/22- Create surveys for all teachers to complete on important matters. As a result, the principal will take into consideration the opinion of the whole staff when making decisions.

Person Responsible Jennifer Savigne (pr3381@dadeschools.net)

08/31/22-10/14/22- The principal will discuss strategies with the leadership team that will increase the participation of more staff members in decision making team. As a result, a plan will be developed to include more teachers than the ones on the leadership team in decision making.

Person Responsible Jennifer Savigne (pr3381@dadeschools.net)

10/31/22-12/18/22- Create a survey of desired collaborative activities for all teachers to complete. As a result, the principal will take into consideration the opinion of the whole staff when making decisions about activities.

Person Responsible Jennifer Savigne (pr3381@dadeschools.net)

10/31/22-12/18/22- Create a survey of desired professional development activities for all teachers to complete. As a result, the principal will take into consideration the opinion of the whole staff when making decisions about activities.

Person Responsible Jennifer Savigne (pr3381@dadeschools.net)

#4. Instructional Practice specifically relating to Standards-aligned Instruction**Area of Focus Description and Rationale:**

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

According to the 2022 FSA Proficiency data 48% of 3rd grade students were proficient in ELA Based on the data standards aligned instruction will be implemented to meet this critical need.

Measurable Outcome:

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

With the implementation of standards aligned instruction, an additional 10% of students in 3rd grade, will score at grade level or above in the area of ELA on the spring 2023 administration of the state assessment.

Monitoring:

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

The administration will conduct monthly data chats, adjust groups and strategies based on current data in real time, and follow up with regular walk throughs to ensure that strategies and best practices are being implemented. Administrators will review lesson plans and data on a bi-weekly basis.

Person responsible for monitoring outcome:

Jennifer Savigne (pr3381@dadeschools.net)

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

With the targeted element of standards aligned instruction, our school will focus on the on the evidence based strategy of: collaborative planning. Collaborative planning will help teachers to plan targeted lessons aligned to the intended outcome.

Rationale for Evidence-based Strategy:

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

Collaborative planning will ensure that teachers are using standards based instruction and resources to address individual student need and increase proficiency in real time. They will continually collaborate in order to adjust instruction.

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.

08/31/22-10/14/22- Collaborative planning schedules will be implemented. As a result, teachers will plan together for standards aligned instruction.

Person Responsible

Jennifer Savigne (pr3381@dadeschools.net)

08/31/22-10/14/22- Monthly data chats with administration will be conducted. As a result, data will be reviewed and adjustments will be made as needed.

Person Responsible

Jennifer Savigne (pr3381@dadeschools.net)

08/31/22-10/14/22- Teachers will attend PD directly related to the standards. As a result, teachers will teach the standards using the most current resources and strategies.

Person Responsible

Jennifer Savigne (pr3381@dadeschools.net)

08/31/22-10/14/22- Teachers will participate in collaborative planning with their grade levels in order to dissect data on a bi-weekly basis. As a result, teachers will be able to use data to inform instruction.

Person Responsible

Jennifer Savigne (pr3381@dadeschools.net)

10/31/22-12/18/22- Teachers will attend PD directly related to the standards of their subject and grade level (iCads). As a result, teachers will teach the standards using the most current resources and strategies.

Person Responsible Jennifer Savigne (pr3381@dadeschools.net)

10/31/22-12/18/22- Multi grade level collaborative planning schedules will be implemented. As a result, teachers will plan together for standards aligned instruction.

Person Responsible Jennifer Savigne (pr3381@dadeschools.net)

RAISE

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

Area of Focus Description and Rationale

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

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

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

According to the 2022 SAT Proficiency data only 52% of K-2nd grade students were proficient in ELA. Based on the data additional collaborative planning, PD and knowledge of the standards has been proven to be effective in raising proficiency.

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

According to the 2022 FSA Proficiency data only 48% of 3rd - 5th grade students were proficient in ELA. Based on the data additional collaborative planning, PD and knowledge of the standards has been proven to be effective in raising proficiency.

Measurable Outcomes:

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

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

Grades K-2: Measureable Outcome(s)

With the implementation of collaborative planning, an additional 10% of students in K-2nd grade, will score at grade level or above in the area of ELA by the end of the 2022-2023 school year.

Grades 3-5: Measureable Outcome(s)

With the implementation of collaborative planning, an additional 10% of students in 3rd - 5th grade, will score at grade level or above in the area of ELA by the end of the 2022-2023 school year.

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 administration will conduct monthly data chats, adjust groups and strategies based on current data in real time, and follow up with regular walk throughs to ensure that strategies and best practices are being implemented. Administrators will review lesson plans and data on a bi-weekly basis.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Savigne, Jennifer, pr3381@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?

Within the targeted element of collaborative planning, our school will focus on the evidence based strategy of: Collective Efficacy. Collective efficacy will help teachers to work together and celebrate together when

the goals set are met. It will be monitored by sign in sheets and minutes from collaborative planning sessions.

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 will ensure that teachers are using the most updated strategies and resources to address individual student need and increase proficiency in real time. They will continually collaborate in order to adjust.

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
08/31/22-10/14/22- The Literacy Leadership Team will meet monthly to review data and ensure that Collaborative Planning has taken place. As a result, there should be minutes that reflect what was discussed during collaborative planning and lesson plans that match.	Savigne, Jennifer, pr3381@dadeschools.net
08/31/22-10/14/22- Bi-weekly assessments will be used by teachers during collaborative planning sessions to update goals and strategies that target the student need in real time. As a result, student proficiency and understanding of the standards should increase.	Savigne, Jennifer, pr3381@dadeschools.net
08/31/22-10/14/22- Monthly data chats with administration will ensure that meaningful discussions are had about strategies being implemented and which ones are being effective in improving student outcomes. As a result, goals and strategies will be updated each month.	Savigne, Jennifer, pr3381@dadeschools.net
08/31/22-10/22/24- Teachers will participate in quarterly PD that will help them to learn new strategies to implement in their classrooms. As a result, new strategies will be added to instruction in order to improve proficiency.	Savigne, Jennifer, pr3381@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 in school culture are relationships, physical and emotional safety, and connections with the community. Our school creates experiences throughout the year that allow for safe interactions with all stakeholders and welcomes each person as part of our school family. We provide opportunities for all stakeholders to participate and be part of decision making and all are welcome to express their opinion.

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

The stakeholders involved in building a positive culture are the Principal, Assistant Principal, Coaches, Teachers, Counselor and leadership team. The Principal and Assistant Principal monitor new programs that are implemented and help execute activities that involve all stakeholders. Teachers, the Counselor and Coaches assist in providing feedback to and from all other stakeholders. All stakeholders play an important role in building and keeping relationships positive.