

Miami-Dade County Public Schools

Archcreek Elementary School



2022-23 Schoolwide Improvement Plan

Table of Contents

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

Archcreek Elementary School

702 NE 137TH ST, North Miami, FL 33161

<http://archcreek.dadeschools.net>

Demographics

Principal: Myriam Delisma Pierre P

Start Date for this Principal: 7/15/2020

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)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students Economically Disadvantaged Students
School Grades History	2021-22: B (56%) 2018-19: C (48%) 2017-18: C (53%)
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	ATSI
* 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.

Table of Contents

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

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2021-22 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">100%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">99%</p>

School Grades History

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

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Arch Creek Elementary School is to foster a rich, positive, and educational setting where students can achieve their maximum potential by providing a challenging curriculum with respect to their cognitive, religious, social, and linguistic differences.

Provide the school's vision statement.

The vision of Arch Creek Elementary School with the support of staff, parents, and community acknowledges the needs of every child, provides academic achievement and increase self-esteem in a safe, nurturing environment that promotes emotional and social growth with the means to succeed in meeting the challenges of a changing world.

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
Delisma-Pierre, Myriam	Principal	Dr. Delisma-Pierre ensures that the leadership team and faculty collaborate to effectively implement the SIP schoolwide.
Burch, Potria	Assistant Principal	Ms. Burch oversees the development of the SIP. She guides the leadership team and the faculty into developing the goals. She facilitates and monitors the implementation of essential practices.
Louis, Donna	Math Coach	Ms. Louis monitors student academic achievement data and aligns goals to the Needs Assessment/Analysis with the aim of improving instruction.
Yasin, Denise	Reading Coach	Ms. Yasin monitors student academic achievement data and aligns goals to the Needs Assessment/Analysis with the aim of improving instruction.
Baker, Edmond	Instructional Technology	Mr. Baker monitors the implementation of all areas of instructional technology including i-Ready and computer based instruction with the aim of improving instruction.
Dupree, Kendra	School Counselor	Ms. DuPree monitors the implementation of Positive Behavior Reinforcements and incentive programs to enhance social-emotional learning (SEL) and improve student attendance.

Demographic Information

Principal start date

Wednesday 7/15/2020, Myriam Delisma Pierre P

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.*

6

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.*

29

Total number of teacher positions allocated to the school

21

Total number of students enrolled at the school

439

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.

4

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	67	70	47	89	76	83	0	0	0	0	0	0	0	432
Attendance below 90 percent	0	8	4	8	3	5	0	0	0	0	0	0	0	28
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	7	19	11	7	0	0	0	0	0	0	0	46
Course failure in Math	0	0	1	11	19	10	0	0	0	0	0	0	0	41
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	13	15	29	0	0	0	0	0	0	0	57
Level 1 on 2022 statewide FSA Math assessment	0	0	0	10	12	23	0	0	0	0	0	0	0	45
Number of students with a substantial reading deficiency	0	1	11	32	19	33	0	0	0	0	0	0	0	96
	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	2	1	16	18	25	0	0	0	0	0	0	0	62

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	1	13	0	0	0	0	0	0	0	0	0	16
Students retained two or more times	0	0	0	0	0	2	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Tuesday 8/30/2022

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	52	54	67	76	76	83	0	0	0	0	0	0	0	408
Attendance below 90 percent	5	12	15	19	8	13	0	0	0	0	0	0	0	72
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	4	3	8	9	25	0	0	0	0	0	0	0	49
Course failure in Math	0	4	8	8	13	29	0	0	0	0	0	0	0	62
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	12	0	0	0	0	0	0	0	12
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	9	0	0	0	0	0	0	0	9
Number of students with a substantial reading deficiency	0	15	26	58	24	33	0	0	0	0	0	0	0	156

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	4	11	12	8	27	0	0	0	0	0	0	0	62

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	4	5	10	0	0	0	0	0	0	0	0	0	19
Students retained two or more times	0	0	0	0	1	5	0	0	0	0	0	0	0	6

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	52	54	67	76	76	83	0	0	0	0	0	0	0	408
Attendance below 90 percent	5	12	15	19	8	13	0	0	0	0	0	0	0	72
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	4	3	8	9	25	0	0	0	0	0	0	0	49
Course failure in Math	0	4	8	8	13	29	0	0	0	0	0	0	0	62
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	12	0	0	0	0	0	0	0	12
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	9	0	0	0	0	0	0	0	9
Number of students with a substantial reading deficiency	0	15	26	58	24	33	0	0	0	0	0	0	0	156

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	4	11	12	8	27	0	0	0	0	0	0	0	62

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	4	5	10	0	0	0	0	0	0	0	0	0	19
Students retained two or more times	0	0	0	0	1	5	0	0	0	0	0	0	0	6

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	41%	62%	56%				43%	62%	57%
ELA Learning Gains	60%						52%	62%	58%
ELA Lowest 25th Percentile	55%						60%	58%	53%
Math Achievement	52%	58%	50%				57%	69%	63%
Math Learning Gains	71%						56%	66%	62%
Math Lowest 25th Percentile	63%						45%	55%	51%
Science Achievement	51%	64%	59%				25%	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	41%	60%	-19%	58%	-17%
Cohort Comparison		0%				
04	2022					
	2019	47%	64%	-17%	58%	-11%
Cohort Comparison		-41%				
05	2022					
	2019	34%	60%	-26%	56%	-22%
Cohort Comparison		-47%				

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	53%	67%	-14%	62%	-9%
Cohort Comparison		0%				
04	2022					
	2019	61%	69%	-8%	64%	-3%
Cohort Comparison		-53%				
05	2022					
	2019	47%	65%	-18%	60%	-13%
Cohort Comparison		-61%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	24%	53%	-29%	53%	-29%
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	22			16	40						
ELL	32	53	50	50	68	63	40				
BLK	41	61	55	53	71	66	50				
HSP	32	55	55	44	68						
FRL	40	60	54	53	70	63	51				
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	15			5							
ELL	30	36		23	21		23				
BLK	34	33	29	26	23	20	27				
HSP	39	58		29	50		36				
FRL	36	37	19	26	28	24	28				
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	25			38	36						
ELL	33	46	58	54	53	43	18				
BLK	41	53	60	55	55	47	24				
HSP	61	47		77	62		36				
FRL	42	52	63	57	56	47	26				

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	47
Total Points Earned for the Federal Index	440
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	26

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	50
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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	55
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	52
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	55
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?

According to the 2022 data, 41% of students in grades 3-5 were proficient on the 2022 FSA ELA as compared to the 33% in 2021, which is an 8 percentage point increase. According to the 2022 data, 52% of students in grades 3-5 were proficient on the 2022 FSA Math as compared to the 25% in 2021, which is a 27 percentage point increase. According to the 2022 data, 51% of students in grade 5 were proficient on the SSA Science Assessment as compared to the 28% in 2021, which is a 23 percentage point increase. The most significant increases was the 3rd grade math proficiency from 18% in 2021 to 66% in 2022, which is a 48 percentage point increase. Minimal increases in 2022 ELA achievement data indicate a need for improvement in grades 3-5.

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

The 2022 FSA ELA demonstrates the greatest need for improvement. Although the 2022 FSA ELA data indicates minimal increases in grades 3-5, student proficiency is below 50%. According to the data, 39% of students in grade 5 demonstrated proficiency compared to 35% in 2021, which is a 4 percentage point increase.

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

A contributing factor to the minimal increase in FSA ELA is the lack of consistency in Interventions. To address this data point, instructional staff and funds will be reallocated so that the instructional coach can better facilitate and monitor the implementation of interventions.

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

The 2022 FSA Math data showed the most improvement. According to the data, 66% of students in grade 3 demonstrated proficiency compared to 18% in 2021, which is a 48 percentage point increase. According to the data, 51% of students in grade 4 demonstrated proficiency compared to 27% in 2021,

which is a 24 percentage point increase. In addition, the 2022 SSA Science data demonstrated a 51% proficiency as compared to 28% in 2021 which is a 23 percentage point increase.

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

The contributing factors for improvement in FSA Math proficiency is the increased emphasis on Math D.I., Data driven decision making, and purposeful collaborative planning.

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

The strategies that will be implemented in order to accelerate learning is to continue data driven decision making, instructional support/coaching, Differentiated Instruction, and ongoing progress monitoring.

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.

Instructional staff will be provided B.E.S.T./Textbook Adoption in mathematics and B.E.S.T standards will be provided to Math teachers throughout the summer and reinforced during the school year. The opening of school PD days ELA standards and strategies will be provided to ELA teachers August 15 and November 8 2022.

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

The additional services that will be implemented is morning Tutoring/ iReady Camp, T.A.L.E.N.T.S afterschool program, Title III tutoring, Saturday Academy, Science Camp, Winter break and Spring break Academies.

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 Attendance Initiatives

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

Based on the data review, our school will implement the targeted element of Attendance Initiatives. We will target staff and student attendance. According to the 2021-2022 School Climate data, 29% of staff had 10.5+ days absent as opposed to 2020-2021 with 10% with 10.5+ this is a 19 percentage point increase. According to the 2021-2022 School Climate data, 27% of students had 11+ absences as opposed to 2020-2021 with 24% of students with 11+ absences, this is a 3 percentage point increase of students with excessive absences.

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 Attendance Initiatives, then we will see improved student outcomes. With consistent staff incentives, the number of staff members with 10.5+ days will decrease by 10 percentage points and students with 6-10 absences will decrease by 10 percentage points on the 2022 Climate Survey by June 2023.

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

The School Leadership Team will develop an attendance initiative program through the utilization of a staff attendance tracker. Teachers, staff and students with 100% attendance will receive certificates quarterly for perfect attendance. Teachers and staff with 100% attendance will be entered in a monthly drawing to win a prize. The SLT will work collaboratively with district i-attend staff to monitor and target students with consistent truancy to develop strategies to improve attendance. Student attendance is tracked daily utilizing the Attendance Bulletin. Classes with perfect attendance are recognized on the PA. At the end of each week a drawing is conducted to celebrate the winning class.

Person responsible for monitoring outcome:

Potria Burch (pburch@dadeschools.net)

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

Our school will focus on the evidenced strategy of Attendance Initiatives. These initiatives will assist in bridging the absence gap amongst our students. Student absences will be monitored on a weekly basis to prevent excessive absences.

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

The criteria/ resources used for selecting this strategy was the school climate survey and power-bi attendance data. If students and staff attend school every day, then students' learning and achievement will improve. Attendance has a direct impact on learning and student performance.

Describe the resources/criteria used for selecting this strategy.

Action Steps to Implement

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

The school leadership team will provide opportunities for staff members to be recognized for perfect attendance with monthly certificates and other incentives. August 22, 2022 - October 14, 2022.

Person Responsible Potria Burch (pburch@dadeschools.net)

The School Leadership team will provide opportunities for students to be recognized for perfect attendance with Quarterly Certificates for Student Attendance/Student Attendance Monitoring. August 22, 2022 - October 14, 2022.

Person Responsible Kendra Dupree (kdupree@dadeschools.net)

The School Leadership team will provide opportunities for classes to be recognized for perfect attendance with a daily shout out over the P.A. system. Winning classes will be added to a weekly drawing for a popsicle party. August 22, 2022 - October 14, 2022.

Person Responsible Donna Louis (dsaincelaire@dadeschools.net)

District i-Attend staff assigned to Arch Creek will monitor attendance, identify truant students, conference with parents and coordinate home visits with the CIS as needed. August 22, 2022 - October 14, 2022.

Person Responsible Kendra Dupree (kdupree@dadeschools.net)

The Attendance Review Committee will meet with parents of students with excessive absences/ tardies, share student academic/behavioral concerns and continue to monitor student progress. October 31 - December 16, 2022.

Person Responsible Potria Burch (pburch@dadeschools.net)

The School Leadership Team will celebrate the success of students with improved Attendance with a certificate during each quarterly Nine Week Assembly. October 31 - December 16, 2022.

Person Responsible Kendra Dupree (kdupree@dadeschools.net)

#2. Instructional Practice specifically relating to ELA

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

According to the data, a significant concern is 41% of students in grades 3-5 were proficient on the 2022 FSA ELA, from 33% in 2021 which is an 8 percentage point increase. Students in grade 4 demonstrated 31% proficiency in 2021 as compared to 37% in 2022 which is a 6 percentage point increase. Students in grade 5 demonstrated 35% proficiency in 2021 as compared to 39% in 2022 which 4 percentage point increase. We identified these data trends as an area of need because although gains were made, ELA proficiency is at 41% in grades 3-5.

Measurable Outcome:

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

If we successfully implement Data driven decision making, then students in grades 3-5 will demonstrate an increase of 9 percentage points in ELA proficiency. If we successfully implement data driven decision making, then instructional staff will be empowered to make informed decisions on what is best for students. This includes setting high expectations, purposeful teacher placement and differentiating instruction.

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

The SLT will provide support and professional development for teachers. The instructional coach will facilitate collaborative planning where teachers can analyze assessment data and make informed decisions to foster student achievement. This area of focus will be monitored by agendas and sign-in sheets.

Person responsible for monitoring outcome:

Denise Yasin (dwjeanbaptiste@dadeschools.net)

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

Within the targeted element of data driven decision making our school will focus on the evidence-base strategy of differentiation. Differentiation will assist in mitigating learning loss of our L25, ELL, and SWD students to provide a systematic approach of instruction to meet the needs of every learner.

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

This strategy, Data driven decision making, was selected to ensure that teachers are making appropriate educational decisions customized to students' individual needs. The resources/ criteria used will be the FAST PM1 and i-Ready data to place students appropriately.

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.

Instructional staff directly responsible for teaching reading will participate in District and school site training to familiarize themselves with the Intervention Resources, inclusive of the newly adopted reading series and how instruction can be differentiated for all learners. August 22, 2022 - October 14, 2022..

Person Responsible Denise Yasin (dwjeanbaptiste@dadeschools.net)

Administration will conduct monthly data chats with instructional personnel to monitor student movement based upon F.A.S.T. PM1 and i-Ready AP1 Diagnostic Assessment and available bi-weekly assessment data and students will maintain data trackers. August 22, 2022 - October 14, 2022.

Person Responsible Denise Yasin (dwjeanbaptiste@dadeschools.net)

Instructional coaches will provide in-person modelling to classroom teachers on effective planning and implementation of differentiated instruction within the classroom. August 22, 2022 - October 14, 2022.

Person Responsible Denise Yasin (dwjeanbaptiste@dadeschools.net)

The School Leadership Team will facilitate weekly collaborative planning meetings to provide teachers with an opportunity to collaborate and brainstorm challenges, needs, and shared best practices. Teachers will attend collaborative planning and take turns taking the lead and modeling explicit instruction during small groups. August 22, 2022 - October 14, 2022.

Person Responsible Potria Burch (pburch@dadeschools.net)

Administration will conduct weekly classroom walk-throughs during the scheduled ELA, small group and differentiated instructional time to monitor the use of data to tailor instruction to the needs of the learners. October 31 - December 16, 2022.

Person Responsible Potria Burch (pburch@dadeschools.net)

Planning for D.I. will occur during grade level planning. Student grouping will be adjusted based on district assessments. D.I. Planning sheets and rotation charts will be posted and monitored. October 31 - December 16, 2022.

Person Responsible Denise Yasin (dwjeanbaptiste@dadeschools.net)

#3. Transformational Leadership specifically relating to Leadership Development

Area of Focus
Description and Rationale: Based on the data review, our school will implement the targeted element of Leadership Development. We will target this area of focus to build teacher efficacy and improve staff morale. According to the 2022 School Climate Data 57% of staff disagree that morale at the school is high as opposed to the 2021 climate data at 24% of staff disagree that staff morale is high. This is a 34 percentage point increase.
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome: If we successfully implement Leadership Development, then we will see improved staff morale. With improved staff morale student achievement will be positively impacted. We expect to see a 35 percentage point increase in staff that feel that "staff morale is high at my school" on the school climate survey.
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Monitoring: Social and Cultural committees will be developed and implemented throughout the school year. The administrative team will facilitate implementation monthly and provide opportunities for committees to meet monthly. The SLT will provide Team Building activities monthly to facilitate improved staff morale. This area of focus will be monitored with meeting agendas and sign-in sheets.
Describe how this Area of Focus will be monitored for the desired outcome.

Person responsible for monitoring outcome: Myriam Delisma-Pierre (drdelismapierre@dadeschools.net)

Evidence-based Strategy: Our school will focus on the evidence-based strategy of Shared Leadership and Empowering others. These initiatives will assist in developing leaders and increasing cohesiveness amongst staff members.
Describe the evidence-based strategy being implemented for this Area of Focus.

Rationale for Evidence-based Strategy: If staff members feel empowered and participate in shared leadership then the school culture will improve. If staff morale improves, then students' learning and achievement will improve. School culture has a direct impact on learning and student performance. The resources/ criteria used for selecting this strategy was the school climate survey and staff survey.
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

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

The SLT will facilitate monthly grade level chairperson meetings so that team members share grade level expectations and effective teaching strategies. Grade level chairpersons will share and discuss the needs of the teachers on their respective teams. August 22, 2022 - October 14, 2022.

Person Responsible Potria Burch (pburch@dadeschools.net)

We will implement school-wide committees concerning the areas of safety/ discipline, health/wellness, awards, and culture/ social. These committees will meet monthly to develop goals and activities for student enrichment. August 22, 2022 - October 14, 2022.

Person Responsible Kendra Dupree (kdupree@dadeschools.net)

PLC will be implemented to further develop potential instructional leaders within the staff. These PLC will be developed based on strengths and areas of interest to garner staff buy-in. August 22, 2022 - October 14, 2022.

Person Responsible Donna Louis (dsaincelaire@dadeschools.net)

Instructional staff will be invited to participate and join EESAC meetings to share grade level needs and impact decisions made for the well being of students and staff. August 22, 2022 - October 14, 2022.

Person Responsible Kendra Dupree (kdupree@dadeschools.net)

The Leadership Team will work to provide the instructional staff with opportunities to engage in collaborative planning, team building activities, Professional Learning Communities, and share best practices. October 31 - December 16, 2022.

Person Responsible Donna Louis (dsaincelaire@dadeschools.net)

Grade level chairpersons will facilitate the sharing of best practices and presenting grade level highlights at faculty meetings. Grade level chairpersons attend leadership team meetings, share information with the grade teams, and facilitate the implementation of strategies and practices gained from trainings and meetings. October 31 - December 16, 2022.

Person Responsible Denise Yasin (dwjeanbaptiste@dadeschools.net)

#4. Instructional Practice specifically relating to Differentiation**Area of Focus****Description and Rationale:**

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

According to the data, a significant concern is 41% of students in grades 3-5 were proficient on the 2022 FSA ELA, from 33% in 2021 which is an 8 percentage point increase. We identified these data trends as an area of need because although gains were made, ELA proficiency is below 50% in grades 3-5. ELA data trends indicate a decline over 4 years: 2021 FSA ELA data indicates students were at 35% proficiency, 2019 at 43%, 2018 at 49% and 2017 at 50%.

Measurable**Outcome:**

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

If we successfully implement Differentiation, then 50% of students in grades 3-5 will demonstrate proficiency as evidenced by the 2022-2023 statewide assessment. The individual needs of the students will be met through small group instruction.

Monitoring:

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

The instructional coach will facilitate D.I. planning where teachers can analyze assessment data to group students and make informed decisions to foster student achievement. This area of focus will be monitored by the use of D.I. planning sheets, agendas and sign-in sheets.

Person responsible for monitoring outcome:

Denise Yasin (dwjeanbaptiste@dadeschools.net)

Evidence-based**Strategy:**

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

Differentiation is a process embedded in the culture of the school where data is used at every level to make informed decisions on what is best for students. This includes goal setting, interventions, planning for D.I. and selecting appropriate instructional strategies and resources to meet the needs of every learner.

Rationale for Evidence-based Strategy:

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

This strategy, Differentiation, was selected to ensure that teachers are making appropriate educational decisions customized to students' individual needs. The resources/ criteria used will be the ELA bi-weekly assessment data to place students appropriately.

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.

Administration will conduct monthly data chats with instructional personnel to monitor student movement based upon F.A.S.T. PM1 and i-Ready AP1 Diagnostic Assessment and available bi-weekly assessment data and students will maintain data trackers. August 22, 2022 - October 14, 2022.

Person Responsible Potria Burch (pburch@dadeschools.net)

The Instructional Coach will provide ELA teachers bi-weekly assessment data to utilize in weekly common planning to include planning for D.I. August 22, 2022 - October 14, 2022.

Person Responsible Denise Yasin (dwjeanbaptiste@dadeschools.net)

The Instructional Coach will provide in-person modelling to classroom teachers on effective planning and implementation of differentiated instruction within the classroom. August 22, 2022 - October 14, 2022.

Person Responsible Denise Yasin (dwjeanbaptiste@dadeschools.net)

Instructional coaches will facilitate implementation of D.I. data trackers to enable student/teacher data conferencing. August 22, 2022 - October 14, 2022.

Person Responsible Denise Yasin (dwjeanbaptiste@dadeschools.net)

Planning for D.I. will occur during grade level planning. Student grouping will be adjusted based on district assessments. D.I. Planning sheets and rotation charts will be posted and monitored. October 31 - December 16, 2022.

Person Responsible Denise Yasin (dwjeanbaptiste@dadeschools.net)

Instructional Coaches/ Designated teachers will attend core subject ICADS and disseminate information to their grade teams. The Leadership team will facilitate bi-weekly opportunities for grade level D.I. planning, modeling of D.I. strategies shared at ICADs. October 31 - December 16, 2022.

Person Responsible Denise Yasin (dwjeanbaptiste@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 data, 59% of students in grades K-2 placed in Tier 1 on the 2022 i-Ready AP3, from 15% at AP1, which is a 44-percentage point increase. In Kindergarten, 78% of students were placed in Tier 1 compared to 0% at AP1. In First grade, 37% of students were placed in Tier 1 compared to 10% at AP1. In Second grade, 62% of students were placed in Tier 1 compared to 14% at AP1.

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

According to the data, 41% of students in grades 3-5 were proficient on the 2022 FSA ELA, from 33% in 2021 which is a 8-percentage point increase. In grade 3, 37% of students scored below a level 3 compared to 33% in 2021. In grade 4, 33% of students scored below a level 3 percent compared to 31% in 2021. In grade 5, 28% of students scored below a level 3 compared to 35% in 2021.

Measurable Outcomes:

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

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

Grades K-2: Measureable Outcome(s)

If we successfully implement ELA standards, utilize data-driven instruction and collaborative planning we will see and increase of 11% of students in Kindergarten through second grade scoring at Tier 1. If these students exit their current grade scoring at Tier 1, we can expect to see an increase in proficiency at grades 3-5.

Grades 3-5: Measureable Outcome(s)

If we successfully implement ELA standards utilizing data-driven instruction and collaborative planning we will see an increase in 9 percentage points in grades 3-5 student proficiency. We expect to see an increase of 8 percentage points of third grade students scoring Level 3 on the 2023 F.A.S.T. PM3. We also expect to see an increase of 7 percentage points of fourth grade students scoring Level 3 on the 2023 F.A.S.T. PM3. In addition, we expect to see an increase of 7 percentage points of fifth grade students scoring Level 3 on the 2023 F.A.S.T. PM3.

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 monitor implementation of Teacher-Driven decision making, facilitate scheduling, and sit in on debriefing conferencing. The Leadership Team will schedule monthly data chats with teachers to review available data and make instructional changes. Additionally, grade levels will plan collaboratively and share grade level data to ensure that planning is tailored to the needs of learners. Learners in grades 2-5 will maintain data trackers in their folders so that they can monitor their ongoing progress.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Burch, Potria, pburch@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 evidenced based strategy we will utilize is Standards Based Collaborative Planning at common planning times on a weekly basis.

Rationale for Evidence-based Practices/Programs:

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

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

The purpose for selecting this practice is to bring teachers together to learn from one another and collaborate on strategies that will lead to improvements in standards-aligned lessons and student achievement. Standards-based lessons and resources are improved when teachers, grade level/ subject level teams work on them collaboratively.

Action Steps to Implement:

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>Literacy Leadership: The leadership team will monitor Collaborative planning, Teacher-Driven decision making, schedule monthly data chats, and sit in on debriefing conferencing to review available data and make instructional changes. August 22, 2022 - October 14, 2022.</p>	Burch, Potria, pburch@dadeschools.net
<p>Literacy Leadership: The Reading Coach and ELA teachers will plan collaboratively, share best practices and plan for D.I. Instruction to small groups based on Progress Monitoring PM1 assessment data. August 22, 2022 - October 14, 2022.</p>	Yasin, Denise, dwjeanbaptiste@dadeschools.net
<p>Literacy Coaching: The reading coach will implement modeling and coaching cycles to ensure standards based instruction takes place. This will ensure that effective ELA teaching takes place to impact student achievement. August 22, 2022 - October 14, 2022.</p>	Yasin, Denise, dwjeanbaptiste@dadeschools.net
<p>Literacy Coaching: ELA teachers will meet for common planning, utilize pacing guides, and implement B.E.S.T. standards to effectively deliver instruction for students. August 22, 2022 - October 14, 2022.</p>	Yasin, Denise, dwjeanbaptiste@dadeschools.net
<p>Assessment: Instructional staff will implement and monitor FAST Progress Monitoring within their classroom. Students will be provided the opportunity to test in an environment conducive to performing at their best. August 22, 2022 - October 14, 2022.</p>	Burch, Potria, pburch@dadeschools.net
<p>Assessment: Instructional staff will utilize the results for the F.A.S.T Assessment PM1 and i-ready AP1 to make data-driven decisions and group students according. August 22, 2022 - October 14, 2022.</p>	Yasin, Denise, dwjeanbaptiste@dadeschools.net
<p>Professional Learning: Grade level teams will meet monthly to share best practices and instructional strategies to ensure that planning is tailored to the needs of learners. August 22, 2022 - October 14, 2022.</p>	Louis, Donna, dsaincelaire@dadeschools.net
<p>Professional Learning: Instructional staff will share their PD needs with the SLT. Professional learning will be tailored based on areas of interest and needs of the staff. The PD Liaison will schedule and provide meaningful content during Mandatory PD days and during PLCs.</p>	Louis, Donna, dsaincelaire@dadeschools.net
<p>The Reading Coach and ELA teachers will continue to plan collaboratively, share best practices and monitor D.I. Instruction/ adjustment of small groups based on bi-weekly assessment data. The reading coach will utilize Impact Review findings to develop new coaching cycles and make adjustments based on identified areas for improvement. October 31 - December 16, 2022.</p>	Yasin, Denise, dwjeanbaptiste@dadeschools.net

Action Step	Person Responsible for Monitoring
Instructional staff will continue to implement and monitor FAST Progress Monitoring (PM2) within their classroom. The results of FAST Progress Monitoring (PM2) will be utilized to conference with students/data debriefing and adjust student groups as needed. October 31 - December 16, 2022.	Louis, Donna, dsaincelaire@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.

The School Leadership Team incorporates teachers in the decision-making process through various committees. The SLT will implement team building activities designed to provide opportunities for teachers to share best practices during PLC's and school site training. We will also provide multiple opportunities for teachers to participate in the school improvement process and provide input during EESAC.

The School Leadership Team will develop an attendance initiative program through the utilization of a staff attendance tracker. Teachers and staff with 100% attendance will receive quarterly certificates. Teachers and staff with 100% attendance within a grading period will participate in a drawing to win a prize.

With the aim of promoting student positive behavior, the mentoring program, "Mentors of the Heart" will be implemented. Students with EWI and L25 students will be assigned a mentor to interact daily with a well-planned check-in system and communication log. In addition, to promote teacher retention, novice teachers will be assigned to a mentor teacher. Ample opportunities will be provided to both mentor/mentee to collaborate on a consistent basis.

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

The School Leadership Team will Celebrate Successes of students and staff members as each cultural goal is reached. The SLT will implement Attendance Initiatives for all stakeholders. Students and staff will be given certificates quarterly to recognize Perfect Attendance for each grading period. Teacher's names will be placed in a drawing to receive a prize quarterly at faculty meetings.

The School Leadership Team and the school counselor will implement a Mentorship program to address the data components indicating the need for improvement. We will educate students what bullying means and strategies to combat bullying. Students will be provided with grade level assemblies to present the Code of Student Conduct and school-wide discipline procedures. The School Counselor will Implement the Character Education curriculum such as Values Matter, Cloud9World and Quaver SEL. Students with EWI will be assigned a mentor to interact daily with through a well planned check-in system.