

Miami-Dade County Public Schools

Dr. Manuel C. Barreiro Elementary School



2022-23 Schoolwide Improvement Plan

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Dr. Manuel C. Barreiro Elementary School

5125 SW 162ND AVE, Miami, FL 33185

<http://mcbe.dadeschools.net>

Demographics

Principal: Deborah Leal

Start Date for this Principal: 7/27/2015

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	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	68%
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 (74%) 2018-19: A (76%) 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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5125 SW 162ND AVE, Miami, FL 33185

<http://mcbe.dadeschools.net>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2021-22 Title I School</p> <p>No</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>68%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>98%</p>

School Grades History

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

School Board Approval

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SIP Authority

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Dr. Manuel C. Barreiro Elementary School is to develop motivated children to believe they will excel.

Provide the school's vision statement.

Our vision is to develop productive, globally-minded citizens, who will have an impact on our environment and who will be prepared to enter an ever-changing, interconnected 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
Correa, Maritza	Principal	Ensure the vision and mission is aligned with school and district initiatives, set the purpose for the use of data to make decisions regarding the school, maintain stakeholders informed of current implementation plans, as well as providing documentation that supports progress towards the school's goals, monitor the fidelity of interventions, and provide ongoing staff development based on data trends compiled from student performance indicators.
Rodriguez, Aline	Teacher, PreK	Assist in the data collection, provide vital information about curriculum, provide professional development, and assist with the design and implementation for progress monitoring and efficiency of interventions.
Ares, Isel	Assistant Principal	Ensure the vision and mission is aligned with school and district initiatives, set the purpose for the use of data to make decisions regarding the school, maintain stakeholders informed of current implementation plans, as well as providing documentation that supports progress towards the school's goals, monitor the fidelity of interventions, and provide ongoing staff development based on data trends compiled from student performance indicators.
Gotay-Cano, Melissa	School Counselor	Fosters family and community partnerships to support the social/emotional and academic development of all students. Infuses cultural competence, ethical and professional competencies in planning, organizing, implementing and evaluating the comprehensive school counseling program.

Demographic Information

Principal start date

Monday 7/27/2015, Deborah Leal

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.*

40

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

1

Total number of teacher positions allocated to the school

41

Total number of students enrolled at the school

549

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

0

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

0

Demographic Data

Early Warning Systems

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	72	85	92	94	103	108	0	0	0	0	0	0	0	554
Attendance below 90 percent	0	7	7	7	8	6	0	0	0	0	0	0	0	35
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	4	5	6	2	0	0	0	0	0	0	0	19
Course failure in Math	0	0	1	2	3	5	0	0	0	0	0	0	0	11
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	2	5	7	0	0	0	0	0	0	0	14
Level 1 on 2022 statewide FSA Math assessment	0	0	0	2	6	10	0	0	0	0	0	0	0	18
Number of students with a substantial reading deficiency	0	2	6	10	9	10	0	0	0	0	0	0	0	37

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	3	3	5	8	0	0	0	0	0	0	0	21

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	6	4	3	2	0	0	0	0	0	0	0	0	0	15
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Friday 8/26/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	74	82	89	89	89	115	0	0	0	0	0	0	0	538
Attendance below 90 percent	7	3	4	4	1	6	0	0	0	0	0	0	0	25
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	1	4	3	2	3	0	0	0	0	0	0	0	13
Course failure in Math	0	0	1	1	4	7	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Number of students with a substantial reading deficiency	0	7	14	18	12	17	0	0	0	0	0	0	0	68

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	1	1	4	3	2	5	0	0	0	0	0	0	0	16

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	4	4	3	3	0	0	0	0	0	0	0	0	0	14
Students retained two or more times	0	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	74	82	89	89	89	115	0	0	0	0	0	0	0	538
Attendance below 90 percent	7	3	4	4	1	6	0	0	0	0	0	0	0	25
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	4	3	2	3	0	0	0	0	0	0	0	13
Course failure in Math	0	0	1	1	4	7	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Number of students with a substantial reading deficiency	0	7	14	18	12	17	0	0	0	0	0	0	0	68

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	1	1	4	3	2	5	0	0	0	0	0	0	0	16

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	4	4	3	3	0	0	0	0	0	0	0	0	0	14
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	80%	62%	56%				81%	62%	57%
ELA Learning Gains	77%						73%	62%	58%
ELA Lowest 25th Percentile	66%						61%	58%	53%
Math Achievement	78%	58%	50%				85%	69%	63%
Math Learning Gains	79%						88%	66%	62%
Math Lowest 25th Percentile	68%						76%	55%	51%
Science Achievement	68%	64%	59%				69%	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	82%	60%	22%	58%	24%
Cohort Comparison		0%				
04	2022					
	2019	72%	64%	8%	58%	14%
Cohort Comparison		-82%				
05	2022					
	2019	83%	60%	23%	56%	27%
Cohort Comparison		-72%				

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	79%	67%	12%	62%	17%
Cohort Comparison		0%				
04	2022					
	2019	87%	69%	18%	64%	23%
Cohort Comparison		-79%				
05	2022					
	2019	86%	65%	21%	60%	26%
Cohort Comparison		-87%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	68%	53%	15%	53%	15%
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	47	52	42	42	56	44	13				
ELL	81	81	61	74	82	76	60				
HSP	80	76	66	77	79	66	68				
FRL	77	76	64	72	78	65	62				
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	33	20	20	30	40	27	27				
ELL	71	51	35	62	36	15	49				
HSP	72	46	32	64	42	27	59				
FRL	71	48	36	60	40	28	61				
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	47	48	59	66	85	84	27				
ELL	76	73	61	84	89	77	65				
ASN	85			100							
HSP	81	73	60	85	88	75	69				
FRL	79	69	57	84	86	71	70				

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	74
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	73
Total Points Earned for the Federal Index	589
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	43
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	74
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	73
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	71
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?

The overall proficiency of all subjects increased in all subjects. In ELA, overall achievement went from a 73% in 2021 to an 81% in 2022, Learning Gains went from a 48% in 2021 to a 76% in 2022, and the Lowest 25 went from a 33% in 2021 to a 67% in 2022. In Math, overall achievement went from a 65% in 2021 to an 79% in 2022, Learning Gains went from a 44% in 2021 to a 79% in 2022, and the Lowest 25 went from a 29% in 2021 to a 67% in 2022. Also, our Science achievement level went from a 60% in 2021 to a 68% in 2022.

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

Our 5th Grade Math Lowest 25 Learning Gains group has demonstrated the greatest need for improvement, with a 57% proficiency level. However, due to the 2022-2023 being a baseline year, our greatest need for improvement is our 5th Grade Math Proficiency, with a 71% achievement proficiency.

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

Due to restrictions, there were numerous teaching strategies, such as Differentiated Instruction, that were not implemented with fidelity for the entire school year.

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

According to the 2021-2022 FSA, Mathematics Learning Gains increased 35 percentage points to 79% in 2022 as compared to 44% in 2021.

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

Our school was able to implement L25 mathematics tutoring before and after school using ESSER funds.

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

The strategies that will need to be implemented in order to accelerate learning are Differentiated Instruction, On-Going Progress Monitoring, and Standards-Based Collaborative Planning.

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 opportunities to continue professional growth throughout the 2022-2023 school year in the areas of our new B.E.S.T. Standards for ELA/Math (including new Math series), On-Going Progress Monitoring, Schoology, and Social and Emotional Learning (SEL).

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

Collaborative planning will continue to be scheduled weekly to provide opportunities for teachers to have discussions on how to implement effective strategies that are aligned to guide instruction.

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 Differentiation

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 Differentiation. We selected the overarching area of Differentiation based on our 5th grade Math proficiency of 71%. Even though our percent of student achievement did increase from a 65% in 2021, it is our lowest achieving grade in 2022. We will provide the scaffolding necessary for our 5th grade Math to access grade-level content in order to achieve proficiency.

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 with fidelity, then our 5th grade math proficiency will increase by a minimum of 4-percentage points as evidenced by 2023 State Assessments.

Monitoring:

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

Administrators will conduct periodic data chats to monitor the necessary adjustments based on current data from Mathematics Topic Assessments. In addition, weekly lesson plans will be used to indicate what method of differentiated instruction will be used (content, process, or product). Data Analysis of formative assessments will be reviewed monthly to observe progress.

Person responsible for monitoring outcome:

Isel Ares (iselares@dadeschools.net)

Evidence-based Strategy:

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

Within the Targeted Element of Differentiation, our school will focus on the evidence based strategy of Differentiated Instruction. Differentiated Instruction is a strategy used to tailor instruction to meet individual needs.

Rationale for Evidence-based Strategy:

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

Differentiated Instruction will ensure effective teaching that involves providing different students with different avenues to learning. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

Action Steps to Implement

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

August 22 - October 14

The Leadership Team will conduct grade level data chats with Grade Level Chairs and teachers to discuss data strengths and weaknesses, as a grade level and individual classrooms. A variety of instructional strategies and resources will be made available to the teachers to implement, and to increase student achievement.

Person Responsible Isel Ares (iselares@dadeschools.net)

August 22 - October 14

Grade Level Chairs will use data findings from F.A.S.T. PM1, i-Ready AP1, topic assessments, bi-weekly assessments, and Performance Matters to develop differentiated lessons and activities, which will facilitate meeting the needs of all students.

Person Responsible Isel Ares (iselares@dadeschools.net)

August 22 - October 14

Each student will have a folder for DI (differentiated instruction) activities. It will include tracking sheets and evidence of DI activities targeting student weaknesses, in primary and secondary standards.

Person Responsible Maritza Correa (mcorrea@dadeschools.et)

August 22 - October 14

Teachers will create DI (differentiated instruction) groups based on collected data and the student's individual learning profile: content, process, products, and/or the learning environment to be able to target each student's individual need in a similar arrangement.

Person Responsible Maritza Correa (mcorrea@dadeschools.et)

October 31 - December 16

During common planning with administration, teachers will bring student journals/DI folders to compare and share best practices, to increase student achievement.

Person Responsible Vanessa Sanguily (vsanguily@dadeschools.net)

October 31 - December 16

Teachers will meet with administration to analyze data that has been collected from i-Ready AP1, math Topic Assessments, and ELA bi-weekly tests to restructure DI and intervention groups, to increase student engagement and enrichment.

Person Responsible Isel Ares (iselares@dadeschools.net)

#2. 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.

A comparison of scores from 2021 to 2022 indicates our overall ELA achievement increased eight percentage points and our Math increased 14 percentage points. This shows the importance of aligning curriculum to current state standards. Based on the data review from 2022, our school will implement the Targeted Element of Standards-Aligned Instruction. Standards-Aligned Instruction was selected due to the adoption of the new B.E.S.T. standards, math series, and statewide testing of F.A.S.T.

Measurable Outcome:

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

If we successfully implement Standards-Aligned Instruction, then our 5th Grade math achievement proficiency level will increase by a minimum of four percentage points as evidenced by the 2023 State Assessments.

Monitoring:

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

The Leadership Team will participate in weekly common planning meeting to review lesson plans, alignment of resources, and monitor fidelity to the Pacing Guide(s).

Person responsible for monitoring outcome:

Isel Ares (iselares@dadeschools.net)

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

Our school will focus on the evidence based strategy of Standards-Based Collaborative Planning. Common planning times have been allocated in teacher schedules and will assist in achieving a higher proficiency within our 5th Grade math students, as teachers will be able to discuss instructional strategies and standard aligned resources during planning time.

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

Standards-Based Collaborative Planning will ensure and provide opportunities for teachers to work together, make connections through examining their practice and data, promote learning, consult with colleagues, and develop ideas, all while incorporating standards-aligned resources.

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.

August 22 - October 14

Administration and Grade Level Chairs will participate in weekly common planning meetings, and the teams will use the B.E.S.T. standards, as well as the district Pacing Guides, to create challenging lessons and share instructional practices to support learning for all students.

Person Responsible Maritza Correa (pr0211@dadeschools.net)

August 22 - October 14

Teachers, Grade Level Chairs, and Administrators will analyze F.A.S.T. PM1 data, topic assessments, bi-weekly assessments, and i-Ready data during collaborative common planning to plan for differentiated instruction and effective whole group lessons, while targeting the new state standards to increase student achievement.

Person Responsible Isel Ares (iselares@dadeschools.net)

August 22 - October 14

Teacher Leaders will attend professional developments provided by the district and share information learned from the gatherings and best practices during common planning time and faculty meetings. This will give teachers the opportunity to teach from a variety of teaching strategies.

Person Responsible Maritza Correa (pr0211@dadeschools.net)

August 22 - October 14

Grade Level Chairs will ensure their teams have shared goals and have strategies to discuss during weekly meetings. They will incorporate tasks to achieve, meet with the Leadership Team to identify grade level weaknesses, and identify useful resources to efficiently use for reinforcement.

Person Responsible Isel Ares (iselares@dadeschools.net)

October 31 - December 16

During faculty meetings, teachers will share iCAD and information from the math content academies to assist the faculty in using standard-aligned resources made available by the district. In addition, they will assist the faculty in learning the new feature from the Pacing Guide(s) and series, to increase student achievement.

Person Responsible Vanessa Sanguily (vsanguily@dadeschools.net)

October 31 - December 16

Due to the increase in immigrant students, teachers will share best practices for ELL students and review resources, such as Imagine Learning, to further increase student achievement for this subgroup.

Person Responsible Isel Ares (iselares@dadeschools.net)

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

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

According to the 2021 School Climate Survey feedback from staff, 84% of teachers strongly agreed that administrators solve problems effectively, in comparison to 77% of teachers during the 2022 School Climate Survey feedback, indicating a decrease of 6-percentage points. We acknowledge the need to be more present in the classroom through Teacher Feedback/Walkthroughs, as it will assist administrators to understand any situation a teacher is going through and be able to provide help and solve problems more effectively.

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

If we effectively implement the Targeted Element of Teacher Feedback/Walkthroughs effectively, administrators will gather important information about the teaching and learning going on. Also, administrators will be able to understand situations brought by teachers by being able to experience it in the classroom. It will also raise the percentage of teachers that strongly agree their ideas are listened to and considered by 10-percentage points by June 2023 in the School Climate Survey.

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

Administration will come up with a schedule and system to target all classrooms by all administrators through a rotation. By following the schedule with fidelity, teachers will be able to communicate their concerns quickly, as well as feel supported by the substantial and constructive feedback from administration.

Person responsible for monitoring outcome:

Maritza Correa (pr0211@dadeschools.net)

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

Our school will focus on the evidence based strategy of Consistent, Developmental Feedback. This strategy is achieved by working collaboratively with teachers to discuss lessons, the choice of instructional strategies, and the impact on students. Sharing feedback that starts on a positive note, provides non-judgmental observations, and targets clear expectations, will allow for reflective conversations.

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

Teacher Feedback/Walkthrough strategies, including Consistent, Developmental Feedback, will assist in creating a more collaborative team and help both administrators and teachers brainstorm and solve problems together. Teachers will have clear expectations and administrators will be able to identify teacher strengths more effectively. As a result, teachers will feel more supported and student achievement will increase.

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.

August 22 - October 14

Administration will create a schedule for walkthroughs to be held in the first quarter, and visit all classrooms. These walkthroughs will only consist of no more than 10 minutes and the administrator will leave a note sharing something positive that was observed, to increase staff morale.

Person Responsible Maritza Correa (pr0211@dadeschools.net)

August 22 - October 14

Administrators will create a shared Excel sheet and input information observed during walkthroughs. By noting the information on the live document for only administrators to view and edit, they can filter teachers to compare notes and identify strengths and weaknesses in subjects, times of day, etc.

Person Responsible Isel Ares (iselares@dadeschools.net)

August 22 - October 14

Adhering to the walkthrough schedule with fidelity, administrators will collectively choose a teacher to spotlight every month and share an effective/creative instructional practice or positive characteristic they have observed to build staff relationships.

Person Responsible Maritza Correa (pr0211@dadeschools.net)

August 22 - October 14

After a walkthrough, the administrator will follow-up with an email or a face-to-face conversation highlighting positive attributes of the lesson and giving the teacher an opportunity to reflect and build relationships with administration.

Person Responsible Isel Ares (iselares@dadeschools.net)

October 31 - December 16

After collaborating with the leadership team, teachers will periodically be selected to share one best practice observed through a walkthrough with their peers during common planning or a faculty meeting, to build confidence in the staff.

Person Responsible Vanessa Sanguily (vsanguily@dadeschools.net)

October 31 - December 16

Administration along with the leadership will restructure the walkthrough schedule, as needed, to make sure all parties observing are able to visit a variety of teachers during different blocks not yet observed, to appreciate different subjects and/or groups the teacher instructs.

Person Responsible Maritza Correa (pr0211@dadeschools.net)

#4. Positive Culture and Environment specifically relating to Team Building Activities

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 School Climate Survey feedback from staff, 79% of teachers strongly agreed that their ideas are listened to and considered, in comparison to 67% of teachers during the 2022 School Climate Survey feedback, indicating a decrease of 13-percentage points. This decline is an indication that staff morale has weakened, supporting our focus relating to Team Building Activities.

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

If we effectively implement the Targeted Element of Team Building Activities, we will build strong relationships with our teachers, which will increase our staff morale. It will also raise the percentage of teachers that strongly agree their ideas are listened to and considered by a 10-percentage points by June 2023 in the School Climate Survey.

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

Administration and the Leadership Team will plan team building activities throughout the school year and include them in faculty meetings, various school events, and on random weekdays, making sure the activities occur periodically.

Person responsible for monitoring outcome: Maritza Correa (pr0211@dadeschools.net)

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

Within the Targeted Element of Team Building Activities our school will focus on the evidence based strategy of Empowering Teachers and Staff. Empowered Teachers and Staff are given the encouragement and support necessary to take risks and engage in professional developments to share ideas, while collaborating with their colleagues, and this process is essential to success in education.

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

Team Building Activities, that in turn, include methods of the Area of Focus to Empower Teachers and Staff, will assist in creating a more positive school culture and environment. In addition, it provides the teachers and staff opportunities to be leaders, which will allow for many occasions to share ideas.

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.

August 22 - October 14
 Administration will provide teachers with the opportunity to participate in team building activities during faculty meetings, such as a Kahoot! game incorporating the Faculty Handbook and the school's theme, playing Flashlight by having the primary and intermediate teachers separate in teams and come up with songs, and providing raffles to choose from a variety of supplies to build relationships.

Person Responsible Maritza Correa (pr0211@dadeschools.net)

August 22 - October 14

There will be a monthly calendar indicating the scheduled date for each grade level and department to enjoy a breakfast. This will provide opportunities to build trust and caring relationships, and the dates will be added to the school's weekly newsletter.

Person Responsible Melissa Gotay-Cano (195928@dadeschools.net)

August 22 - October 14

The second Faculty Meeting of the month will include a team building activity which will engage our teachers to form personal bonds, and in turn, boost employee morale.

Person Responsible Isel Ares (iselares@dadeschools.net)

August 22 - October 14

In the office, there will be a bulletin board titled, "Positive Notes Only" where teachers will write a positive trait and/or something special they have noticed another teacher or staff member practice with their students/colleagues, to increase staff morale.

Person Responsible Melissa Gotay-Cano (195928@dadeschools.net)

October 31 - December 16

"Positive Notes Only" will also be enhanced during faculty meetings, as teachers will choose someone in the faculty, write something special about them, take a picture of the note, and text that person. This will create an instant increase in staff morale.

Person Responsible Vanessa Sanguily (vsanguily@dadeschools.net)

October 31 - December 16

Teachers will submit baby pictures of themselves, and in every faculty meeting some will be portrayed through Kahoot!. Teachers will guess who it belongs to, and a prize will be given to the person who wins. This activity will build relationships within the faculty and staff.

Person Responsible Isel Ares (iselares@dadeschools.net)

Positive Culture & Environment

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

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

Our strengths within school culture are in relationships and engaging Learning Environment. Our school maintains a pattern of supportive interactions, which foster positive staff student relationships. Staff are provided opportunities to take part in Team-Building activities and join together to share celebrations of personal and professional success. At our school we create a family atmosphere, which increases student interactions with peers and teachers. Building positive school relationships promotes a cognitively stimulating environment. Encouraging school pride fosters high expectations for educational opportunities.

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

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principals, Teacher Leaders, and Counselors (our School Leadership Team). The Principal's role is to set the tone for our school culture. This culture sets the context within which staff and students work. The Assistant Principals execute practices that support the success of the school through collaboration and ensure all information is shared with all stakeholders. Teacher Leaders provide access to the necessary resources for successful teaching and are an intricate part of the communication with all stakeholders. Counselors promote a supportive and safe environment for all stakeholders to feel comfortable and provide social and emotional support