Coconut Palm K 8 Academy

2022-23 Schoolwide Improvement Plan

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Coconut Palm K 8 Academy

24400 SW 124TH AVE, Homestead, FL 33032

http://coconutpalm.dadeschools.net

Demographics

Principal: Jose Pena　　　　　　　　　　Start Date for this Principal: 11/19/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (56%) 2018-19: C (50%) 2017-18: C (51%)
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.

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School Demographics

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

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

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

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

In collaboration with parents, students and the community, Coconut Palm K-8 Academy will provide a safe, supportive environment with a variety of educational opportunities designed to empower students to be self-directed learners who attain the knowledge, skills, and character necessary to become confident, responsible, contributing members of our changing and global society.

Provide the school's vision statement.

Coconut Palm K-8 Academy will provide a learning environment that encourages and expects academic success, personal growth, and responsible citizenship by establishing rigorous instruction and challenging performance standards in order to prepare students for the complexities of the 21st century.

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
Pena, Jose	Principal	Plans, organizes, administers, and directs all activities and functions at the school, which are essential to the operation of an effective and efficient instructional environment that provides maximum opportunity for student growth.
Garrote-Lee Sang, Lorena	Assistant Principal	Supports the principal in planning, organizing, administering, and directing all activities and functions at the school, which are essential to the operation of an effective and efficient instructional environment that provides maximum opportunity for student growth.
Alonso, Megan	Reading Coach	The Instructional Coach directs instructional services related to improving and supporting kindergarten through fifth grade literacy instruction at the school. The Instructional Coach coordinates collaborative planning to support the development of rigorous standard-based lessons and utilizes the coaching model to support teachers in effective evidenced-based instructional strategies that will improve students' academic success.
Burgess, Tanisha	Math Coach	The Instructional Coach directs instructional services related to improving and supporting classroom instruction at the school. The Instructional Coach coordinates collaborative planning to support the development of rigorous standard-based lessons and utilizes the coaching model to support teachers in effective evidenced-based instructional strategies that will improve students' academic success.
Camargo, Jenny	Reading Coach	The Instructional Coach directs instructional services related to improving and supporting sixth through eighth grade literacy instruction at the school. The Instructional Coach coordinates collaborative planning to support the development of rigorous standard-based lessons and utilizes the coaching model to support teachers in effective evidenced-based instructional strategies that will improve students' academic success.
Fabian, Charnita	Other	The school assessment coordinator, or test chairperson, is responsible for organizing and monitoring testing programs at the school level in accordance with the procedures outlined for each program.
Bruno, Frideline	Assistant Principal	Supports the principal in planning, organizing, administering, and directing all activities and functions at the school, which are essential to the operation of an effective and efficient instructional environment that provides maximum opportunity for student growth.

Demographic Information

Principal start date
Friday 11/19/2021, Jose Pena

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.*

7

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.*

25

Total number of teacher positions allocated to the school

67

Total number of students enrolled at the school

1,174

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

18

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

13

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	88	109	141	146	112	133	182	147	139	0	0	0	0	1197
Attendance below 90 percent	0	54	52	51	30	37	62	60	45	0	0	0	0	391
One or more suspensions	0	0	0	0	0	8	24	48	28	0	0	0	0	108
Course failure in ELA	0	9	36	28	8	5	21	64	5	0	0	0	0	176
Course failure in Math	0	5	20	9	8	8	23	41	17	0	0	0	0	131
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	19	32	54	52	55	68	0	0	0	0	280
Level 1 on 2022 statewide FSA Math assessment	0	0	0	13	29	58	77	74	66	0	0	0	0	317
Number of students with a substantial reading deficiency	0	9	45	49	44	54	65	81	69	0	0	0	0	416

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	11	32	33	36	53	72	87	72	0	0	0	0	396

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	14	19	22	1	2	3	22	0	0	0	0	0	83
Students retained two or more times	0	0	2	8	11	4	16	20	9	0	0	0	0	70

Date this data was collected or last updated

Thursday 8/11/2022

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	67	98	118	118	103	165	170	144	149	0	0	0	0	1132
Attendance below 90 percent	21	36	63	49	38	49	87	77	71	0	0	0	0	491
One or more suspensions	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Course failure in ELA	0	8	36	27	18	35	58	51	17	0	0	0	0	250
Course failure in Math	0	9	14	18	18	26	55	31	16	0	0	0	0	187
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	1	28	39	35	45	0	0	0	0	148
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	1	25	42	30	35	0	0	0	0	133
Number of students with a substantial reading deficiency	8	30	79	88	45	69	91	82	94	0	0	0	0	586

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	12	16	39	35	21	44	82	70	65	0	0	0	0	384

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	14	17	25	30	6	12	49	35	31	0	0	0	0	219
Students retained two or more times	0	0	1	13	2	13	29	15	19	0	0	0	0	92

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	91	122	125	122	114	174	139	149	151	0	0	0	0	1187
Attendance below 90 percent	48	44	55	35	32	73	42	47	30	0	0	0	0	406
One or more suspensions	0	0	0	0	6	40	36	40	30	0	0	0	0	152
Course failure in ELA	0	26	33	13	3	18	49	14	4	0	0	0	0	160
Course failure in Math	0	16	15	10	3	21	21	28	2	0	0	0	0	116
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	51	52	53	55	78	69	0	0	0	0	358
Level 1 on 2019 statewide FSA Math assessment	0	0	0	41	57	85	67	77	47	0	0	0	0	374
Number of students with a substantial reading deficiency	0	34	49	58	56	70	83	76	71	0	0	0	0	497

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	12	16	39	35	21	44	82	70	65	0	0	0	0	384

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	14	17	25	30	6	12	49	35	31	0	0	0	0	219
Students retained two or more times	0	0	1	13	2	13	29	15	19	0	0	0	0	92

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	38%	62%	55%				37%	63%	61%
ELA Learning Gains	53%						48%	61%	59%
ELA Lowest 25th Percentile	49%						41%	57%	54%
Math Achievement	41%	51%	42%				46%	67%	62%
Math Learning Gains	66%						55%	63%	59%
Math Lowest 25th Percentile	64%						49%	56%	52%
Science Achievement	41%	60%	54%				38%	56%	56%
Social Studies Achievement	65%	68%	59%				63%	80%	78%

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	28%	60%	-32%	58%	-30%
Cohort Comparison		0%				
04	2022					
	2019	41%	64%	-23%	58%	-17%
Cohort Comparison		-28%				
05	2022					
	2019	34%	60%	-26%	56%	-22%
Cohort Comparison		-41%				
06	2022					
	2019	34%	58%	-24%	54%	-20%
Cohort Comparison		-34%				
07	2022					
	2019	38%	56%	-18%	52%	-14%
Cohort Comparison		-34%				
08	2022					
	2019	31%	60%	-29%	56%	-25%
Cohort Comparison		-38%				

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	38%	67%	-29%	62%	-24%
Cohort Comparison		0%				
04	2022					
	2019	61%	69%	-8%	64%	-3%
Cohort Comparison		-38%				
05	2022					

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
	2019	46%	65%	-19%	60%	-14%
Cohort Comparison		-61%				
06	2022					
	2019	32%	58%	-26%	55%	-23%
Cohort Comparison		-46%				
07	2022					
	2019	39%	53%	-14%	54%	-15%
Cohort Comparison		-32%				
08	2022					
	2019	23%	40%	-17%	46%	-23%
Cohort Comparison		-39%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					
	2019	39%	53%	-14%	53%	-14%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-39%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	25%	43%	-18%	48%	-23%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019	90%	68%	22%	67%	23%
CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019	62%	73%	-11%	71%	-9%
HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	73%	63%	10%	61%	12%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	22	33	33	19	46	48	22	44			
ELL	26	46	38	34	58	58	16	57			
BLK	29	53	54	31	64	67	33	52	75		
HSP	43	52	48	48	68	62	46	75	90		
MUL	73			55							
WHT	33	53		38	59						
FRL	38	53	49	41	66	64	41	67	88		
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	19	34	35	19	30	36	24	26			
ELL	26	41	36	25	27	48	31	48	40		
BLK	25	32	31	21	25	27	20	56	46		
HSP	35	41	38	32	27	40	32	57	41		
WHT	50	53		23	20						
FRL	31	38	35	27	25	33	29	55	38		
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	15	36	29	29	48	44	18	33			
ELL	29	48	39	43	53	56	30	65	62		
BLK	31	40	32	38	53	45	36	60	64		
HSP	39	52	46	50	56	52	38	64	71		
MUL	60			80							
WHT	50	60		50	60						

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
FRL	37	48	40	45	55	47	38	62	71		

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	56
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	54
Total Points Earned for the Federal Index	558
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	43
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	51
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	59
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	64
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	46
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	56
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?

Trends that emerge across grade levels, subgroups, and core content areas indicate middle school acceleration and civics proficiency are areas of strength and ELA and math proficiency are areas for improvement. Achievement, learning gains, and learning gains of the L25 increased across subgroups

and core content areas. According to FSA 2022 ELA proficiency increased 6 percentage points, math proficiency increased 13 percentage points, science proficiency increased 11 percentage points, social studies proficiency increased 8 percentage points, and middle school acceleration increased 44 percentage points. According to FSA 2022 ELA learning gains increased 15 percentage points and ELA L25 learning gains increased 14 percentage points. 2022 FSA Math learning gains increased 40 percentage points and math L25 learning gains increased 30 percentage points.

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

Based off progress monitoring and 2022 FSA assessments, ELA proficiency increased 6 percentage points and math proficiency increased 13 percentage points from 2021. However, fewer than 50% of our students are proficient in ELA and math. As such, ELA and math proficiency demonstrate the greatest need for improvement.

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

COVID-related reading and math learning loss, new reading and intervention curriculums, and instructional strategy implementation are factors that contributed to this need for improvement. New actions that need to be taken to address this need for improvement include professional development on the new B.E.S.T. Standards and new instructional resources, as well as an increased focus on implementing rigorous, grade-level instruction.

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

Middle school acceleration and math learning gains showed the most improvement based off progress monitoring and 2022 FSA. Middle school acceleration increased 44 percentage points from 2021 FSA to 2022 FSA. Math learning gains increased 40 percentage points from 2021 to 2022.

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

Intervention, extended learning opportunities, and differentiated instruction were contributing factors to this improvement. Returning to physical extended learning opportunities and providing civics, biology, and algebra extended learning are new actions our school took in this area. Adding research classes to support algebra and biology are additional new actions our school took to improve middle school acceleration.

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

Standards-Aligned Instruction, Standards-Based Collaborative Planning, Instructional Support/Coaching, Checks for Understanding, Accountable Talk, Academic Vocabulary Instruction, Vertical Planning, Effective Questioning/Response Techniques, and Student Engagement strategies will need to be implemented in order to accelerate learning.

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.

To support teachers and teacher leaders, the school will provide professional development on the new Florida B.E.S.T. Standards (8/15/22), the Horizons K-5 reading intervention curriculum (8/15/22), and student engagement strategies (8/15/22). These topics will continue to be developed through weekly collaborative planning and ongoing coaching support.

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

Additional services that will be implemented to ensure sustainability of improvement in the next year and beyond include the continuation of intervention and extended learning opportunities such as Saturday Success Academy, Early Bird Tutoring and After School Tutoring, along with research classes to support civics, algebra, and biology. We will also utilize the K-3 Reading Tutoring Grant to implement in-class K-3 reading tutoring this year.

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

:

#1. Instructional Practice specifically relating to Collaborative Planning	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	According to our 2022 FSA data, 38% of third through eighth grade students are proficient in ELA, 41% of third through eighth grade students are proficient in math, and 41% of fifth and eighth grade students are proficient in science. District 2022 FSA proficiency data shows 57% of third through eighth grade students are proficient in ELA, 55% of third through eighth grade students are proficient in math, and 48% of students in fifth and eighth grade are proficient in science. This indicates our reading proficiency is 19 percentage points below the District, our math proficiency is 14 percentage points below the District, and our science proficiency is 7 percentage points below the District. Based on data, collaborative planning has been proven to be effective in improving lesson design and implementation to better support students in reaching proficiency. We will focus on standards-based collaborative planning to address this critical need and increase student proficiency across all levels.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With the implementation of standards-based collaborative planning, an additional 7% of the third through eighth grade population will score at grade level or above in ELA, an additional 9% of the third through eighth grade population will score at grade level or above in mathematics, and an additional 7% of the fifth and eighth grade population will score at grade level or above in science on the 2022-2023 state assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	To ensure standards-based collaborative planning is being implemented with fidelity, administrators will attend collaborative planning meetings at least once per week. We will create a collaborative planning schedule and agenda. Agendas will be discussed during Leadership Team meetings to ensure collaborative planning meetings are standards-based, intentional, and effective.
Person responsible for monitoring outcome:	Lorena Garrote-Lee Sang (lgarroteleesang@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being	The evidenced based strategy being implemented for this Area of Focus is Standards-based Collaborative Planning. Teachers will work together to learn from each other and collaborate to design high-quality, effective, and standards-aligned lessons to increase student achievement. Standards-based collaborative planning in ELA, mathematics, and science will increase student proficiency.

implemented for this Area of Focus.	
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Standards-Based Collaborative Planning will ensure that teachers are using relevant, recent, and standards-aligned resources to plan lessons that meet the depth and rigor of the standards to support students in meeting grade-level proficiency.

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

8/22/22 - 10/14/2022 - Include common planning time in teacher schedules and develop a collaborative planning schedule. As a result, tier 1 instruction will be aligned across the grade level.

Person Responsible	Lorena Garrote-Lee Sang (lgarroteleesang@dadeschools.net)

8/22/22 - 10/14/2022 - Establish and implement collaborative planning norms and expectations. As a result, teachers will remain focused during planning to meet weekly expectations.

Person Responsible	Jose Pena (josepena@dadeschools.net)

8/22/22 - 10/14/2022 - Conduct quarterly data chats with coaches and teachers. As a result, teachers will gain a deeper understanding of their students' strengths and weaknesses through consistent data monitoring.

Person Responsible	Jose Pena (josepena@dadeschools.net)

8/22/22 - 10/14/2022 - Provide teachers with Standards Maps, Progression of Foundations Benchmarks tables, Spiraled Standards in a Vertical Progression tables, Benchmark descriptions, and Benchmark clarifications to support effective weekly standards-based collaborative planning. As a result, teachers will be able to effectively unpack and stack standards aligned to the ELA curriculum.

Person Responsible	Lorena Garrote-Lee Sang (lgarroteleesang@dadeschools.net)

10/31/22 - 12/16/22 - Teachers will visit model classrooms during collaborative planning to observe and mirror effective intervention implementation.

Person Responsible	Lorena Garrote-Lee Sang (lgarroteleesang@dadeschools.net)

10/31/22 - 12/16/22 - Teachers will bring samples of student work to conduct product reviews during collaborative planning.

Person Responsible	Lorena Garrote-Lee Sang (lgarroteleesang@dadeschools.net)

#2. ESSA Subgroup specifically relating to Students with Disabilities	
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 2022 FSA proficiency data, 38% of third through eighth grade students are proficient in ELA, 41% of third through eighth grade students are proficient in math, and 41% of fifth and eighth grade students are proficient in science. Our 2022 FSA proficiency data for Students with Disabilities (SWD) show 22% of third through eighth grade SWD are proficient in ELA, 19% of third through eighth grade SWD are proficient in math, and 22% of fifth and eighth grade SWD are proficient in science. This shows a 16 percentage point difference between school-wide ELA proficiency and SWD ELA proficiency, a 22 percentage point difference between school-wide math proficiency and SWD math proficiency, and a 19 percentage point difference between school-wide science proficiency and SWD science proficiency. Based on the data, standards-aligned instruction has been proven to be effective in increasing instructional rigor to better support students in reaching proficiency. We will focus on standards-aligned instruction to address this critical need to increase student proficiency across all levels.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With the implementation of standards-aligned instruction, an additional 5% of the third through eighth grade SWD population will score at grade level or above in ELA, an additional 8% of the third through eighth grade SWD population will score at grade level or above in mathematics, and an additional 8% of the fifth and eighth grade SWD population will score at grade level or above in science on the 2022-2023 state assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	To ensure standards-aligned instruction is being implemented with fidelity, administrators will conduct formal observations, conduct weekly instructional walkthroughs, and review lesson plans for indication of standards-aligned instruction. Standards-aligned instructional goals will be discussed during Leadership Team meetings to ensure instruction is supported so that it is standards-based, intentional, and effective. The Leadership team will use filters on Performance Matters to monitor SWD performance on District assessments and to compare SWD performance on District assessments to school-wide performance on District assessments.
Person responsible for monitoring outcome:	Jose Pena (josepena@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being	The evidence based strategy being implement for this Area of Focus is Standards-Aligned Instruction, our teachers and instructional coaches will work together to plan and deliver intentional and effective standards-based lessons to meet the depth and rigor of assessed standards for our SWD population. Standards-aligned instruction will assist in accelerating learning to reach proficiency for all SWD. Standards aligned-instructional will be monitored through assessment data and product reviews.

implemented for this Area of Focus.

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

Standards-Aligned Instruction will ensure that teachers are using rigorous, grade-level, standards-aligned resources and lesson delivery that meet the depth and rigor of the standards to support SWD in meeting grade-level proficiency.

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

8/22/22 - Establish school-wide intervention, differentiated instruction, and student data systems to monitor standards-aligned instruction, particularly for Students with Disabilities (SWD). As a result, administration, coaches, and teachers will be able to easily monitor the growth and achievement of SWD.

Person Responsible	Lorena Garrote-Lee Sang (lgarroteleesang@dadeschools.net)

8/24/22 - Provide teachers with a B.E.S.T. Standards professional development opportunity. As a result, teachers will understand the changes between MAFS and B.E.S.T. which will support the delivery of standards-aligned instruction to SWD.

Person Responsible	Megan Alonso (alonso.m@dadeschools.net)

8/22/22 - 10/14/22 - Teachers and coaches will collaboratively unwrap and dissect weekly B.E.S.T. standards. As a result, teachers will know the depth of the standard to ensure they are providing effective instruction to SWD.

Person Responsible	Megan Alonso (alonso.m@dadeschools.net)

8/22/22 - 10/14/22 - Teachers and coaches will collaboratively develop relevant and rigorous standards-aligned, grade-level lessons to prepare Students with Disabilities (SWD) for grade-level success. As a result, SWD will be prepared for grade-level success.

Person Responsible	Megan Alonso (alonso.m@dadeschools.net)

10/31/22 - 12/16/22 - During planning, teachers will collaboratively review the standards-based assessments to "begin with the end in mind." This will ensure learning activities are relevant for SWDs.

Person Responsible	Frideline Bruno (fbruno@dadeschools.net)

10/31/22 - 12/16/22 - Teachers will be informed of changes to IEPs and 504 plans to ensure students receive appropriate accommodatiions.

Person Responsible   Frideline Bruno (fbruno@dadeschools.net)

#3. Positive Culture and Environment specifically relating to Rewards/Incentives	
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 2020-2021 Staff School Climate Survey Data, 84% of respondents agreed or strongly agreed that they liked working at the school. In comparison, in 2021-2022, only 12% of Staff School Climate Survey respondents agreed or strongly agreed that they like working at the school. This is a 72 percentage point decrease. This indicates that our teachers do not feel job satisfaction. Additionally, 60% of 2021-2022 Student School Climate Survey respondents indicated that violence is a problem at our school. In comparison, in the 2020-2021 school year, only 34% of Student School Climate Survey respondents indicated that violence was a problem at our school. This is a 26 percentage point increase in the number of students who feel violence is a problem at the school. This indicates negative behaviors are common at our school and must be redirected to more positive behaviors.
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 evidence-based strategy of Rewards and Incentives, our staff will feel recognized and appreciated and we will see at least a 20 percentage point increase in the number of staff who like working at the school and at least a 20 percentage point decrease in the number of students who feel violence is a problem at the school by June 2023 as evidenced by the 2022-2023 Climate Staff and Student Survey.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Leadership Team will work to connect with staff for ideas on rewards and incentives to help better recognize and appreciate staff efforts. Reward and Incentive initiatives will be implemented in accordance with a calendar to ensure they are implemented monthly. The Leadership Team will also work to support Positive Behavior Interventions and Supports (PBIS) at the school. All staff members will implement PBIS and our PBIS coach will develop a tracking system to ensure PBIS is implemented with transparency and fidelity.
Person responsible for monitoring outcome:	Archalena Coats (182943@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being	Within the Area of Focus of Positive Culture and Environment, will focus on the evidence-based strategy of Rewards and Incentives. In doing so, our school's leadership team will create and implement reward and incentive programs to support faculty and staff morale and encourage positive student behavior.

implemented for this Area of Focus.	
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Rewards and Incentives will assist in improving faculty and staff morale and encouraging positive student behavior. The initiatives will provide the Leadership Team with a systematic approach to recognize positive faculty, staff, and student efforts.

Action Steps to Implement

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

08/22/22 - 10/14/22 - Implement First Friday staff appreciation grab-and-go breakfasts on the first Friday of each month to recognize faculty and staff. As a result, staff morale will be improved.

Person Responsible	Jose Pena (josepena@dadeschools.net)

08/22/22 - 10/14/22 - Implement a student-of-the-month program to recognize student effort in order to improve morale. As a result, student morale will increase.

Person Responsible	Archalena Coats (182943@dadeschools.net)

08/22/22 - 10/14/22 - Implement SPOT Success nominations quarterly. As a result, students' positive effort and achievement will be recognized.

Person Responsible	Jose Pena (josepena@dadeschools.net)

9/12/2022 - Identify a Positive Behavior Intervention and Support (PBIS) coach. As a result, positive student behavior will be encouraged and rewarded.

Person Responsible	Jose Pena (josepena@dadeschools.net)

10/31/22 - 12/16/22 - PLST members will share one of the "Twelve Brain-Based Principles to Avoid Burnout, Increase Optimism, and Support Physical Well-Being" at the beginning of each faculty meeting.

Person Responsible	Lorena Garrote-Lee Sang (lgarroteleesang@dadeschools.net)

10/31/22 - 12/16/22 - Develop opportunities for faculty members not on the SLT to participate in short-term leadership goals that contribute to the school community.

Person Responsible	Lorena Garrote-Lee Sang (lgarroteleesang@dadeschools.net)

#4. Transformational Leadership specifically relating to Teacher Recruitment and Retention	
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 2020-2021 Staff School Climate Survey Data, 82% of respondents agreed or strongly agreed that school personnel worked together as a team. In comparison, in 2021-2022, only 49% of Staff School Climate Survey respondents agreed or strongly agreed that school personnel works together as a team. This is a 33 percentage point decrease. This indicates that our teachers feel isolated and do not feel engaged with the team.
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 strategy Promoting the Morale and Performance of the Team, our teachers will be recognized both as individuals and for their efforts. Fostering positive staff relationships among the team will improve morale and support greater team engagement that will build momentum toward achieving school goals. In doing so, we will see at least a 20 percentage point increase in the number of staff members who feel that school personnel works together as a team as evidenced by evidenced by the 2022-2023 Staff School Climate Survey.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Leadership Team will work to connect with staff to better engage the team by working with the Social Committee. Reward and Incentive initiatives and social committee events will be implemented in accordance with a calendar to ensure they are implemented monthly.
Person responsible for monitoring outcome:	Jose Pena (josepena@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the Targeted Element of Teacher Recruitment and Retention, we will focus on the evidence-based strategy of Promoting the Morale and Performance of the Team. In doing so, The Leadership Team will check in with faculty and staff regularly. The Leadership Team will employ motivational efforts by boosting morale with incentives, rewards, and other positive reinforcement. Beyond that, the Leadership Team will work to elevate morale during struggle or opportunities for improvement.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for	Promoting the Morale and Performance of the team will assist in engaging the team and increasing the percentage of the staff who feel the school works together as a team. This will positively impact our school culture and build momentum towards achieving school goals.

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.

9/2/2022 - 10/14/2022 - Reward monthly staff attendance with incentives to open faculty meetings. As a result, teacher attendance will improve.

Person Responsible	Jose Pena (josepena@dadeschools.net)

8/22/2022 - 10/14/2022 - Develop a social committee that will meet monthly. As a result, staff connections will be encouraged and supported.

Person Responsible	Megan Alonso (alonso.m@dadeschools.net)

9/2/2022 - 10/14/2022 - Open faculty meetings with "Pass the Roses" sessions where faculty members recognize each other before the staff for their efforts. As a result, staff will feel that the school works together as a team.

Person Responsible	Jose Pena (josepena@dadeschools.net)

9/2/2022 - 10/14/2022 - Recognize a Teacher of the Month for specific, celebrated efforts and initiatives. As a result, teachers will feel supported by the administration.

Person Responsible	Jose Pena (josepena@dadeschools.net)

10/31/22 - 12/16/22 - PLST members will share one of the "Twelve Brain-Based Principles to Avoid Burnout, Increase Optimism, and Support Physical Well-Being" at the beginning of each faculty meeting.

Person Responsible	Lorena Garrote-Lee Sang (lgarroteleesang@dadeschools.net)

10/31/22 - 12/16/22 - Recognize two Bengal of the Month faculty or staff members at monthly faculty meetings - making a more intentional effort to recognize upper and lower academy equitably.

Person Responsible	Jose Pena (pr3621@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

The area of focus for the Instructional Practice specifically relating to Reading/ELA is the evidence-based strategy, Academic Vocabulary Instruction. Only 42% of our K-2 students achieved on grade level scores on i-Ready ELA Diagnostic 3 in the 2021-2022 school year, compared to 43% of K-2 students who achieved on grade level scored on the 2020-2021 i-Ready ELA Diagnostic 3. This is a 1 percentage point decrease. This indicates fewer than half of our kindergarten through second grade students met grade level reading proficiency by the end of the school year. Academic Vocabulary Instruction is needed to make text more accessible to support and improve reading comprehension.

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

The area of focus for the Instructional Practice specifically relating to Reading/ELA is the evidence-based strategy, Annotating Text. Text annotation instruction is needed to support and improve reading comprehension. Only 38% of our students achieved proficiency in reading in the 2021-2022 academic year. This indicates fewer than half of our third through fifth grade students met grade level reading proficiency by the end of the school year. As such, many students are below grade level and face challenges accessing grade level text. Providing students instruction in text annotation is needed to support student comprehension and increase proficiency.

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

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

With the implementation of Academic Vocabulary Instruction, an additional 5% of the kindergarten through second grade population will score on or above grade level on the second i-Ready reading diagnostic assessment for the 2022-2023 school year.

Grades 3-5: Measureable Outcome(s)

With the implementation of student text annotation instruction, an additional 7% of the third through fifth grade population will reach proficiency on the 2022-2023 state ELA assessment by the end of the 2022-2023 school year.

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

To ensure academic vocabulary instruction and text annotation strategies are being implemented with fidelity, administrators will conduct formal observations, attend collaborative planning, conduct instructional walkthroughs, and review lesson plans for engagement strategies.

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

Garrote-Lee Sang, Lorena, lgarroteleesang@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. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Within the Area of Focus for English Language Arts (ELA), we will focus on the evidenced-based strategies Academic Vocabulary Instruction and Text Annotation. In doing so, teachers and instructional coaches will plan and implement intentional instructional activities to utilize Academic Vocabulary Instruction and Text Annotation strategies in kindergarten through second grade and third through fifth grade, respectively.

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?

Utilization of Academic Vocabulary Instruction and Text Annotation will ensure that teachers are planning to intentionally meet student needs to support reading comprehension. Improved vocabulary instruction and

implementation of text annotation strategies with fidelity will support students in reaching grade-level reading proficiency.

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
8/22/2022 - 10/14/2022 - The reading coach will provide (K-2) teachers with Academic Vocabulary Instruction resources and the reading coach will provide (3-5) teachers with Text Annotation resources during weekly collaborative planning sessions. As a result, teachers will have the tools needed to support their students while reading and analyzing texts.	Garrote-Lee Sang, Lorena, lgarroteleesang@dadeschools.net
8/22/2022 - 10/14/2022 - During weekly collaborative planning, teachers and the reading coach will collaboratively select academic vocabulary words and strategies (K-2) and text annotation strategies (3-5) to implement in the upcoming week. As a result, text will be more accessible to students in order to support and improve reading comprehension.	Garrote-Lee Sang, Lorena, lgarroteleesang@dadeschools.net
8/22/2022 - 10/14/2022 - During weekly collaborative planning, teachers and the reading coach will develop academic vocabulary instruction (K-2) and text annotation (3-5) lessons/activities to implement in the upcoming week. As a result, student comprehension and proficiency will increase.	Garrote-Lee Sang, Lorena, lgarroteleesang@dadeschools.net
8/29/2022 - 10/14/2022 - The reading coach will provide individual teacher support as needed to ensure effective implementation of Academic Vocabulary and Text Annotation instruction. As a result, teachers' capacity will be improved in the areas of Academic Vocabulary Instruction (K-2) and Text Annotation (3-5).	Garrote-Lee Sang, Lorena, lgarroteleesang@dadeschools.net
10/31/22 - 12/16/22 - Teachers will bring student work samples to collaborative planning to conduct product reviews to ensure learning activities include use of meaningful vocabulary strategies (K-2) and text annotation strategies (3-5).	Alonso, Megan, alonso.m@dadeschools.net
10/31/22 - 12/16/22 - Teachers will visit model classrooms during collaborative planning to observe and mirror effective vocabulary (K-2) and text annotation (3-5) instruction	Alonso, Megan, alonso.m@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 Developing Others and Teaching, Learning, and Assessment. Our school highlights instructional strategies at faculty meetings and in our staff newsletter, implements collaborative planning with fidelity, fosters coaching support and mentorship, and provides relevant professional development opportunities. To support Leadership and Relationships, our school hosts community engagement events such as WinterFest and SpringFest, extracurricular activities, and clubs. Our school also implements student and staff reward, incentive, and recognition programs. Going forward, our school will place an added focus on Positive Behavior Intervention and Supports (PBIS) and our Staff Social Committee to further develop relationships and improve morale overall.

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 include the Principal, Assistant Principals, Instructional Coaches, and Teacher Leaders that make up our Leadership Team. The Principal monitors and oversees all school initiatives. The Principal also responds to concerns regarding morale and works with the Leadership Team to develop plans to address those concerns. The Assistant Principals will monitor coaching and mentorship programs. They will additionally ensure all information is shared with stakeholders in a timely manner. Instructional Coaches and Teacher Leaders assist in providing support and responding to feedback from stakeholders. All stakeholders make efforts to connect and build relationships with students, teachers, families, and the community.