

Miami-Dade County Public Schools

Miami Beach South Pointe Elementary School



2022-23 Schoolwide Improvement Plan

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Miami Beach South Pointe Elementary School

1050 4TH ST, Miami Beach, FL 33139

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

Demographics

Principal: Jorge Mazon

Start Date for this Principal: 7/15/2022

| | |
|--|---|
| 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) | 66% |
| 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 White Students Economically Disadvantaged Students |
| School Grades History | 2021-22: B (59%) 2018-19: A (64%) 2017-18: B (61%) |
| 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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| Title I Requirements | 0 |
| Budget to Support Goals | 0 |

Miami Beach South Pointe Elementary School

1050 4TH ST, Miami Beach, FL 33139

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

School Demographics

| School Type and Grades Served (per MSID File) | 2021-22 Title I School | 2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|--|
| Elementary School PK-5 | No | 66% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 64% |

School Grades History

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

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

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

Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The Miami Beach South Pointe Elementary community recognizes that every unique child has gifts and talents. We accept the challenge to find and nurture these qualities in each child. Miami Beach South Pointe Elementary School's mission is to provide inquiry based learning in a safe, supportive environment where our staff develops critical thinkers who are reflective, compassionate, and internationally minded life-long learners who create positive influences throughout the world.

Provide the school's vision statement.

At Miami Beach South Pointe Elementary School, we are devoted to providing our students with a nurturing and safe environment to stimulate both personal and intellectual development. It is our purpose to foster growth of the mind and the body by enlisting the support of the entire school community. This community includes the entire staff, students, parents and all other interested parties. We aspire to enhance our students' understanding of the world beyond our walls by extending the components of our instructional program to include connections to real life experiences. Through daily interaction with an environment that is enriched with a strong multicultural flavor, a diversified technology base, and an instructional staff dedicated to this mission driven vision, we strive to achieve exemplary status among our peers. Miami Beach South Pointe Elementary School's vision is to create a school environment where each individual child will be nurtured and educated based on his or her needs. We are committed to creating an environment where children grow to become globally aware, well rounded, peaceful citizens.

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 |
|-------------------|---------------------|---|
| Mazon, Jorge | Principal | Principal |
| Gonsky, Lisa | Assistant Principal | Assistant Principal, assist with the monitoring and implimentation of school wide programs and academics. |
| Ventresca, Rachel | Teacher, Adult | 5th Grade Teachers, Oversee the implementation and support teachers with Mathematics. |
| Arsenault, Betty | Instructional Media | Media Specialist, will support staff with the implementation of Reading and intervention. While inspire a love and passion for reading across the school. |
| Greene, Carolyn | School Counselor | Support the mental health of our students and staff. |

Demographic Information

Principal start date

Friday 7/15/2022, Jorge Mazon

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.*

11

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.*

19

Total number of teacher positions allocated to the school

30

Total number of students enrolled at the school

450

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

5

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

6

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 | 70 | 76 | 82 | 77 | 75 | 76 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 456 |
| Attendance below 90 percent | 7 | 6 | 4 | 2 | 5 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 27 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Course failure in ELA | 0 | 3 | 3 | 3 | 19 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 29 |
| Course failure in Math | 0 | 3 | 3 | 3 | 8 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 23 |
| Level 1 on 2022 statewide FSA ELA assessment | 0 | 0 | 0 | 15 | 21 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 51 |
| Level 1 on 2022 statewide FSA Math assessment | 0 | 0 | 0 | 8 | 10 | 19 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 37 |
| Number of students with a substantial reading deficiency | 0 | 7 | 15 | 15 | 28 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 85 |

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 | 7 | 15 | 15 | 28 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 85 |

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 | 4 | 3 | 3 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

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 | 45 | 74 | 71 | 75 | 70 | 77 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 412 |
| Attendance below 90 percent | 5 | 7 | 5 | 5 | 9 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 36 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 1 | 2 | 11 | 13 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 38 |
| Course failure in Math | 0 | 1 | 1 | 3 | 6 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 22 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |
| Number of students with a substantial reading deficiency | 1 | 14 | 27 | 20 | 21 | 19 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 102 |

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|----|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 1 | 2 | 8 | 6 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 30 |

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 | 1 | 1 | 2 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--|-------------|----|----|----|----|----|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 45 | 74 | 71 | 75 | 70 | 77 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 412 |
| Attendance below 90 percent | 5 | 7 | 5 | 5 | 9 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 36 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 1 | 2 | 11 | 13 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 38 |
| Course failure in Math | 0 | 1 | 1 | 3 | 6 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 22 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |
| Number of students with a substantial reading deficiency | 1 | 14 | 27 | 20 | 21 | 19 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 102 |

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|----|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 1 | 2 | 8 | 6 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 30 |

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 | 1 | 1 | 2 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |

Part II: Needs Assessment/Analysis

School Data Review

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

| School Grade Component | 2022 | | | 2021 | | | 2019 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement | 66% | 62% | 56% | | | | 68% | 62% | 57% |
| ELA Learning Gains | 57% | | | | | | 69% | 62% | 58% |
| ELA Lowest 25th Percentile | 45% | | | | | | 60% | 58% | 53% |
| Math Achievement | 69% | 58% | 50% | | | | 71% | 69% | 63% |
| Math Learning Gains | 57% | | | | | | 69% | 66% | 62% |
| Math Lowest 25th Percentile | 60% | | | | | | 45% | 55% | 51% |
| Science Achievement | 56% | 64% | 59% | | | | 65% | 55% | 53% |

Grade Level Data Review - State Assessments

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

| ELA | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 01 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | | | | | |
| 02 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 03 | 2022 | | | | | |
| | 2019 | 47% | 60% | -13% | 58% | -11% |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |
| | 2019 | 75% | 64% | 11% | 58% | 17% |
| Cohort Comparison | | -47% | | | | |
| 05 | 2022 | | | | | |
| | 2019 | 70% | 60% | 10% | 56% | 14% |
| Cohort Comparison | | -75% | | | | |

| 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 | 59% | 67% | -8% | 62% | -3% |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |
| | 2019 | 76% | 69% | 7% | 64% | 12% |
| Cohort Comparison | | -59% | | | | |
| 05 | 2022 | | | | | |
| | 2019 | 74% | 65% | 9% | 60% | 14% |
| Cohort Comparison | | -76% | | | | |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2022 | | | | | |
| | 2019 | 62% | 53% | 9% | 53% | 9% |
| 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 | 15 | 33 | 31 | 22 | 41 | 31 | 18 | | | | |
| ELL | 35 | 49 | 46 | 42 | 50 | 50 | 21 | | | | |
| HSP | 56 | 55 | 41 | 59 | 56 | 56 | 46 | | | | |
| WHT | 79 | 64 | | 81 | 58 | | 68 | | | | |
| FRL | 55 | 55 | 36 | 59 | 54 | 58 | 47 | | | | |
| 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 | 25 | 55 | | 41 | 30 | | | | | | |
| ELL | 38 | 63 | 94 | 40 | 38 | 43 | 35 | | | | |
| HSP | 48 | 57 | 89 | 49 | 33 | 33 | 36 | | | | |
| WHT | 81 | 53 | | 79 | 40 | | 75 | | | | |
| FRL | 48 | 55 | 88 | 47 | 33 | 33 | 33 | | | | |
| 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 | 33 | 46 | | 38 | 46 | | | | | | |
| ELL | 42 | 66 | 61 | 53 | 58 | 38 | 29 | | | | |
| HSP | 57 | 67 | 64 | 60 | 60 | 44 | 51 | | | | |
| WHT | 85 | 72 | | 88 | 80 | | 85 | | | | |
| FRL | 51 | 65 | 61 | 54 | 56 | 40 | 44 | | | | |

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 | 58 |
| 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 | 57 |
| Total Points Earned for the Federal Index | 467 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 100% |
| Subgroup Data | |
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 28 |

| Students With Disabilities | |
|--|-----|
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | 1 |
| English Language Learners | |
| Federal Index - English Language Learners | 44 |
| 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 | 53 |
| 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 | 70 |
| 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 | 52 |
| 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?

Grades 3-5 have increased their proficiency in Reading and Mathematics. FSA Reading scores from 2021 to 2022 proficiency increased by 9% in overall. Grade 3, 2021 to 2022 ELA scores increased by 15%, Grade 4 FSA ELA scores from 2021 to 2022 decreased by 12%, Grade 5, 2021 to 2022 ELA scores increased by 10%, the lowest 25% overall FSA ELA scores from 2021 to 2022 decreased by 44%. FSA Math scores from 2021 to 2022 proficiency increased by 10% overall. Grade 3, 2021 to 2022 Math scores increased by 19%, Grade 4 FSA Math scores from 2021 to 2022 decreased by 4%, Grade 5, 2021 to 2022 Math scores increased by 15%, the lowest 25% overall FSA Math scores from 2021 to 2022 increased by 27%.

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

Based on the data components, the lowest 25% on the FSA ELA decreased proficiency by 44% from the 2021-2022 school year.

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

For the 2021-2022 school year, there was a new intervention program that was provided to students in the L25%. The challenges that limited proficiency for the L25% was constrained by access to professional development courses prior to implementing the program, materials were not teacher friendly, and our school did not receive a full-time interventionist until late October. Additionally, there were 5 new teachers who taught ELA in grades 3-5.

To address this need for improvement, we have been allocated an additional ESE support specialist, our interventionist will begin the school year with the students and staff, the staff has now been trained and familiarized with the intervention program, and continuous professional development will support teachers. Grade levels will continue to meet weekly to collaborate on best practices, strategies, and provide resources to assist the L25% of students.

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

Based on the 2021 to 2022 FSA Reading scores, overall (Grades 3-5 scores), increased by nine percentage points.

**iReady

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

The factors that contributed to this improvement were weekly collaborative grade level meetings where teachers would share their best practices and resources to aid with differentiated instruction. Teachers were provided time during in house professional development days and faculty meetings to vertically and horizontally plan with teachers to assist students on all different levels. Administrations took on a more active role during collaborative planning, assisting teachers with strategies and resources.

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

Strategies that will need to be implemented in order to accelerate learning will be an increase in data driven planning, additional resources and professional development to assist with differentiated instruction, and intervention strategies for enrichment and reteaching.

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 PSLT will provide several professional development opportunities throughout the school year that include data-driven instruction (August 2022), harnessing the power of STEAM and inquiry (August 2022), and student engagement strategies (November 2022). Continuous collaborative planning between teachers and administrators and peer observations on best practices and reflection after the first progress monitoring assessments.

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 are before and after-school tutoring programs, Saturday Academies, after-school reading enrichment classes, and special library reading programs that include Renaissance Learning resources.

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 ELA**Area of Focus****Description and Rationale:**

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

According to the 2021 FSA proficiency data, 54% of the 3rd-grade students are proficient in ELA, 63rd% of the 4th-grade students are proficient in ELA, 55% of the 5th grade students are proficient in ELA. The 2022 FSA proficiency data shows 73% of the 3rd grade students are proficient in ELA, 51% of the 4th grade students are proficient in ELA, 65%% of the 5th grade students are proficient in ELA

Measurable**Outcome:**

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

With the implementation of a diligently differentiated instruction 65% of the students will achieve proficiency by June 2023.

Monitoring:

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

The area of focus will be measured through weekly lesson plans reviewed by the administration, collaborative planning, data chats focusing on the lowest 25%, and iReady progress monitoring will be used to demonstrate growth and areas of improvement.

Person responsible for monitoring outcome:

Jorge Mazon (pr5091@dadeschools.net)

Evidence-based Strategy:

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

We will be focusing on differentiation and the data driven instruction will be monitored through the use of Performance Matter and DI notebooks.

Rationale for Evidence-based**Strategy:**

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

Differentiation will ensure that teachers are using relevant, recent, and aligned data to cater lessons that are customized to student needs. Performance Matters will drive the differentiation instruction. Students DI notebooks/folders will be utilized to demonstrate the different strategies being used to target deficiencies. 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.

8/17/22-10/14/22 -Weekly grade level meetings with one administrator in order to collaborate, share best practices, and resources to enrich and assist those students in need.

Person Responsible Lisa Gonsky (lgonsky@dadeschools.net)

8/15/22 -Providing professional development on differentiated instruction that corresponds to school and classroom data. As a result, it will be highly recommended that teachers will develop classroom systems and environments that lend themselves to group rotation with the use of DI notebooks/folders.

Person Responsible Jorge Mazon (pr5091@dadeschools.net)

8/17/22 -10/14/22 - Facilitating monthly grade-level chair meetings to provide grade levels the opportunity to vertical articulation to collaborate ideas, needs, and resources to assist all grade levels.

Person Responsible Lisa Gonsky (lgonsky@dadeschools.net)

8/31/22 - 10/14/22 - Teachers will conduct individual student data chats on a monthly basis to inform and motivate students to monitor progress.

Person Responsible Jorge Mazon (pr5091@dadeschools.net)

10/31/22 - 12/16/22 - Teachers will be provided training on how to retrieve and utilize the different reports on Performance Matters. This will allow teachers to individualize instruction based on students areas of strengths and next steps for whole group, small group, and one on one instruction.

Person Responsible Jorge Mazon (pr5091@dadeschools.net)

10/31/22 - 12/16/22 - Teachers and administration will continue to meet on a weekly basis. Reading and Math will be alternated biweekly. This will allow teachers and administration to take a closer look at data to drive their differentiated instruction. It will allow for teachers to provide more thorough details on their best practices in that subject area. Teachers can closely examine the benchmarks that were previously addressed, and to plan for which benchmarks need to be retaught or enriched. Teachers will also be able to look at what benchmarks will be addressed in the next unit and plan accordingly using their data.

Person Responsible Lisa Gonsky (lgonsky@dadeschools.net)

No description entered

Person Responsible [no one identified]

#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 the 2022 FSA ELA data 37% of our SPED students scored proficient. The 2021 FSA ELA proficiency data for SPED students was 40%. Based on the data, we will focus on differentiation instruction as it has proven to be an effective tool to promote growth within our SPED students.

Measurable Outcome:

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

With the implementation of a diligently differentiated instruction plan 51% of our SPED students will achieve proficiency by June 2023 on the FAST Assessment.

Monitoring:

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

1. Set Meeting with SPED teachers to set expectations and share current student data.
2. Develop a schedule to allow teachers to plan monthly with respective grade levels to get understanding of standards that need to be targeted for their SPED students.
3. Conduct monthly grade level chats with SPED teachers.
4. Monitor the alignment to the benchmarks using student data folders. Or Set meetings with parents to share AP1, AP2 student strengths and weaknesses.

Person responsible for monitoring outcome:

Lisa Gonsky (lgonsky@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 differentiation. Differentiation will aid in increasing our proficiency among our SPED students. Data driven instruction will be monitored through the use of student work folders, i-Ready, topic assessments, data chats, and progress monitoring to drive data conversations with the SPED teachers.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy.

Describe the resources/criteria used for selecting this strategy.

Differentiation will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs, Teacher 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.

8/31/22 - 10/14/22 Sped teachers will meet weekly with homeroom teachers to review data and adjust lessons according to students' needs.

Person Responsible

Lisa Gonsky (lgonsky@dadeschools.net)

8/31/22 - 10/14/22- SPED teachers will meet biweekly with administration to review data and align to IEP goals and discuss the different strategies to implement during DI with SPED students.

Person Responsible Jorge Mazon (pr5091@dadeschools.net)

8/31/22 - 10/14/22- SPED teachers will meet with the parents of SPED students after Reading AP1 to discuss and review data and create a plan on how to meet students' needs.

Person Responsible Jorge Mazon (pr5091@dadeschools.net)

8/31/22 - 10/14/22- SPED teachers will complete a professional development course on DI to bring best practices into the classroom when working with SPED students.

Person Responsible Jorge Mazon (pr5091@dadeschools.net)

10/31/22 - 12/16/22 - We will continue the biweekly meetings with the SPED teachers. Pulling reports of their students to assist the standards that need assistance.

Person Responsible Jorge Mazon (pr5091@dadeschools.net)

10/31/22 - 12/16/22 Assist teachers in identifying resources that will allow them to reteach/ revisit selected benchmarks.

Person Responsible Lisa Gonsky (lgonsky@dadeschools.net)

#3. Positive Culture and Environment specifically relating to Improved Attendance**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 2020-2021 Attendance Data, 7% of students were absent 16-30 days and 9% of students were absent 31+ days. In comparison to the 2021-2022 Attendance Data, 18% of students were absent 16-30 days and 14% of students were absent 31+ days. This data indicates that there is a critical need to decrease the number of absences.

Measurable Outcome:

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

If we successfully implement our attendance protocols, ARC meetings, and incentives, our number of absences will decrease for the 2022-2023 school year.

Monitoring:

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

Our school counselor, Yasmina Nassar, will implement a school attendance incentive (1 month no absences: free dress pass, 3 months no absences: pizza and ice cream party, and 6 months no absences: In school field trip) that will motivate students to be in attendance daily. Student service personnel will attend the ARC meetings as needed. We will monitor the attendance reports.

Person responsible for monitoring outcome:

Carolyn Greene (289712@dadeschools.net)

Evidence-based**Strategy:**

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

Within the area of focus of Positive Culture and Environment, we will focus on motivating our students to be in attendance at school daily and on time in order to ensure that they are active learners.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy.

Describe the resources/criteria used for selecting this strategy.

We want to empower students in our school by making sure that they attend school on a daily basis by providing different incentives which will increase student achievement and moral.

Action Steps to Implement

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

8/31/22 - 10/14/22 Yasmina Nassar will implement our school attendance incentive program.

Person Responsible

Carolyn Greene (289712@dadeschools.net)

9/6/22 - 10/14/22 Student services department, administration, and teachers will attend ARC meetings as needed.

Person Responsible

Carolyn Greene (289712@dadeschools.net)

8/31/22 - 10/14/22 Monitor attendance patterns with students on a monthly basis in order to see the attendance trend in order to provide resources to parents.

Person Responsible

Carolyn Greene (289712@dadeschools.net)

8/31/22 - 10/14/22 Create morning programs, inquiry-based and STEAM activities, that will incentivize and motivate students to arrive to school on time and daily.

Person Responsible Betty Arsenault (193904@dadeschools.net)

10/31/22 - 12/16/22 - We will continue using PowerBi to identify students/ families to conduct ARC meetings. The ARC meetings will attempt to provide resources to families in need.

Person Responsible Carolyn Greene (289712@dadeschools.net)

10/31/22 - 12/16/22 - Continue with monthly and quarterly incentives that promote perfect attendance and no tardies.

Person Responsible Lisa Gonsky (lgonsky@dadeschools.net)

#4. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs**Area of Focus****Description and Rationale:**

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

We decided to focus on Shared Leadership to address the critical needs within our school. The data reveals 75% of the staff believes the principal represents the school in a positive manner. To increase this percentage, we selected Shared Leadership because it will create teams of leaders that will share the principal's vision and mission in a positive manner with the staff.

Measurable**Outcome:**

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

If we successfully implement the Targeted Element of Instructional Leadership Team, our teachers will be provided the opportunity to contribute to school-wide decisions through monthly meetings. This will be realized through teachers participating in the logistical elements of meetings, presenting ideas to solve issues that arise, etc. The percentage of teachers in leadership roles will increase by at least 5% during the 2022-2023 school year. The School Climate Survey should reflect an increase in leadership role.

Monitoring:

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

With the implementation of Leadership Development, an additional 5% of the staff will agree with the statement that the principal represents the school in a positive manner by the mid-year point of the school year. Staff will be surveyed for the effect of feedback on their improved instruction.

Person

responsible for monitoring outcome:

Betty Arsenault (193904@dadeschools.net)

Evidence-based Strategy:

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

Within the Targeted Element of Instructional Leadership Team, we will focus on the evidence-based strategy of: Involving Staff in Important Decisions. By creating an "Experts in My Building" list and involving teachers in the decision making process, we hope to increase the feeling of shared leadership. Experts in the building will provide a summary of support to the LT on a monthly basis to ensure we are on the right track to meeting the outcome above.

Rationale for Evidence-based Strategy:

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

We decided to focus on Shared Leadership to address the critical needs within our school. The data reveals 75% of the staff believes the principal represents the school in a positive manner. To increase this percentage, we selected shared leadership because it will create teams of leaders that will share the principal's vision and mission in a positive manner with the staff.

Action Steps to Implement

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

8/31/2022-10/14/2022: Grade level chairs will meet montly to discuss grade level needs and identify and topics that may need to be addressed with administration.

Person Responsible Jorge Mazon (pr5091@dadeschools.net)

8/31/2022-10/14/2022: Staff members will sign up for a committee that they are interested in participating in during the school year.

Person Responsible Carolyn Greene (289712@dadeschools.net)

8/31/2022-10/14/2022: Teachers will showcase best practices at faculty meetings.

Person Responsible Rachel Ventresca (317225@dadeschools.net)

10/31/22 - 12/16/22 - Provide teachers with buddy teacher to facilitate peer observation and feedback sessions. This will allow for teachers to learn from each other and provide each other with constructive feedback.

Person Responsible Jorge Mazon (pr5091@dadeschools.net)

10/31/2022-12/16/22: During classroom walkthroughs, administration will leave specific, objective feedback for teachers on a regular basis.

Person Responsible Jorge Mazon (pr5091@dadeschools.net)

No description entered

Person Responsible [no one identified]

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.

Unity and Voice from all stakeholders is key to a positive school culture and environment. This year with the support of our PTA and FOSPE (allied parent Non-Profit) we will start the school year with a team building activity for the instructional staff followed by a dinner for the entire staff. The parents and community know the importance of supporting school activities for staff. The team building experience will allow our veteran teachers to work along aside 6 of our new staff members to solve problems and

collaborate.

Monthly meetings will highlight positive things taking place around the school site. We will continue to provide team building activities on a monthly basis to increase staff engagement and morale. Surveys will be implemented to the staff inquiring what support they may need in and out of the classroom. We will ensure that we will continue to provide staff with a weekly agenda to keep them informed on what is occurring during the week.

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 principal, teacher leaders, and counselor. The principal's role is to monitor and oversee all the school's initiatives and respond to concerns with morale by planning team building activities and morale boosting activities. The assistant principal will monitor the mentorship programs and assist in ensuring all information is shared with stakeholders in a timely manner. Teacher leaders and counselor will assist in providing and responding to feedback from all stakeholders. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families.