

Miami-Dade County Public Schools

Andrea Castillo Preparatory Academy



2022-23 Schoolwide Improvement Plan

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Andrea Castillo Preparatory Academy

10201 NW 78TH ST, Doral, FL 33178

[no web address on file]

Demographics

Principal: Adolfo Costa L

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-1
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)	45%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Hispanic Students Economically Disadvantaged Students
School Grades History	2021-22: No Grade 2020-21: No Grade 2018-19: No Grade 2017-18: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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Andrea Castillo Preparatory Academy

10201 NW 78TH ST, Doral, FL 33178

[no web address on file]

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-1</p>	<p>2021-22 Title I School</p> <p style="text-align: center;">No</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">45%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">94%</p>

School Grades History

Year
Grade

School Board Approval

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SIP Authority

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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

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our mission at Andrea Castillo Preparatory Academy is to create an engaging and nurturing environment for all stakeholders that fosters the intellectual and emotional growth of the individual child through quality instruction and meaningful collaboration as they prepare to become a global citizen.

Provide the school's vision statement.

Our vision at Andrea Castillo Preparatory Academy is to provide a learning environment where our students will: Learn, Engage, Achieve, Discover

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
	Principal	As the school's founding principal, Adolfo Costa, provides the foundation to establish the vision and mission for Andrea Castillo Preparatory Academy in order for students to be successful. His leadership provides all stakeholders the necessary input to foster a nurturing learning environment for students and staff members alike. By doing so, staff members are afforded the opportunity for growth within the school. Mr. Costa establishes high expectations from all members of our school community.
Gil, Christina	Assistant Principal	As an assistant principal, Ms. Gil, collaborates with the principal in order to implement the vision and mission of the school. Some of her duties include creating the School Improvement Plan and its implementation. In addition, Ms. Gil coordinates all of our school-wide standardized testing. As a member of the leadership team, she participates in all data chats with students, parents and teachers.
Rivero-Setien, Suzanne	Instructional Media	As the media specialist, Ms. Rivero-Setien provides direct instructional services to all students by instilling in them the joy of reading. She also has an opportunity to mentor teachers in reading best practices and collaborates with teachers in order to improve academic success of all students.

Demographic Information

Principal start date

Friday 7/15/2022, Adolfo Costa L

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.*

0

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.*

0

Total number of teacher positions allocated to the school

14

Total number of students enrolled at the school

237

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

1

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

4

Demographic Data

Early Warning Systems

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	78	71	38	0	0	0	0	0	0	0	0	0	0	0	187
Attendance below 90 percent	11	17	7	0	0	0	0	0	0	0	0	0	0	0	35
One or more suspensions	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	9	0	0	0	0	0	0	0	0	0	0	0	0	9
Course failure in Math	0	6	1	0	0	0	0	0	0	0	0	0	0	0	7
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	2	0	0	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Friday 7/15/2022

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	42	46	19	0	0	0	0	0	0	0	0	0	0	107
Attendance below 90 percent	2	10	4	0	0	0	0	0	0	0	0	0	0	16
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	7	13	0	0	0	0	0	0	0	0	0	0	20

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	42	46	19	0	0	0	0	0	0	0	0	0	0	107
Attendance below 90 percent	2	10	4	0	0	0	0	0	0	0	0	0	0	16
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	7	13	0	0	0	0	0	0	0	0	0	0	20

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review

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

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

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State 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
ELL											
HSP											
FRL											

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

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

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	83
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	83
Total Points Earned for the Federal Index	83
Total Components for the Federal Index	1
Percent Tested	
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	83
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	83
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	88
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

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

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

According to our 2022 iReady Diagnostic comparison, students in first grade showed a 15 percent growth in proficiency when comparing the iReady Reading AP1 Diagnostic and AP 3 Diagnostic assessments. When comparing the iReady AP1 Diagnostic to the iReady AP3 Diagnostic, the leadership team noted a 12 percent growth within the ELL students in second grade as compared to the 2021 school year. Our Kindergarten students Level 5 and above SAT- 10 Reading subtest scores in 2022 increased by 5 percent when compared to the 2021.

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

Based on the progress monitoring data, it is evident that proficiency in reading across all grade levels will be our focus. According to our 2022 i-Ready AP3 data, our 2nd grade ELA students decreased proficiency by 3 percent as compared to the 2022 I-Ready AP2 data. According to our 2022 I-Ready AP3 data, our 2nd grade students only increased by 1 percent proficiency as compared to the I-Ready AP 2 data. According to our 2022 SAT-10 data, 22 percent of our second grade students scored below a level 5 in the reading subtest.

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

Some factors to this need for improvement were the learning losses experienced and a lack of schooling for our ELL students-newly arrived students. Actions to address this need for improvement are ensuring that students were enrolled in summer school to recover learning losses. These ELL students will be enrolled in interventions from the beginning of the year and be included in the school wide extended day opportunities/tutoring program. In addition, a school-wide incentive program will be developed to continue to motivate students to complete the required weekly usage of the I-Ready Program.

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

The data components reviewed are the I-Ready progress monitoring data points. Our first grade students showed significant progress by increasing their reading proficiency from 52 percent to 58 percent.

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

A contributing factor for improvement was the implementation of a school wide computer lab schedule to ensure that students were completing their iReady or Imagine Learning weekly minutes. New actions taken by the school include extended learning opportunities/tutoring offered to students, and the implementation of the Reading Horizons intervention program, for our Tier 2 and Tier 3 students, program with fidelity.

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

The following strategies will be implemented to accelerate student learning: Data Analysis, Data Driven Instruction, Interventions-Rtl, Standards-Based Collaborative Planning, and Extended Learning Opportunities

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.

By the end of September 2022, the PLST team will develop whole group sessions to support teachers in utilizing Performance Matters data and reports to drive instruction. Teacher leaders will model data driven and small group instruction. Students will be targeted to participate in the extended learning opportunities. As the data becomes available, students will be selected to receive the Reading Horizons intervention program. Data chats with individualized feedback and next steps will take place and adjustments to student groups will be made accordingly.

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

The leadership team will participate in collaborative planning sessions and conduct walkthroughs to provide feedback to teachers and continue to encourage students in their learning. The use of Performance Matters reports will be utilized for data driven differentiated instruction. Students will continue to have the opportunity to attend extended learning programs such as before and afterschool tutoring and interventions.

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 Standards-aligned Instruction

Area of Focus

Description and

Rationale:

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

According to the 2022 iReady data, 3 percent of second grade students declined in proficiency when comparing AP1 and AP3. Based on the data, there is a need for standards-aligned instruction. We will focus on the delivery of lessons based on the B.E.S.T. standards so that all student work samples and teaching techniques address this need.

Measurable Outcome:

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

With the implementation of Standards-Aligned Instruction, our iReady Reading results will increase by a minimum of 5 percentage points as evidenced by the 2023 iReady AP2 Diagnostic in first grade.

Monitoring:

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

The Leadership Team will attend collaborative planning sessions and review bi-weekly lesson plans for evidence of Standards Aligned Instruction. The administration will conduct regular classroom walkthroughs to ensure quality standards-based instruction is taking place and timely feedback will be provided to the teacher.

Person responsible for monitoring outcome:

Christina Gil (cctgil@dadeschools.net)

Evidence-based Strategy:

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

Within the area of Standards Aligned Instruction, we will focus on the evidence-based strategy of Standards-Based Collaborative Planning. Students will gain the necessary skills to become proficient readers through teacher collaboration and standards-aligned instruction. The leadership team will conduct walkthroughs to monitor Standard Based Instruction taking place in the classroom.

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 all students' needs are being met through the implementation of the B.E.S.T. Standards with fidelity. As teachers continuously analyze student data, necessary adjustments will be made to their lesson plans during Standards Based Collaborative Planning.

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.

8-12-22 thru 10-14-22. Teachers will attend Professional Development on the Florida B.E.S.T. Standards to align instruction in order to provide students the necessary skills to access grade level content and move towards proficiency. As a result, the use of B.E.S.T. Standards will be evident during formal and informal observations.

Person Responsible

Christina Gil (cctgil@dadeschools.net)

8-12-22 thru 10-14-22. During weekly collaborative planning sessions/meetings, teachers will share best practices and knowledge gained on utilizing the Florida B.E.S.T. Standards to align instruction. As a result, teachers will be able to implement B.E.S.T. Standards during their instruction.

Person Responsible Christina Gil (cctgil@dadeschools.net)

8-12-22 thru 10-14-22. Teachers will continue to monitor student iReady usage and pass rate to ensure that all students are meeting their goals and closing the achievement gap. As a result, student usage and pass rate will increase.

Person Responsible Christina Gil (cctgil@dadeschools.net)

8-12-22 thru 10-14-22. Teachers will deliver engaging lessons directly aligned to the Florida B.E.S.T. Standards providing students will the necessary skills and strategies needed to become proficient readers. As a result, teachers will reflect and make the necessary adjustments to ensure that Standards Aligned Instruction is taking place and students' needs are being met.

Person Responsible Christina Gil (cctgil@dadeschools.net)

10-31-22 thru 12-16-22. Leadership Team will use I-Ready Data Reports as a means to motivate students and help close the achievement gap. As a result, students usage data will be used to provide incentives.

Person Responsible Suzanne Rivero-Setien (sriverosetien@dadeschools.net)

10-31-22 thru 12-16-22. Teachers will reflect and discuss the delivered lessons and continue to make necessary adjustments to DI groups. As a result, student work will show evidence of B.E.S.T. Standards being achieved.

Person Responsible Christina Gil (cctgil@dadeschools.net)

#2. Transformational Leadership specifically relating to Leadership Development

Area of Focus

Description and

Rationale:

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

As a school that is adding a grade level a year, our school is continually adding teachers. For this reason, We will be using the Targeted Element of Leadership Development. Since our Leadership Team continues to evolve, we will foster leadership development among the grade levels.

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 Leadership Development, our teachers will be able to share prior knowledge and experience with their grade level. The teachers will gain leadership experiences from colleagues through grade level collaboration. Teachers who hold leadership positions will increase by 2 percent during the 2022-2023 school year.

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

The Leadership Team will provide staff members with various leadership roles within their areas of strengths. Staff members will be able to share out their designated leadership responsibilities via faculty and grade level meetings. These actions will create an environment of inclusivity and support among the staff.

Person responsible for monitoring outcome:

Suzanne Rivero-Setien (sriverosetien@dadeschools.net)

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

Within the Targeted Element of Instructional Leadership, we will focus on leadership development. Staff members will be tasked with leadership roles to enhance their input in decision making. The teacher leaders will meet with the leadership team on a monthly basis in order to share progress and concerns as it relates to our academic and cultural goals.

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

Involving teachers will assist in creating a cohesive Leadership Structure. The diverse backgrounds of our teachers will allow our student achievement goals to be met. The Leadership Team will continue to encourage teachers to provide their input and expertise.

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 thru 10-14-22. Staff members will be given the opportunity to participate in leadership roles within their area of strength. As a result, staff members will feel a sense of ownership to school - wide decisions.

Person Responsible Christina Gil (cctgil@dadeschools.net)

8-17-22 thru 10-14-22. Staff members will be able to collaborate and share best practices at faculty meetings and at grade level meetings. As a result, all staff members will acquire the necessary information to implement the grade level standards as required by the pacing guides.

Person Responsible Christina Gil (cctgil@dadeschools.net)

8-17-22 thru 10-14-22. Staff members will be able to attend professional development sessions and turn key the information to the entire staff. As a result, all staff members will acquire the most updated professional development information.

Person Responsible Christina Gil (cctgil@dadeschools.net)

8-17-22 thru 10-14-22. Staff members will be able to meet with administrative team on a monthly basis to provide solutions to on-going progress monitoring data results. As a result, the leadership team will be able to make decisions that take into account the needs of all stakeholders.

Person Responsible Christina Gil (cctgil@dadeschools.net)

10-31-22 thru 12-16-22. Staff members will continue to be able to attend professional development sessions and turn key the information to the entire staff during grade level meetings. As a result, all staff members will acquire the most updated professional development information.

Person Responsible Elda Guerrero (eldaguerrero@dadeschools.net)

10-31-22 thru 12-16-22. Staff members will continue to meet with administrative team on a monthly basis to provide solutions to on-going progress monitoring data results. As a result, the leadership team will be able to make decisions that take into account the needs of all stakeholders.

Person Responsible Suzanne Rivero-Setien (sriverosetien@dadeschools.net)

#3. Positive Culture and Environment specifically relating to student attendance.

Area of Focus

Description and

Rationale:

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

Based on the data review, our school will implement the target element of student attendance. Through our data review, we noticed that there is a correlation between students who are absent and their performance data. We recognize the need to tailor our attendance initiatives and improve in making connections with families and the community to ensure attendance is consistently high.

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 Student Attendance, our students will receive quality instruction that will contribute to improved student outcomes. With consistent monitoring and incentives, our attendance will increase 2 percentage points by June 2022.

Monitoring:

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

The Leadership Team will work to connect with families who struggle with attendance and identify the root cause of absences by implementing the District Truancy Plan. The Leadership Team will have parent meetings with all parents in order advise them of attendance guidelines. The Leadership Team will plan regular student incentives to celebrate improved attendance and perfect attendance of students. To ensure we are on track in meeting the outcome, we will include attendance data during data chats.

Person

responsible for monitoring outcome:

Christina Gil (cctgil@dadeschools.net)

Evidence-based Strategy:

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

Within the Targeted Element of Student Attendance, our school will focus on the evidence-based strategy of : Attendance Initiatives. Attendance Initiatives will assist in narrowing the absence gap amongst our students. Student absences will be monitored on a daily basis to prevent a pattern of excessive absences.

Rationale for Evidence-based Strategy:

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

Attendance initiatives will assist in decreasing the number of student absences. The initiatives will provide the Leadership Team with a systematic approach to identify attendance issues, remediation, and rewards.

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.

8-11-22 Teachers will explain the importance of consistent student data and our school wide attendance plan to parents during their initial meet and greet. As a result, parents will have a firm understanding of attendance expectations.

Person Responsible Christina Gil (cctgil@dadeschools.net)

8-17-22 Thru 10-14-22 The Leadership Team will meet with teachers to develop an attendance incentive calendar for the first half of the school year. As a result, the leadership team will develop an attendance incentive calendar.

Person Responsible Suzanne Rivero-Setien (sriverosetien@dadeschools.net)

9-1-22 thru 10-14-22. The Leadership Team will meet with teachers to identify the students who have been truant during the 2020-21 school year. As a result, the leadership team will be able to proceed with the truancy plan for each student.

Person Responsible Christina Gil (cctgil@dadeschools.net)

9-1-22 thru 10-14-22. The assistant principal will meet with students and parents who have been absent at least 3 days. As a result, the number of absences will decrease for these students.

Person Responsible Christina Gil (cctgil@dadeschools.net)

10-31-22 thru 12-16-22. The assistant principal will begin to schedule ARC meetings with parents whose students have exceeded 5 unexcused absences. As a result, the number of absences will decrease for these students.

Person Responsible Christina Gil (cctgil@dadeschools.net)

10-31-22 thru 12-16-22. The ARC team will elicit the assistance of outside agencies to assist families who require resources to assist the students in attending school regularly. As a result, the number of absences will decrease for these students.

Person Responsible Christina Gil (cctgil@dadeschools.net)

#4. Instructional Practice specifically relating to Differentiation

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

According to the 2022 data reviewed, the I-Ready AP3 diagnostic showed that our first grade students' on grade level reading performance increased by only 3 percent when compared to AP1. The I-Ready AP3 reading diagnostic showed that 52 percent our second grade students' are reading at grade level. Based on this data, our school will implement Differentiated Instruction as an area of focus with an emphasis on data-driven differentiated instruction.

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

After the implementation of data-driven differentiated instruction, first grade students will show a minimum increase of 5 percentage points when comparing the progress in FAST from PM1 to PM3. In addition, our third grade students will show a minimum increase of 3 percentage points when comparing the progress in FAST from PM1 to PM3.

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

The leadership team will review I-Ready and Performance Matters student data and conduct data chats with the teachers. Follow-up will consist of regular walkthroughs to ensure that data-driven standards-based differentiated instruction is taking place. Data analysis will take place to ensure that students are demonstrating growth. Students will be provided with extended learning opportunities to include before/after school tutoring, interventions, and pull-out services.

Person responsible for monitoring outcome:

Suzanne Rivero-Setien (sriverosetien@dadeschools.net)

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

Within the Targeted Element of Differentiation, our school will focus on the evidence-based strategy of Differentiated Instruction. Data-driven differentiated instruction will meet our students' needs and will assist in accelerating learning and closing learning gaps. Data-Driven instruction will be monitored through conversations, during common planning, using student data to drive instructional planning to ensure that students' differences in learning capabilities are addressed, and plans are in place to guarantee effective student learning.

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

Targeting Differentiation will ensure that student data is utilized to drive instruction based on students' individual needs. Teachers will make modifications to their instructional delivery and small group lessons as new data is gathered, analyzed, and utilized to customize small group instruction. As a result of implementing standards-driven differentiated instruction, teachers will ensure that students' specific learning needs are met through targeted standards-based learning.

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.

8-12-22 thru 09-01-22. Teachers will analyze data using FAST PM1 and I-Ready Diagnostic to determine student individual academic needs. As a result, students will be grouped according to their academic need during teacher led differentiated instruction time.

Person Responsible Christina Gil (cctgil@dadeschools.net)

8-12-22 thru 10-14-22. Tier 2 and Tier 3 students to participate in the Horizon Discovery Intervention Program. As a result, students will be enrolled in intervention programs and will increase their results in Diagnostic 2.

Person Responsible Suzanne Rivero-Setien (sriverosetien@dadeschools.net)

8-12-22 thru 10-14-22 Tier 2 and Tier 3 students will be provided extended learning opportunities through before and/or afterschool tutoring and weekly I-Ready lab time. As a result, students will be enrolled in intervention programs and will increase their results in Diagnostic 2.

Person Responsible Christina Gil (cctgil@dadeschools.net)

8-12-22 thru 10-14-22 The Leadership Team along with teachers will conduct data chats with students and parents after each FAST Assessment. As a result, students and parents will be active participants in their instructional needs.

Person Responsible Christina Gil (cctgil@dadeschools.net)

10-31-22 thru 12-16-22. Teachers and the leadership team will continue to monitor data tracking of students in I-Ready, Performance Matters and Progress Monitoring. As a result, teachers will be able to address student needs and provide adequate intervention.

Person Responsible Christina Gil (cctgil@dadeschools.net)

10-31-22 thru 12-16-22. Tier 2 and Tier 3 students will be provided extended learning opportunities through before and/or afterschool tutoring and weekly I-Ready lab time. As a result, students will be enrolled in intervention programs and will increase their results in I-Ready and FAST second assessment.

Person Responsible Christina Gil (cctgil@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 school creates experiences throughout the year to engage with parents and families and ensures they have necessary information to support their children. Our Strengths within School Culture are in Relationships, Physical & Emotional Safety and Support, Care, and Connections. Staff are provided activities and social gatherings. We come together to share celebrations of success during informal meetups. We provide opportunities for staff, students and parents to provide ongoing feedback and suggestions by open communication and visibility. Our leadership team has an open door policy. We also ensure information is consistently disseminated to all stakeholder through our quarterly newsletter and our social media and electronic communication platforms. We continue to maximize student learning both in and out of the classroom while engaging stakeholders with highest standards and expectations.

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

Stakeholders involved in building a positive school culture and environment are the Principal, Teacher Leaders and Counselors (our School Leadership Team). The principal's role is to monitor and oversee all the school's initiatives, respond to concerns with morale by planning teambuilding and morale boosting activities, and assist in ensuring all information is shared with stakeholders in a timely manner. Teacher leaders and instructional coaches assist in providing and responding to feedback from stakeholders. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families.