Redland Elementary School

2022-23 Schoolwide Improvement Plan

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Redland Elementary School

24501 SW 162ND AVE, Homestead, FL 33031

http://redlandelem.dadeschools.net/

Demographics

Principal: Katori Wisdom

Start Date for this Principal: 7/20/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (52%) 2018-19: B (54%) 2017-18: B (59%)
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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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	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	C		B	B

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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.

The mission of Redland Elementary School is to provide a stimulating, multifaceted educational environment for all students through the delivery of purposeful, and intentional data driven instruction.

Provide the school's vision statement.

Our vision is to empower our diverse students to fulfill their social, physical, and academic potential by providing a safe, academically challenging, and nurturing environment, while building student/teacher relationships.

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
Montes, Adrian	Principal	The Principal at Redland Elementary School is responsible for the school's daily activities while ensuring a safe and academically progressive learning community for all students. The job duties and responsibilities of the Principal also include, but are not limited to developing and implementing the school's budget, serving as the instructional leader of the building, and monitoring schoolwide interventions while disaggregating data after respective assessments and conducting periodic Administration/Teacher data conversations. Additionally, the Principal conducts Leadership Team meetings and weekly custodial, cafeteria and security staff meetings to discuss updates, provide progress and reward exceptional work. Also, the Principal utilizes various forms of communication to efficiently and effectively communicate with all stakeholders.
	Assistant Principal	The Assistant principal at Redland Elementary School is responsible for supporting the principal with the school's daily activities while ensuring a safe and academically progressive learning community for all students. The job duties and responsibilities of the assistant principal also include, but are not limited to supporting the principal with developing and implementing the school's budget, serving as one of the instructional leaders of the building, and monitoring schoolwide interventions while disaggregating data after respective assessments and conducting periodic Administration/Teacher data conversations. Additionally, the assistant principal conducts Leadership Team meetings and weekly custodial, cafeteria and security staff meetings to discuss updates, provide progress and reward exceptional work. Also, the assistant principal utilizes various forms of communication to efficiently and effectively communicate with all stakeholders.
Roman, Samantha	Reading Coach	The Reading Coach at Redland Elementary School is responsible for attending monthly Leadership Team meetings to develop coaching support, conducting coaching cycles, and facilitating instructional planning sessions. Additionally, the Reading Coach will develop i-Ready assessment calendars and provide testing updates to Administration (to include updates of percent tested), troubleshoot during i-Ready Reading assessments and pull applicable reports after testing. Also, the Reading Coach will plan and prepare for the district writing assessments, provide data analysis of Reading bi-weekly assessments and will work alongside the Assistant Principal and Registrar to ensure Tier2/Tier3 students are placed in appropriate interventions, respectively. Furthermore, the Reading Coach will attend Reading ICADS, provide teachers with instructional resources, assist Administration with selecting extended learning resources and support school-wide literacy initiatives.
Pate, Shaquanda	Math Coach	he Mathematics Coach at Redland Elementary School is responsible for attending monthly Leadership Team meetings to develop coaching support, conducting coaching cycles, and facilitating instructional planning sessions. Additionally, the Mathematics Coach will develop i-Ready assessment calendars and provide i-Ready testing updates to Administration (to include

Name	Position Title	Job Duties and Responsibilities
		updates of percent tested), troubleshoot during testing and pull applicable reports after testing. Also, the Mathematics Coach will provide data analysis of Mathematics Topic Assessments, attend Mathematics ICADS, provide teachers with instructional resources, assist Administration with selecting extended learning resources and support school-wide Mathematics initiatives.
Ferrer, Ivelice	ELL Compliance Specialist	The ELL Compliance Specialist at Redland Elementary School is responsible for the appropriate placement of ESOL students, and ensuring all J Screen corrections are updated. Additionally, the ELL Compliance Specialist serves as an active member of the Literacy Leadership/ Leadership Team, administers CELLA online and OLPS-R assessments to respective students, reviews the Home Language Surveys, identifies student(s) to be tested and attends ELL District trainings.

Demographic Information

Principal start date

Wednesday 7/20/2016, Katori Wisdom

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.*

14

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.*

45

Total number of teacher positions allocated to the school

62

Total number of students enrolled at the school

806

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

3

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

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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	108	131	123	182	146	131	0	0	0	0	0	0	0	821
Attendance below 90 percent	0	26	16	24	21	25	0	0	0	0	0	0	0	112
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	3	8	34	29	21	0	0	0	0	0	0	0	95
Course failure in Math	0	7	6	26	23	15	0	0	0	0	0	0	0	77
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	26	25	25	0	0	0	0	0	0	0	76
Level 1 on 2022 statewide FSA Math assessment	0	0	0	19	28	36	0	0	0	0	0	0	0	83
Number of students with a substantial reading deficiency	0	3	16	65	43	53	0	0	0	0	0	0	0	180
	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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	3	8	32	30	40	0	0	0	0	0	0	0	113

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	0	4	4	26	2	0	0	0	0	0	0	0	0	36
Students retained two or more times	0	0	1	0	1	0	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Monday 8/22/2022

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	70	108	134	148	114	161	0	0	0	0	0	0	0	735
Attendance below 90 percent	11	36	34	53	34	50	0	0	0	0	0	0	0	218
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	4	23	22	19	0	0	0	0	0	0	0	70
Course failure in Math	0	3	4	5	10	26	0	0	0	0	0	0	0	48
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	13	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	8	0	0	0	0	0	0	0	8
Number of students with a substantial reading deficiency	8	26	86	97	37	61	0	0	0	0	0	0	0	315

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	6	8	6	19	12	0	0	0	0	0	0	0	0	51

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	8	9	3	12	0	0	0	0	0	0	0	0	0	32
Students retained two or more times	0	0	0	0	1	5	0	0	0	0	0	0	0	6

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	125	115	149	150	133	167	0	0	0	0	0	0	0	839
Attendance below 90 percent	25	17	19	28	26	24	0	0	0	0	0	0	0	139
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	10	16	48	23	16	0	0	0	0	0	0	0	113
Course failure in Math	0	7	6	26	23	15	0	0	0	0	0	0	0	77
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	51	36	49	0	0	0	0	0	0	0	136
Level 1 on 2019 statewide FSA Math assessment	0	0	0	45	37	55	0	0	0	0	0	0	0	137
Number of students with a substantial reading deficiency	0	12	45	67	51	71	0	0	0	0	0	0	0	246

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	10	8	56	41	44	0	0	0	0	0	0	0	159

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	7	4	25	1	0	0	0	0	0	0	0	0	37
Students retained two or more times	0	1	1	1	0	0	0	0	0	0	0	0	0	3

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	49%	62%	56%				52%	62%	57%
ELA Learning Gains	61%						54%	62%	58%
ELA Lowest 25th Percentile	55%						59%	58%	53%
Math Achievement	51%	58%	50%				65%	69%	63%
Math Learning Gains	63%						65%	66%	62%
Math Lowest 25th Percentile	51%						42%	55%	51%
Science Achievement	33%	64%	59%				43%	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	52%	60%	-8%	58%	-6%
Cohort Comparison		0%				
04	2022					
	2019	56%	64%	-8%	58%	-2%
Cohort Comparison		-52%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	41%	60%	-19%	56%	-15%
Cohort Comparison		-56%				

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	64%	67%	-3%	62%	2%
Cohort Comparison		0%				
04	2022					
	2019	68%	69%	-1%	64%	4%
Cohort Comparison		-64%				
05	2022					
	2019	53%	65%	-12%	60%	-7%
Cohort Comparison		-68%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	40%	53%	-13%	53%	-13%
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	44	45	50	50	60	43	21				
ELL	41	63	54	46	63	55	24				
BLK	56	53		50	53						
HSP	47	62	57	50	64	52	32				
FRL	48	60	56	49	61	49	32				

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	33	29	64	39	35	42	34				
ELL	40	43	55	35	33	36	33				
BLK	37			28							
HSP	46	43	61	40	29	32	36				
FRL	46	44	62	39	29	36	36				
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	38	54	60	47	43	20	28				
ELL	46	51	58	65	66	47	38				
BLK	62	46		57	62						
HSP	50	54	59	64	65	44	42				
WHT	82	62		88	77						
FRL	50	53	60	63	64	43	39				

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	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	46
Total Points Earned for the Federal Index	409
Total Components for the Federal Index	8
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	43
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	49
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
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	53
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	51
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	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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

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

The school district comparison shows an increase in the Achievement gap widening from 3rd to 5th grade in both ELA and Science.
All ELA Subgroups Learning Gains L25 decreased by at least 5 percentage points.
Science Subgroups Achievement levels decreased by at least 3 percentage points.

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

The majority of our ELA L25 decreased by at least 5 percentage points. Students with Disabilities decreased by 14 percentage points, English Language Learners decreased by 1 percentage point, Students with Free and Reduced lunch decreased by 6 percentage points, Science proficiency decreased by 3 percentage points.

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 last 3 years, we have been focusing on standards-based instruction in all classrooms and grade levels. We have struggled with the consistency of providing explicit data driven instruction in grades 3-5 to our L25 population. In some of our classrooms, instruction does not meet the depth of the standard or access pre-requisite knowledge. In addition, many teachers were moved to self-contained classrooms, and must learn a new set of standards and may lack familiarity with the new standards. We will begin to incorporate differentiated instruction, and data-driven instruction and align appropriate resources to meet the needs of our L25s. In addition, collaborative planning will support these efforts and greater focus on meaningful and purposeful activities.

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

Math Learning Gains increased from 29 percentage points in 2021 to 63 percentage points on the 2022 FSA. In 2022, students in L25 subgroup in Math showed a growth of 18 percentage points on the Mathematics FSA.

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

We created an instructional planning schedule that allotted time to plan for a school-wide Mathematics Differentiated Instruction Day. Administrators attended weekly instructional planning sessions and contributed to conversations with Math teachers to carefully align resources.

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

Data-driven Instruction, Differentiated Instruction, Hands-On Learning, Interventions-RTI, Extended Learning Opportunities, Standards-Based Collaborative Planning

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The PLST will develop whole group sessions and job-embedded sessions on using data to drive instruction (September/22), Tackling OPM data (October/22), making adjustments to groups as data becomes available (November/December/22) and continuous data chats with individualized feedback and next steps (ongoing). Coaching cycles will also be implemented with teachers to support specific needs (ongoing).

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

Extended learning opportunities will be provided such as after school TALENTS program and before and after school tutoring sessions as well as Saturday Academy.

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

:

#1. Positive Culture and Environment specifically relating to Promoting the Moral and Performance of the Team	
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 2021-2022 School Climate Survey feedback from staff, 22% of teachers Strongly Agreed that staff morale is high at our school, in comparison to 34% during the 2020-2021 School Climate Survey, this indicates a decrease of 12 percentage points. In addition, the 2021-2022 School Climate Survey feedback from staff indicated that 38% of teachers Strongly Agree they feel their ideas are listened to and considered during the 2021-2022 school year, in comparison to 49% during the 2020-2021 School Climate Survey feedback this is a decrease of 11 percentage points. This data indicates that there is a critical need to increase staff morale.
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 Promoting the Morale and Performance of the Team, then our School Climate Survey will demonstrate an increase by 25 percentage points (for a total of 47%) in the 2022-2023 Climate survey by June 2022.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Our Social Committee will plan activities outside of school so that teachers can meet with one another and with administrators to build rapport. Also, during staff meetings we will provide multiple opportunities for teachers to provide input on discussed topics to ensure their input is considered. Additionally, each Monday, teachers will be sent a short, 3 question survey (RES Monday Morning Check-in) via email to gage the temperature for the week ahead and provide support to teachers based on the responses from the survey.
Person responsible for monitoring outcome:	Adrian Montes (pr4581@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	With the implementation of Promoting the Morale and Performance of the Team, we will focus on creating a positive school culture where all staff members feel they have a voice and can participate in the decision making process.
Rationale for Evidence-based Strategy: Explain the	We would like to empower teachers in our school by involving them in the decision-making process and soliciting their feedback with certain topics. Leading various initiatives will provide leadership opportunities for teachers while also considering their input on what initiatives to implement.

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

Action Steps to Implement

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

8/31 - Meet with the Social Committee to discuss the school's vision to build morale and develop action plan. As a result, the plan will be shared with teachers.

Person Responsible   Adrian Montes (pr4581@dadeschools.net)

8/31 - 10/14 - Allow teachers an opportunity to provide feedback during staff meetings and during the Monday morning check-in survey on various topics/concerns. As a result, teachers will have input and feel as if their voice is heard.

Person Responsible   Adrian Montes (pr4581@dadeschools.net)

8/31 - 10/14 - Determine the effectiveness of staff participation during faculty meetings by creating a survey for teachers to complete after each one as to what could be done differently. As a result, teachers will have opportunities to provide additional or missed feedback and feel as if their voice is heard.

Person Responsible   Adrian Montes (pr4581@dadeschools.net)

8/31 - 10/14 - Plan activities outside of school with staff members so everyone can gather with one another and with administrators to build and strengthen relationships and rapport.

Person Responsible   Adrian Montes (pr4581@dadeschools.net)

10/31 - 12/16 - Continue to provide teachers an opportunity to voice concerns or issues via the Monday morning check-in survey. As a result, teachers will feel as if their voice is heard.

Person Responsible   Katori Wisdom (kwisdom@dadeschools.net)

10/31 - 12/16 - Conduct team building activities outside of school with staff members so everyone can gather with one another and with administrators to build and strengthen relationships and rapport.

Person Responsible   Katori Wisdom (kwisdom@dadeschools.net)

#2. Instructional Practice specifically relating to Science	
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 proficiency data 33% of the 5th grade students were proficient in Science. The 2021 Science proficiency data shows that 36% of the 5th grade students are proficient in Science. Based on research, Hands-On Learning has proven to be effective. We will focus on Hands-On Learning opportunities during Science instruction to address this critical 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 the Hands-On Learning, an additional 10% of our students (for a total of 43%) will score at or above grade level in the area of Science.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Leadership Team will conduct quarterly data chats and the administration will review bi-weekly lesson plans for indication of Hands-On-Learning and follow-up with regular walkthroughs to ensure that science instruction is aligned to data. Data analysis of science topic assessments will be reviewed to observe progress. We will create an online tracker to monitor topic assessment data on a bi-weekly basis. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards. Extended learning opportunities will be provided to those students who are not demonstrating mastery on science topic assessments.
Person responsible for monitoring outcome:	Adrian Montes (pr4581@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Hands-On Learning is a learning style in which learning takes place by the students carrying out physical activities, rather than listening to a lecture or watching demonstrations. This may include using manipulatives to teach concepts.
Rationale for Evidence-based	Hands-On Learning will ensure that teachers are providing students an opportunity to engage in activities/lessons that are customized to data. Teachers will continually make

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

9/7 - Provide Professional Development for teachers on the effective implementation of Hands-On Learning during Science instruction that is aligned to the school goals based on data. As a result, teachers will begin to plan and provide meaningful and effective Science instruction.

Person Responsible	Adrian Montes (pr4581@dadeschools.net)

8/22 - 10/14 - Teachers will participate in Administrative/Teacher data chats and will continue to develop lesson plans that include Hands-On Learning instruction. As a result, teachers will utilize manipulatives, real-life activities and aligned resources, that reflect Hands-On Learning instruction.

Person Responsible	Adrian Montes (pr4581@dadeschools.net)

8/22 - 10/14 - Facilitate weekly instructional planning sessions to provide teachers with an opportunity to collaborate and brainstorm challenges, needs, and share best practices. As a result, teachers will adjust instruction based on the students' needs.

Person Responsible	Adrian Montes (pr4581@dadeschools.net)

8/22 - 10/14 - Teachers will collaboratively develop data trackers that can be used to track Science topic assessments. Teachers will use data trackers to monitor student progress and adjust as necessary. As a result, teachers will remediate weak standards and provide students with the appropriate science intervention.

Person Responsible	Adrian Montes (pr4581@dadeschools.net)

10/31 - 12/16 - Teachers will continue to utilize data trackers to monitor student progress and adjust as necessary. As a result, teachers will remediate weak standards and provide students with the appropriate science intervention.

Person Responsible	Katori Wisdom (kwisdom@dadeschools.net)

10/31 - 12/16 - Administrators will conduct targeted walkthroughs with a focus on the remediation of weak standards from Science Topic Assessments. As a result, immediate instructional feedback will be provided to teachers and adjustments to science instruction will be made.

Person Responsible	Katori Wisdom (kwisdom@dadeschools.net)

#3. 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.	We decided to focus on Leadership Development to address the critical needs within our school. The data reveals 38% of the staff believes their ideas are not listened to and considered. To increase this percentage we selected Leadership Development because it will provide opportunities for teachers to grow in various leadership roles.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we successful implement the Targeted Element of Leadership Development, our teachers will be provided the opportunity to contribute to school-wide decisions through various leadership roles. This will be evidenced through staff meetings, leadership team meetings, grade level chair meetings and additional leadership responsibilities. The percentage of teachers participating in decision-making will increase by at least 10% during the 2022-2023 school year.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	With the implementation of Leadership Development an additional 10% of the staff will agree with the statement that their ideas were listened to and considered by the mid-year point of the school year.
Person responsible for monitoring outcome:	Adrian Montes (pr4581@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the Targeted Element of Leadership Development, we will focus on the evidence-based strategy of: Involving Staff in Important Decision Making. Involving Staff in Important Decision Making allows our staff to gain professional and personal stake in the school and its overall success. This commitment leads to the increased productivity as members of the staff are actively participating in various aspects of the school and wish to see their efforts succeed.
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 Involving Staff in Important Decision Making to address the critical needs within our school. The data reveals 38% of the staff strongly agrees that their ideas are listened to and considered. To increase this percentage, we selected Involving Staff in Important Decision Making because it will give teachers the opportunity to grow in various leadership roles.

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 - After reviewing the School Climate Survey results, the LT will develop a survey to solicit feedback from teachers regarding how their ideas can be listened to and considered. As a result, teachers will have a voice.

Person Responsible   Adrian Montes (pr4581@dadeschools.net)

8/31-10/14 - Facilitate monthly faculty meetings to provide teachers with an opportunity to brainstorm ideas, challenges, and needs. As a result, teachers will feel their ideas are heard and considered.

Person Responsible   Adrian Montes (pr4581@dadeschools.net)

8/31- 10/14 - Grade levels and Committees will participate in monthly meetings. Subsequently, teacher leaders will share with administration specific ideas and/or concerns. As a result, administration will make adjustments as needed.

Person Responsible   Adrian Montes (pr4581@dadeschools.net)

10/14 - Develop an additional survey to ensure what was put in place has been effective for the school. As a result, there will be an increase in the percentage of staff members that feel that their ideas are listened to and considered.

Person Responsible   Katori Wisdom (kwisdom@dadeschools.net)

10/31 - 12/16 - Grade levels and Committees will continue to participate in monthly meetings and share with administration specific ideas and/or concerns. As a result, administration will make adjustments as needed to make certain that teachers feel they have a voice.

Person Responsible   Adrian Montes (pr4581@dadeschools.net)

10/31 - 12/16 - Monitor and share the survey results with staff members to ensure what was put in place has been effective for the school. Also, offer additional support in this area. As a result, there will be an increase in the percentage of staff members that feel that their ideas are listened to and considered.

Person Responsible   Katori Wisdom (kwisdom@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 proficiency data 44% of the 3rd-grade students are proficient in ELA. 53% of the 4th-grade students are proficient, and 36% of the 5th-grade students are proficient in ELA. The 2021 FSA proficiency data shows 41% of the 3rd-grade students are proficient n ELA, 41% of the 4th-grade students are proficient and 39% of the 5th-grade students are proficient in ELA. Based on the data, differentiated instruction has proven to be effective in 4th-grade. We will focus on differentiated instruction in 3rd through 5th grade during ELA instruction to address this critical 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 Differentiation, an additional 20% (for a total of 56%) of our students will score at or above grade level in the area of ELA on the 2023 Florida Assessment of Student Thinking assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Leadership Team will conduct quarterly data chats and administration will conduct focused and targeted walkthroughs for indication of differentiation instruction. Data analysis of formative assessments of students will be reviewed monthly to observe progress. We will create an online tracker to monitor progress on ELA bi-weekly assessments. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards.
Person responsible for monitoring outcome:	Adrian Montes (pr4581@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 also assist in acceleration the learning gains of our L25s as it is a systematic approach of instruction to meet the students' needs. Differentiated instruction will be monitored through the use of data trackers that will drive instructional planning sessions and data driven conversations to include progress monitoring.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the	Differentiation will ensure teachers are using relevant, recent and aligned data to plan lessons that are customized to student needs. Teachers will make adjustments to their instruction, plans and instructional delivery after applicable assessments such as i-Ready and ELA bi-weekly assessments.

**resources/
criteria used for
selecting this
strategy.**

9/7 - Provide Professional Development for teachers on effective implementation of Differentiation aligned to the school goals based on data. As a result, teachers will develop classroom systems that are conducive to small group instruction.

Person Responsible	Adrian Montes (pr4581@dadeschools.net)

8/31 - 10/14 - Teachers will participate in data chats and develop lesson plans that are inclusive of Differentiated Instruction. As a result, teachers will have student groups, appropriate resources and lesson plans that reflect DI.

Person Responsible	Adrian Montes (pr4581@dadeschools.net)

8/31 - 10/14 - Instructional Reading Coach will facilitate instructional planning meetings to provide teachers an opportunity to collaborate and brainstorm challenges, needs, and share best practices. As a result, teachers will have a better understanding of why the effective implementation of differentiation is important to meet students needs.

Person Responsible	Adrian Montes (pr4581@dadeschools.net)

8/31 - 10/14 - Teachers will develop data trackers to track assessments and progress. As a result, the groups are fluid and students are receiving instruction based on the data.

Person Responsible	Adrian Montes (pr4581@dadeschools.net)

10/31 - 12/16 - Instructional Reading Coach will continue to facilitate instructional planning meetings to provide teachers an opportunity to collaborate and brainstorm challenges, needs, and share best practices. As a result, teachers will have a better understanding of why the effective implementation of differentiation is important to meet students' needs.

Person Responsible	Adrian Montes (pr4581@dadeschools.net)

10/31 - 12/16 - Administration will conduct targeted walkthroughs in ELA/reading classes with a focus on data charts, progress monitoring, different student outcomes and work samples to ensure that differentiated instruction is consistent and implemented with fidelity. As a result, teachers will have a better understanding of why the effective implementation of differentiation is important to meet students' needs.

Person Responsible	Adrian Montes (pr4581@dadeschools.net)

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

According to the 2022 SAT-10 data, 48% of the Kindergarten through 2nd grade students are proficient, 72% of the Kindergarten students are proficient, 44% of the 1st grade students are proficient and 39% of 2nd grade students are proficient in ELA. We will focus on anchor charts to address this critical need.

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

According to the 2022 FSA proficiency data, 46% of the 3-5 grade students are proficient in ELA, 40% of the 3rd grade students are proficient in ELA, 54% of 4th grade students are proficient in ELA, and 41% of 5th grade students are proficient in ELA. We will focus on anchor charts to address this critical need.

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 the Anchor Charts, an additional 10%, for a total of 58% of K- 2nd grade students, will score at grade level or above in the area of ELA by 2022-2023 State Assessment.

Grades 3-5: Measureable Outcome(s)

With the implementation of the Anchor Charts, an additional 10%, for a total of 56% of 3rd- 5ht grade students, will score at grade level or above in the area of ELA by 2022-2023 State Assessment.

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

The Leadership Team will conduct quarterly data chats, administration will review bi-weekly lesson plans for indication of interventions and differentiated instruction. Data analysis of formative assessments of students will be reviewed monthly to observe progress. We will create an online tracker to monitor OPM data on a bi-weekly basis. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards by the end of each assessment period.

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

Montes, Adrian, pr4581@dadeschools.net

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

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

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

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

Anchor Charts serve as artifacts of classroom learning. Like an anchor, they holds students' and teachers' thoughts, in alignment to standards and skills, as well as ideas and processes in place. Anchor charts can be displayed as reminders of prior learning and built upon over multiple lessons.

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?

We want to empower our students to take ownership of their learning and provide them with reminders of prior learning while building upon multiple lessons.

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 - 9/2- Literacy Leadership Team will provide PD for teachers on Anchor Charts that is aligned to school goals based on data. As a result, teachers will understand the importance of Anchor Charts and develop anchor charts for students to reference during instruction. 9/2 - 10/11- Literacy Coach will support teachers with developing Anchor Charts based on data. As a result, teachers will have created student friendly Anchor Charts based on data. 9/2 - 10/11- Anchor charts will be revisited after applicable assessments. As a result, anchor charts will be built upon to assist students with weak standards. 9/2 - 10/11-Best practices regarding the effective use of Anchor Charts will be shared during faculty meetings. As a result, teachers will have an opportunity to engage in collegial conversations regarding Anchor Charts and share best practices on the effective implementation of Anchor Charts.	Montes, Adrian, pr4581@dadeschools.net
10/31 - 12/16 - Teachers will have a repertoire of Anchor Charts for students to reference during instruction. As a result, teachers will understand the importance of Anchor Charts and students will referenced Anchor Chart as needed. 10/31 - 12/16 - Literacy Coach will support teachers with developing Anchor Charts based on data. As a result, there will be an increase in the percent of students on grade level after the administration of the i-Ready Reading AP2 diagnostic. 10/31- 12/16 - Anchor charts will be revisited after applicable assessments. As a result, anchor charts will be built upon to assist students with weak standards. 10/31 - 12/16 - Best practices regarding the effective use of Anchor Charts will continue to be shared during faculty meetings. As a result, teachers will engage in collegial conversations regarding Anchor Charts and share best practices on the effective implementation of Anchor Charts.	Wisdom, Katori, kwisdom@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.

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 to employ school improvement strategies that impact the positive school culture and environment are critical. 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. Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

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

0ur strength within the School Culture is building relationships with students and families. Our school creates experiences throughout the year to engage with parents and families and ensure that parents/guardians have necessary information to support their children. Our Community Involvement Specialist supports our families through various parent workshops, and conducts family home visits all in an effort to build and maintain a positive relationship within our school community. In addition, support staff members such as bus drivers, cafeteria staff, and our School Resource Officer have been asked to support positive student relationships. We utilize multiple platforms to communicate with families, such as a monthly newsletter, Class Dojo, TEAMS, and various other applications. We continue to build relationships with students by focusing on their social and emotional learning while fostering the highest level of engagement and learning.