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Gulfstream Elementary School

20900 SW 97TH AVE, Cutler Bay, FL 33189

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

Demographics

Principal: Marlene Isa Rodriguez

Start Date for this Principal: 7/15/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	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: A (63%) 2018-19: B (59%) 2017-18: A (67%)
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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Gulfstream Elementary School

20900 SW 97TH AVE, Cutler Bay, FL 33189

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2021-22 Title I School</p> <p>Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>100%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>95%</p>

School Grades History

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

Gulfstream Elementary will provide an educational foundation for students to become productive members of society.

Provide the school's vision statement.

Gulfstream Elementary will support and encourage children to develop their maximum potential and achieve success.

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
Iza-Rodriguez, Marlene	Principal	Ms. Iza-Rodriguez serves as an active member of the School Improvement Process ensuring that it is inclusive of all stakeholders and encompasses the needs of all students, teachers and the community.
Rogers, Marsha	Assistant Principal	Ms. Rogers serves as an instructional leader by ensuring that all stakeholders have the opportunity to provide input for our School Improvement Plan and that the School Improvement Plan addresses the needs of all students, teachers and parents within the school community.
Salinero, Alexandra	Teacher, K-12	Ms. Salinero serves as an instructional leader by ensuring that our general education population is receiving explicit instruction that will bridge gaps in student learning pushing students to their full potential.
Levern, Sarah	Teacher, K-12	Ms. Pereira serves as an instructional leader by leading technological instruction of both teachers and students. She provides direct support for all district-approved computer programs through modeling and offers individualized support, when needed.
Osborn, Mandy	Teacher, ESE	Ms. Feanny serves as an instructional leader by ensuring that teachers receive professional development in order to address their professional needs and their students' needs. In addition, she ensures students in the Exceptional Education Program are getting the accommodations and strategies specified in their IEPs.

Demographic Information

Principal start date

Friday 7/15/2022, Marlene Isa Rodriguez

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.*

3

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.*

11

Total number of teacher positions allocated to the school

60

Total number of students enrolled at the school

516

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

19

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

9

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	77	96	90	88	89	76	0	0	0	0	0	0	0	516
Attendance below 90 percent	0	22	24	25	14	22	0	0	0	0	0	0	0	107
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	6	15	16	14	4	0	0	0	0	0	0	0	55
Course failure in Math	0	3	8	11	4	16	0	0	0	0	0	0	0	42
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	4	11	13	0	0	0	0	0	0	0	28
Level 1 on 2022 statewide FSA Math assessment	0	0	0	3	9	7	0	0	0	0	0	0	0	19
Number of students with a substantial reading deficiency	0	5	24	22	19	12	0	0	0	0	0	0	0	82

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	6	13	16	11	16	0	0	0	0	0	0	0	62

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	7	8	6	0	3	0	0	0	0	0	0	0	24
Students retained two or more times	0	0	1	1	1	1	0	0	0	0	0	0	0	4

Date this data was collected or last updated

Thursday 8/11/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	75	77	86	85	73	76	0	0	0	0	0	0	0	472
Attendance below 90 percent	9	17	15	14	22	14	0	0	0	0	0	0	0	91
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	6	4	5	12	12	0	0	0	0	0	0	0	39
Course failure in Math	0	4	3	5	8	10	0	0	0	0	0	0	0	30
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	7	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Number of students with a substantial reading deficiency	4	20	42	26	21	18	0	0	0	0	0	0	0	131

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	3	7	4	7	10	10	0	0	0	0	0	0	0	41

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	5	8	3	6	5	0	0	0	0	0	0	0	0	27
Students retained two or more times	0	0	0	1	0	2	0	0	0	0	0	0	0	3

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	101	26	93	92	70	78	0	0	0	0	0	0	0	460
Attendance below 90 percent	21	24	23	18	20	17	0	0	0	0	0	0	0	123
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	15	20	18	0	6	0	0	0	0	0	0	0	59
Course failure in Math	0	7	13	5	12	8	0	0	0	0	0	0	0	45
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	13	9	14	0	0	0	0	0	0	0	36
Level 1 on 2019 statewide FSA Math assessment	0	0	0	11	3	18	0	0	0	0	0	0	0	32
Number of students with a substantial reading deficiency	0	21	27	24	11	20	0	0	0	0	0	0	0	103

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	12	18	17	11	18	0	0	0	0	0	0	0	76

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	6	10	6	0	0	0	0	0	0	0	0	0	22
Students retained two or more times	0	1	1	2	1	2	0	0	0	0	0	0	0	7

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	56%	62%	56%				60%	62%	57%
ELA Learning Gains	65%						63%	62%	58%
ELA Lowest 25th Percentile	63%						55%	58%	53%
Math Achievement	66%	58%	50%				65%	69%	63%
Math Learning Gains	71%						59%	66%	62%
Math Lowest 25th Percentile	70%						52%	55%	51%
Science Achievement	53%	64%	59%				56%	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	56%	60%	-4%	58%	-2%
Cohort Comparison		0%				
04	2022					
	2019	63%	64%	-1%	58%	5%
Cohort Comparison		-56%				
05	2022					
	2019	49%	60%	-11%	56%	-7%
Cohort Comparison		-63%				

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	70%	69%	1%	64%	6%
Cohort Comparison		-64%				
05	2022					
	2019	49%	65%	-16%	60%	-11%
Cohort Comparison		-70%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	51%	53%	-2%	53%	-2%
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	43	59	62	54	61	67	36				
ELL	58	60	80	72	74	80	46				
BLK	52	67	60	70	77	82	60				
HSP	58	65	63	68	70	71	53				
WHT	46			38							
FRL	54	63	61	66	71	71	51				
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	32	27	27	34	23	20	32				
ELL	45	35		36	15		43				
BLK	39	18		36	29		30				
HSP	50	45	42	47	23	18	45				
FRL	45	35	25	40	23	19	40				
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	50	57	58	56	55	50	44				
ELL	59	65	56	67	58	59	55				
BLK	57	58	47	54	56	40	56				
HSP	61	65	61	70	61	59	58				
WHT	58			58							
FRL	58	62	57	63	59	52	53				

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	63
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	60
Total Points Earned for the Federal Index	504
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	55
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	66
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	67
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	64
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	42
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	62
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?

Overall proficiency in ELA, math, and science for students in grades 3-5 increased from 2020-2021 to the 2021-2022 school year. From the spring 2021 to spring 2022, there was an increase in all subgroups across all grades levels and subjects. However, the data from 2019 when compared to the data from 2021, reflects that there was a decrease in ELA and Math achievement levels. Following suit, the majority of subgroups (Hispanics, SWD, whites and ELLs) proficiency decrease between 1 to 12 percentage points in ELA and Math.

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

The greatest need for improvement is in 5th grade Science. In 2019, overall proficiency was at 56%, however, in 2021 the proficiency dropped to 41%. Although there was an increase to 53% in 2022, this proficiency rate is still lower than the results in 2019, suggesting this is an area for growth this school year.

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

During the 2020-2021 school year, students were unable to participate in interactive, hands-on activities due to the Covid-19 pandemic and the majority of students participating in online learning. As we know, science labs are crucial for understanding the scientific method. This year, our goal is to encourage all teachers to utilize the science labs and allow students participate in more hands-on activities. STEAM lessons will be used to develop a deeper understanding of the scientific method and science concepts.

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

According to the data, there was a significant improvement in math. In 2021, only 23% of the students made learning gains in math, while in 2022, 71% of students made learning gains in math.

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

All teachers implemented explicit, systematic instruction in math and addressed deficiencies through differentiated instruction on a weekly basis. i-Ready was also implemented with fidelity.

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

In both ELA and Math, we need to provide enrichment activities during DI, after school tutoring, Winter and Spring Break Academy.

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.

During this school year, teachers and staff will be provided with professional development opportunities in the areas of: B.E.S.T Standards for ELA and math, the new math series, DI, STEAM, and Schoology.

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

Additional services that will ensure sustainability of improvement include professional development and implementation of District developed pacing guides and ELA manual supporting a horizontal approach to standards in ELA. F.A.S.T. training will be provided to teachers to administer progress monitoring assessments.

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 student, family and community engagement

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

In order to create a positive school culture and environment, student, family and community engagement are all imperative. Student attendance is crucial to educational growth. During the 2021-22 school year, 56 percent of students had 11+ absences as compared to 44 percent in the 2020-2021 school year. This is a 12 percentage point increase in absences.

According to the 2020-2021 School Climate Survey, 66 percent of teachers agreed that "I feel lack of concern/support from parents" as compared to 23 percent. This is a 43 percentage point increase. However, there is an increase in how teachers feel that parents are involved. According to our Title I Parent Involvement sign-in sheets, parental involvement remained low in the 2020-2021 and 2021 and 2022 school year as evidenced by Open House and SAT/FSA Parent Night sign-in sheets.

Partnerships are a way for all stakeholders to come together to support student learning. In the 2020-2021 school year, Gulfstream had one Dade Partner as compared to 3 Dade Partners in 2021-2022. Partnerships increased by 2. We need and plan on continuing to build relationships in our community.

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

With the implementation of student, family and community engagement activities, student attendance (as evidenced by daily report), parental involvement (as evidenced by Title I event sign-in sheets), and number of Dade Partners/community partnerships will increase 10 percentage points during the 2022-2023 school year as compared to the 2021-2022 school year.

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

A student attendance committee will meet to monitor and discuss attendance monthly. Attendance incentives will be planned. Parent involvement will be monitored monthly utilizing Title I event sign-in sheets. Events will be planned in person and virtual. Partnerships will be monitored monthly.

Person responsible for monitoring outcome:

Marlene Iza-Rodriguez (pr2321@dadeschools.net)

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

Communicating with stakeholders

Rationale for Evidence-based Strategy:
Explain the rationale for

We want students, parents, and community members to collaborate in supporting student growth and development. Therefore, it is important for us to be inclusive of all stakeholders ensuring that each has the resources and tools to support overall academic improvement and proficiency of our students. The expected outcome

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

should result in an increase in student attendance leading to overall student proficiency.

Action Steps to Implement

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

Aug. 22-Oct 14 Gulfstream will create an attendance committee to offer incentives for attendance for students. As a result, motivational incentives will be provided to students increasing number of days students are in attendance.

Person Responsible Marsha Rogers (mhooover@dadeschools.net)

Aug. 22-Oct 14 Gulfstream will create an Community Partnership committee. As a result, the number of community partnerships will increase to support student activities which will increase number of days students are in attendance.

Person Responsible Marsha Rogers (mhooover@dadeschools.net)

Aug. 22-Oct 14 Establish a PTO to support community engagement activities. As a result, the PTO will offer opportunities for students and parents to participate in school-sponsored activities which will increase the number of days students are in attendance.

Person Responsible Marlene Iza-Rodriguez (pr2321@dadeschools.net)

Aug. 22-Oct 14 Offer incentives for parent attendance at school-sponsored events. As a result, the school-home partnership will be strengthened benefiting students' educational experience.

Person Responsible Marlene Iza-Rodriguez (pr2321@dadeschools.net)

Oct 31-Dec 16 Promote and implement incentives for perfect attendance for students for the entire 2022-2023 school year. Recognize perfect attendance for faculty and staff for each of the nine-weeks at a faculty meeting. As a result, an increase in teacher and student attendance should be evident.

Person Responsible Marsha Rogers (mhooover@dadeschools.net)

Oct 31-Dec 16 Establish procedures for monitoring attendance on a daily, weekly, and monthly basis that includes parent contact and truancy referrals. As a result, there should be an increase in the daily overall student attendance percentage.

Person Responsible Marsha Rogers (mhooover@dadeschools.net)

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

Area of Focus Description and

Rationale: According to the 2021-2022 Teacher School Climate Survey, 65 percent of teachers indicated that they disagree with the statement, "My principal is supportive of teachers".
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome: The results of the 2022-2023 Teacher School Climate Survey will indicate a decrease of 20 percentage points in the number of teachers that disagree with the statement, " My principal is supportive of teachers".
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Monitoring: Administrators will use a contact form to document walk-throughs and positive feedback.
Describe how this Area of Focus will be monitored for the desired outcome.

Person responsible for monitoring outcome: Marlene Iza-Rodriguez (pr2321@dadeschools.net)

Evidence-based Strategy: Administrators will communicate with stakeholders (teachers and staff).
Describe the evidence-based strategy being implemented for this Area of Focus.

Rationale for Evidence-based Strategy: This strategy will allow the administrator to build a culture of inclusivity, eliminating feelings of distrust, and uncertainty by communicating with teachers and staff after a walk-through.
Explain the 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.

Aug. 22-Oct 14 Conduct IPEGS training with the faculty. As a result, teachers will become more knowledgeable of professional expectations and be able to differentiate what constitutes an effective and highly effective teacher rating on their yearly observation/professional performance.

Person Responsible Marlene Iza-Rodriguez (pr2321@dadeschools.net)

Aug. 22-Oct 14 Create a teacher contact form to be utilized for walk-throughs. As a result, administrators will be able to monitor their walk-throughs ensuring equitable inclusivity of all teachers/classrooms.

Person Responsible Marlene Iza-Rodriguez (pr2321@dadeschools.net)

Aug. 22-Oct 14 Conduct walk- throughs during the school day. As a result, teachers will receive feedback throughout the year leading to the refinement of their teaching strategies and instructional delivery.

Person Responsible Marlene Iza-Rodriguez (pr2321@dadeschools.net)

Aug. 22-Oct 14 Leave feedback on the contact form and provide the teacher with a time to follow up with the administrator if needed. This will ensure there is continual feedback and conversations about teaching and learning to support teachers' development and growth of teachers throughout the school year.

Person Responsible Marlene Iza-Rodriguez (pr2321@dadeschools.net)

Oct 31- Dec 16 Utilize an adapted teacher feedback form to document walk-throughs. As a result, administrators will be able to continue to monitor their walkthroughs ensuring teachers receive specific feedback in a timely manner.

Person Responsible

Marlene Iza-Rodriguez (pr2321@dadeschools.net)

Oct 31- Dec 16 Data from i-Ready and F.A.S.T testing will be utilized to conduct data chats between administration and teachers. The conversations will include support that teachers may need including materials, professional development and/or personnel. As a result, teachers will be able to set student academic goals and conduct their own data chats with their students.

Person Responsible

Marlene Iza-Rodriguez (pr2321@dadeschools.net)

#3. 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.

The ELA data from 2021 indicated that 47% of students demonstrated proficiency. In 2022, 56% of students demonstrated proficiency. This is a 9 percentage point increase. According to the ELA data from 2021, only 33% of students in the lowest 25th percentile demonstrated learning gains. This number increased to 63% in 2022.

The math data from 2021 indicated that only 17% of students in the lowest 25th percentile demonstrated learning gains. In 2022, 70% of students in the lowest 25th percentile made learning gains. This demonstrates that when DI is implemented with fidelity, students can acquire the necessary skills to reach proficiency.

The ELA data from 2021 indicated that 47% of students demonstrated proficiency. In 2022, 56% of students demonstrated proficiency. This is a 9 percentage point increase.

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

With the implementation of differentiated instruction with fidelity, we will see an increase in proficiency of at least 5 percentage points in ELA and math in grades 3-5 by the third F.A.S.T. progress monitoring assessment in 2023 as compared to the first F.A.S.T. progress monitoring assessment in 2022.

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

Differentiated instruction will be implemented school-wide as part of shared vision and mission. A schedule outlining DI time in each classroom schedule will be created. The leadership team will conduct walkthroughs to monitor the implementation of differentiated instruction.

Person responsible for monitoring outcome:

Marlene Iza-Rodriguez (pr2321@dadeschools.net)

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

Differentiated Instruction will provide students with different opportunities for learning during small group instruction. Teaching materials and assessments will be utilized to meet the needs of each student so that all students can learn effectively at their current academic level, regardless of differences in ability.

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

Differentiated instruction will assist in bridging gaps in learning. Teachers will provide D.I. based on student needs as deemed on weekly assessments, progress monitoring assessments and class observation.

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.

Aug. 22-Oct 14 Create and present professional development on differentiated instruction: what it is, what it is not, what it looks like, and data disaggregation. As a result, teachers will be knowledgeable of the various methods/strategies that can be used to differentiate instruction and therefore, implement D.I. effectively in their classrooms.

Person Responsible

Marlene Iza-Rodriguez (pr2321@dadeschools.net)

Aug. 22-Oct 14 Develop a classroom schedule devoting a specific time frame in the week for differentiated instruction. As a result, teachers will consistently provide differentiate instruction effectively allowing student gaps in learning to be bridged throughout the school year.

Person Responsible Marlene Iza-Rodriguez (pr2321@dadeschools.net)

Aug. 22-Oct 14 Administrative monitoring of differentiated instruction activities during walk-throughs. As a result, administrators can ensure differentiated instruction is being provided with fidelity and that teachers receive timely feedback on instructional resources utilized and strategy implementation.

Person Responsible Marlene Iza-Rodriguez (pr2321@dadeschools.net)

Aug. 22-Oct 14 Follow-up with conversations about differentiated instruction activities at grade level meetings. As a result, the administrative team and teachers will work collaboratively to address student needs and adjust differentiated instruction as needed based on the most current data.

Person Responsible Marlene Iza-Rodriguez (pr2321@dadeschools.net)

Oct 31- Dec 16 Administration will conduct conversations with teachers individually to debrief administrative walk throughs that were conducted specifically looking for evidence of differentiated instruction. Teachers will be given feedback through "Glows" and "Grows", which will be used to identify strengths and areas that need improvement, respectively. As a result, we should see an increase in the number of teachers implementing differentiated instruction with fidelity.

Person Responsible Marlene Iza-Rodriguez (pr2321@dadeschools.net)

Oct 31- Dec 16 Teachers will use data trackers to document assessment results, record progress monitoring data and file completed differentiated instruction activities in student D.I. folders with specific feedback on progress. As a result, teachers will be able to monitor student academic progress and adjust instruction as necessary, based on students' needs.

Person Responsible Marlene Iza-Rodriguez (pr2321@dadeschools.net)

#4. Instructional Practice specifically relating to Collaborative Planning

Area of Focus

Description and Rationale:

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

Data from the 2021 FSA ELA assessment indicates 47% of our students were proficient in ELA as compared to 56% in 2022. This demonstrates that there was growth from 2021-2022. However, in 2019, ELA proficiency was 60%. This data indicates that there continues to be a need for growth to bridge gaps in student learning.

Measurable Outcome:

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

Monitoring:

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

Person responsible for monitoring outcome:

Evidence-based Strategy:

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

Rationale for Evidence-based Strategy:

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

With Instructional Support/Coaching during collaborative planning, teachers will align lessons with state standards and share best practices to ensure learners reach their maximum potential increasing ELA and math F.A.S.T. proficiency by 5 percentage points from Progress Monitoring 1 to Progress Monitoring 3.

Grade levels will meet weekly as evidenced by sign-in sheets and minutes. Bi-weekly progress monitoring from McGraw Hill will be used to track student progress and design lessons to remediate skills or offer enrichment opportunities.

Marlene Iza-Rodriguez (pr2321@dadeschools.net)

The Academic Recovery Coach will support and collaborate with teachers to set measurable goals that will improve instructional outcomes. Teachers in need of Coaching Cycles will be identified and provided with additional support. Coaching Cycles will be student-centered and teacher-centered in order to assist teachers in improving their instructional delivery.

Teachers will receive support through Instructional Support/Coaching. Due to the District's change to B.E.S.T. standards and the F.A.S.T. progress monitoring assessment, teachers will need to make adjustments to their instructional strategies and rely on new resources for teaching. Instructional Coaching/Support will assist with this adjustment period and ensure students are provided with the tools they need to become proficient readers and mathematicians.

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.

Aug. 22-Oct 14 Create a schedule for collaborative planning. As a result, teachers will be able to collaborate with colleagues weekly to develop lesson plans and share best practices.

Person Responsible Marsha Rogers (mhooover@dadeschools.net)

Aug. 22-Oct 14 Our Instructional Coach will meet with grade levels and facilitate the utilization of district pacing guides, McGraw Hill instructional resources, and the ELA B.E.S.T. handbook to create high-quality lessons. As a result, teachers will have a resource to model effective planning to create lesson plans and lessons that align with the standards.

Person Responsible Marsha Rogers (mhooover@dadeschools.net)

Aug. 22-Oct 14 Implement lessons and assess student knowledge through McGraw Hill progress monitoring assessments. As a result, teachers will gain experience implementing the B.E.S.T. standards and utilize this assessment tool to guide their instruction in the future.

Person Responsible Marlene Iza-Rodriguez (pr2321@dadeschools.net)

Aug. 22-Oct 14 Reconvene to discuss results of progress monitoring and determine strategies that were effective in achieving student success and which need to be retaught utilizing additional strategies. As a result, teachers will be able to make adjustments in their instructional delivery and develop differentiated lessons to address gaps in student learning.

Person Responsible Marsha Rogers (mhooover@dadeschools.net)

Oct 31- Dec 16 Progress Monitoring assessments will be reviewed during common planning and used to drive instruction. As a result, appropriate strategies will be implemented to address low performing standards.

Person Responsible Marlene Iza-Rodriguez (pr2321@dadeschools.net)

Oct 31-Dec 16 Coaching cycles will be provided based on observed teacher needs in order to provide additional support. As a result, teachers will be able to provide students with standards-based instruction with fidelity.

Person Responsible Marlene Iza-Rodriguez (pr2321@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

Instructional practices related to improving Reading/ELA achievement include: common planning with grade level to share best practices, attending training on differentiated instruction at the school site, and scheduled intervention time to meet the needs of Tier II and Tier III students.

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

Instructional practices related to improving Reading/ELA achievement include: common planning with grade level to share best practices, attending training on differentiated instruction at the school site, and scheduled intervention time to meet the needs of Tier II and Tier III students.

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)

Fifty percent or more of our students will score a level 3 or above on the 2023 Star Literacy/STAR statewide, standardized ELA assessment.

Grades 3-5: Measureable Outcome(s)

Fifty percent or more of our students will score a level 3 or above on the 2023 FAST statewide, standardized ELA 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.

Teachers will use progress monitoring and bi-weekly assessments to inform them about which skill to reinforce or reteach. Differentiated instruction will target these skills. Intervention will be conducted with fidelity to ensure students learning gaps are bridged and that they are moving towards proficiency by PM3 at the end of the school year.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Iza-Rodriguez, Marlene , pr2321@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?

The evidenced-based program that will be used in grades K-5 is i-Ready. i-Ready is aligned with the ELA B.E.S.T. standards.

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?

Professional Development- i-Ready is aligned with the ELA B.E.S.T standards and the state assessments (STAR and FAST). In addition, teachers will attend iCAD trainings and other workshops offered by the district.

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
<p>August 22-October 14 Professional Learning: Teachers will be trained in the B.E.S.T standards through school-site and district professional development. As a result, teachers will be able to implement lessons that focus on these standards aiming for the goal of at least 50 percent proficiency in grades K-5.</p>	<p>Osborn, Mandy, 278262@dadeschools.net</p>
<p>August 22-October 14 Literacy Coaching: Teachers will participate in collaborative planning with the school's Academic Recovery Coach. As a result, teachers will create and implement standards-based effective lessons and meet the goal of at least 50 percent proficiency in grades K-5.</p>	<p>Osborn, Mandy, 278262@dadeschools.net</p>
<p>August 22-October 14 Literacy Leadership: The school will develop a Literacy Leadership Team to plan literacy activities, review data and set goals for each grade level aimed at meeting the goal of at least 50 percent proficiency in grades K-5.</p>	<p>Iza-Rodriguez, Marlene , pr2321@dadeschools.net</p>
<p>August 22-October 14 Assessment: Teachers will be trained on administering the F.A.S.T. assessment. They will use data Progress Monitoring 1 and Progress Monitoring 2 to effectively plan lessons that address student deficits in learning through daily lessons, differentiated instruction and intervention aiming for at least 50 percent proficiency in grades K-5.</p>	<p>Rogers, Marsha, mhooover@dadeschools.net</p>
<p>October 31- December 16 Teachers will meet with administrative team for data chats utilizing F.A.S.T. and i-Ready assessment results.</p>	<p>Iza-Rodriguez, Marlene , pr2321@dadeschools.net</p>
<p>October 31-December 16 Coaching cycles will be provided for teachers who are in need of additional support in ELA.</p>	<p>Osborn, Mandy, 278262@dadeschools.net</p>

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.

The school promotes a positive school culture and environment in a variety of ways. Manners (Start with Hello daily) are taught to students from day-1. Throughout the school year, core values are taught and

celebrated through Student of the Month certificates and bulletin boards recognizing students. This year Teacher of the Month recognitions will also be given.

Interactive Message Boards where teachers and students can put positive messages are posted in the building.

Attendance Incentives are offered for students with perfect attendance throughout the year.

The school counselor organizes a Mental Wellness Club to promote mental well being in our students.

The school administrators plan celebrations for teachers throughout the year to recognize goals achieved.

Students are recognized at Town Hall Meetings. School events, celebrations and recognitions are posted on social media for all stakeholders to see. Parents and family members are invited to Honor Roll and awards assemblies throughout the year.

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

It takes all stakeholders to promote a positive school culture and environment. The school administrators ensure that events and activities are organized and planned for teachers, parents and students. The school counselor ensures students are seen when they need someone to talk to and that parents receive services or resources.

Our teachers meet with parents to assist them in understanding the curriculum, strategies used in the classroom and to talk about their child's well-being. Paraprofessionals work closely with teachers to assist with curricular needs and supervising. Students do their part by being active participants in their education by attending school and completing classwork and homework assignments. It takes everyone to make a positive school culture and environment.