Coconut Grove Elementary School

2022-23 Schoolwide Improvement Plan

Table of Contents

Coconut Grove Elementary School

3351 MATILDA ST, Coconut Grove, FL 33133

http://coconutgrove.dadeschools.net

Demographics

Principal: Kristin Hayes E

Start Date for this Principal: 6/23/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	28%
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 (79%) 2018-19: A (85%) 2017-18: A (76%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	[LaShawn Russ-Porterfield](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Table of Contents

Coconut Grove Elementary School

3351 MATILDA ST, Coconut Grove, FL 33133

http://coconutgrove.dadeschools.net

School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	28%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	63%

School Grades History

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

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Coconut Grove Elementary School's primary mission is to provide all students with an educational environment that will allow them to become self-directed, lifelong learners who are responsible citizens and positively contribute to our multicultural society.

Provide the school's vision statement.

Coconut Grove Elementary School is a "School of Excellence" that offers a variety of educational programs that promote academic success, build character, and develop a sense of community. The faculty and staff set high expectations for students and encourage them to work to their fullest potential by ensuring a safe, culturally diverse, educational environment that is both challenging and motivating.

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
Hayes, Kristin	Principal	The role of the principal is to be accountable for all aspects of the school site, to provide strategic direction, and to be the instructional leader who builds capacity of faculty and staff. The principal observes and evaluates teaching methods, monitors student achievement, and encourages parental involvement. The principal revises policies and procedures, monitors the budget, hires and oversees facilities. Other important duties include developing safety protocols and emergency response procedures.
Arana, Jeanette	Assistant Principal	The Assistant Principal assumes leadership of the school in the absence of the principal. She assists in the planning, development, organization, coordination, and supervision of instructional programs and activities while working collaboratively with the Principal to develop long and short-range plans for the school. The Assistant Principal develops and coordinates the Master Schedule, reviews plans for emergency situations, and maintains a commitment to staff, students, and stakeholders. Performs other related duties as needed.
Solis, Jennifer	Instructional Media	The Instructional Media (i.e. Media Specialist) supports reading and language arts by implementing a variety of instructional strategies that are carefully crafted to meet the unique needs of learners at each developmental stage. Additionally, she collaborates with classroom teachers, provides opportunities for storytime lessons, assists the literacy team with school wide activities, and supports the intervention program.
Banister, Leon	School Counselor	Provide emotional support and counsel students; Student Support Team (SST) Coordinator.
Mon, Jacqueline	ELL Compliance Specialist	Assess student's English Language development and collaborate with general education teachers to support English Language Learners.

Demographic Information

Principal start date
Thursday 6/23/2022, Kristin Hayes E

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.*
25

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.*
13

Total number of teacher positions allocated to the school

17

Total number of students enrolled at the school

535

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

4

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

1

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	106	93	89	94	80	71	0	0	0	0	0	0	0	533
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	4	2	2	2	0	0	0	0	0	0	0	0	10
Course failure in ELA	0	1	1	0	3	0	0	0	0	0	0	0	0	5
Course failure in Math	0	1	1	1	3	1	0	0	0	0	0	0	0	7
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	2	2	0	0	0	0	0	0	0	4
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	8	4	0	0	0	0	0	0	0	12
Number of students with a substantial reading deficiency	0	1	3	4	8	2	0	0	0	0	0	0	0	18

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	1	0	0	4	3	0	0	0	0	0	0	0	8

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

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

Date this data was collected or last updated

Thursday 8/11/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	80	94	100	83	68	78	0	0	0	0	0	0	0	503
Attendance below 90 percent	1	6	3	2	2	7	0	0	0	0	0	0	0	21
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	2	1	1	1	0	0	0	0	0	0	0	6
Course failure in Math	0	2	2	0	1	0	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Number of students with a substantial reading deficiency	0	16	25	18	8	7	0	0	0	0	0	0	0	74
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	1	2	3	0	2	2	0	0	0	0	0	0	0	10

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	2	4	3	1	1	0	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	80	94	100	83	68	78	0	0	0	0	0	0	0	503
Attendance below 90 percent	1	6	3	2	2	7	0	0	0	0	0	0	0	21
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	2	1	1	1	0	0	0	0	0	0	0	6
Course failure in Math	0	2	2	0	1	0	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Number of students with a substantial reading deficiency	0	16	25	18	8	7	0	0	0	0	0	0	0	74
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	1	2	3	0	2	2	0	0	0	0	0	0	0	10

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	2	4	3	1	1	0	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	87%	62%	56%				90%	62%	57%
ELA Learning Gains	78%						80%	62%	58%
ELA Lowest 25th Percentile	70%						88%	58%	53%
Math Achievement	83%	58%	50%				89%	69%	63%
Math Learning Gains	81%						84%	66%	62%
Math Lowest 25th Percentile	68%						75%	55%	51%
Science Achievement	88%	64%	59%				89%	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	88%	60%	28%	58%	30%
Cohort Comparison		0%				
04	2022					
	2019	83%	64%	19%	58%	25%
Cohort Comparison		-88%				
05	2022					
	2019	90%	60%	30%	56%	34%
Cohort Comparison		-83%				

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	84%	67%	17%	62%	22%
Cohort Comparison		0%				
04	2022					
	2019	91%	69%	22%	64%	27%
Cohort Comparison		-84%				
05	2022					
	2019	91%	65%	26%	60%	31%
Cohort Comparison		-91%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					
	2019	88%	53%	35%	53%	35%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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	38			31							
ELL	84	84	82	77	84		71				
BLK	67			58							
HSP	90	78	64	83	85	83	88				
WHT	86	78	90	86	80		89				
FRL	79	62	53	75	74	59	81				
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	35			35							
ELL	80			89							
BLK	38	50		33	70		36				
HSP	86	65		73	45		77				
WHT	82	59		88	59		85				
FRL	64	57		53	57	50	57				
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	45	60		55	64						
ELL	86	91	100	89	85		95				
BLK	65	64		55	64	70					
HSP	94	77	86	89	84	71	89				
MUL	90			100							
WHT	93	89	100	97	92		95				
FRL	82	71	79	71	75	71	80				

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	80
OVERALL Federal Index Below 41% All Students	NO

ESSA Federal Index	
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	87
Total Points Earned for the Federal Index	642
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	81
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	63
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	83
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	85
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	70
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?

An analysis of the English Language Arts data indicates that students who performed at proficiency demonstrated an increase of nine percentage points, from 79% to 88% while the data from our lowest 25% subgroup indicates that 70% of students made learning gains.
An analysis of the Mathematics data indicates that students who performed at proficiency demonstrated an increase of ten percentage points, from 74% to 84% while the data from our lowest 25% subgroup indicates that 68% of students made learning gains.
An analysis of the NGSS Science Assessment data also indicates that students who performed at proficiency demonstrated an increase of thirteen percentage points, from 75% to 88%.

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

An analysis of the data indicates that the mathematics learning gains for our lowest 25% subgroup demonstrates the greatest need for improvement as they are performing at 66% proficient.

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

The contributing factors to this need for improvement are the gaps in foundational skills that needed to be addressed and the limited ability to differentiate instruction in small groups due to the health protocols. New actions to be taken include standards aligned instruction, professional development on the B.E.S.T. standards, data driven differentiated instruction, and the utilization of manipulatives with fidelity.

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

A comparison of the data from the 2021 administration of the Florida Standards Assessment to the 2022 administration of the Florida Standards Assessment indicates that students demonstrated the most improvement in Mathematics learning gains, with an increase from 57 percent proficient to 80 percent proficient.

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

Contributing factors to this improvement include the remediation of skills, with the utilization of individualized digital resources, as well as the alignment of standards based instruction.

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

The strategies that will be implemented to accelerate learning include collaborative planning, differentiated instruction, quality interventions and enrichment, professional development opportunities, and student services support.

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.

Professional development opportunities that will be provided to support teachers and leaders include the sharing of best practices, data disaggregation, assessment techniques and strategies, and aligning the standards to instructional practice.

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

Additional services that will be implemented to ensure sustainability of improvement are to build teacher leaders to sustain the implementation of strategies and turnkey best practices.

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

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	An analysis of data indicates that 66% of students in the lowest 25 percentile subgroup made adequate learning gains in mathematics on the 2022 administration of the Florida Standards Assessment, compared to 43% of students in the lowest 25 percentile subgroup who made gains on the 2021 administration of the Florida Standards Assessment.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The specific measurable outcome the school plans to achieve if teachers receive professional development on the B.E.S.T. standards will be 70% of students in the lowest 25 percentile subgroup demonstrating proficiency on the 2023 Mathematics Assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	FAST assessment data, i-Ready diagnostic data, and topic assessment data will be monitored by administration to identify intervention groups and facilitate data-driven differentiated instruction.
Person responsible for monitoring outcome:	Kristin Hayes (khayes@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Standards-aligned instruction refers to teachers developing and executing lesson plans where activities and learning tasks meet the complexity and depth of the intended standard. To assist our teachers with accomplishing this, our Area of Focus will be to establish and implement instructional frameworks.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	The implementation of this evidence-based strategy will provide teachers with a set of best practices during the instructional block to maximize student learning and engagement that will result in an increase of student proficiency. Teachers will deliver planned lessons to guide students through the demands of the standards/learning targets. Students will show evidence of mastering the lesson objective/s through their work samples/tasks.

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.

Professional Development sessions on the B.E.S.T standards will be provided to all teachers to assist them with planning lessons that align to the standards. These sessions will take place at our October 5, 2022 faculty meeting as our i-Cads representatives will turnkey information to teachers. This action step will be implemented from 8/22/2022 through 10/14/2022.

Person Responsible	Jeanette Arana (258960@dadeschools.net)

Performance Matters training will be held during grade level meetings throughout the month of September. This will assist teachers with planning data driven instructional activities that are aligned to the standards as they learn to utilize the platform for Math Topic Assessments. This action step will be implemented from 8/22/2022 through 10/14/2022.

Person Responsible	Jeanette Arana (258960@dadeschools.net)

Collaborative data chats will be with grade teams to disaggregate and discuss results and to share best practices for remediation and enrichment and to review standards aligned instruction. This action step will be implemented from 8/22/2022 through 10/14/2022.

Person Responsible   Kristin Hayes (khayes@dadeschools.net)

Special Area teachers will work collaboratively with homeroom teachers to facilitate cross curricular workshops and lessons. This will assist with a streamlined approach to standards aligned instructional practices. This action step will be implemented from 8/22/2022 through 10/14/2022.

Person Responsible   Kristin Hayes (khayes@dadeschools.net)

Math topic assessment data will be analyzed during grade level planning to create flexible math groups. This action step will be implemented from 10/31/2022 through 12/16/2022.

Person Responsible   Jeanette Arana (258960@dadeschools.net)

Math Liaison will present key components of the new math curriculum such as the "Big M" during a Best Practices Faculty Meeting. This action step will be implemented on 11/09/2022.

Person Responsible   Jeanette Arana (258960@dadeschools.net)

#2. 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.	An analysis of the data from the 2019 administration of the Mathematics Florida Standards Assessment indicates that 56% of students with disabilities demonstrated proficiency. An analysis of the data from the 2021 and 2022 administrations of the Mathematics Florida Standards Assessment indicates that 35% of students with disabilities demonstrated proficiency. A comparison of the data indicates a downward trend in the percentage of students with disabilities demonstrating proficiency in mathematics.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The specific measurable outcome the school plans to achieve if differentiation is implemented with fidelity would be a 20 percentage point increase, from 35% to 55%, in the number of students with disabilities demonstrating proficiency in mathematics on the 2023 Mathematics State Assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This Area of Focus will be monitored by administration through informal walkthroughs and observations with a look for of differentiated instructional practices.
Person responsible for monitoring outcome:	Kristin Hayes (khayes@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The evidence-based strategy that will be implemented for this Area of Focus is differentiated instruction. Differentiated instruction is a framework for teaching and learning that provides students with a variety of instructional strategies for learning curriculum content that are based on their individual learning needs, interests, and methods for acquiring and making sense of ideas.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Data-driven differentiated instructional practices must be implemented in all classrooms with fidelity. This will allow teachers to target the specific academic needs of students and promote the enhancement of learning gains.

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.

Provide teachers with professional learning opportunities to explore ways to differentiate lessons during their weekly grade level meetings throughout the month of September. This action step will be implemented from 8/22/2022 through 10/14/2022.

Person Responsible	Jeanette Arana (258960@dadeschools.net)

Build capacity of teachers by monitoring lesson plans and providing them with timely feedback that is explicit, constructive, and corrective in nature as it relates to differentiated instruction. This action step will be implemented from 8/22/2022 through 10/14/2022.

Person Responsible	Kristin Hayes (khayes@dadeschools.net)

Provide teachers with professional learning opportunities for benchmark analysis and designing differentiated activities that are aligned to the standard during their weekly grade level meetings throughout the month of September. This action step will be implemented from 8/22/2022 through 10/14/2022.

Person Responsible	Jeanette Arana (258960@dadeschools.net)

Attend collaborative planning on a monthly basis to facilitate discussions with teachers on the instructional standards, assist them with breaking down benchmarks, and guide them with utilizing data to determine what strategies and resources from the pacing guide can be incorporated into their differentiated instructional lessons. This action step will be implemented from 8/22/2022 through 10/14/2022.

Person Responsible	Kristin Hayes (khayes@dadeschools.net)

The PLST will design a professional development session where teachers will explore how to differentiate instruction and have students demonstrate mastery by presenting an end product and utilizing rubrics. This action step will be implemented from 10/31/2022 through 12/16/2022.

Person Responsible	Jeanette Arana (258960@dadeschools.net)

The administrative team will organize learning walks as a means to provide additional support with routines and procedures that ensure successful small group instruction. This action step will be implemented from 10/31/2022 through 12/16/2022.

Person Responsible	Jeanette Arana (258960@dadeschools.net)

#3. Positive Culture and Environment specifically relating to Shared Leadership	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	An analysis of the data from the 2020-2021 School Climate Survey indicates that 33% of staff did not feel supported by teacher leaders, mentors, and administration. An analysis of the data from the 2021-2022 School Climate Survey indicates that 37% of staff did not feel supported by teacher leaders, mentors, and administration. A comparison of the data from the 2020-2021 School Climate Survey to the 2021-2022 School Climate Survey indicates that the greatest need(s) of improvement includes teachers and staff being supported by teacher leaders, mentors, and administration, as there was a four percent increase of staff who were in disagreement with this statement.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The specific measurable outcomes that the school plans to achieve during the 2022-2023 school year would be to decrease the number of staff members who indicate that they disagree with being supported on the School Climate Survey by ten percentage points, from 37% to 27% in disagreement.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This area of focus will be monitored by quarterly surveys sent to faculty and staff through Office 365 Forms platform. Additionally, administration will attend grade level chair meetings and collaborative planning.
Person responsible for monitoring outcome:	Kristin Hayes (khayes@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The evidence-based strategy that will be implemented for this Area of Focus will be Shared Leadership opportunities for classroom teachers. Shared leadership occurs when a teacher leaders collaborate together to lead a variety of groups and tasks that allow for successful outcomes.
Rationale for Evidence-based Strategy:	Providing teachers with leadership opportunities will create a cohesive school culture and allow them to have a sense of ownership over the vision and mission of the school.

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.

Provide teachers who serve in shared leadership roles the opportunity to work collaboratively with administration and colleagues through weekly leadership team meetings. This action step will be implemented from 8/22/2022 through 10/14/2022.

Person Responsible Kristin Hayes (khayes@dadeschools.net)

Identify MINT and Buddy teachers who will serve as teacher leaders to assist in building the capacity of beginning teachers. This shared leadership action step will be implemented from 8/22/2022 through 10/14/2022.

Person Responsible Jeanette Arana (258960@dadeschools.net)

Best Practices workshops will be provided to teachers on September 26, 2022, and once per month at faculty meetings. This will afford all teachers the opportunity to share strategies and activities with their colleagues that are reflective of best practices for their given content area. This shared leadership action step will be implemented from 8/22/2022 through 10/14/2022.

Person Responsible Jeanette Arana (258960@dadeschools.net)

Provide shared leadership opportunities for teachers by instituting a variety of leadership roles at the school site. This action step will be implemented from 8/22/2022 through 10/14/2022.

Person Responsible Kristin Hayes (khayes@dadeschools.net)

Schedule grade level and department meetings to discuss resources and materials needed to increase student proficiency in Reading and Math. This action step will be implemented from 10/31/2022 through 12/16/2022.

Person Responsible Jeanette Arana (258960@dadeschools.net)

Create bulletin board in the teacher's lounge with colleagues and their leadership/liaison roles to promote positive collegial interactions and build collaborative environment. This action step will be implemented from 10/31/2022 through 12/16/2022.

Person Responsible Jeanette Arana (258960@dadeschools.net)

#4. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	An analysis of the data from the 2020-2021 School Climate Survey indicates that 35% of staff did not feel that annual teacher evaluations were fair and reasonable. An analysis of the data from the 2021-2022 School Climate Survey indicates that 50% of staff did not agree that annual teacher evaluations were fair and reasonable. A comparison of the data from the 2020-2021 School Climate Survey to the 2021-2022 School Climate Survey indicates that the greatest need of improvement is for annual teacher evaluations to be fair and reasonable, as there was a fifteen percent increase of staff who were in disagreement with this statement.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The specific measurable outcome that the school plans to achieve during the 2022-2023 school year would be to decrease the number of staff members who indicate that they disagree that annual teacher evaluations are fair and reasonable on the School Climate Survey by ten percentage points, from 50% to 40% in disagreement.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This area of focus will be monitored by quarterly surveys sent to faculty and staff through Office 365 Forms platform.
Person responsible for monitoring outcome:	Kristin Hayes (khayes@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The evidence-based strategy that will be implemented for this Area of Focus will be to provide Consistent, Developmental Feedback to all instructional personnel.
Rationale for Evidence-based Strategy: Explain the rationale for	Providing instructional staff with immediate feedback that is explicit in nature will allow for teacher reflection and assist with implementing tools for support and enhance professional growth.

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.

Professional learning opportunities will be implemented during the October 5, 2022 faculty meeting. This action step will be implemented from 8/22/2022 through 10/14/2022.

Person Responsible   Kristin Hayes (khayes@dadeschools.net)

Administration will host monthly " Cultivating Success " meetings to provide a platform for teachers to strategize best practices for assessing student learning and data analysis. This action step will be implemented from 8/22/2022 through 10/14/2022.

Person Responsible   Kristin Hayes (khayes@dadeschools.net)

Administration will provide specific feedback after walkthroughs and offer support strategies if needed. This action step will be implemented from 8/22/2022 through 10/14/2022.

Person Responsible   Kristin Hayes (khayes@dadeschools.net)

Opportunities for instructional staff to explore project-based learning and other forms of assessments will be facilitated through weekly grade level meetings. This action step will be implemented from 8/22/2022 through 10/14/2022.

Person Responsible   Jeanette Arana (258960@dadeschools.net)

The administrative team will share and review the CLASS observation information with the Pre-Kindergarten team and conduct walkthroughs to provide feedback. This action step will be implemented from 10/31/2022 through 12/16/2022.

Person Responsible   Jeanette Arana (258960@dadeschools.net)

The administrative team will share and review the framework for effective instruction with instructional staff. This action step will be implemented from 10/31/2022 through 12/16/2022.

Person Responsible   Jeanette Arana (258960@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.

Coconut Grove Elementary School strives to create a positive school culture and environment for students, their families, faculty, and staff members. A variety of experiences are infused throughout the year that engage these stakeholders to ensure that they have the necessary information to support our educational initiatives. Students are recognized on a regular basis through i-Ready incentives, Do the Right Thing awards, and Values Matter initiatives. Likewise, staff members are able to attend faculty meetings that celebrate success and allow for the sharing of best practices. Additionally, we utilize a variety of platforms to communicate with our stakeholders, including social media, our school website, and our weekly newsletter. We continue to build teacher capacity to ensure that our classrooms are highly engaging and foster the highest level of student success.

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

The stakeholders involved in building a positive school culture and environment are the principal, assistant principal, teacher leaders, and counselor. The principal's role is to monitor and oversee all of the school's initiatives, respond to concerns, and attend to staff morale by planning team building and morale boosting activities. The assistant principal will monitor and assist the principal by ensuring that all information is shared with stakeholders in a timely manner. Teacher leaders will assist with building teacher capacity and promote the sharing of best practices. All stakeholders are responsible for making concerted efforts to connect and build relationships with students, parents, and families.