Henry E.S. Reeves K 8 Center

2022-23 Schoolwide Improvement Plan

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Henry E.S. Reeves K 8 Center

2005 NW 111TH ST, Miami, FL 33167

http://henryreeves.dadeschools.net/

Demographics

Principal: Julian Gibbs E

Start Date for this Principal: 7/1/2005

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
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* Economically Disadvantaged Students
School Grades History	2021-22: B (54%) 2018-19: B (56%) 2017-18: B (56%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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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)
Combination School KG-8	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	100%

School Grades History

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

School Board Approval

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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.

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our goal at Henry E.S. Reeves K - 8 Center is to create a school where high motivation, technological sophistication and creativity contribute to strong student academic performance. Our school will serve the diverse needs of students and foster an environment enriching the quality of life for every member of our school community. Henry E. S. Reeves K-8 Center is a state-of-the-art school in terms of technology, educator accountability, and incentives for teaching success.

Provide the school's vision statement.

Henry E.S. Reeves K - 8 Center is to be a model for quality public education. In being that model, we will provide a rigorous academic environment that targets literacy in reading, writing, and math across all content areas. As a result, our students will perform at a high academic level throughout their educational career. We believe, in order to achieve this end, we must develop the whole child by including ethical decisions and appropriate interactions in a social context as a life-long learner. Finally, we have an expectation for all members of our community to be actively involved in the development of our children.

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
Gibbs, Julian	Principal	Serving in the capacity of governing agent, the principal bears the responsibility of the overall operation of the MTSS/RtI and the school. This position will share the existing commonalities for this team, and facilitate meetings and interactions that transpire. Roles also include: imparting the purpose and vision for accessing and using data-based decision-making, evaluate the MTSS/RtI skills of school personnel, monitor and supervise the proper implementation of intervention as well as ensure that a meticulous record keeping system is in place, provide professional development to support MTSS/RtI implementation, and maintain an open channel of communication with parents and stakeholders as it relates to school-based MTSS/RtI functions, plans and projects.
Martinez, Selines	Instructional Coach	The literacy instructional coach collaborates with teachers in grades 3-5 to familiarize them with the instructional curriculum, visits classrooms offering feedback and methods/strategies to improve instruction thereby positively impacting student achievement. Models lessons as necessary to guide instruction, provides assistance with the literacy program, co-planslessons with teachers, analyzes students' end products, interprets assessment data for the purpose of assisting teachers in using results for instructional decision making, conducts individual and group discussions with teachers about instruction and learning, plans and conducts professional development workshops, creates presentations for teachers, assists with assessing students and the effective implementation of Tier 1, Tier 2, and Tier 3intervention plans.
Taylor, Aaron	Instructional Coach	The math instructional coach collaborates with teachers in grades 3-5 to familiarize them with the instructional curriculum, visits classrooms offering feedback and methods/strategies to improve instruction thereby positively impacting student achievement. Models lessons as necessary to guide instruction, provides assistance with the math program, co-plans lessons with teachers, analyzes students' end products, interprets assessment data for the purpose of assisting teachers in using results for instructional decision making, conducts individual and group discussions with teachers about instruction and learning, plans and conducts professional development workshops, creates presentations for teachers, assists with assessing students and the effective implementation of Tier 1, Tier 2, and Tier 3 intervention plans.
Fortich, Jessica	Assistant Principal	Serving in the capacity of governing agent, the assistant principal bears the responsibility of the overall operation of the MTSS/RtI and the school. This position will share the existing commonalities for this team, and facilitate meetings and interactions that transpire. Roles also include: imparting the purpose and vision for accessing and using data-based decision-making, evaluate the MTSS/RtI skills of school personnel, monitor and supervise the proper implementation

Name	Position Title	Job Duties and Responsibilities
		of intervention as well as ensure that a meticulous record keeping system is in place, provide professional development to support MTSS/RtI implementation, and maintain an open channel of communication with parents and stakeholders as it relates to school-based MTSS/RtI functions, plans and projects.
Scavella, Jodye	Assistant Principal	Serving in the capacity of governing agent, the assistant principal bears the responsibility of the overall operation of the MTSS/RtI and the school. This position will share the existing commonalities for this team, and facilitate meetings and interactions that transpire. Roles also include: imparting the purpose and vision for accessing and using data-based decision-making, evaluate the MTSS/RtI skills of school personnel, monitor and supervise the proper implementation of intervention as well as ensure that a meticulous record keeping system is in place, provide professional development to support MTSS/RtI implementation, and maintain an open channel of communication with parents and stakeholders as it relates to school-based MTSS/RtI functions, plans and projects.
Carter, Chequila	Teacher, K-12	Ms. Carter is responsible for teaching literacy to first grade students and serves as the team leader, which serves as the liaison between the leadership team and the grade level teachers.
Maloy, Angel	Teacher, K-12	Ms. Maloy serves as the liaison between the leadership team and the grade level teachers. In addition, she serves different capacities such as assisting with discipline, transitions, and attendance review.
Saunders, Dexter	Teacher, K-12	Mr. Saunders teaches Math and Science to our 5th grade students and serves as the 5th grade team leader, which serves as the liaison between the leadership team and the grade level teachers.
Stanley, Travita	Teacher, K-12	Ms. Stanley is responsible for teaching Math and Science to third grade students and is the third grade team leader, which serves as the liaison between the leadership team and the grade level teachers.
Taylor, Kysha	Assistant Principal	Serving in the capacity of governing agent, the assistant principal bears the responsibility of the overall operation of the MTSS/RtI and the school. This position will share the existing commonalities for this team, and facilitate meetings and interactions that transpire. Roles also include: imparting the purpose and vision for accessing and using data-based decision-making, evaluate the MTSS/RtI skills of school personnel, monitor and supervise the proper implementation of intervention as well as ensure that a meticulous record keeping system is in place, provide professional development to support MTSS/RtI implementation, and maintain an open channel of communication with

Name	Position Title	Job Duties and Responsibilities
		parents and stakeholders as it relates to school-basedMTSS/RtI functions, plans and projects.
Forbes, Gloria	Teacher, K-12	Ms. Forbes is responsible for teaching Kindergarten students Math, Reading, Science, and Social Science. She is also the Kindergarten team leader, which serves as the liaison between the leadership team and the grade level teachers.

Demographic Information

Principal start date
Friday 7/1/2005, Julian Gibbs 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.*
0

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
1

Total number of teacher positions allocated to the school
39

Total number of students enrolled at the school
833

Identify the number of instructional staff who left the school during the 2021-22 school year.
10

Identify the number of instructional staff who joined the school during the 2022-23 school year.
4

Demographic Data

Early Warning Systems

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	69	84	98	135	65	106	114	98	90	0	0	0	0	859
Attendance below 90 percent	0	33	29	36	15	23	38	38	60	0	0	0	0	272
One or more suspensions	0	0	0	2	0	2	8	26	54	0	0	0	0	92
Course failure in ELA	0	0	11	44	6	9	5	27	16	0	0	0	0	118
Course failure in Math	0	0	14	31	2	16	13	6	10	0	0	0	0	92
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	43	19	40	44	35	64	0	0	0	0	245
Level 1 on 2022 statewide FSA Math assessment	0	0	0	34	30	42	46	49	50	0	0	0	0	251
Number of students with a substantial reading deficiency	0	0	20	76	20	36	45	44	46	0	0	0	0	287

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	13	70	21	37	48	57	66	0	0	0	0	313

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	0	2	47	0	1	2	2	1	0	0	0	0	55
Students retained two or more times	0	0	1	0	4	1	1	7	4	0	0	0	0	18

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	10	81	84	88	95	129	94	103	81	0	0	0	0	765
Attendance below 90 percent	3	31	49	46	39	52	49	55	47	0	0	0	0	371
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	3	12	5	8	5	35	20	0	0	0	0	88
Course failure in Math	0	0	3	3	3	9	2	20	26	0	0	0	0	66
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	16	18	17	14	0	0	0	0	65
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	7	14	23	19	0	0	0	0	63
Number of students with a substantial reading deficiency	0	23	44	57	37	47	47	55	56	0	0	0	0	366

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	3	8	6	17	21	40	40	0	0	0	0	135

The number of students identified as retainees:

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

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	10	81	84	88	95	129	94	103	81	0	0	0	0	765
Attendance below 90 percent	3	31	49	46	39	52	49	55	47	0	0	0	0	371
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	3	12	5	8	5	35	20	0	0	0	0	88
Course failure in Math	0	0	3	3	3	9	2	20	26	0	0	0	0	66
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	16	18	17	14	0	0	0	0	65
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	7	14	23	19	0	0	0	0	63
Number of students with a substantial reading deficiency	0	23	44	57	37	47	47	55	56	0	0	0	0	366

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	3	8	6	17	21	40	40	0	0	0	0	135

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	4	2	0	1	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	36%	62%	55%				47%	63%	61%
ELA Learning Gains	54%						62%	61%	59%
ELA Lowest 25th Percentile	52%						65%	57%	54%
Math Achievement	36%	51%	42%				68%	67%	62%
Math Learning Gains	67%						66%	63%	59%
Math Lowest 25th Percentile	75%						53%	56%	52%
Science Achievement	24%	60%	54%				28%	56%	56%
Social Studies Achievement	57%	68%	59%					80%	78%

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	41%	60%	-19%	58%	-17%
Cohort Comparison		0%				
04	2022					
	2019	55%	64%	-9%	58%	-3%
Cohort Comparison		-41%				

				ELA			
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					
	2019	44%	60%	-16%	56%	-12%
Cohort Comparison		-55%				
06	2022					
	2019					
Cohort Comparison		-44%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

				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	62%	67%	-5%	62%	0%
Cohort Comparison		0%				
04	2022					
	2019	77%	69%	8%	64%	13%
Cohort Comparison		-62%				
05	2022					
	2019	59%	65%	-6%	60%	-1%
Cohort Comparison		-77%				
06	2022					
	2019					
Cohort Comparison		-59%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

				SCIENCE			
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					

				SCIENCE		
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	24%	53%	-29%	53%	-29%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-24%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

			BIOLOGY EOC		
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
			CIVICS EOC		
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
			HISTORY EOC		
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
			ALGEBRA EOC		
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
			GEOMETRY EOC		
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

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	7	32	35	9	51	63	5	24			
ELL	30	53	43	28	69	78	30	64			
BLK	35	54	54	36	65	73	22	57	81		
HSP	37	56	41	39	76	81	36	56			
FRL	34	54	52	35	66	74	23	56	82		
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	10	24	34	9	20	26		9			
ELL	39	49	58	33	13	23	17	46			
BLK	35	35	29	26	18	31	20	39			
HSP	38	44	58	29	13	20	13	27			
FRL	35	37	39	26	17	28	19	38			
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	13	52	58	29	68	72	25				
ELL	56	76	70	78	63		12				
BLK	47	62	63	69	68	59	27				
HSP	50	58	70	63	52	36	36				
FRL	46	61	67	68	67	57	29				

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	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	58
Total Points Earned for the Federal Index	542
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	50
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	51
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	54
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	53
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?

In 2021-2022 Florida Standards Assessment (FSA) both English Language Learners (ELL) and Students with Disability (SWD) were in the 70% range of level 1. Third grade displayed an increase in level I in both FSA English Language Arts (ELA) and Math. In 2021-2022 third grade ELA FSA increased 28 percentage points to 58% in comparison to 29% in 2018-2019. Both middle grades (6th-8th) and elementary grades (3rd-5th) were 35% proficient in the Math FSA. However, middle grades demonstrated a 2 percentage point increase in proficiency (36%) on the ELA FSA in comparison to the elementary grades (3rd - 5th) 34%.

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

Based on the FSA trends from 2021-2022 proficiency among the the ELL and SWD students needs improvement. In addition, the school demonstrated improvement in ELA proficiency however it is an area that still needs improvement since it's below the 50 percent threshold.

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 systems that were in place no longer were applicable due to students engagement via virtual platform. Students had been learning virtually for nearly two years with only 50% returning to the school building in 2020-2021 and having full access to their education. Despite providing students with full access to their education, student attendance, parent support, and discipline were factors in that lead to limited growth. Therefore, in 2021-2022 teachers and students focused on learning growth rather than proficiency due to the achievement gap from the pandemic.

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

Based on the 2022 FSA assessment data, learning gains had the greatest improvement. On the 2021 FSA assessments students demonstrated 37% learning gains in ELA and 17% learning gains in Math. In 2022, the students demonstrated 52% learnings in ELA and 67% in Math.

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

100% of the students were physically in school during the 2021-2022 as compared to previous two years which students were learning virtually. This enabled teachers to address learning growth utilizing differentiated instruction, progress monitoring, and aligning lesson to the standards.

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

The strategies that need to be implemented in 2022-2023 school year to accelerate learning are vertical planning, strategic interventions, and knowledge of learners. If elementary and middle grades plan collaboratively by subject, then teachers with content certification will be able to assist their colleagues with lesson development and higher order questions. Utilizing strategic interventions will identify specific students in tier 2 who need personalized instruction to achieve content mastery and gain proficiency. It is important for teachers to have knowledge of learners to address specific learning deficiencies and address them to accelerate that student's learning.

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 Reading and Math coaches will facilitate collaborative/vertical planning sessions with content area teachers to engage in developing the teachers professional skills in developing standards aligned lessons and how to effectively use higher order questioning in the classroom. In addition, the coaches will have ongoing data disaggregation of the new progress monitoring reports to develop the skills of the teachers on how to effectively use the reports to plan for differentiated instruction.

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

The leadership team will conduct walkthroughs and data chats with teachers to monitor the sustainability of learning growth. In addition, teachers will utilize progress monitoring assessments to monitor their students' learning growth and make adjusts to instruction as needed.

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

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#1. 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.	According to the 2021 FSA proficiency data, 34% of the 3rd-5th grade students are proficient in ELA, 36% of the 6th -8th grade students are proficient in ELA, 35% of the students are proficient in Mathematics, 24% of the 5th graders are proficient on the Science NGSS assessments and 26% of the 8th grade students are proficient in the Science NGSS assessments. Based on the data, collaborative vertical planning between elementary and middle grades will benefit lesson development, questioning, and depth of knowledge to address the increase of proficiency.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With the implementation of collaborative planning, an additional 10% of the students will achieve content mastery and be proficient by the administration of the third Fast Progress Monitoring (PM 3).
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Leadership Team will monitor vertical planning sessions. Administrators will review lesson plans and conduct walk-throughs for indication of implementation of developed lessons.
Person responsible for monitoring outcome:	Julian Gibbs (pr4491@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	With the targeted element of Collaborative planning, we will focus on the evidence based strategy Vertical Planning. This will allow opportunities for teachers to work collaboratively to align standards across grade levels and develop a deep understanding of what is required. Cross-grade discussion of problems students have with the standards in the and brainstorming instructional ideas that will help teachers better educate their students.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/	We decided to focus on vertical planning to address proficiency within our school. The data revealed slightly higher percent proficiency among middle grades on the 2021-2022 state assessments. As a result, selecting vertical planning as a strategy will assist teachers in developing lessons and engage in cross-grade discussions to best educate students.

criteria used for selecting this strategy.

By August 31st 2022, the leadership team will create a calendar to schedule collaborative vertical planning sessions for the first academic quarter. As a result, teachers will have the expected schedule to effectively collaborate with department colleagues.

Person Responsible   Julian Gibbs (pr4491@dadeschools.net)

August 31st - October 14th, 2022 Coaches will facilitate vertical planning sessions with elementary and middle grades teachers to review standard progression and develop lessons. As a result, teachers' lessons will be aligned to the depth of the standards.

Person Responsible   Julian Gibbs (pr4491@dadeschools.net)

August 31st - October 14th, 2022 Teachers will implement the developed lessons in their classrooms. As a result, students will receive content grade level instruction.

Person Responsible   Julian Gibbs (pr4491@dadeschools.net)

August 31st, - October 14th, 2022 Administration will monitor vertical planning sessions and conduct walkthroughs. As a result, student achievement shall increase.

Person Responsible   Jessica Fortich (jfortich@dadeschools.net)

October 31st - December 16th, 2022 , the leadership team will create a calendar to schedule collaborative vertical planning sessions for the second academic quarter. As a result, teachers will have the expected schedule to effectively collaborate with department colleagues.

Person Responsible   Julian Gibbs (pr4491@dadeschools.net)

October 31st - December 16th, 2022 Teachers will continue to participate in vertical planning sessions and implement standards aligned lessons developed during the planning session.

Person Responsible   [no one identified]

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Based on the Data Analysis Review, our school will focus on the implementation of Differentiation specifically targeting the subgroup of students with disabilities (SWD) The reason for this area of focus is there is a need to improve proficiency among students with disabilities in ELA, Math, and Science . 2022 Data indicates proficiency in ELA to be at 7% in comparison to 10%. Math, data indicates proficiency to remain 9% and science at 5%.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	If we successfully implement differentiation, SWD students will increase proficiency by a minimum of 5 percentage points as evidenced by the 2023 Progress monitoring 3.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Administrative walkthroughs will be conducted to ensure targeted differentiated instruction is taking place. instructional support and coach teacher collaboration will be implemented based on outcomes from administrative walkthroughs.
Person responsible for monitoring outcome:	Julian Gibbs (pr4491@dadeschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Within the Targeted Element of Differentiation: our school will focus on the evidence based strategy of Differentiated Instruction. This will assist in narrowing the achievement gap for students as teachers will target specific learning standards through differentiated lessons.
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 ensure that students will be provided with different avenues to learning. Teachers will be provided feedback administrative walkthroughs to make adjustments to differentiated instruction.

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.

August 31st - September 30th, 2022 teachers will administer the first PM1 to generate data for Differentiated Instruction in ELA and Math. As a result, teachers will collect data to guide instruction.

Person Responsible	Julian Gibbs (pr4491@dadeschools.net)

August 31st - September 16th, 2022, teachers will administer the Science baseline. As a result, teachers will generate data for Differentiated Instruction in 5th and 8th grade Science.

Person Responsible   Julian Gibbs (pr4491@dadeschools.net)

August 31st - October 14th, 2022 the administrative team will conduct walkthroughs to identify classrooms for coaching cycles. As a result, student achievement shall increase.

Person Responsible   Julian Gibbs (pr4491@dadeschools.net)

August 31st - October 14th the reading coach will begin coaching cycles with identified teachers. As a result, teachers will implement differentiated lessons.

Person Responsible   Julian Gibbs (pr4491@dadeschools.net)

October 31st - December 16th teachers will analyze and disaggregate PM1 data to conduct data chats with students.

Person Responsible   Julian Gibbs (pr4491@dadeschools.net)

October 31st - December 16th teachers will create differentiated lessons driven by the PM1 and topic assessment data.

Person Responsible   Julian Gibbs (pr4491@dadeschools.net)

#3. Positive Culture and Environment specifically relating to attendance	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on the data review, our school will implement the Targeted Element of Student Attendance. Through our data review, we noticed the students who struggle with daily attendance are also the students who are not meeting expectations for learning gains as well as proficiency. In addition, many of our L25 students have had reoccurring attendance issues. We recognize the need to tailor our attendance initiatives and improve in making connections with families and the community to ensure attendance is consistently high.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we successfully implement the Targeted Element of Student Attendance, our students will receive quality instruction that will contribute to improved student outcomes. With consistent student incentives, our attendance will increase 10 percentage points by June 2023.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Leadership Team will work to connect with families who struggle with attendance and identify the root cause for absences and create a plan of action to ensure students are able to be present daily. The Leadership Team will reward and encourage attendance efforts. We will plan regular student incentives to promote consistent student attendance. Teachers will monitor their daily attendance and submit corrections as needed. To ensure we are meeting the outcome above, this data will be discussed during data chats with teachers and students and parental contact will be made when necessary.
Person responsible for monitoring outcome:	Julian Gibbs (pr4491@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the Targeted Element of Student Attendance, our school will focus on the evidence-based strategy of: Attendance Initiatives. Attendance Initiatives will assist in narrowing the absence gap amongst our students. Student absences will be monitored on a weekly basis to prevent a pattern of excessive absences.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific	Attendance Initiatives will assist in decreasing the number of student absences. The initiatives will provide the Leadership Team with a systematic approach to identify attendance issues, remediation, and rewards

**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.

8/31/22-10/14/22 The top three homerooms showing the most improved attendance each quarter will be recognized with an incentive reward (i.e., doughnut party, ice cream party, movie party). As a result, student attendance will improve.

Person Responsible	Julian Gibbs (pr4491@dadeschools.net)

8/31/22-10/14/22 Students with perfect attendance will receive an incentive reward (doughnut party, icecream party, 30 minutes play time in the Wii Lab, etc.) at the end of each quarter. As a results, students will be motivated to attend school and maintain good attendance

Person Responsible	Julian Gibbs (pr4491@dadeschools.net)

8/31/22-10/14/22 Students with 5 or more consecutive absences will be identified for attendance intervention and parent communication. As a result, students will receive support and resources to ensure they are in school.

Person Responsible	Julian Gibbs (pr4491@dadeschools.net)

8/31/22-10/14/22 Classes with perfect attendance for the week will receive a shout out on Friday afternoons announcements. As a result, student attendance will improve.

Person Responsible	Julian Gibbs (pr4491@dadeschools.net)

10/31/22 - 12/16/22 Identified students with 5 or more absences will meet with the Attendance Review Committee on a monthly basis to monitor attendance and provide interventions.

Person Responsible	Kysha Taylor (kataylor7@dadeschools.net)

10/31/22 - 12/16/22 Students with perfect attendance will receive an incentive reward (doughnut party, icecream party, 30 minutes play time in the Wii Lab, etc.) at the end of each quarter. As a results, students will be motivated to attend school and maintain good attendance

Person Responsible	[no one identified]

#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.	Based on qualitative data from Power Bi which encompasses the 2021-2022 School Climate survey, and review of the Core Leadership Competencies, we want to use the Targeted Element of Walkthroughs. 85% of the teachers in the building felt they needed more support. Therefore we want to develop a routine to increase the amount of walkthroughs with the intention of providing feedback and support regarding student achievements and outcomes.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With successful implementation of walkthroughs, a 10% increase of teachers will be supported by the 2022-2023 School Climate Survey.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Leadership Team will create a calendar of monthly walkthroughs to be completed together. Teachers will then engage in administrative chats and leadership team meetings to share feedback and make adjustments to instruction as needed. This initiative will be evident through walkthrough logs and teacher feedback on the SIP Climate survey to ensure we are on the right track, teachers who receive feedback will share the knowledge they have and implemented during faculty meetings.
Person responsible for monitoring outcome:	Jessica Fortich (jfortich@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the Targeted Element of walkthroughs, we will focus on the evidence-based strategy of: Managing Data Systems & Processes. This strategy involves setting expectations and practices around the ongoing examination of data to evaluate the effectiveness of instruction to improve student outcomes. Some strategies to improve Managing Data Systems and Processes include monthly walkthroughs and meetings with stakeholders to review data and provide feedback.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	By increasing the frequency of our walkthroughs, teachers will receive qualitative feedback to increase student achievement. Teachers will also be able to analyze data with the administrative team and make adjustments to instruction as needed.

Action Steps to Implement

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

8/31/22-10/14/22 Administration will conduct monthly walk throughs to monitor B.E.S.T standards instructional alignment and use of district adopted resources and curriculum. As a result, teachers will be receive feedback.

Person Responsible	Julian Gibbs (pr4491@dadeschools.net)

8/31/22 - 10/14/22 The administrative team will meet to debrief monthly walk-throughs. As a result, the administrative team will be able to make strategic decisions and identify teachers needing support.

Person Responsible	Julian Gibbs (pr4491@dadeschools.net)

8/31/22 - 10/14/22 The administrative team will meet with teachers to provide feedback on highlights and areas in need of improvement as observed during the monthly walk-throughs. As a result, teachers will grow professionally and increase their level of instruction.

Person Responsible	Julian Gibbs (pr4491@dadeschools.net)

8/31/22 - 10/14/22 The administrative team will conduct follow-up walkthroughs of teachers identified needing improvement to ensure corrective implementation is taking place. As a result, teacher lessons will be aligned to the BEST standards.

Person Responsible	Julian Gibbs (pr4491@dadeschools.net)

10/31/22 - 12/16/22 Administration will continue to conduct monthly walk throughs to monitor B.E.S.T standards instructional alignment and use of district adopted resources and curriculum. As a result, teachers will be receive feedback.

Person Responsible	Julian Gibbs (pr4491@dadeschools.net)

10/31/22 - 12/16/22 The administrative team will meet with teachers to provide feedback on highlights and areas in need of improvement as observed during the monthly walk-throughs. As a result, teachers will grow professionally and increase their level of instruction.

Person Responsible	Julian Gibbs (pr4491@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

Based on the data review, our school will specifically target ELA since the K-2 students in 2022 ranked in the 41 percentile.

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

Based on the data review, our school will specifically target ELA since less than 50% of the students were proficient on the 2022 FSA. On the 2021 FSA, 65% of the students were below proficiency levels of 3-5 in comparison to 66% on the 2022 FSA.

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)

If we successfully implement the new ELA B.E.S.T. Standards and align instruction to standards then our students will increase proficiency by a minimum of 5 percentage points as evidenced by the 2023 State Assessments. Students will demonstrate mastery of lesson objectives through their work samples, end products, formative and summative assessments. Teachers will deliver planned lessons to guide students through the demands of theidentified standards and learning targets.

Grades 3-5: Measureable Outcome(s)

If we successfully implement the new ELA B.E.S.T. Standards and align instruction to standards then our students will increase proficiency by a minimum of 5 percentage points as evidenced by the 2023 State Assessments. Students will demonstrate mastery of lesson objectives through their work samples, end

products, formative and summative assessments. Teachers will deliver planned lessons to guide students through the demands of theidentified standards and learning targets.

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, assist teachers with identifying relevant professional development, continue to follow-up with regular walkthroughs and instructional rounds to ensure quality instruction is taking place.

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

Gibbs, Julian, pr4491@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?

Our school will focus on the implementation of ELA B.E.S.T standards to align instruction accordingly. This will assist in accelerating learning for all of our subgroups. Successful implementation of the ELA B.E.S.T. standards will be monitored through lesson plans, walk-throughs, and progress monitoring assessments embedded in the ELA curriculum.

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?

ELA B.E.S.T. standards will ensure that teachers are using relevant instructional resources and curriculum to plan lessons that are aligned to state standards. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

Action Steps to Implement:
List the action steps that will be taken 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
8/31/22 - 10/14/22 Teachers will engage in ongoing professional development regarding the new ELA B.E.S.T. standards and curriculum resources. As a result teachers will plan lessons that align to ELA B.E.S.T. standards.	Gibbs, Julian, pr4491@dadeschools.net
8/31/22 - 10/14/22 Teachers will administer district and state progress monitoring assessments (i.e. baseline assessment (secondary), progress monitoring curriculum embedded assessments, and iReady Diagnostic Assessments) to monitor progress. As a result, teachers will engage in data chats with students and the administrative team.	Gibbs, Julian, pr4491@dadeschools.net
8//31/22 - 10/14/22 Teachers will disaggregate district assessment data and make instructional adjustments as needed. As a result, teachers will differentiate instruction as driven by the data.	Gibbs, Julian, pr4491@dadeschools.net
8/31/22-10/14/22 The reading coach will conduct monthly ELA update meetings to ensure pacing and development of lessons are aligned. As a results, student achievement shall increase.	Gibbs, Julian, pr4491@dadeschools.net
10/31/22 - 12/16/22 Teachers will implement ELA Tier 2 and Tier 3 interventions as needed to ensure students are closing their achievement gap towards content mastery.	Gibbs, Julian, pr4491@dadeschools.net
10/31/22 - 12/16/22 The reading coach will work grade levels independently to ensure pacing and development of lessons are aligned. As a results, student achievement shall increase.	Gibbs, Julian, pr4491@dadeschools.net

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

Our strengths within School Culture are in Relationships, Physical & Emotional Safety and Support, Care, and Connections. Our school creates experiences throughout the year to engage with parents and families and ensures they have necessary information to support their children. We provide opportunities for both staff and students to provide ongoing feedback and suggestions to school leaders and we schedule informal conferences with staff and students to garner information about their educational/professional experience at our school. We continue to build our skill-set in ensuring our classrooms are highly engaging and foster the highest level of engagement and learning.

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 Principals, Instructional Coaches, and Teacher Leaders (our School Leadership Team). The Principal's role is to monitor and oversee all the school's initiatives and respond to concerns with morale by planning Team-building and morale boosting activities. The Assistant Principals will monitor the mentorship programs and assist in ensuring all information is shared with stakeholders in a timely manner. Teacher leaders and instructional coaches assist in providing and responding to feedback from stakeholders. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families.