

Miami-Dade County Public Schools

# North Beach Elementary School



## 2022-23 Schoolwide Improvement Plan

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# North Beach Elementary School

4100 PRAIRIE AVE, Miami Beach, FL 33140

<http://northbeach.schoolwires.com>

## Demographics

**Principal: Melanie Fishman B**

Start Date for this Principal: 8/27/2022

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	No
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	39%
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: A (71%) 2018-19: A (76%) 2017-18: A (73%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</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 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](http://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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## North Beach Elementary School

4100 PRAIRIE AVE, Miami Beach, FL 33140

<http://northbeach.schoolwires.com>

### 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	39%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	54%

### School Grades History

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

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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.**

North Beach Elementary will develop internationally minded, independent, healthy, active, life-long learners by creating a global community. The teachers, students, staff, and families will actively engage in implementing a curriculum that promotes and supports inquiry as a basis for an international education, developing knowledgeable, open minded, and caring individuals. Our students will be encouraged to positively impact the world as tolerant individuals who understand, accept, and respect inter-cultural differences.

#### **Provide the school's vision statement.**

North Beach Elementary will educate the whole child. We are committed to fostering responsible citizens of the world who will enjoy being life-long learners. We are also committed to preparing our students to meet the challenges of tomorrow.

### 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
Fishman, Melanie	Principal	Mrs. Fishman guides the study of teaching and learning throughout the building while facilitating collaboration amongst all stakeholders. As the leader of the school, she fosters the relationships created between educators and students. Relationships between the school and the community are also nurtured to promote a diverse learning environment.
Adler , Jacqueline	Assistant Principal	Mrs. Adler wears a multitude of hats as she accomplishes tasks daily such as supporting the principal in the administrative operation of a school. She plans schedules for teachers and for testing. She directly supervises lunch, hallways, special events. She evaluates teachers to ensure they are meeting all needs of students. She is tasked with handling student discipline. Mrs. Adler oversees the ESE program and assures all students are receiving the appropriate accommodations.
Verite, Romy	Teacher, ESE	As the ESE Lead Teacher, Mrs. Verite creates and monitors IEP and 504 plans to assure each students needs are being met. Mrs. Verite supports classroom instruction by servicing ESE students based on the Individualized Education Plan. She serves as a support facilitator for teachers and assists them with the SST process throughout the school year.
Gil, Ana	ELL Compliance Specialist	As part of the leadership team, Ms.Gil is tasked with assisting teachers as they plan, reflect, and assess DATA and compliance daily. Students language acquisition is priority. She assures ESOL students are being serviced correctly during classroom instruction. She takes the time to work as a mentor with novice teachers to ensure that they are following all MDCPS protocols. She also serves as liaison with the parents and community members.
Correa-Cespedes, Blanca	Assistant Principal	Dr. Correa-Cespedes assists the principal with daily school operations and curriculum instructional leadership. Her role is all inclusive as she accomplishes multiple tasks daily such as supporting the principal in the administrative operation for both non-instructional staff and instructional staff. She daily supervises arrival/ dismissal, lunch and secures safety. She evaluates teachers to ensure they are meeting all needs of students. She is the School Assessment Coordinator. She is tasked with handling student discipline. She also supervises ESOL/ ELL program and assures all students are receiving the appropriate accommodations while the compliance matters are in check. Attendance is also one of her areas of supervision. She conducts classroom walkthroughs to assure compliance and helps teachers reflect upon their best practices.



Name	Position Title	Job Duties and Responsibilities
Abril-Dotel, Melissa	Teacher, K-12	As part of the leadership team, Ms. Dotel is tasked with assisting teachers as they plan, reflect, and assess with their students. She assists with the branding of the school- editing the school website, and updating the social media. She takes charge of the Sunshine State Reading Challenge school-wide and helps with the social committee.

## Demographic Information

### Principal start date

Saturday 8/27/2022, Melanie Fishman B

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

0

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

0

**Total number of teacher positions allocated to the school**

46

**Total number of students enrolled at the school**

903

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

6

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

6

### Demographic Data

## Early Warning Systems

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	118	161	170	184	146	173	0	0	0	0	0	0	0	952
Attendance below 90 percent	0	13	15	13	4	8	0	0	0	0	0	0	0	53
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	2	5	0	0	0	0	0	0	0	0	0	7
Course failure in Math	0	0	1	5	3	1	0	0	0	0	0	0	0	10
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	9	13	20	0	0	0	0	0	0	0	42
Level 1 on 2022 statewide FSA Math assessment	0	0	0	5	6	15	0	0	0	0	0	0	0	26
Number of students with a substantial reading deficiency	0	0	4	24	14	19	0	0	0	0	0	0	0	61

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	0	1	11	5	14	0	0	0	0	0	0	0	31

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	0	10	0	0	0	0	0	0	0	0	0	10
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

Friday 7/15/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	123	148	154	149	164	183	0	0	0	0	0	0	0	921
Attendance below 90 percent	0	7	13	7	10	10	0	0	0	0	0	0	0	47
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	3	3	4	3	1	0	0	0	0	0	0	0	14
Course failure in Math	0	0	2	0	6	3	0	0	0	0	0	0	0	11
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	9	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	8	0	0	0	0	0	0	0	8
Number of students with a substantial reading deficiency	1	9	35	32	19	19	0	0	0	0	0	0	0	115

**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	2	2	2	9	0	0	0	0	0	0	0	15

**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	1	1	0	2	0	0	0	0	0	0	0	0	0	4
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	149	151	161	151	168	175	0	0	0	0	0	0	0	955
Attendance below 90 percent	14	13	13	5	8	8	0	0	0	0	0	0	0	61
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	3	2	0	0	0	0	0	0	0	0	0	7
Course failure in Math	0	1	2	6	2	0	0	0	0	0	0	0	0	11
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	20	18	18	0	0	0	0	0	0	0	56
Level 1 on 2019 statewide FSA Math assessment	0	0	0	10	15	25	0	0	0	0	0	0	0	50
Number of students with a substantial reading deficiency	0	4	16	22	19	23	0	0	0	0	0	0	0	84

**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	1	2	12	13	18	0	0	0	0	0	0	0	46

**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	9	0	0	0	0	0	0	0	0	0	9
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	82%	62%	56%				86%	62%	57%
ELA Learning Gains	78%						72%	62%	58%
ELA Lowest 25th Percentile	54%						63%	58%	53%
Math Achievement	79%	58%	50%				86%	69%	63%
Math Learning Gains	73%						81%	66%	62%
Math Lowest 25th Percentile	54%						65%	55%	51%
Science Achievement	79%	64%	59%				76%	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	79%	60%	19%	58%	21%
Cohort Comparison		0%				
04	2022					
	2019	87%	64%	23%	58%	29%
Cohort Comparison		-79%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	82%	60%	22%	56%	26%
Cohort Comparison		-87%				

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	80%	67%	13%	62%	18%
Cohort Comparison		0%				
04	2022					
	2019	85%	69%	16%	64%	21%
Cohort Comparison		-80%				
05	2022					
	2019	87%	65%	22%	60%	27%
Cohort Comparison		-85%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	75%	53%	22%	53%	22%
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	33	48	25	42	54	36	29				
ELL	63	62	41	57	58	45	51				
HSP	73	71	48	71	65	50	68				
MUL	82			91							
WHT	91	84	67	88	82	61	91				
FRL	67	73	43	64	64	39	55				

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	37	45		43	45						
ELL	69	55	54	65	56	35	61				
HSP	74	58	45	69	45	29	68				
MUL	100			90							
WHT	88	74	58	84	62		81				
FRL	66	60	46	56	37	32	60				
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	43	52	56	57	62	50					
ELL	77	72	62	82	84	73	67				
ASN	90			90							
BLK	91			82							
HSP	81	73	66	83	80	65	68				
MUL	100			91							
WHT	90	72	54	89	83	67	84				
FRL	75	72	67	77	82	64	59				

### 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	70
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	557
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
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	54
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	63
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	87
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	78
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	57
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?

All ELA subgroup's Achievements increased except in the subgroup ethnicity of Black's 48.78 as compared to the overall achievement of 82%. All ELA subgroups in grades 4th and 5th showed an increased Learning Gains by 13 percentage points to achieve 78% percentage points. All ELA subgroups Learning Gains L25 showed achievement of 54% percentage points. In the subject area of Math all the subgroups' overall Learning Gains showed an increase of 82%percentage points. An increase of 20 percentage points was noted in the Learning Gains for Math to achieve a score of 73% percentage points. In addition, the math subgroups received significant improvement in MathL25 except 5th-grade students who received a score of 39%percentage points.

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

Based on FSA ELA 2022, the greatest need for improvement would be the Proficiency Level achieved in the Black and Hispanic Subgroups. There is a significant need to build stronger foundational support in the category of Key Ideas and Detail 68.5 % where 53% of minority students and fall under the lowest 25% in grades 3-5.

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

A list of contributing factors to this need for Improvement were: distant learning, COVID-19 quarantine, and lack of phonics skills, incomplete learning, and mental health. New actions needed to address this need for improvement are: Ongoing Progress Monitoring (OPM), Job-Embedded Professional Development (JEPD), English Language Learners (ELL) Strategies, Interactive Learning Environments, Differentiated Instruction, along with ongoing interventions during school and after school will address this need for improvement.

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

The following data components showed the most growth:

FSA ELA data for students in grades 3rd-5th showed ELA Proficiency Levels to be 82% percentage points, Learning Gains of 78% percentage points, and the lowest L25 of 54% percentage points; FSA Math Data for students in grades 3rd-5th showed Proficiency Levels of 79% percentage points, Learning Gains of 73% percentage points, and the lowest L25 of 54% percentage points; Science Sunshine State Standards showed a proficiency achievement of 79 percentage points; IReady AP3 data indicated that 79 percent of students in grades K-5th scored at or above grade level in



Reading.

It also indicated that 81% percent of students scored at or above in Math.

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

Contributing factors to this improvement were collaborative data chats that were conducted after after topic and iReady assessments, differentiated instruction schoolwide initiative, and job-embedded professional development (JEPD) o support ongoing progress monitoring. New actions that have been taken to support student achievement are standards-based collaborative planning opportunities for teachers across each grade level, instructional support and coaching interactive learning environments Teacher common planning and collaboration added a significant positive systematic approach to teaching science in a STEAM setting.

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

Data-driven Instruction, Differentiated Instruction, Extended Learning Opportunities, Standards-Based Collaborative Planning, Interventions- RTI (8/22/22 and 10/14/22)

**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.**

STEAM professional development opportunities that include systemic planning and collaboration are embedded in this years instructional model. PDs will be offered on throughout the year starting (8/22/22 and 10/14/22)

**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 will be:

1. Before school tutoring within timeline (8/22/22 and 10/14/22)
2. Additional Interventionist Tutors to support daily intervention (8/22/22 and 10/14/22)
3. Professional Development of IReady Data tools and applications (9/22/22-10/14/22)
4. Professional Development of New Reading Series and the Best Standards implementation (8/22/22-10/14/22)
5. international Baccalaureate Professional Development to reinforce inquiry-based instruction. (8/14/22, 10/14/22)

**Areas of Focus**

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

:

**#1. Transformational Leadership specifically relating to Instructional Leadership Team**

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

The area of focus on "Instructional Leadership Team" is important to address because there are currently three new members in the leadership team for the 2022-23 school year. The new instructional leaders (Media Specialist, ESOL, IB) were assigned positions that are pivotal to the success of the students, teachers, school, and all stakeholders to address the 16% of teachers "feel a lack concern/support from the administration."

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

Based on the 2022 Climate Survey, 16% of teachers "feel a lack concern/support from the administration." Transformational Leadership begins with service. Leadership Team will support teachers through technology, enriched curriculum along with smooth testing procedures, and lastly consistent support for English Language Learners as measured by CELLA scores, STAR Testing, FAST Testing and STEAM Designation at the end of the school year. Shared leadership and building capacity will be evidence of objective outcome.

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

Leadership teams will be conducted on a biweekly basis. Assistant principals will assist with the growth of the new leadership team members and serve as mentors. Area of Focus will be monitored through informal data collection, i.e. feedback.

**Person responsible for monitoring outcome:**

Blanca Correa-Cespedes (bccespedes@dadeschools.net)

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

By implementing shared leadership strategies, monthly meetings with grade levels for curriculum and instruction will reflect teacher by-in through the modeling of the new transformational leaders. Daily staff highlights and shout outs for collaborative spaces. Including planning, ELL Push-in or pull-out support- and technology- learning management system tutorials and trainings for teachers and students

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

The rationale selected empowers staff and builds capacity among all stakeholders to increase the percentage points of learning gains. The language learners need a smaller setting to speed up the rate of language acquisition and performance within the school year to. Lastly, as we grow as a school, technology plays an important if not essential role in curriculum, project-based learning, IB, STEAM, and learners for life. This growth would be evident as seen in the integration of STE(A)M offerings and showcases. Teachers would impact all student learning gains.

**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.

8/22/2022-09/02/2022- Review with Leadership Team the professional Development faculty needs survey.

**Person Responsible** Melanie Fishman (pr3741@dadeschools.net)

09/06/2022 - 09/30/2022 - Develop an onsite job trainings calendar aligned to teacher specific academic needs to be implemented during faculty meetings and common planning.

**Person Responsible** Lourdes Figarola (lafigarola@dadeschools.net)

09/30/2022- 10/14/2022 - Meet with Leadership Team to create a Schoolwide Monthly Recognition Calendar and monitor monthly as a shared leadership practice

**Person Responsible** Blanca Correa-Cespedes (bccespedes@dadeschools.net)

09/06/2022 - 09/30/2022 -Review specific academic needs to be implemented during faculty meetings and common planning.

**Person Responsible** Jacqueline Adler (jadler@dadeschools.net)

10/31/2022- 12/16/2022 Continue to address specific academic needs to be implemented during faculty meetings and common planning.

**Person Responsible** Jacqueline Adler (jadler@dadeschools.net)

10/31/2022- 12/16/2022 - Ongoing review of testing calendar and monitor monthly as a shared leadership practice

**Person Responsible** Blanca Correa-Cespedes (bccespedes@dadeschools.net)

**#2. Instructional Practice specifically relating to ELA**

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

Ramping Up for the School Year Data Dashboard - on Power Bi indicates that number of third through fifth grade students proficiency level for the Lowest 25% on the ELA is 54% . The number of third through fifth grade students at grade level proficiency on the lowest L25 is 54%. Although this data has increased demonstrated growth in both the lowest ELA L25 with a six percent increase and Math L25 with a 26 percent increase, this is still an area of need because it represents a subgroup of our ELL, and SWD students.

**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 Instruction along with our Reading Horizon/Discovery/Elevate program then our lowest L25 percent of students will show by 10 percentage points as evidenced by the 2023 Progress Monitoring PM3 assessment.

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

Reflective process will be used to implement effective extension activities for differentiation. Teachers will demonstrate work in collaborative planning teams to examine critically and discuss standards-based learning expectations for lowest 25% students. Teachers implement the planned lesson and activities, record successes and challenges, and gather evidence of student learning. Ongoing progress monitoring will occur.

**Person responsible for monitoring outcome:**

Jacqueline Adler (jadler@dadeschools.net)

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

Within the Targeted Element of Differentiation, our teachers will focus in Data Driven Instruction. Teachers will implement the strategies and techniques learned while participating on the in house PD. This will be monitored through the completion of data chats with teachers.

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

Data driven instruction will ensure that the teachers are guiding instruction based on the individual needs of the students in the class. Data will provide teachers with a daily/weekly snapshot of the students progress and areas of needs. This will allow for effective planning.

**Action Steps to Implement**

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

08/22/2022 - 10/14/22 Grade level meeting to discuss the expectations within the data chat, data binder and reflective practices for this school years.

**Person Responsible** Melanie Fishman (pr3741@dadeschools.net)

09/02/2022 -10/14/2022- Meet with staff and provide a data chat calendar to discuss PM1 and iReady AP1 results throughout the school year.

**Person Responsible** Blanca Correa-Cespedes (bccespedes@dadeschools.net)

09/02/2022 - 10/14/22 - Assist teachers in the pulling of data from Performance Matters, Power Bi and iReady platform for ongoing progress monitoring

**Person Responsible** Jacqueline Adler (jadler@dadeschools.net)

09/02/2022 - 10/14/22 - Assist teachers in modeling best practices as students become digital citizens .

**Person Responsible** Ana Gil (anag918@dadeschools.net)

10/31/2022- 12/16/2022 Continue to assist teachers in modeling best practices as students become digital citizens .

**Person Responsible** Ana Gil (anag918@dadeschools.net)

10/31/2022- 12/16/2022 Collaborate with teachers in modeling best practices as students become authentic IB profile learners and STEAM students.

**Person Responsible** Lourdes Figarola (lafigarola@dadeschools.net)

**#3. 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.**

According to data, students with disabilities are below 41%. The students will make learning gains to move data to 46% or higher. Based on the "new normal" and digital convergence, 21st Century Learning (4Cs: Creativity, Collaboration, Communication, and Critical thinking) are critical area needs after COVID lock down, specifically to special education students.

**Measurable Outcome:**

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

According to data, students with disabilities are below 41%. The students will make learning gains to move data to 46% or higher. The implementation of 21st Century Learning refers to certain core competencies such as collaboration, digital literacy, critical thinking, and problem-solving to make expected learning gains.

**Monitoring:**

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

Progress Monitoring PM1, PM2 and iReady data will be used to monitor desired outcome.

**Person responsible for monitoring outcome:**

Melanie Fishman (pr3741@dadeschools.net)

**Evidence-based Strategy:**

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

Teacher data driven trainings will allow better understanding of data and learning systems. School Leadership will engage in reflection of practices along side student progress monitoring. Adjustments will be made after data is reviewed. 21st Century Learning strategies refers to certain core competencies such as collaboration, digital literacy, critical thinking, and problem-solving.

**Rationale for Evidence-based Strategy:**

**Explain the rationale for selecting this specific strategy.**

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

As evident by Spring 2022 data, ELA and Math lowest 25% student are in need of additional support to make learning gains, specifically students with disabilities. Through digital convergence 21st Century Learning strategies refers to certain core competencies such as collaboration, digital literacy, critical thinking, and problem-solving that will be specific to address learning needs for achievement.

**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.

08/22/2022 -09/02/2022-Identify students identified by AP3 iReady Data, to be in Tier 2 and Tier 3 to receive targeted intervention.

**Person Responsible**

Romy Verite (rverite@dadeschools.net)

09/06/2022 /09/30/22- Meet with Interventionists and provide trainings on the Reading Horizon/ Discovery/ Elevate program while addressing interventions per RTI

**Person Responsible**

Lourdes Figarola (lafigarola@dadeschools.net)

09/06/2022 - 10/14/2022 - Provide a schedule to interventionists with designed times to provide ELA Reading Intervention, specifically with students with disabilities.

**Person Responsible**      Jacqueline Adler (jadler@dadeschools.net)

09/06/2022 - 10/14/2022 - Data debrief with interventionists on a bi-weekly bases will focus on learning gains specifically with students with disabilities.

**Person Responsible**      Blanca Correa-Cespedes (bccespedes@dadeschools.net)

10/31/2022- 12/16/2022 - Data debrief continue with interventionists on a bi-weekly bases will focus on learning gains specifically with students with disabilities.

**Person Responsible**      Ana Gil (anag918@dadeschools.net)

10/31/2022- 12/16/2022 - Data debrief during department meeting with each grade level to address learning gains specifically with students with disabilities.

**Person Responsible**      Ana Gil (anag918@dadeschools.net)



**#4. Positive Culture and Environment specifically relating to student attendance****Area of Focus Description and****Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Based on the data review, our school will implement the Perfect Attendance schoolwide initiative. Through our data review, we noticed 14% of students who struggle with daily attendance are also the students who belong in Tiers 2 & 3. We recognize the need to focus team connections to make a positive impact on attendance and therefore being able to improve every students academic performance.

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

If we effectively implement the Perfect Attendance Student initiative, our students will receive quality instruction in-school that will contribute to improved academic performance. With a consistent student initiative, our attendance will increase 5 percentage points by June 2023.

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

The Leadership Team will work alongside the school counselors to connect with families who struggle with attendance and identify the root cause for absences. The Leadership Team will create a plan of action to ensure students are able to be present daily. The Leadership Team will plan student incentives to promote consistent student attendance as well. Teachers will monitor their daily attendance and submit the data to the LT on a weekly basis. The Leadership Team will identify opportunities for students who are absent due to illness or quarantined to connect virtually to class instruction via Zoom or have access to on-demand lessons. To ensure we are on track to meeting the outcome, this data will be reviewed during data chats with teachers. Parental contact will be made when necessary. The goal is to promote perfect attendance through teamwork.

**Person responsible for monitoring outcome:**

Blanca Correa-Cespedes (bccespedes@dadeschools.net)

**Evidence-based Strategy: Describe the evidence-based strategy being**

Perfect attendance through making connections with students each day is the focus. Attendance initiative will support in reducing the absence gap among our students in tiers 2 & 3 in contrast to tier 1 students. Strategic Attendance Initiatives involve close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies as well as incentives for students with perfect attendance. A schoolwide team approach will be used.



**implemented  
for this Area  
of Focus.**

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

Schoolwide perfect attendance initiative will assist in improving the student attendance among our students in Tiers 2 & 3. The initiative will provide the LT with a systematic approach to identify attendance issues, mediation, and additional risk factors for academic performance.

### **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.

Classroom teacher will take attendance daily and make corrections on the attendance bulletin.  
8/22/22- 10/14/22

**Person  
Responsible** Blanca Correa-Cespedes (bccespedes@dadeschools.net)

School counselors and administration will contact families of students who are absent for 2 or more days to identify cause. In case of an extended absence, administration will be able to provide the virtual alternative to the physical classroom. 8/22/22- 10/14/22

**Person  
Responsible** Marlene Pendergast (marlenependergast@dadeschools.net)

Classroom teachers continue to report students who are absent during data chats with Leadership Team. Schoolwide quarterly rewards will be planned for classes with 100% perfect attendance. 8/22/22- 10/14/22

**Person  
Responsible** Melanie Fishman (pr3741@dadeschools.net)

Attendance celebrations will be hosted quarterly and shout out to highlight students with perfect attendance will be posted throughout social media as well.  
8/22/22- 10/14/22

**Person  
Responsible** Blanca Correa-Cespedes (bccespedes@dadeschools.net)

10/31/2022- 12/16/2022 Schedule perfect attendance celebrations and post highlights on social to share with community.

**Person  
Responsible** Blanca Correa-Cespedes (bccespedes@dadeschools.net)

10/31/2022- 12/16/2022 Continue to collaborate with parents and community to secure sponsors for the initiative of Perfect Attendance celebrations.

**Person  
Responsible** Marlene Pendergast (marlenependergast@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.

During the 2022-2023 school year, the instructional leadership team will engage with the faculty and staff to create opportunities for recognition and connections to build toward a positive school culture. These connections will include Monthly team-building ice breaker activities during faculty meetings, daily morning announcements, grade level of the month recognitions, grade level meetings, SCHOOLGY/ MS Teams digital collaboration, effective communication through digital conferencing platforms, and positive accountable conversations that include all stakeholders.

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

Melanie Fishman, Principal working with faculty and staff to promote a positive school culture.

Jacqueline Adler, Assistant Principal; working with faculty and staff to promote a positive school culture.

Dr. Blanca Correa-Cespedes, Assistant Principal working with faculty and staff to promote a positive school culture

Adriana Fernandez, Grade K Chair; assists in professional development, and curriculum support, to promote positive school culture within her grade level.

Katrina Ceballos, First Grade Chair; assists in professional development, and curriculum support, to promote positive school culture within her grade level.

Elna Salvat, Second Grade Chair; assists in professional development, and curriculum support, to promote positive school culture within her grade level.

Marily Delgado, Third Grade Chair; assists in professional development, and curriculum support, to promote positive school culture within her grade level.

Raquel Maione, Fourth Grade Chair; Assist in professional development, and curriculum support, to promote positive school culture within her grade level...

Anat Schwartzbaum, Fifth Grade Chair; EESAC chair & teacher leader - Assist in professional development, and curriculum support, to promote positive school culture within her grade level.

Ana Gil, ESOL Coordinator; Supporting staff with resources to meet the needs of ELL learners, promoting a positive school culture

Melissa Abril-Dotel, SYNERGY/ social media representative (Second Grade Teacher) branding and posting.

Romy Verite, ESE Specialist supports the implementation of accommodations and IEPs in all settings.

Lourdes Figarola, IB Coordinator supporting teachers with the implementation of the International Baccalaureate and STEAM initiative, coordinates relevant professional developments that connect with staff interests and support.

Susan Rivero, Spanish Teacher, and Multimedia Leader; lead in the implementation of digital grade level and staff video recognitions.

Leopoldo Navarro Spanish Teacher; assist in developing cultural events that connect the faculty to calendar observances that highlight an ethnicity, cause, or health.

Ana Mojarrieta school School Counselor; Develop cultural events that connect the faculty to calendar observances that highlight an ethnicity, cause, or health.

Marlene Pendergast - School Counselor -Develop cultural events that connect the faculty to calendar observances that highlight an ethnicity, cause, or health.