Kelsey L. Pharr Elementary School

2022-23 Schoolwide Improvement Plan

Table of Contents

Kelsey L. Pharr Elementary School

2000 NW 46TH ST, Miami, FL 33142

http://kelseypharr.dadeschools.net/

Demographics

Principal: Keith Parrimore A

Start Date for this Principal: 6/22/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students Economically Disadvantaged Students
School Grades History	2021-22: B (56%) 2018-19: C (49%) 2017-18: B (60%)
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)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	100%

School Grades History

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

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SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our school empowers all stakeholders to embrace learning, achieve their personal best and build their academic, emotional and social well-being in a family enriched atmosphere.

Provide the school's vision statement.

To develop well rounded, confident, and responsible individuals who aspire to achieve their full potential. We will do this by providing a welcoming, safe, and supportive environment in which everyone is treated with respect and equity.

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
Parrimore, Keith	Principal	Keith Parrimore will, along with the administrative team, collaborate with teachers in disaggregating, analyzing, and interpreting data. Provide feedback and information for the appropriate implementation of data-driven instruction.
Sanchez, Jessiann	Assistant Principal	The Assistant Principal provides support to the instructional leaders and MTSS/RtI school-based team to ensure the distribution/collection of data and the implementation of intervention for identified students. The Assistant Principal monitors the MTSS/RtI intervention groups and checks that professional development activities are applied to classroom environments/structures with fidelity. Additionally, the Assistant Principal disseminates District mandated, research-based professional development strategies and initiatives with faculty that support/sustain differentiated instruction.
Barona, Gabriella	Reading Coach	The Literacy Transformation Coach (K-5) will provide direct instructional services to improve and support classroom instruction. Assist with collecting and collaborating with teachers to understand student data by disaggregating, analyzing, and interpreting, integrating core instructional activities/supplemental materials with Tier 2 and 3 instructions, collaborates and supports teachers through planning, modeling, co-teaching, and instructional delivering. Assist teachers with classroom organization, materials, and the coaching model utilizing evidence-based instructional strategies that improve students' academic success.
Hernandez, Mayra	Math Coach	The Leadership Team members will develop, lead, and evaluate school core content standards/programs; identify and analyze curriculum/behavior assessment and intervention approaches. Identify systematic patterns of student needs while working with Curriculum Support staff to identify appropriate, evidence-based intervention strategies; assist with intervention groups and differentiated instruction. Collaborate with teachers in disaggregating, analyzing, and interpreting data. Provide feedback and information for the appropriate implementation of data.

Demographic Information

Principal start date
Wednesday 6/22/2022, Keith Parrimore A

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.*
1

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.*
5

Total number of teacher positions allocated to the school

18

Total number of students enrolled at the school

286

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

5

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

2

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	45	45	45	60	30	64	0	0	0	0	0	0	0	289
Attendance below 90 percent	0	13	9	4	5	6	0	0	0	0	0	0	0	37
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	18	9	8	0	0	0	0	0	0	0	35
Course failure in Math	0	0	0	5	4	5	0	0	0	0	0	0	0	14
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	7	4	31	0	0	0	0	0	0	0	42
Level 1 on 2022 statewide FSA Math assessment	0	0	0	2	5	12	0	0	0	0	0	0	0	19
Number of students with a substantial reading deficiency	0	0	1	23	10	32	0	0	0	0	0	0	0	66

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	0	10	7	21	0	0	0	0	0	0	0	38

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	7	0	0	0	0	0	0	0	0	0	7
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

Sunday 8/28/2022

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	9	43	51	43	62	48	0	0	0	0	0	0	0	256
Attendance below 90 percent	5	12	12	20	17	14	0	0	0	0	0	0	0	80
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	3	13	22	12	0	0	0	0	0	0	0	50
Course failure in Math	0	0	0	4	24	13	0	0	0	0	0	0	0	41
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	6	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	6	0	0	0	0	0	0	0	6
Number of students with a substantial reading deficiency	0	13	30	30	33	20	0	0	0	0	0	0	0	126

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	1	11	21	15	0	0	0	0	0	0	0	48

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	1	2	2	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	2	0	0	0	0	0	0	0	2

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	9	43	51	43	62	48	0	0	0	0	0	0	0	256
Attendance below 90 percent	5	12	12	20	17	14	0	0	0	0	0	0	0	80
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	3	13	22	12	0	0	0	0	0	0	0	50
Course failure in Math	0	0	0	4	24	13	0	0	0	0	0	0	0	41
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	6	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	6	0	0	0	0	0	0	0	6
Number of students with a substantial reading deficiency	0	13	30	30	33	20	0	0	0	0	0	0	0	126

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	1	11	21	15	0	0	0	0	0	0	0	48

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	1	2	2	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	2	0	0	0	0	0	0	0	2

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%	56%				40%	62%	57%
ELA Learning Gains	48%						54%	62%	58%
ELA Lowest 25th Percentile	52%						43%	58%	53%
Math Achievement	54%	58%	50%				63%	69%	63%
Math Learning Gains	72%						52%	66%	62%
Math Lowest 25th Percentile	83%						42%	55%	51%
Science Achievement	45%	64%	59%				49%	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	32%	60%	-28%	58%	-26%
Cohort Comparison		0%				
04	2022					
	2019	42%	64%	-22%	58%	-16%
Cohort Comparison		-32%				
05	2022					
	2019	28%	60%	-32%	56%	-28%
Cohort Comparison		-42%				

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	57%	67%	-10%	62%	-5%
Cohort Comparison		0%				
04	2022					
	2019	62%	69%	-7%	64%	-2%
Cohort Comparison		-57%				
05	2022					
	2019	41%	65%	-24%	60%	-19%
Cohort Comparison		-62%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	41%	53%	-12%	53%	-12%
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	19	41		33	71		8				
ELL	30	56	60	41	66	80	29				
BLK	38	42	45	59	78	85	57				
HSP	33	53	58	47	64	82	30				
FRL	36	48	52	54	72	83	45				
				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	15	30		10	27						
ELL	19	25	40	32	28	50	10				
BLK	26	16		33	37		78				
HSP	23	25	40	33	28	45	25				
FRL	27	22	33	35	32	38	48				
				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	24	33		38	57						
ELL	39	63		54	63		50				
BLK	40	51		68	51		43				
HSP	38	56	43	56	53	45	56				
FRL	40	53	40	63	51	39	47				

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	55
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	49
Total Points Earned for the Federal Index	439
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34

Students With Disabilities	
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	51
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	58
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	52
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	55
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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

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

The 2021 school to 2022 school comparison shows a decrease of 2 percentage points in Science on the 2022 statewide, standardized assessment, going from 47% proficient in 2021 to 45% proficient in 2022. There was an increase of 12% in ELA on the 2022 State Assessment (38% proficient) when compared to the 2021 results (26% proficient). There was an increase of 18% In Mathematics on the 2022 State Assessment (53% proficient) when compared to the 2021 results (35% proficient).
All ELA and Math Subgroups Achievement scores increased from 2021 to 2022 in grades 3 through 5 on the 2022 statewide, standardized assessment.
All Science Subgroups Achievement Scores increased except for Black and Free & Reduced Lunch students, which decreased by 3 percentage points for Free & Reduced Lunch students and by 21 percentage points for Black students on the 2022 statewide, standardized assessment.
All ELA Subgroups Learning Gains increased on the 2022 statewide, standardized assessment.
All ELA and Math Subgroups Learning Gains L25 increased across all grade levels on the 2022 statewide, standardized assessment.

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

Based off of the 2022 state assessments and Iready diagnostic data for AP1, AP2, & AP3, the greatest need for improvement is in 5th grade ELA and 5th grade Math. The students currently in 5th grade scored 16% proficiency on the 2022 state assessment in ELA. These same students scored 27% proficiency based on the Iready AP3 assessment in the 21-22 school year. Based off the 2022 state assessments, the previous 5th grade cohort was 20% proficient on the 2022 state assessment in Mathematics. This same group of students were 43% proficient based on the Iready AP3 assessment in the 21-22 school year. While there is a new cohort in 5th grade, there is a need for improvement to ensure the current 5th grade students remain proficient.

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

There were several identified contributing factors, including attendance and discipline issues in the areas of concern. New actions would include an increase in strategic support and personnel in 5th grade as

well as a more structured school wide discipline plan to be implemented during the 2022-2023 school year. The strategic support would include a push in schedule utilizing support staff to provide targeted intervention to students who are not meeting proficiency based on bi-weekly assessments. An attendance committee will be created to review student attendance and assign mentors to those students who are considered truant. A discipline committee will be created to create a school wide discipline plan.

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

Based on the 2022 state assessments, the areas showing the greatest improvement were 4th grade math & 5th grade ELA. 4th grade math students demonstrated 71% proficiency in the 2022 state assessment. This was a 30 percentage point increase from the 2021 state assessment results (41% proficiency). This was also 31 percentage points above the 2022 school goal for math proficiency. 5th grade ELA students demonstrated 48% proficiency in the 2022 state assessment. This was a 24 percentage point increase from the 2021 state
assessment results (24%proficiency). Based on progress monitoring data, There was an average increase of 26 percentage points in proficiency on the Iready ELA AP3 (41% Tier 1) diagnostic when compared to the ELA AP1 (15% Tier 1) diagnostic for students in grades 3-5. Based on progress monitoring data, There was an average increase of 45 percentage points in proficiency on the Iready ELA AP3 (58% Tier1) diagnostic when compared to the ELA AP1 (12% Tier 1) diagnostic for students in grades K-2. Based on progress monitoring data, There was an average increase of 45 percentage points in proficiency on the Iready Mathematics AP3 (61% Tier 1) diagnostic when compared to the Mathematics AP1 (16% Tier 1) diagnostic for students in 3-5. Based on progress monitoring data, There was an average increase of 51 percentage points in proficiency on the Iready Mathematics AP3 (58% Tier 1) diagnostic when compared to the Mathematics AP1 (7% Tier 1) diagnostic for students in K-2.

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

There were several contributing factors that led to the above-mentioned improvements. There was a school wide implementation of the utilization of higher order thinking questions. Throughout the year, there were many opportunities given to Tier 1 and Tier 2 students to work collaboratively. Explicit instruction in all grade levels was also a contributing factor. These factors carried over from the previous year. A school wide, online tracker was created and monitored to determine proficiency of students based on topic assessments and bi-weekly assessments.

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

Coach Teacher Collaborations (CTCs) will be implemented quarterly to ensure higher order questioning and explicit instruction is across the board. There will also be a focus on standards-aligned whole group instruction in all grade levels to accelerate learning and proficiency.

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.

Teachers will be provided various opportunities for professional development. Professional development on the new B.E.S.T Standards as well as the new FAST Assessments will be provided to all teachers. Professional development on higher order questioning delivered by a successful teacher will also be offered throughout the school year. Pds will be offered on the district pd days (8/15/2022 & 11/8/2022) as well as during monthly faculty meetings.

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

In addition to various professional development trainings for teachers, there will be several extended learning opportunities for students to participate in. Students will be able to participate in after school tutoring through our TALENTS program. They will also be targeted to attend Saturday Academy, Winter Break Academy, and Spring Break Academy.

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

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The percentage of students below Level 3 on the 2022 statewide, standardized English Language Arts Assessment is 62%. The percentage of students below Level 3 on the 2022 statewide, standardized Mathematics is 47%. Based on the 2022 data review, our school will implement the Targeted Element of Standards-aligned Instruction. We selected the overarching area of Standards-aligned Instruction based on our findings that demonstrated more than half of the students in grades 3-5 are not proficient in ELA and almost half the students in grades 3-5 are not proficient in Mathematics. We are not meeting the proficiency targets of all learners; therefore, it is evident that we must improve our ability to provide Standards-aligned instruction in ELA and Mathematics to all the students we serve.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we successfully implement Standards-aligned Instruction in ELA and Mathematics, then our students will demonstrate: 1-An increase in ELA and Mathematics Proficiency by a minimum of 5 percentage points as evidenced by the 2023 F.A.S.T. Progress Monitoring Assessment when compared to the 2022 State Assessment in ELA and Mathematics. 2-Increase percentage of 3rd grade students scoring Level 3 or above on the 2023 statewide, standardized English Language Arts (56% proficient) and Mathematics (61% proficient) assessment by 5 percentage points. 3-Increase percentage of 4th grade students scoring Level 3 or above on the 2023 statewide, standardized English Language Arts (16% proficient) and Mathematics (71% proficient)assessment by 5 percentage points. 4-Increase percentage of 5th grade students scoring Level 3 or above on the 2023 statewide, standardized English Language Arts (48% proficient) and Mathematics (21% proficient) assessment by 5 percentage points.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The School Leadership Team will conduct data chats after each quarter. The School Leadership Team will follow up with consistent, focused walkthroughs to ensure quality standards-aligned instruction is taking place. The SLT will conduct data analysis of formative assessments monthly to observe proficiency. The SLT will create an online tracker to monitor Topic and Progress Monitoring Assessment data, which will take place bi-weekly. During SLT meetings, data will be analyzed to ensure students are demonstrating proficiency by standards. Extended learning opportunities will be provided to those students who are not meeting proficiency on assessments.
Person responsible for monitoring outcome:	Keith Parrimore (kparrimore@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the Targeted Element of Standards-aligned Instruction, our school will focus on the evidence-based strategy of: Data-Driven Instruction. Data-Driven instruction will assist in increasing the proficiency of students in ELA and Mathematics as it is a systematic approach of instruction to meet students' needs. Data-Driven instruction will be monitored through the use of data trackers to drive instructional planning and data driven conversations to include Topic Assessments in Mathematics and bi-weekly assessments in ELA.

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 teachers are using relevant, recent, and aligned data to plan lessons that will target all students using the B.E.S.T. Standards. Teachers will 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 as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/15-9/30/2022- The School Leadership Team (SLT) will ensure that Standards-aligned instruction PD opportunities based on the new B.E.S.T. Standards are available to all teachers.

Person Responsible	Keith Parrimore (kparrimore@dadeschools.net)

8/17-9/30/2022- Teachers will deliver standards-aligned instruction based on the new B.E.S.T. Standards with fidelity. Administrators will conduct daily walkthroughs to ensure that Daily End Product (DEP) is aligned to Daily Learning Target (DLT).

Person Responsible	Keith Parrimore (kparrimore@dadeschools.net)

8/17-9/30/2022- Student work folders will reflect evidence of exposure to the new B.E.S.T. Standards as well as alignment from DLT to DEP.

Person Responsible	Keith Parrimore (kparrimore@dadeschools.net)

8/17-9/30/2022- Student assessment trackers will be monitored and tracked weekly to determine the students' proficiency based on the topic assessments in math and the bi-weekly assessments in ELA.

Person Responsible	Keith Parrimore (kparrimore@dadeschools.net)

10/31-12/16/2022- Common planning weekly to ensure that teachers plan for aligned DEPs and DLTs.

Person Responsible	Keith Parrimore (kparrimore@dadeschools.net)

10/31-12/16/2022- Weekly administrative walkthroughs to ensure the Tier 1 instruction includes stacked benchmarks.

Person Responsible	Keith Parrimore (kparrimore@dadeschools.net)

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
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 2022 data review, there is still a need to increase the proficiency of multiple subgroups of students. In Reading, 34% percent of Black students and 27% of Hispanic students reached FSA proficiency. For Mathematics, 55% of Black students and 36% of Hispanic students were proficient. We will focus on improving proficiency for both subgroups
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With the implementation of differentiated instruction, an additional 10% of Hispanic and Black students will achieve proficiency in Reading and 5% in Mathematics by the 2022-2023 state assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The School Leadership Team will conduct data chats to identify the Black and Hispanic students who did not achieve proficiency. Differentiated instruction will be implemented in every classroom so that all student needs are met. Formative assessments will be used to monitor proficiency by standards/benchmarks. Students who are not meeting proficiency on assessments will have extended learning opportunities to assist in reaching proficiency. Students will be provided with ELL services to assist students learning the language.
Person responsible for monitoring outcome:	Keith Parrimore (kparrimore@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Our school will focus on the evidence-based strategy of differentiated instruction. With the implementation of differentiated instruction, students will be provided with explicit instruction based on the needs of the student. Students will be able to acquire content, process, and increase comprehension skills, despite any differences in ability. Instruction and activities will be tailored to target the students individual needs. Topic assessments and bi-weekly assessments will provide data to ensure that students are mastering the standards.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria	Differentiated instruction will assure that students are provided with instruction that meets their individual needs. Students will receive tailored instruction to master the standards/benchmarks. Various data points such as topic assessments and bi-weekly assessments will be used to adjust instruction for each student.

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.

8/22-8/25/2022- Identify Black and Hispanic students not meeting proficiency in ELA and Mathematics based on the 2022 state assessment results.

Person Responsible   Keith Parrimore (kparrimore@dadeschools.net)

8/22-10/14/2022-Discuss various data points from topic assessments, iready, and growth monitoring of the targeted subgroups with individual teachers to plan differentiated instruction to meet the needs of the student.

Person Responsible   Keith Parrimore (kparrimore@dadeschools.net)

8/22-10/14/2022- Follow up with common planning sessions and classroom walkthroughs to ensure differentiated instruction is taking place in every classroom.

Person Responsible   Keith Parrimore (kparrimore@dadeschools.net)

10/10-10/14/2022- Analyze student growth with various data points such as topic assessments and bi-weekly assessments and adjust differentiated instruction goals according to the students proficiency of standards.

Person Responsible   Keith Parrimore (kparrimore@dadeschools.net)

10/31-12/16/2022- Continue including pathways in differentiated instruction and ensure all 4 pathways are being utilized effectively and consistently.

Person Responsible   Keith Parrimore (kparrimore@dadeschools.net)

10/31-12/16/2022- Monitor OPM and PMA data weekly to determine next steps for instruction.

Person Responsible   Keith Parrimore (kparrimore@dadeschools.net)

#3. Positive Culture and Environment specifically relating to The Attendance	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	According to the 2022 attendance data, 45% of the student population had 11 or more absences for the school year. Although this number has decreased in subsequent years, it is still higher than it should be. Without consistent attendance, students are less likely to increase engagement and test scores. As a result, we will be following up with the students' families using phone calls, as well as providing individual and class incentives for improved attendance.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With the implementation of strategic attendance initiatives, 65% of the student population will have less than 10 absences by the end of the school year.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Daily monitoring will occur, particularly for students with increased tardies and absences. Tracking via the attendance bulletin will assist in providing necessary resources and maintaining consistent communication with families.
Person responsible for monitoring outcome:	Keith Parrimore (kparrimore@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	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. Celebrate Successes is when staff and student accomplishments are given special recognition and achievements are publicly celebrated allowing for encouragement from all stakeholders.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Attendance has been an issue in the past, therefore, we want to be proactive in our approach to encouraging students to come to school daily. Attendance data from Power BI demonstrates the need for effective and consistent intervention for our students that have 10 or more absences.

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.

8/15/2022-Create an attendance committee that will assist in creating and implementing school wide attendance initiatives as well as school wide incentives.

Person Responsible   Keith Parrimore (kparrimore@dadeschools.net)

8/17-8/31/2022-Create a school wide attendance tracker to monitor student attendance. The tracker will be updated weekly.

Person Responsible   Keith Parrimore (kparrimore@dadeschools.net)

8/17-9/30/2022- Promote and inform all stakeholders of new attendance initiative via school messenger, flyers, and social media posts.

Person Responsible   Keith Parrimore (kparrimore@dadeschools.net)

8/17-9/30/2022-Monitor the effectiveness of the attendance initiatives on a weekly basis to ensure students are attending school regularly.

Person Responsible   Keith Parrimore (kparrimore@dadeschools.net)

10/31-12/16/2022- Conduct weekly Attendance Review Committee Meetings to determine specific interventions for students who are missing more than 5 days of school.

Person Responsible   Keith Parrimore (kparrimore@dadeschools.net)

10/31-12/16/2022- Conduct home visits for students who have more than 5 absences

Person Responsible   Keith Parrimore (kparrimore@dadeschools.net)

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

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on the data from the school climate survey, our area of focus will be specific teacher feedback/walkthroughs. 27% of the teachers feel lack of concern from the administration. Based on this information, we concluded that working with teachers to provide frequent, consistent, and explicit feedback would be beneficial to all. Walkthroughs will be conducted to ensure that explicit, data driven as well as differentiated instruction is being utilized to support the new FAST Assessments.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The measurable outcome to be used will be the targeted element of walkthroughs. The outcome is to ensure teachers are consistently utilizing evidence-based strategies in their daily instruction while providing standards-aligned instruction to provide quality lessons based on the new B.E.S.T. Standards.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The area of focus that will be monitored will be the targeted element of walkthroughs. Administration will provide teachers with effective and consistent feedback. In certain cases, a plan could be created and implemented to support the feedback provided by the administration. This plan would be developed collaboratively to support the implementation of standards-aligned instruction.
Person responsible for monitoring outcome:	Keith Parrimore (kparrimore@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Administration will utilize observation cycles to support teachers. Initial observations will be conducted at the beginning of the school year and initial feedback will be provided to each teacher. The feedback will be utilized to enhance the instruction provided by the teacher. If there is a need for additional support, strategies such as mentoring and learning walks will be facilitated by the administration.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	The rationale for the evidence-based strategy is to provide timely feedback to teachers from walkthroughs to build capacity while also assisting teachers in effectively implementing standards-aligned 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.

8/17-8/31/2022-The SLT will develop a monthly calendar of scheduled walkthroughs with corresponding areas of focus.

Person Responsible   Keith Parrimore (kparrimore@dadeschools.net)

8/17-9/30/2022-The SLT will conduct walkthroughs based on the pre-planned calendar. Following walkthroughs, the SLT will debrief and develop a plan to address any deficiencies within one week of the classroom visitation.

Person Responsible   Keith Parrimore (kparrimore@dadeschools.net)

8/17-9/30/2022-Administration will provide feedback to teachers and address any areas of improvement with a specific plan of action involving Coach Teacher Collaboration (CTC) and collaborative planning.

Person Responsible   Keith Parrimore (kparrimore@dadeschools.net)

8/17-9/30/2022-Instructional coaches will conduct CTC during common planning as per the plan of action developed.

Person Responsible   Keith Parrimore (kparrimore@dadeschools.net)

10/31-12/16/2022- Continue walkthroughs targeting identified look-fors.

Person Responsible   Keith Parrimore (kparrimore@dadeschools.net)

10/31-12/16/2022- Continue providing specific feedback to teachers in response to walkthroughs targeting identified look-fors.

Person Responsible   Keith Parrimore (kparrimore@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 a review of 2022 data, the percentage of students in Kindergarten through grade 2 who are not on track to score Level 3 or above on the 3rd Grade ELA state assessment is 46%. This data shows that we are not meeting the unique needs of all learners. Therefore, it is evident that we must improve our ability to provide targeted intervention, extended learning opportunities, and differentiated instruction based on the needs of the students.

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

Based on a review of 2022 data, ELA proficiency for students in grades 3-5 is 38%, Learning Gains is 49%, Learning
Gains for L25 students is 51%. As a result of the data our school will target the area of ELA. We selected the overarching area of ELA based on our findings that demonstrated that the percentage of students below Level 3 on the 2022 statewide standardized ELA assessment is 62%. This data shows that we are not meeting the
unique needs of all learners. Therefore, it is evident that we must improve our ability to provide targeted intervention, extended learning opportunities, and differentiated instruction based on the needs of the students.

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- ◦ Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- ◦ Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- ◦ Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

Each grade K-2 ELA class, implementing the Gradual Release of Responsibilities Model (GRRM) utilizing the new B.E.S.T. Standards will increase at least 5 percentile points based on the new FAST Assessments when compared to the average percentile of 43 on the 2022 SAT-10 ELA results.

Grades 3-5: Measureable Outcome(s)

Each grade 3-5 ELA class, implementing the GRRM utilizing the new B.E.S.T. Standards will increase at least 5 percentage points based on the new FAST Assessments when compared to the average proficiency of 38% on the 2022 Standardized, State Assessment ELA results.

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 School Leadership Team (SLT) will conduct quarterly data chats with ELA teachers, teachers will adjust groups based on current progress monitoring data, and the SLT will follow up with weekly walkthroughs to ensure quality instruction is taking place. Administrators will consistently review weekly lesson plans for indication of GRRM for all students. Data Analysis of formative assessments of students will be reviewed bi-weekly to observe
progress. An online tracker will be created to monitor progress monitoring data on a bi-weekly basis. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on the B.E.S.T. standards.

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

Parrimore, Keith, kparrimore@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?

Within the targeted element of ELA, our school will focus on the evidence-based strategy of: The Gradual Release of Responsibility Model (GRRM). The GRRM will focus on a structured system guiding the students through the learning process with statements explicitly depicting the purpose and rationale for the new skill. The GRRM will focus on four phases of learning guiding the students towards mastery of the learning target.

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?

The Gradual Release of Responsibility Model (GRRM) will provide all students with a structured process that commences with providing the students with explicit instruction. The students will be guided through the process with statements discussing the purpose for utilizing the GRRM. The successful implementation of the
GRRM will enable students and teachers to advance through the four phases: clear explanations and demonstrations of the instructional target, provide strategic guided practice and feedback, gradually releasing students to practice the new skill collaboratively and eventually requiring students to demonstrate mastery of the learning target independently. GRRM will ensure that teachers are using relevant, recent, and aligned data
to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available. Students will also be provided with ongoing corrective feedback to improve their performance.

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership
- ◦ Literacy Coaching
- ◦ Assessment
- ◦ Professional Learning

Action Step	Person Responsible for Monitoring
8/22-8/26/2022- ELA Transformational Coach will provide professional development during collaborative planning on the GRRM.	Parrimore, Keith, kparrimore@dadeschools.net
8/17-10/14/2022- The ELA teacher will engage the students through questioning, models, strategies and cues throughout the reading lesson.	Parrimore, Keith, kparrimore@dadeschools.net
8/29-10/14/2022-Administration will conduct walkthroughs during the whole group block to monitor the implementation of the GRRM.	Parrimore, Keith, kparrimore@dadeschools.net
10/31-12/16/2022- Continue working on GRRM in ELA and focus specifically on release portion of the process.	Parrimore, Keith, kparrimore@dadeschools.net
10/31-12/16/2022- Instructional Coach will continue to facilitate collaborative planning weekly. Strategies for the gradual release of responsibility will be discussed and reviewed during this time.	Parrimore, Keith, kparrimore@dadeschools.net
10/31-12/16/2022- Teachers and Students will engage in data chats to monitor student progress of standards. Data presentations, student data folders and teacher data folders will be used to monitor progress of completion.	Parrimore, Keith, kparrimore@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 lie in Physical and Emotional Safety and Clearly Defined Expectations. Our school has created a welcoming environment where mutual respect, tolerance, and inclusivity are present daily and are the expectations for everyone in the building. Instances of bullying and harassment are dealt with
immediately and accordingly. Creative solutions to mitigate any negative effects from these unfortunate experiences are quickly implemented. The School Leadership Team (SLT) values and cultivates team-building activities that foster collegiality effective teamwork. Activities are planned throughout the school year to allow staff the opportunity to share experiences and interact on a more personal level. Communication is the key to establishing clearly defined expectations. The school utilizes a schoolwide communication application to ensure information is disseminated in a timely, clear, and effective manner to

all staff members. This method of communication also affords the staff the opportunity to share best practices, celebrate successes, and
showcase the learning happening in their classrooms. Additionally, this year we will continue to encourage family and community participation while ensuring student learning is engaging and tailored to meet the needs of all
students.

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

The stakeholders involved in building a positive culture and environment are the Principal, Assistant Principal, Transformational Coaches, Teacher Leaders, and the School Counselor. The Team works collaboratively under the leadership of the principal to set high expectations for the staff and students. Team-building activities for staff, incentives for students and fostering family and community participation are the focus of the SLT. It is the goal of the SLT to continuously seek feedback from staff and students regarding the
school environment. This feedback will assist administration in the allocating resources to assist in promoting a positive school culture and in turn, accelerate student learning.