Seminole Elementary School

2022-23 Schoolwide Improvement Plan

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Seminole Elementary School

121 SW 78TH PL, Miami, FL 33144

http://seminole.dadeschools.net/

Demographics

Principal: Mayra De Leon

Start Date for this Principal: 7/15/2014

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)	99%
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 Hispanic Students Economically Disadvantaged Students
School Grades History	2021-22: A (71%) 2018-19: A (74%) 2017-18: A (65%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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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	99%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

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

School Board Approval

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Seminole Elementary School is to create a child-centered environment which encompasses the diversity of a multicultural setting, in partnership with school, home and community. The school fosters critical thinking skills, discipline, high expectations and excellence in all academic areas using state-of-the-art technology at the point of instruction. Through a loving, caring and understanding climate, students will be encouraged to work interdependently to achieve a more just and tolerant society which rejoices in its diversity and unity. It is the belief of Seminole Elementary School that strong instructional, administrative leadership will guide students to achieve beyond their academic potential.

Provide the school's vision statement.

The vision of Seminole Elementary School is to provide a climate of excellence where stakeholders are encouraged to exceed their academic potential, incorporating current technology in a diversified learning environment. We will strive to develop a community of lifelong learners in pursuit of global distinction, utilizing the talents of staff, community, and special programs to formulate a foundation upon which learning depends. We believe in creating a learning environment that encourages students to develop academically, socially, and emotionally to become lifelong learners and quality contributors to our society.

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
Perodin, Raquel	Assistant Principal	The Assistant Principal supports the Principal with the daily activities and operations within a school, provides a common vision for the use of data-based decision making, monitors the implementation of curricula, ensures that the school-based team is implementing RtI, monitors the implementation of intervention and handles disciplinary issues.
DeLeon, Mayra	Principal	The Principal oversees the daily activities and operations within a school, provides a common vision for the use of data-based decision-making, monitors the implementation of curricula, and ensures a safe school environment for all stakeholders.
Leon, Anne	Instructional Coach	The Instructional Coach develops, leads, and evaluates school core content standards/programs, identifies systematic patterns of student needs, supports teachers during collaborative planning, provides curriculum resources, assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development, and provides classroom follow-up on best practices to support teachers.
Fraga, Ana	ELL Compliance Specialist	Coordinate the eligibility and placement for ESOL at the school level, to assist in the maintenance of an efficient system of staffing for all ESOL students, and to provide leadership for improving instruction in ESOL.
Naylor-souto, Eleanor	Instructional Coach	The Instructional Coach develops, leads, and evaluates school core content standards/programs, identifies systematic patterns of student needs, supports teachers during collaborative planning, provides curriculum resources, assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development, and provides classroom follow-up on best practices to support teachers.
Dovales, Jeanette	Instructional Coach	The Instructional Coach develops, leads, and evaluates school core content standards/programs, identifies systematic patterns of student needs, supports teachers during collaborative planning, provides curriculum resources, assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development, and provides classroom follow-up on best practices to support teachers.

Demographic Information

Principal start date
Tuesday 7/15/2014, Mayra De Leon

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.*

23

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

11

Total number of teacher positions allocated to the school

35

Total number of students enrolled at the school

514

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.

7

Demographic Data

Early Warning Systems

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	77	99	72	78	70	95	0	0	0	0	0	0	0	491
Attendance below 90 percent	0	10	8	5	4	4	0	0	0	0	0	0	0	31
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	4	5	15	15	7	0	0	0	0	0	0	0	46
Course failure in Math	0	7	2	6	3	1	0	0	0	0	0	0	0	19
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	6	7	18	0	0	0	0	0	0	0	31
Level 1 on 2022 statewide FSA Math assessment	0	0	0	1	4	21	0	0	0	0	0	0	0	26
Number of students with a substantial reading deficiency	0	7	6	22	14	24	0	0	0	0	0	0	0	73

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	7	4	10	7	13	0	0	0	0	0	0	0	41

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	7	3	6	0	0	0	0	0	0	0	0	0	16
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 8/11/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	64	79	71	78	73	66	0	0	0	0	0	0	0	431
Attendance below 90 percent	8	14	7	18	5	6	0	0	0	0	0	0	0	58
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	5	7	15	1	0	0	0	0	0	0	0	29
Course failure in Math	0	1	1	11	6	2	0	0	0	0	0	0	0	21
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	1	28	21	30	15	2	0	0	0	0	0	0	0	97

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	9	6	1	0	0	0	0	0	0	0	19

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	3	0	1	0	0	0	0	0	0	0	0	0	5
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	64	79	71	78	73	66	0	0	0	0	0	0	0	431
Attendance below 90 percent	8	14	7	18	5	6	0	0	0	0	0	0	0	58
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	5	7	15	1	0	0	0	0	0	0	0	29
Course failure in Math	0	1	1	11	6	2	0	0	0	0	0	0	0	21
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	1	28	21	30	15	2	0	0	0	0	0	0	0	97

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	9	6	1	0	0	0	0	0	0	0	19

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	3	0	1	0	0	0	0	0	0	0	0	0	5
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	70%	62%	56%				74%	62%	57%
ELA Learning Gains	74%						76%	62%	58%
ELA Lowest 25th Percentile	53%						76%	58%	53%
Math Achievement	77%	58%	50%				83%	69%	63%
Math Learning Gains	82%						74%	66%	62%
Math Lowest 25th Percentile	65%						65%	55%	51%
Science Achievement	79%	64%	59%				67%	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	71%	60%	11%	58%	13%
Cohort Comparison		0%				
04	2022					
	2019	69%	64%	5%	58%	11%
Cohort Comparison		-71%				
05	2022					
	2019	74%	60%	14%	56%	18%
Cohort Comparison		-69%				

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	82%	67%	15%	62%	20%
Cohort Comparison		0%				
04	2022					
	2019	73%	69%	4%	64%	9%
Cohort Comparison		-82%				
05	2022					
	2019	84%	65%	19%	60%	24%
Cohort Comparison		-73%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	66%	53%	13%	53%	13%
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	21	39	33	31	56	58					
ELL	71	70	43	80	83	64	79				
HSP	70	75	53	76	82	65	79				
FRL	70	73	52	76	82	65	78				

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	32	54		40	54		62				
ELL	73	65	70	74	61	71	63				
HSP	73	65	73	72	57	68	66				
FRL	70	59	70	68	55	65	66				

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	37	69	70	53	63	41					
ELL	73	75	81	83	75	69	70				
HSP	75	77	78	83	75	66	69				
FRL	73	74	72	81	71	64	64				

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	73
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	85
Total Points Earned for the Federal Index	585
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	47
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	72
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	73
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	73
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?

2022 data findings compared to 2021:

FSA ELA Grade 3 went from 73% (2021) to 67% (2022) decrease by 6 percentage points
FSA ELA Grade 4 went from 68% (2021) to 57% (2022) decrease by 11 percentage points
FSA ELA Grade 5 went from 73% (2021) to 80% (2022) increase by 7 percentage points

FSA Math Grade 3 went from 61% (2021) to 79% (2022) increase by 18 percentage points
FSA Math Grade 4 went from 75% (2021) to 64% (2022) decrease by 11 percentage points
FSA Math Grade 5 went from 75% (2021) to 83% (2022) increase by 8 percentage points

FCAT Science Grade 5 increase by 5 percentage points

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

2022 data findings compared to 2021:

FSA ELA Grade 4 went from 68% (2021) to 57% (2022) decrease by 11 percentage points
FSA Math Grade 4 went from 75% (2021) to 64% (2022) decrease by 11 percentage points

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

The contributing factors include student attendance, teacher attendance, class size, learning loss (due to the pandemic), and the influx of immigrant students. To address this need, the following actions will be taken: establishing a plan to increased student and staff attendance, providing extended school opportunities to assist students in targeted skills, and providing professional development opportunities for teachers to address the needs of immigrant students.

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

Fifth grade Math (from 73% to 80% proficiency) and Science (from 66% to 80% proficiency) showed the greatest improvement.

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

In Math, for the first time, teachers were supported by a Math Coach who provided instructional support in planning with a focus in DI and progress monitoring.

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

Data driven instruction, Differentiated Instruction, Push-in support, Collaborative Planning, Interventions and extended learning day opportunities will need to be implemented to accelerate learning.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The PLST will develop whole group sessions and job-embedded sessions on using data to drive instruction (September 2022), aligning resources to small group instruction (October 2022), tackling OPM data (November/December 2022), making adjustments to groups as data becomes available (February 2023) and continuous data chats with individualized feedback and next steps (ongoing). Coaching cycles will also be implemented individually with teachers to support specific needs (ongoing).

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

Extended learning opportunities will be provided such as before and after school tutoring, interventions, and STEM-based clubs.

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 ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on the data review, our school will implement the targeted element of data driven instruction. Our findings indicate that the overall 2022 FSA ELA Grade 4 went from 68% (2021) to 57% (2022), a decrease of 11 percentage points.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With the implementation of data driven instruction in ELA, we will increase student proficiency from 57% to 65% in 4th grade ELA on the 2023 F.A.S.T.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Instructional coaches will conduct collaborative planning to develop lesson plans that are aligned to the B.E.S.T Standards. Data Analysis of formative assessments will be reviewed monthly to monitor progress. The Instructional coaches will create an online tracker to monitor OPM data. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards. Extended learning opportunities will be provided to those students who are not showing growth on OPMs.
Person responsible for monitoring outcome:	Raquel Perodin (perodin@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: Data-Driven Instruction. Data-Driven Instruction will assist in accelerating the percent proficient in third grade as it is a systematic approach of instruction which uses assessment, analysis, and actions to meet student's needs. Data-Driven Instruction will be monitored through the use of data trackers to drive instructional planning and data driven conversations to include OPMs.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria	Data-Driven Instruction will ensure that teachers are implementing the B.E.S.T. Standards and 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.

**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.

08/17/2022 - Develop a master schedule that includes a common planning time for each grade level team. As a result, teachers will have an allocated time to meet with instructional coaches.

Person Responsible   Raquel Perodin (perodin@dadeschools.net)

8/31/22 - 10/14/22 Train and provide support for teachers on accessing student Reading FAST progress monitoring data and via the Florida Reporting System. As a result, teachers will print their data reports to include in their data binders.

Person Responsible   Raquel Perodin (perodin@dadeschools.net)

8/31/22 - 10/14/22 Teachers will maintain an organized data binder with historical, current and relevant student data. As a result, teachers will be able to compare and follow the trends of their students' progress.

Person Responsible   Raquel Perodin (perodin@dadeschools.net)

8/31/22 - 10/14/22 Instructional coaches will train teachers on how to interpret data to guide instruction. As a result, teachers will determine the areas in need of remediation and will group students accordingly.

Person Responsible   Raquel Perodin (perodin@dadeschools.net)

10/31/22-12/16/22 Train teachers on how to utilize the Performance Matters platform to access progress monitoring data. As a result, teachers will be able to create their own customized reports.

Person Responsible   Raquel Perodin (perodin@dadeschools.net)

10/31/22-12/16/22 Train teachers on how to analyze various data points. As a result, teachers will be able to determine low performing standards and assign i-Ready lessons in order to differentiate instruction.

Person Responsible   Raquel Perodin (perodin@dadeschools.net)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Based on the data review, our school will implement the targeted element of data driven instruction. Our findings indicate that the overall 2022 FSA Math Grade 4 went from 75% (2021) to 64% (2022), a decrease of 11 percentage points.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	With the implementation of data driven instruction in Math, we will increase student proficiency from 64% to 72% in 4th grade Math on the 2023 F.A.S.T.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The Instructional coach will conduct collaborative planning to develop lesson plans that are aligned to the B.E.S.T Standards. Data Analysis of formative assessments will be reviewed monthly to monitor progress. The Instructional coach will create an online tracker to monitor OPM data. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards. Extended learning opportunities will be provided to those students who are not showing growth on OPMs.
Person responsible for monitoring outcome:	Raquel Perodin (perodin@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: Data-Driven Instruction. Data-Driven Instruction will assist in accelerating the percent of student proficiency in 4th grade as it is a systematic approach of instruction which uses assessment, analysis, and actions to meet student's needs. Data-Driven Instruction will be monitored through the use of data trackers to drive instructional planning and data driven conversations to include OPMs.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria**	Data-Driven Instruction will ensure that teachers are implementing the B.E.S.T. Standards and 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.

**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.

08/17/2022 - Develop a master schedule that includes a common planning time for each grade level team. As a result, teachers will have an allocated time to meet with instructional coaches.

**Person
Responsible**   Raquel Perodin (perodin@dadeschools.net)

8/31/22 - 10/14/22 Train and provide support for teachers on accessing student Reading FAST progress monitoring data and via the Florida Reporting System. As a result, teachers will print their data reports to include in their data binders.

**Person
Responsible**   Raquel Perodin (perodin@dadeschools.net)

8/31/22 - 10/14/22 Teachers will maintain an organized data binder with historical, current and relevant student data. As a result, teachers will be able to compare and follow the trends of their students' progress.

**Person
Responsible**   Raquel Perodin (perodin@dadeschools.net)

8/31/22 - 10/14/22 Instructional coaches will train teachers on how to interpret data to guide instruction. As a result, teachers will determine the areas in need of remediation and will group students accordingly.

**Person
Responsible**   Raquel Perodin (perodin@dadeschools.net)

11/1/22-12/22/22 Train teachers on how to utilize the Performance Matters platform to access progress monitoring data. As a result, teachers will be able to create their own customized reports.

**Person
Responsible**   Raquel Perodin (perodin@dadeschools.net)

10/31/22-12/16/22 Train teachers on how to analyze various data points. As a result, teachers will be able to determine low performing standards and assign i-Ready and IXL lessons in order to differentiate instruction.

**Person
Responsible**   Raquel Perodin (perodin@dadeschools.net)

10/31/22-12/16/22 Train teachers on how to analyze various data points. As a result, teachers will be able to determine low performing standards and assign i-Ready and IXL lessons in order to differentiate instruction.

**Person
Responsible**   Raquel Perodin (perodin@dadeschools.net)

#3. 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 data from the 2021-2022 SIP Survey, we will address the Targeted Element of Specific Teacher Feedback. Teachers feel that there was a limited number of walkthroughs conducted, resulting in insufficient feedback to improve student outcomes. Teachers did not feel they participated in an adequate number of data chats with administration and did not receive enough guidance in using data to plan for instruction. -35% of teachers reported that administrator provided feedback to improve student outcomes on a quarterly basis. -74% of teachers indicated that data chats were conducted on a quarterly basis. - 8% of teachers reported that instructional walkthroughs were conducted on a daily basis.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	If we successfully implement the evidenced based strategy of Specific Teacher Feedback, then the number of teachers who felt there was an insufficient amount of feedback will decrease by 10 percentage points on the 2023 SIP Survey .
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The Leadership Team will provide guidance, support and feedback to teachers regarding data. Data analysis will be an integral part of collaborative planning sessions. Feedback from walkthroughs will be conducted on a consistent basis.
Person responsible for monitoring outcome:	Raquel Perodin (perodin@dadeschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Within the Targeted Element of Specific Teacher Feedback, we will focus on the evidence based strategy of: Consistent, Developmental Feedback. By incorporating continual data analysis during collaborative planning sessions, conducting classroom walkthroughs and providing feedback, teachers will feel supported and empowered in using data to drive instruction and improve student outcomes.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Walkthroughs and specific feedback will assist in utilizing data to guide instruction. Throughout this process, the Leadership Team will provide guidance in the use of data to develop creative and innovative classroom 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.

9/15/22 Establish a classroom walkthrough schedule. As a result, all teachers will be visited on a regular basis.

Person Responsible   Raquel Perodin (perodin@dadeschools.net)

8/31/22 - 10/14/22 Provide constructive feedback through crucial conversations following walkthroughs. As a result, teachers will receive the feedback necessary to improve their instruction.

Person Responsible   Raquel Perodin (perodin@dadeschools.net)

8/31/22 - 10/14/22 Develop and implement a quarterly data chat schedule. As a result, teachers will meet with administration to analyze classroom/grade level data and modify instruction as needed.

Person Responsible   Raquel Perodin (perodin@dadeschools.net)

8/31/22 - 10/14/22 Administration will provide positive feedback to teachers through a monthly "Celebrating and Sharing" activity during faculty meetings. As a result, best practices will be acknowledged so teachers have opportunities to learn from their peers.

Person Responsible   Raquel Perodin (perodin@dadeschools.net)

10/31/22-12/16/22 Administration will provide informal written feedback following walkthroughs. As a result, teachers will be able to adjust their instruction accordingly.

Person Responsible   Raquel Perodin (perodin@dadeschools.net)

10/31/22-12/16/22 Administration will create a teacher Shout Out board to highlight best practices observed during walkthroughs. As a result, it will provide opportunities for teachers to collaborate and share best practices with one another.

Person Responsible   Raquel Perodin (perodin@dadeschools.net)

#4. Positive Culture and Environment specifically relating to Engaging Learning Environments	
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 2019-2020 School Climate Survey feedback from students, 92% of students Strongly Agreed that the overall school climate is positive, in comparison 77% during the 2021-2022 School Climate Survey feedback, this indicates a decrease of 15 percentage points. This data indicates that there is a critical need to increase student morale.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we successfully implement Welcoming Spaces, our student morale will increase 5 percentage points in the 2022-2023 Climate survey by June 2023.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Leadership Team will ensure that communal areas of the building are welcoming by collaborating with teachers to create spaces with soft seating and decorations. Attendance logs will be utilized to monitor the amount of students entering the welcoming spaces.
Person responsible for monitoring outcome:	Raquel Perodin (perodin@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the Engaging Learning Environment, we will focus on the evidence based strategy of: Welcoming Spaces. Welcoming spaces will take the form of comfortable spaces in communal areas of the building and will incorporate soft seating, murals, and decorations.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Welcoming spaces will increase how students value the school and will create a sense of belonging.

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

8/31/22 - 10/14/22 The Media Center will provide comfortable seating places that will provide a safe, secure and clean environment for students.

Person Responsible	Raquel Perodin (perodin@dadeschools.net)

8/31/22 - 10/14/22 Bulletin boards in the school cafeteria will enhance the Welcoming Spaces and create a positive school climate.

Person Responsible	Raquel Perodin (perodin@dadeschools.net)

8/31/22 - 10/14/22 A calm comfortable space where students feel welcomed will be created in the Counselor's office.

| **Person Responsible** | Raquel Perodin (perodin@dadeschools.net) |

8/31/22 - 10/14/22 The art teacher will collaborate with students to create artwork/murals to display throughout the school building.

| **Person Responsible** | Raquel Perodin (perodin@dadeschools.net) |

10/31/22-12/16/22 To enhance the visual appearance of our school campus, branding is being installed.

| **Person Responsible** | Raquel Perodin (perodin@dadeschools.net) |

10/31/22-12/16/22 The science lab will be updated and beautified to provide a welcoming space for teachers and students when conducting scientific investigations.

| **Person Responsible** | Raquel Perodin (perodin@dadeschools.net) |

Positive Culture & Environment

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

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

Our strengths within School Culture are in Engaging Learning Environment; Support, Care and Connections; and Physical and Emotional Safety. Our classrooms are inviting and provide an academically print-rich environment that informs and engages students. Student recognitions include Student of the Month, Do the Right Thing, and grade level award ceremonies. Teachers are acknowledged via "Celebrating and Sharing", the Panther Pride Award and the Shout Out Wall. Our school creates experiences throughout the year to engage with parents and families and ensure they have the necessary information to support their children. We establish an environment where students and staff feel physically and emotionally safe.

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

The stakeholders involved in building a positive school culture and environment include:

Principal/ Assistant Principal: "Celebrating and Sharing" at faculty meetings, Panther Pride Award, Shout Out Wall
Instructional Coaches: Grade level award ceremonies, Monthly iReady/ Reflex/ Imagine Learning Awards
Counselors: Student of the Month, Do the Right Thing, Values Matter