

Miami-Dade County Public Schools

Norland Elementary School



2022-23 Schoolwide Improvement Plan

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Norland Elementary School

19340 NW 8TH CT, Miami, FL 33169

norlandbears.com

Demographics

Principal: Crystal Spence

Start Date for this Principal: 7/15/2022

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: C (45%) 2018-19: B (54%) 2017-18: B (59%)
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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Norland Elementary School

19340 NW 8TH CT, Miami, FL 33169

norlandbears.com

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	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	99%

School Grades History

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

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SIP Authority

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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.

We, the staff and community of Norland Elementary School, believe that all students can become life long learners and participatory citizens in a global society. Our mission is to provide students with a variety of valuable learning experiences and the tools necessary to succeed, in order for them to develop the skills necessary to become independent critical thinkers and life long learners.

Provide the school's vision statement.

At Norland Elementary School, we strive to implement structure, encourage teamwork, build relationships, with a focus on organization, nurturing and goal-setting.

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
Charlot, Michael	Principal	Provide leadership and developing school-wide efforts; Encourage positive school culture.
Smith, Elisa	Assistant Principal	Under the leadership of the principal, serve as an educational leader and assist the principal in planning and directing academic programs.
Collins, Nekeya	Reading Coach	Coach will provide direct services related to improving and supporting classroom instruction.
Chandon, Maria	School Counselor	Provide individual counseling and guidance lessons to help students effectively cope with personal, social, academic needs. Consult with stakeholders regarding the needs and abilities of students.

Demographic Information

Principal start date

Friday 7/15/2022, Crystal Spence

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.*

5

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.*

37

Total number of teacher positions allocated to the school

23

Total number of students enrolled at the school

510

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

4

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

4

Demographic Data

Early Warning Systems

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	85	79	85	105	92	119	0	0	0	0	0	0	0	565
Attendance below 90 percent	24	9	16	19	16	18	0	0	0	0	0	0	0	102
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	23	12	24	9	9	0	0	0	0	0	0	0	77
Course failure in Math	0	9	1	16	9	7	0	0	0	0	0	0	0	42
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	38	30	46	0	0	0	0	0	0	0	114
Level 1 on 2022 statewide FSA Math assessment	0	0	0	32	41	46	0	0	0	0	0	0	0	119
Number of students with a substantial reading deficiency	0	24	22	46	31	60	0	0	0	0	0	0	0	183

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	10	4	40	30	38	0	0	0	0	0	0	0	122

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	2	1	28	0	1	0	0	0	0	0	0	0	32
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Tuesday 7/19/2022

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	56	76	81	107	69	129	0	0	0	0	0	0	0	518
Attendance below 90 percent	9	20	27	30	8	40	0	0	0	0	0	0	0	134
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	11	18	4	16	0	0	0	0	0	0	0	49
Course failure in Math	0	0	9	12	6	14	0	0	0	0	0	0	0	41
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	13	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	7	0	0	0	0	0	0	0	7
Number of students with a substantial reading deficiency	2	11	42	61	11	64	0	0	0	0	0	0	0	191

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	0	10	14	6	24	0	0	0	0	0	0	0	55

The number of students identified as retainees:

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

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	56	76	81	107	69	129	0	0	0	0	0	0	0	518
Attendance below 90 percent	9	20	27	30	8	40	0	0	0	0	0	0	0	134
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	11	18	4	16	0	0	0	0	0	0	0	49
Course failure in Math	0	0	9	12	6	14	0	0	0	0	0	0	0	41
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	13	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	7	0	0	0	0	0	0	0	7
Number of students with a substantial reading deficiency	2	11	42	61	11	64	0	0	0	0	0	0	0	191

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	0	10	14	6	24	0	0	0	0	0	0	0	55

The number of students identified as retainees:

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

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	41%	62%	56%				43%	62%	57%
ELA Learning Gains	54%						55%	62%	58%
ELA Lowest 25th Percentile	38%						61%	58%	53%
Math Achievement	43%	58%	50%				64%	69%	63%
Math Learning Gains	60%						64%	66%	62%
Math Lowest 25th Percentile	51%						60%	55%	51%
Science Achievement	26%	64%	59%				28%	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	34%	60%	-26%	58%	-24%
Cohort Comparison		0%				
04	2022					
	2019	57%	64%	-7%	58%	-1%
Cohort Comparison		-34%				
05	2022					
	2019	41%	60%	-19%	56%	-15%
Cohort Comparison		-57%				

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	61%	67%	-6%	62%	-1%
Cohort Comparison		0%				
04	2022					
	2019	63%	69%	-6%	64%	-1%
Cohort Comparison		-61%				
05	2022					
	2019	63%	65%	-2%	60%	3%
Cohort Comparison		-63%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	29%	53%	-24%	53%	-24%
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	12	21	22	21	47	31					
ELL	32	56		50	56		27				
BLK	41	53	38	42	60	51	24				
HSP	37			39							
FRL	39	52	37	42	61	51	26				
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	7	68	70	18	21		15				
ELL	18	36		27	29		8				
BLK	35	52	55	23	19	13	18				
HSP	27	45		24	9		36				
FRL	34	50	53	24	17	13	19				
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	18	17	25	28	35	36	20				
ELL	33	41	30	62	72		41				
BLK	42	55	63	62	63	60	25				
HSP	62	55		83	70		54				
FRL	42	54	59	64	65	57	27				

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	46
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	55
Total Points Earned for the Federal Index	368
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	26

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	46
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	46
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	44
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	45
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 data indicates that there was a significant increase in Math proficiency by 18 percentage points (25% to 43%) in grades 3-5.

The data indicates that there was a significant increase in Math learning gains by 42 percentage points (18% to 60%) in grades 3-5.

The data indicates that there was a significant increase in Math learning gains for the lowest 25% by 36 percentage points (15% to 51%) in grades 3-5.

The data indicates that there was an increase in ELA proficiency by 6 percentage points (35% to 41%) in grades 3-5.

The data indicates that there was an increase in ELA learning gains by 3 percentage points (51% to 54%) in grades 3-5.

The data indicates that there was an increase in Science proficiency by 6 percentage points (20% to 26%) in grade 5.

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

The Students with Disabilities (SWD) Subgroup scored below the 41% threshold according to the Federal Index. Therefore, the SWD Subgroup scoring at 26% will need an Every Student Succeeds Act (ESSA) Area of Focus.

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 factors that contributed to the need for improvement was the inconsistency of instructional personnel of staff which led to insufficient effective collaborative academic planning. Therefore the leadership team will provide support and ensure we are able to meet collaboratively.

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

According to our 2022 FSA data in comparison to the 2021 Math FSA data, there was a 42 percentage point increase in overall learning gains in grades 3-5.

According to our 2022 FSA data in comparison to the 2021 Math FSA data, there was a 36 percentage point increase in learning gains for our lowest 25% in grades 3-5.

According to our 2022 FSA data in comparison to the 2021 Math FSA data, there was a 18 percentage point increase in overall proficiency in grades 3-5.

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

Subsequently, as a result of losing our math instructional coach, capacity was built by affording the teachers an opportunity to lead collaborative planning. Teachers were able to dissect their data, as well as create and implement individualized plans for differentiated instruction (DI) accordingly.

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

First, teachers need to take advantage of professional development opportunities to become knowledgeable of the new standards and curriculum for both ELA and mathematics. Next, inquiry based strategies need to be implemented in all classes. Then, the usage of technology must be increased to prepare students for all progress monitoring testing. Last, academic planning has to be consistent and deliberate in order to propel student achievement.

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 receive professional development in the areas of Effective Planning, Inquiry Based Learning and the Performance Matter platform, in order to create effective DI groups.

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

We will provide Professional Development Sessions and Best Practice Sessions focused on effective academic planning. We will provide students with the opportunity to attend T.A.L.E.N.T.S tutoring sessions to ensure sustainability and improvement in the addressed areas of concern. We will utilize the grade level scaffolding report from iReady to identify and focus on targeted practice interchangeably with DI activities as they relate to fluency and comprehension.

Areas of Focus

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

:

#1. Positive Culture and Environment specifically relating to Positive Behavior Intervention and Supports

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 our data of the 2021-2022 School Climate Survey, 24% of the staff members surveyed agreed and strongly agreed with the statement, "The morale of the school is high".

Measurable Outcome:

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

Using School Spirit, Pride, & Branding, the anticipated goal is 34% of staff members who agreed and/or strongly agreed with the statement, "The morale of the school is high" will be achieved by the next School Climate Survey. This will be an increase of 10% from previous school year of 24%.

Monitoring:

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

This will be monitored by completing monthly photo documentation of events relating to boosting the school's morale, such as Hispanic Heritage, Breast Cancer Awareness, and Finger Food Fridays.

Person responsible for monitoring outcome:

Michael Charlot (mcharlot@dadeschools.net)

Evidence-based Strategy:

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

The evidence-based strategy that we will be implementing is school spirit, pride, and branding.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The Leadership Team reviewed the 2021-2022 School Climate Survey and noticed that only 24% of the staff members surveyed agreed or strongly agreed that the morale of the school was high. Therefore, school spirit, pride, and branding are important because if the morale is high, staff members would be more motivated to engage their students in a highly effective manner.

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.

A new theme will be implemented during the 2022-2023 school year: Adjusting the SAILS: All BEARS on Deck. This will be shared at the opening of schools meeting focusing on adjusting and aligning to support the school's vision.

Person Responsible

Michael Charlot (mcharlot@dadeschools.net)

8/22-10/14 During the closing of daily morning announcements all faculty, staff and students will answer the call of adjusting and aligning in the following manner: Let's set SAIL, the response will be All BEARS on Deck!

Person Responsible

Michael Charlot (mcharlot@dadeschools.net)

8/22-10/14 A School-Wide Assembly will be conducted during the first week of school focusing on expectations and alignment (this will be done quarterly).

Person Responsible Michael Charlot (mcharlot@dadeschools.net)

8/22-10/14 To build community partnership and networking opportunities with our local stakeholders and businesses with an intent to foster relationships.

Person Responsible Michael Charlot (mcharlot@dadeschools.net)

8/22-10/14 Continue with monthly social committee activities focusing on enhancing faculty and staff morale and participation in school-wide activities.

Person Responsible Michael Charlot (mcharlot@dadeschools.net)

10/31-12/16 We will restart Norland's PTA and conduct a membership drive to allow the stakeholders a voice in the decision making process.

Person Responsible Elisa Smith (epsmith@dadeschools.net)

10/31-12/16 We will be implementing seasonal theme events/activities to promote positive culture throughout the school.

Person Responsible Maria Chandon (mariachandon@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.

The need for Standards-Aligned Instruction was identified as a critical need in Mathematics as the proficiency rate fell below the 50% threshold on the 2022 FSA Assessment.

Measurable Outcome:

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

Using Standards-Aligned Instruction, the measurable goal in Mathematics for grades 3-5 is 55 % proficiency on the 2023 F.A.S.T assessment. This will be an increase of 12% from previous school year's FSA proficiency of 43%.

Monitoring:

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

Standards-Aligned Instruction will be monitored by administration via Walk Throughs, collaborative planning and Performance Matters (topic assessment) data.

Person responsible for monitoring outcome:

Elisa Smith (epsmith@dadeschools.net)

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

Within the Area of Focus in Mathematics, Instructional Support/ Coaching was chosen as a means to work with the teachers to assist in setting measurable goals to improve instructional outcomes and promote student achievement.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Due to the overall proficiency rate being less than 50% the leadership team felt that we should focus on Standards-Aligned Instruction. FSA and iReady data from the 2021-2022 helped to identify that Standard-Aligned Instruction is a critical need for the 2022-2023 school year.

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.

8/22-10/14 Administration and the mathematics academic coach will construct and share a plan of action as it relates to improving the overall proficiency rate for mathematics during the opening of schools meeting 8/16/22.

Person Responsible

Elisa Smith (epsmith@dadeschools.net)

8/22-10/14 The Administrative Team will conduct weekly walk-throughs in grades K-5 with an emphasis on grades 2-5. Coaching Cycles will be determined based on the walk-through observations.

Person Responsible

Elisa Smith (epsmith@dadeschools.net)

8/22-10/14 Standard-Aligned Instruction will be discussed and modeled during collaborative planning and individualized classroom sessions.

Person Responsible

Elisa Smith (epsmith@dadeschools.net)

8/22-10/14 Math teachers in grades 2-5 will focus on reviewing, identifying, and clarifying the Common Misconceptions or Errors to meet the academic needs of the students.

Person Responsible

Elisa Smith (epsmith@dadeschools.net)

10/31-12/16 Data Chats will be conducted to highlight deficient students who will benefit from additional support to reach proficiency.

Person Responsible Elisa Smith (epsmith@dadeschools.net)

10/31-12/16 Assistance will be provided during Data Chats to effectively group the students and plan for Differentiated Instruction (DI).

Person Responsible Elisa Smith (epsmith@dadeschools.net)

#3. Transformational Leadership specifically relating to Leadership Development**Area of Focus****Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

This was identified as a critical need based on the results of the 2021-2022 School Climate Survey, 33% of our staff members agreed with the following statement: When my student(s) exhibit early warning indicators or disruptive behaviors, they are provided interventions.

Measurable**Outcome:**

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

Using Advocate for All Students strategy, the goal for 2022-2023 school year is 15% of our staff members agreed with the following statement: When my student(s) exhibit early warning indicators or disruptive behaviors, they are provided interventions. This will be a decrease of 18% from the 201-2022 School Climate Survey.

Monitoring:

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

This area of focus will be monitored through the number of referrals/scams that are submitted, in addition to the attendance meeting, parent conference conducted for early warning indicators.

Person responsible for monitoring outcome:

Elisa Smith (epsmith@dadeschools.net)

Evidence-based Strategy:

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

The Evidence-based Strategy is Advocating for All Students. This involves school leaders that are aware of the policies that affect student learning as well as initiatives that are necessary to serve as safeguards for students.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Based on the results of the school climate survey from the 2021-2022 school year, 33% of our staff members agreed with the following statement: When my student(s) exhibit early warning indicators or disruptive behaviors, they are provided interventions. The focus was chosen because schools should advocate for the well-being of students in order to ensure that they are safe, are in an appropriate learning environment, and have adults that care for the well-being of the student(s).

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.

8/22-10/14 During the Opening of School's meeting, the assistant principal briefly discussed the School Climate Survey dealing with early warning indicators. Teachers were able to voice their concerns regarding dealing with students with early warning indicators and/or disruptive behavior.

Person Responsible Elisa Smith (epsmith@dadeschools.net)

8/22-10/14 During the October faculty meeting, the counselor will go into more details of our current early warning indicators and/or disruptive behaviors. A flow-chart will be shared as it relates to the roles and responsibilities of teacher and/or administrative team.

Person Responsible Maria Chandon (mariachandon@dadeschools.net)

8/22-10/14 The leadership team will meet and make necessary corrections from the feedback we received during faculty meeting.

Person Responsible Maria Chandon (mariachandon@dadeschools.net)

8/22-10/14 Final copy will be emailed to staff to begin implementation.

Person Responsible Maria Chandon (mariachandon@dadeschools.net)

10/31-12/16 Students with multiple referrals will be grouped by offences and counseled by Student Services Support Specialist.

Person Responsible Maria Chandon (mariachandon@dadeschools.net)

10/31-12/16 Attendance bulletin will be monitored to identify those students who are exhibited early warning indicators for absences. Conferences will be held virtually or in person by the Community Involvement Specialist (CIS) to discuss means of providing assistance to prevent them from additional academic loss.

Person Responsible Maria Chandon (mariachandon@dadeschools.net)

#4. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

According to our data, only 26% of our SWD scored at proficiency, and the fact that 41% should be the minimum goal, the need for explicit differentiated instruction was identified as a critical need.

Measurable Outcome:

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

Using differentiated instruction, the measurable goal for SWD in English Language Arts (ELA) is 42% proficiency on the 2022-2023 FAST Assessment (PM3). This would be a 16% increase from the previous year of 26% on the FSA.

Monitoring:

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

Explicit Differentiated Instruction will be monitored by administration and the Literacy Coach via Walk Throughs and Coaching Cycles. The Literacy Coach will also aid in identifying resources as well as provide Explicit Differentiated Modeling of mini lessons (Teacher/Instructional Coach).

Person responsible for monitoring outcome:

Elisa Smith (epsmith@dadeschools.net)

Evidence-based Strategy:

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

The evidence-based strategy is Differentiated Instruction.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The team identified the need for Instructional Support/Coaching to be a focus to afford the teachers an opportunity to work together to set goals that will increase student learning and achievement.

Action Steps to Implement

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

8/22-10/14 The Administrative Team and Literacy Coach will conduct weekly walk-throughs in grades K-5 with an emphasis on grades 2-5. Coaching Cycles will be determined based on the walk-through observations.

Person Responsible

Nekeya Collins (ncollins@dadeschools.net)

8/22-10/14 The Literacy Coach will aid selective teachers in identifying resources from the Ready FL K-2 and Magnetic Reading FL 3-5 Toolbox (iReady Toolbox).

Person Responsible

Nekeya Collins (ncollins@dadeschools.net)

8/22-10/14 The Modeling of Explicit Differentiated Instruction will be conducted during individualized classroom sessions.

Person Responsible

Nekeya Collins (ncollins@dadeschools.net)

8/22-10/14 Based on walk-throughs; the Literacy Coach will identify selective teachers to share out their Best Practices as it relates to Explicit Differentiated Instruction.

Person Responsible Nekeya Collins (ncollins@dadeschools.net)

10/31-12/16 Data Chats will be held with the Exceptional Student Educational (ESE) teachers to provide insight and assistance to effectively group and plan for explicit instruction.

Person Responsible Nekeya Collins (ncollins@dadeschools.net)

10/31-12/16 Based on Data Chats, the Exceptional Student Educational (ESE) teachers will aid selective teachers in providing students with Explicit Differentiated Instruction from the iReady Tools for Instruction.

Person Responsible Nekeya Collins (ncollins@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

The percentage of students in kindergarten through grade 2, based on 2021-2022 SAT-10 assessment, who are not on track to score Level 3 or above on the statewide, standardized ELA FAST assessment is 46%. The need for explicit differentiated instruction was identified as a critical need as the proficiency rates fell below the 50% threshold.

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

The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment in grade 3 was 40%, in grade 4, 44%, and in grade 5, 36%. The need for explicit differentiated instruction was identified as a critical need as the proficiency rate fell below the 50% threshold.

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)

The measurable goal for English Language Arts (ELA) is 51% proficiency on the K-2 FAST Star Assessment for the 2022-2023 school year.

The percentage of students in kindergarten through grade 2, based on 2021-2022 SAT-10 assessment, who are not on track to score Level 3 or above on the statewide, standardized ELA FAST assessment is 46%. The need for explicit differentiated instruction was identified as a critical need as the proficiency rates fell below the 50% threshold.

Grades 3-5: Measureable Outcome(s)

The measurable goal for English Language Arts (ELA) is 51% proficiency on the Grade 3-5 FAST ELA Progress Monitoring Assessment for the 2022-2023 school year.

The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment in grade 3 was 40%, in grade 4, 44%, and in grade 5, 36%. The need for explicit differentiated instruction was identified as a critical need as the proficiency rate fell below the 50% threshold.

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.

Explicit Differentiated Instruction will be monitored by administration and the Literacy Coach via Walk Throughs and Coaching Cycles. The Literacy Coach will also aid in identifying resources as well as provide Explicit Differentiated Modeling of mini lessons (Teacher/Instructional Coach).

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Collins, Nekeya, ncollins@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 Area of Focus in ELA Reading, Standards-Based Collaborative Planning was chosen to afford teachers the opportunity to collaborate with colleagues and deepen skills with the goal of improving student achievement.

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 team identified the need for Standards-Based Collaborative Planning to be a focus so that all parties involved are empowered with a voice in the decision making process to ensure and enhance effective learning and student achievement is taking place within the classroom.

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
8/22-10/14 The Administrative Team and Literacy Coach will conduct weekly walk-throughs in grades K-5 with an emphasis on grades 2-5. Coaching Cycles will be determined based on the walk-through observations.	Collins, Nekeya, ncollins@dadeschools.net
8/22-10/14 The Literacy Coach will aid selective teachers in identifying resources from the Ready FL K-2 and Magnetic Reading FL 3-5 Toolbox (iReady Toolbox). Teachers will utilize an OPM Data Tracker to monitor student progress.	Collins, Nekeya, ncollins@dadeschools.net
8/22-10/14 The Modeling of Explicit Differentiated Instruction will be conducted during collaborative planning and individualized classroom sessions. Teachers will continuously make adjustments to their instruction, plans, and instructional delivery as new data becomes available.	Collins, Nekeya, ncollins@dadeschools.net
8/22-10/14 Based on walk-throughs; the Literacy Coach will identify selective teachers to share out their Best Practices as it relates to Explicit Differentiated Instruction.	Collins, Nekeya, ncollins@dadeschools.net
10/31-12/16 Data Chats will be conducted with the emphasis on Differentiated Instruction (DI) to tailor instruction to the students' needs and improve deficient skills.	Collins, Nekeya, ncollins@dadeschools.net
10/31-12/16 Teachers will be provided assistance to create and/or adjust DI plans to align to students' deficiencies and/or strengths based on iReady AP 1.	Collins, Nekeya, ncollins@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.

One way we will build a positive school culture and environment at our school site is by providing ongoing support to all stakeholders associated with the school. The leadership team will continue to be visible and accessible to all staff and students. The Social Committee will continue to recognize staff members quarterly during faculty meetings for their birthdays. Various activities will continue school-wide with an emphasis of fostering trusting and caring relationships. We will also clearly communicate rules, norms, and the enforcement of such, throughout the school year with all faculty and students. This will begin at the Opening of Schools Meeting in August and continue throughout the school year.

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

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principal, Literacy Coach, Math Coach, Social Committee Chair, and Counselor. The Principal's role is to monitor and oversee all the school's initiatives and respond to concerns with morale by boosting activities. The Assistant Principal will monitor the mentorship programs and assist in ensuring all information is shared with stakeholders in a timely manner. The Literacy Coach, Math Coach, Social Committee Chair, and Counselor will assist in providing and responding to feedback from stakeholders. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families.