

Miami-Dade County Public Schools

# Charles R Drew K 8 Center



2022-23 Schoolwide Improvement Plan

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## Charles R Drew K 8 Center

1775 NW 60TH ST, Miami, FL 33142

<http://drew.dadeschools.net/>

### Demographics

**Principal: Selena Volcy**

Start Date for this Principal: 7/27/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-6
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: C (47%) 2018-19: C (49%) 2017-18: B (58%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### School Board Approval

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

## SIP Authority

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

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

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

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

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

## Purpose and Outline of the SIP

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

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# Charles R Drew K 8 Center

1775 NW 60TH ST, Miami, FL 33142

<http://drew.dadeschools.net/>

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2021-22 Title I School</b>	<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-6	Yes	100%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (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	C		C	C

## School Board Approval

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## SIP Authority

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<https://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.

## Part I: School Information

### School Mission and Vision

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

The mission of Charles R. Drew K-8 Center is to recognize that each child is an individual, that all children are creative, and that all children strive to succeed. Our focus is to nurture growth, responsibility, and productivity; to embrace our diverse, multicultural population within a positive school-wide atmosphere. In doing so, we work toward an integrated curriculum that incorporates the art, forms of music, dance, drama and visual arts through hands-on experience and technology. Our students will be challenged to develop and achieve academics, school spirit, self-pride and community values through their talents, daily studies and educational accomplishments.

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

The vision of Charles R. Drew K-8 Center is to create an oasis for learning and a place where everyone achieves. Our 2022-2023 theme this year is "R.A.M.S- Building the Foundation for Success (R.A.M.S.= Responsible, Ambitious, Model, Students)". Under the supervision of a dynamic leadership team, we plan to capitalize on the strengths of our staff and students as we build the foundation for success. We plan to showcase the talents of our students and staff through academic achievements, magnet programs, and social-emotional endeavors.

### 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
Volcy, Selena	Principal	Provide leadership to establish the vision and purpose of intervention to be implemented and to support school level implementation; leaders should develop buy-in for implementation from key stakeholders; assess key aspects of the overall organizational performance.
Ramos, Tangela	Assistant Principal	Provide support to ensure implementation team are aware of “background information, theory, philosophy values; introduce the components and rationales of key practices; provide opportunities to practice new skills and receive feedback in a safe training environment; assess key aspects of the overall organizational performance.
Kitchen, Ashley	Instructional Coach	Provide “craft” information in regards to ELA/Reading, along with advice, encouragement, and opportunities to practice and use skills specific to the intervention, implement and support school-level intervention, assess key aspects of the overall organizational performance.
Benford, Kimberly	Instructional Coach	Provide “craft” information in regards to ELA/Reading, along with advice, encouragement, and opportunities to practice and use skills specific to the intervention, implement and support school-level intervention, assess key aspects of the overall organizational performance.
Joseph, Richelene	Instructional Coach	Provide “craft” information in regards to science, along with advice, encouragement, and opportunities to practice and use skills specific to the intervention, implement and support school-level intervention, assess key aspects of the overall organizational performance
Monica, Lisa	Assistant Principal	Provide support to ensure implementation team are aware of “background information, theory, philosophy values; introduce the components and rationales of key practices; provide opportunities to practice new skills and receive feedback in a safe training environment; assess key aspects of the overall organizational performance.
Goodman, Aurelia	Assistant Principal	Provide support to ensure implementation team are aware of “background information, theory, philosophy values; introduce the components and rationales of key practices; provide opportunities to practice new skills and receive feedback in a safe training environment; assess key aspects of the overall organizational performance.
Clinch, Kierra	Instructional Coach	Provide “craft” information in regards to ELA/Reading, along with advice, encouragement, and opportunities to practice and use skills specific to the intervention, implement and support school-level intervention, assess key aspects of the overall organizational performance.

### Demographic Information

**Principal start date**

Tuesday 7/27/2021, Selena Volcy

**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.*

9

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

25

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

352

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

10

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

5

**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	32	26	31	47	20	43	72	55	51	0	0	0	0	377
Attendance below 90 percent	0	6	11	13	6	22	22	15	24	0	0	0	0	119
One or more suspensions	0	0	0	0	0	0	14	24	4	0	0	0	0	42
Course failure in ELA	0	0	1	2	0	0	1	2	0	0	0	0	0	6
Course failure in Math	0	0	1	7	2	5	8	2	2	0	0	0	0	27
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	13	0	22	45	23	22	0	0	0	0	125
Level 1 on 2022 statewide FSA Math assessment	0	0	0	10	3	15	54	13	15	0	0	0	0	110
Number of students with a substantial reading deficiency	0	0	3	28	4	24	40	29	26	0	0	0	0	154

**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	2	13	2	19	47	24	22	0	0	0	0	129

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	1	13	0	0	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	0	3	0	1	0	0	0	0	4

Date this data was collected or last updated

Tuesday 8/23/2022

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	23	32	44	42	46	49	46	54	69	0	0	0	0	405
Attendance below 90 percent	10	12	25	16	23	23	13	30	40	0	0	0	0	192
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	1	3	10	3	1	0	2	0	0	0	0	20
Course failure in Math	0	0	2	5	1	3	1	1	3	0	0	0	0	16
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	7	12	14	22	0	0	0	0	55
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	5	12	14	24	0	0	0	0	55
Number of students with a substantial reading deficiency	0	10	31	31	20	31	29	38	51	0	0	0	0	241

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	3	7	5	8	12	16	33	0	0	0	0	84

The number of students identified as retainees:

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

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	23	32	44	42	46	49	46	54	69	0	0	0	0	405
Attendance below 90 percent	10	12	25	16	23	23	13	30	40	0	0	0	0	192
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	1	3	10	3	1	0	2	0	0	0	0	20
Course failure in Math	0	0	2	5	1	3	1	1	3	0	0	0	0	16
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	7	12	14	22	0	0	0	0	55
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	5	12	14	24	0	0	0	0	55
Number of students with a substantial reading deficiency	0	10	31	31	20	31	29	38	51	0	0	0	0	241

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	3	7	5	8	12	16	33	0	0	0	0	84

**The number of students identified as retainees:**

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

**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	25%	62%	56%				28%	62%	57%
ELA Learning Gains	40%						42%	62%	58%
ELA Lowest 25th Percentile	38%						44%	58%	53%
Math Achievement	34%	58%	50%				44%	69%	63%
Math Learning Gains	52%						49%	66%	62%
Math Lowest 25th Percentile	58%						46%	55%	51%
Science Achievement	27%	64%	59%				30%	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	19%	60%	-41%	58%	-39%
Cohort Comparison		0%				
04	2022					
	2019	41%	64%	-23%	58%	-17%
Cohort Comparison		-19%				
05	2022					
	2019	19%	60%	-41%	56%	-37%
Cohort Comparison		-41%				
06	2022					
	2019	24%	58%	-34%	54%	-30%
Cohort Comparison		-19%				

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	38%	67%	-29%	62%	-24%
Cohort Comparison		0%				
04	2022					
	2019	60%	69%	-9%	64%	-4%
Cohort Comparison		-38%				
05	2022					
	2019	27%	65%	-38%	60%	-33%
Cohort Comparison		-60%				
06	2022					
	2019	23%	58%	-35%	55%	-32%
Cohort Comparison		-27%				

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

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	15%	53%	-38%	53%	-38%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-15%				

**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		41	44	10	50	59	7	40			
ELL	20	10		20	50						
BLK	24	40	40	33	53	59	26	73	81		
HSP	37	41		42	41		40				
FRL	25	40	38	33	51	57	28	71	79		
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		13	17	5	18	17		20			
ELL	25	40		50	50						
BLK	25	27	22	24	20	22	19	42	48		
HSP	26	57		33	43						
FRL	25	29	26	24	21	25	21	46	52		
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	5	20	21	11	27	30	6				
ELL	20			20							
BLK	27	42	42	44	49	45	30	76	87		
HSP	35	43		43	48		30	80			
FRL	28	41	43	44	49	46	29	76	86		

**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)	TSI
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% All Students	NO

<b>ESSA Federal Index</b>	
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	70
Total Points Earned for the Federal Index	493
Total Components for the Federal Index	10
Percent Tested	100%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
<b>English Language Learners</b>	
Federal Index - English Language Learners	34
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Native American Students</b>	
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
<b>Asian Students</b>	
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
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	48
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	40
Hispanic Students Subgroup Below 41% in the Current Year?	YES
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	47
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?

An emerging trend across grade levels for ELA is a significant achievement gap compared to district scores. As evidenced by the 2022 FSA ELA data, 25% of our students are proficient, 40% made learning gains, and 38% of the L25 made learning gains. 2022 FSA Math data showed that 29% of our students were proficient, 52% of students made learning gains, and 58% of the L25 made learning gains. The science data for 5th and 8th grade combined in 2022 was 27% proficiency compared to last year's 2021 21% and an increase of 6 percentage points.

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

According to the 2022 FSA, ELA Proficiency by Grade data showed areas of concern in grades three through eight, with students scoring below 50% proficiency. The 2022 FSA Math Proficiency by Grade data showed areas for improvement in grades three through eight, with students scoring below 50%. The Science Proficiency data also needs improvement, with grades five and eight scoring below 50% proficiency. Science data for 5th grade in 2022 was 5% proficient compared to 2021, with 20% proficiency, a decrease of 15 percentage points. According to 2022 i-Ready AP3 Reading data, 69% of Kindergarteners are on or above grade level, 35% of first graders are on or above grade level, and 14%

of second graders are on or above grade level. The i-Ready Reading data reflects the greatest need for improvement is in the first and second grades. According to 2022 i-Ready AP3 Math data, 58% of kindergarteners are on or above grade level, 28% of first graders are on or above grade level, and only 5% of second graders are on or above grade level. The i-Ready Math data reflects the greatest need for improvement in the first and second grades.

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

Due to various factors, differentiated instruction was not done with fidelity or at the rigor required to increase performance in these subgroups. New actions to address this need will include differentiated instruction models, increased targeted support for various subgroup populations, access to a modified curriculum with access points to close learning gaps, and planning for standards-based instruction. In addition, the general education teacher and ESE support facilitator will work collaboratively to the special education subgroup population. Professional development is needed for teachers to address standard-aligned instruction for the new BEST standards and targeted intervention programs.

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

Based on progress monitoring data from 2021, grades six and seven showed the most improvement in ELA. ELA Learning Gains increased by 11 percentage points, as evidenced by the 2022 FSA. Math Learning Gains increased by 31 percentage points on the 2022 FSA.

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

Contributing factors to this improvement include standards-aligned instruction, creating collaborative planning schedules that have allotted time to plan for differentiated instruction, administrators attending weekly collaborative planning sessions, and contributing to conversations with individual departments to carefully align resources. In addition, teachers can increase student engagement by infusing technology into their instructional routines.

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

Strategies that will be implemented to accelerate learning are Data-Driven Instruction, Differentiated Instruction, Extended Learning Opportunities, Standards-Based Collaborative Planning, and Interventions.

**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.**

Professional development opportunities will be offered quarterly. PDs will focus on differentiated instruction, standards-based instruction, disaggregating data, high-yield intervention strategies, growth mindset/goal setting, and the use of technological programs and resources.

**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 and intervention, as well as Saturday Academy, Spring Break Academy, special camps, and STEM-based clubs. Additional services will also include BEST standard PDs to ensure standards-based instruction and Schoology training to assist in the increased use of technological programs for student achievement.

**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 Collaborative Planning****Area of Focus**

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

Through collaborative planning, we will utilize instructional coaches to build teachers' content capacity, assist with developing standards-aligned lesson plans and enhance the delivery of instruction to ensure effectiveness. Additionally, instructional coaches will provide classroom support through a research-based outline of support that includes: providing teacher support, engaging in collaborative planning, modeling the lesson, teacher-directed post conferences, coach observed lessons, feedback, exploring data together, coteaching, coach post observations, and providing continuous feedback and support. Through this collaborative planning, we can increase ELA proficiency from 25%, Math 34%, Science 27% compared to 2021 ELA 25%, Math 24%, Science 21%.

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

If we successfully implement instructional coaching support for teachers to collaborate and explore best practices, teacher knowledge will improve resulting in an increase in student achievement. By the end of the school year, teachers will have participated in planning sessions, and student proficiency will be positively impacted with an increase of at least 10% of students performing on grade level according to i-Ready AP3 data in reading and math.

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

The area of focus will be monitored via teacher lesson plans, coaching calendars, common planning meeting agendas, sign in sheets and data chat protocol sheet.

**Person responsible for monitoring outcome:**

Selena Volcy (pr1401@dadeschools.net)

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

If instructional support in coaching is successfully implemented, then teachers will continuously and consistently build content knowledge through on-site professional development, collaboration, and instructional support. This will empower teachers to incorporate research-based instructional methods into their classrooms, resulting in improved student academic performance.

**implemented for this Area of Focus.**

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

Instructional support in coaching is needed due to the shift from FSA to BEST standards. As a result, teachers can plan for and teach the new standards with fidelity; teachers and coaches will create standards-based lesson plans with benchmark clarification considerations; increasing student achievement from i-Ready AP1 to AP2 by 10%.

### **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.

8/22/22 - 10/14/22: Provide staff professional development during collaborative planning in which participants are introduced to the BEST standards. As a result, this will ensure that lesson plans are aligned to BEST standards.

**Person Responsible** Ashley Kitchen (a.west@dadeschools.net)

8/22/22 - 10/14/22: Planning sessions between coaches and teachers will increase focus on benchmark clarifications within the BEST standards. As a result, teachers will explicitly deliver instruction that is within the content standards.

**Person Responsible** Kimberly Benford (kimberly.benford@dadeschools.net)

8/22/22 - 10/14/22: Planning sessions between coaches and teachers will have an increased focus on student outcomes. As a result, teachers will be able to plan with the end in mind for student achievement.

**Person Responsible** Lisa Monica (lmonica@dadeschools.net)

8/22/22 - 10/14/22: Administration will provide teachers with in-house professional development in instructional planning using the district's pacing calendar and monitor that collaborative planning is taking place regularly. As a result, all content areas will be covered prior to district assessment dates.

**Person Responsible** Lisa Monica (218283@dadeschools.net)

10/17/22 - 12/16/22: Transformation coaches will assist teachers with the development of stacked Daily Learning Targets (DLTs) that are benchmark driven and aligned to Daily End Products (DEPs). As a result, teachers will follow the instructional framework and pacing.

**Person Responsible** Kimberly Benford (kimberly.benford@dadeschools.net)

10/17/22 - 12/16/22: Transformation coaches will expose teachers to Differentiated Instruction (DI) pathways to assist with utilizing student data to align resources to groups. As a result, teachers will use DI pathways to meet the needs of their students.

**Person Responsible** Ashley Kitchen (a.west@dadeschools.net)

**#2. 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 school climate survey results from the 2022 school year, 68% of the staff agree that they felt a lack of support from the school district an increase of 46% from the previous year. This 2022 data reflects an increase from the previous year. As it relates to the survey question that focused on concern/support from the district, we plan to decrease that data by 20 percentage points improving communication methods among teachers and district personnel.

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

If we effectively implement a system that provides teacher feedback based on classroom walkthroughs, we can successfully identify areas of concern that need to be addressed through professional development, coaching cycles, and coaching support by district personnel. By the end of the school year, teachers and staff will build relationships and gain knowledge of instructional best practices from school and district professionals. We anticipate a 10% decrease in the 2022-2023 School Climate Survey regarding staff's negative view of the lack of concern/support from school and district personnel.

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

This Area of Focus will be monitored via teacher professional development calendar, sign-in logs, surveys, agendas, and district site visits and administration feedback.

**Person responsible for monitoring outcome:**

Selena Volcy (sauguste@dadeschools.net)

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

If specific teacher feedback is addressed by administrators and district staff then, teachers will feel that they are not alone in the process of educating students without support from policy creators at the district level. This will allow teachers to feel that they are a valued part of the school system.

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

Consistent feedback will provide teachers with a system that they know the administration is addressing their concerns and providing them with vital feedback support from the district as needed.

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

**Action Steps to Implement**

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

8/22/22 -10/14/22: Provide teachers support during common planning in which participants are introduced to the BEST standards, District PD's and webinars cover new BEST standards and instruction. As a result, teachers will build capacity for their content areas.

**Person Responsible** Aurelia Goodman (relia1@dadeschools.net)

8/22/22 - 10/14/22: Provide teachers with needs assessment survey, administration and coaches review and provide support and feedback. As a result, teachers and staff will have direct assess to district personnel for training and support.

**Person Responsible** Tangela Ramos (tangelaramos@dadeschools.net)

8/22/22 - 10/14/22: Provide teachers opportunities to attend district PDs that address areas of concern and provide in-house coaching support where needed. As a result, teachers and staff will have opportunities in-house from ETO staff and professional development.

**Person Responsible** Lisa Monica (218283@dadeschools.net)

8/22/22 - 10/14/22: Administration will have a visible presence throughout the school, daily classroom walkthroughs. As a result, teachers will have the support and feedback of administration on a regular basis.

**Person Responsible** Selena Volcy (sauguste@dadeschools.net)

10/17/22 - 12/16/22: Transformation coaches will continue working with teachers on Coach-Teacher Collaborations (CTCs) and providing timely reflective feedback. As a result, teachers will develop strategies and techniques to impact student achievement.

**Person Responsible** Ashley Kitchen (a.west@dadeschools.net)

10/17/22 - 12/16/22: Administration will support the work of Transformation Coaches with teachers by observing and providing thoughtful feedback on CTCs. As a result, the administration will see evidence of successful implementation in the focus area.

**Person Responsible** Lisa Monica (lmonica@dadeschools.net)

**#3. Positive Culture and Environment specifically relating to Parent Involvement**

**Area of Focus**

**Description and Rationale:**

Based on school climate survey results from the 2022 school year, 10% of the staff agree they feel a lack of support from parents a decrease of 61% from the previous year. This score for 2022 reflects that there is still work to be done with parent involvement, As it relates to the survey question that focused on concern/support from parents, we plan to decrease the score by 10 percentage points by incorporating new communication methods between teachers and parents.

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

**Measurable**

**Outcome:**

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

If we successfully implement engaging family activities and utilize community resources, then we can address teacher concerns regarding support from parents. By the end of the school year, teachers and parents will build relationships that will support students' needs and minimize student issues at the school-site. We anticipate a 10% decrease in the 2022-2023 School Climate Survey in staff negative view regarding the lack of concern/support.

**Monitoring:**

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

This Area of Focus will be monitored via parent events, calendar, sign-in logs, surveys, agendas, and administration feedback.

**Person responsible for monitoring outcome:**

Selena Volcy (sauguste@dadeschools.net)

**Evidence-based**

**Strategy:**

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

If specific family engagement actions are taken by administrators and teachers, then parents will feel that they are part of the school community and that their support is needed for the success of the school. This will allow teachers to feel that they are not alone in educating students.

**Rationale for Evidence-based Strategy:**

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

Family engagement is a major factor in student outcomes including closing the achievement gap between various subgroups of students.

**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.

8/22/22 - 10/14/22: Provide parents support and information to prepare students for the school year. As a result, parents will attend various school site events such as Meet and Greet and Open House.

**Person Responsible** Aurelia Goodman (relia1@dadeschools.net)

8/22/22 - 10/14/22: Provide parents with opportunities to check in with teachers and administrators. As a result, parents have access to school administrators and teachers regularly.

**Person Responsible** Tangela Ramos (tangelaramos@dadeschools.net)

8/22/22 - 10/14/22: Provide parents with workshops and resources to support students at home. As a result, parents will receive invites to parent engagement events and activities such as Donuts with Dads, Muffins with Moms, and Reading with Rams.

**Person Responsible** Lisa Monica (lmonica@dadeschools.net)

8/22/22 - 10/14/22: Provide families the opportunity to participate in activities that engage them on best practices in academics and how to support their child(ren) at home. As a result, students will feel supported at home and in school.

**Person Responsible** Selena Volcy (sauguste@dadeschools.net)

10/17/22 - 12/16/22: Provide stakeholders with an opportunity to join the school PTA. As a result, we will engage families in the school community and build lasting relationships.

**Person Responsible** Lisa Monica (218283@dadeschools.net)

10/17/22 - 12/16/22: Continue to include students and their families in school-related celebrations and events such as Breast Cancer Awareness Week, United Way Spirit Week, Red Ribbon Week, City Year Block Party, and Parent Academy Weekly Webinars. As a result, our families will feel supported in the outreach that we provide them.

**Person Responsible** Selena Volcy (sauguste@dadeschools.net)

**#4. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**

**Area of Focus**  
**Description and Rationale:** According to the 2022 FSA proficiency subgroup data, three subgroups fell below the Federal Index of 41%. Thirty-one percent of Students with Disabilities (SWD) are proficient in ELA and Math, 34% of English Language Learners (ELL) students are proficient in ELA and Math, and 40% of Hispanic students are proficient in ELA and Math. Based on that data, differentiated instruction will be an area of focus for all grade levels to increase proficiency.  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

**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 SWD students, 6% of ELL students, and 1% of Hispanic students will score at or above grade level in the areas of ELA and Math based on the 2022-2023 statewide FAST Assessment.

**Monitoring:**  
**Describe how this Area of Focus will be monitored for the desired outcome.** Administration and transformational coaches will monitor using the differentiated instruction schedule during walkthroughs to ensure differentiated instruction is taking place with fidelity. Data analysis of formative assessment will be reviewed monthly, this data will also be discussed during weekly meetings to ensure students meet goals. This will be evidenced by walkthroughs, data chats, and lesson plans.

**Person responsible for monitoring outcome:** Selena Volcy (sauguste@dadeschools.net)

**Evidence-based Strategy:**  
**Describe the evidence-based strategy being implemented for this Area of Focus.** With the targeted area of differentiated instruction, the focus will be on using current data to group students homogeneously by deficiencies and align resources to areas of need.

**Rationale for Evidence-based Strategy:**  
**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.** If differentiated instruction is implemented strategically with fidelity and aligned with appropriate resources, then the percentage of students making adequate progress will increase. As a result, teachers will have student groups, appropriate resources, and lesson plans that reflect differentiated instruction.

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

8/22/22 - 10/14/22: Coaches provide weekly planning sessions once groups are formulated according to data. As a result, teachers will develop classroom systems conducive to small group instruction.



**Person Responsible** Ashley Kitchen (a.west@dadeschools.net)

8/22/22 - 10/14/22: Administrators and coaches will monitor differentiated instruction weekly during walkthroughs to ensure it is implemented with fidelity. Teachers are providing rigorous instruction and differentiated opportunities to meet the needs of all learners. As a result, progress monitoring of student data will increase from PM1 to PM2.

**Person Responsible** Aurelia Goodman (relia1@dadeschools.net)

8/22/22 - 10/14/22: Coaches and teachers will monitor student progress and conduct data chats with administrators. As a result, teachers can differentiate instruction based on progress monitoring data.

**Person Responsible** Kimberly Benford (kimberly.benford@dadeschools.net)

8/22/22 - 10/14/22: Provide professional development for teachers on effective implementation of differentiated instruction aligned to the schools' goal based on data. As a result, teachers will track data utilizing ongoing progress monitoring differentiated instruction tracker.

**Person Responsible** Lisa Monica (lmonica@dadeschools.net)

10/17/22 - 12/16/22: Provide teachers with a transformation coach and CSS in-house professional development. As a result, teachers will learn best practices that they can implement to support specific student subgroups.

**Person Responsible** Kierra Clinch (322651@dadeschools.net)

10/17/22 - 12/16/22: Transformation coaches will begin to dissect PM1 and AP1 data in preparation for data chats. As a result, plans will be implemented to target the proficiency of specific student groups.

**Person Responsible** Ashley Kitchen (a.west@dadeschools.net)

## RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

### Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

### Grades K-2: Instructional Practice specifically relating to Reading/ELA

Based on the i-Ready AP 3 diagnostic results, our school will target Reading/ELA. According to the i-Ready AP3 Reading data, 58% of kindergarteners are on or above grade level, 28% of first graders are on or above grade level, and 16% of second graders are on or above. Our data reflects these students are performing below grade level expectations. The data also shows that first and second grades did make adequate progress in Reading/ELA. Tier 1 instruction, in both planning and delivery, did not result in an increase in proficient students. Therefore, we will strategically develop explicit and systematic delivery and monitoring of Tier 1 instruction and implementation of DI with fidelity.

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

Based on the results from FSA, our school will target Reading/ELA. The 2022 FSA ELA data shows that 26% of third graders are proficient, 29% of fourth graders are proficient, and only 9% of fifth graders are proficient. Our data reflects these students are performing below grade-level expectations. The data also shows that students did not make adequate progress in Reading/ELA. Tier 1 instruction in both planning and delivery did not result in an increase in proficient students. Therefore, we will strategically develop explicit and systematic delivery and monitoring of Tier 1 instruction and implementation of DI with fidelity.

#### **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)**

As it relates to improving student achievement through differentiated instruction, we plan to increase the schoolwide reading proficiency score by 30%, as evidenced by the data. By incorporating differentiated instruction with fidelity within the ELA classrooms, teachers can focus on providing targeted instruction remediation for our lowest achieving students.

#### **Grades 3-5: Measureable Outcome(s)**

As it relates to improving student achievement through differentiated instruction, we plan to increase the schoolwide reading proficiency score by 30%, as evidenced by the data. By incorporating differentiated instruction with fidelity within the ELA classrooms, teachers can focus on providing targeted instruction remediation for our lowest achieving students.

#### **Monitoring:**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

The leadership team will participate in weekly collaborative planning, following up with targeted walk-throughs that monitor the fidelity of differentiated instruction. Explicit feedback will be provided weekly, and instructional shifts in planning will occur based on feedback. Transformation coaches will collaboratively plan with teachers, utilizing progress monitoring data to create explicit remedial instruction. The collection of observational data and explicit feedback will be used to adjust planning and instruction. Data analysis of bi-

weekly progress monitoring assessments and the review of products will be utilized to track progress and determine the effectiveness of instructional delivery and planning.

#### **Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

Volcy, Selena, sauguste@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 Differentiated Instruction. Differentiated instruction involves providing different students with different avenues to learning in terms of acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability. Differentiated instruction will be monitored by observation of developed instruction, product reviews, and progress monitoring performance.

#### **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?

Incorporating the usage of differentiated instruction with fidelity will assist in closing learning gaps within our lowest-achieving students. Differentiated instruction is an evidence-based strategy that has been proven to assist in targeting and closing learning gaps. Continual feedback on delivery, product effectiveness, and assessment performance will guide shifts and enhancements in instructional delivery and student 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
<p>08/22/22 - 10/14/22: Teachers will administer FAST PM1 to establish students' baseline data. As a result, teachers will disaggregate and analyze data to conduct data chats and formulate differentiated instruction groups.</p>	<p>Monica, Lisa, lmonica@dadeschools.net</p>
<p>08/22/22 - 10/14/22: Administrators, instructional coaches, and teachers will analyze baseline data to put students in instructional groups based on deficiencies. As a result, instructional coaches will conduct coaching cycles to demonstrate for teachers how to effectively group students, based on data, to implement differentiated instruction.</p>	<p>Benford, Kimberly, kimberly.benford@dadeschools.net</p>
<p>8/22/22 - 10/14/22: Instructional coaches and teachers will create differentiated instruction journals and folders, including assessment data trackers. As a result, students can track their progress, and teachers can provide the administration with evidence of differentiated instruction implementation.</p>	<p>Kitchen, Ashley, a.west@dadeschools.net</p>
<p>8/22/22 - 10/14/22: During common planning, instructional coaches and teachers will develop differentiated instruction lessons that address students' deficiencies. As a result, the administration will monitor differentiated instruction lessons for fidelity.</p>	<p>Monica, Lisa, lmonica@dadeschools.net</p>
<p>10/17/22 - 12/16/22: Differentiated instruction is being supported by transformation coaches. As a result, students are receiving targeted data-driven ELA support in a small group setting.</p>	<p>Benford, Kimberly, kimberly.benford@dadeschools.net</p>
<p>10/17/22 - 12/16/22: Tier 2 and Tier 3 Intervention is supported by the Transformation Coach and monitored for fidelity by the administration. As a result, teachers are targeting students' instructional needs.</p>	<p>Monica, Lisa, lmonica@dadeschools.net</p>

## 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.

The school addresses building positive school culture and the environment by maintaining a schoolwide communication system to keep all stakeholders informed. Another way the school addresses positive school culture is by nominating faculty and staff members to be showcased during faculty meetings. Students are also recognized monthly through Values Matters and Student of the Month. Teachers are given opportunities to share best practices during faculty meetings and collaborative planning sessions. Students also participate in student enrichment programs and clubs. The leadership team also regularly celebrates student and staff successes with various awards and incentives.

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

All administrative team members (Dr. Volcy, Mrs. Ramos, Mrs. Monica, and Mrs. Goodman) will provide and facilitate cultural activities throughout the school. The administration and leadership team (Instructional Coaches) will focus on building and maintaining a positive relationship with all stakeholders by participating in schoolwide events that incentivize students for academic achievement, attendance, and positive behavior. The administration will also ensure that we maintain a constant presence in the building throughout the school day to ensure safety and students' and staff's accessibility to administrative staff. Transformational coaches will provide teachers with support through collaborative planning, coaching cycles, data disaggregation, and instruction modeling. In doing so, teachers will feel confident and supported in their instructional delivery of the new B.E.S.T. standards. The counselor (Mrs. Bethel-McGil) will ensure that students are supported in their academic endeavors by providing Social and Emotional Learning support and resources that foster the mental health and well-being of the whole child.