

Miami-Dade County Public Schools

Comstock Elementary School



2022-23 Schoolwide Improvement Plan

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Comstock Elementary School

2420 NW 18TH AVE, Miami, FL 33142

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

Demographics

Principal: Orna Campbell Dumas L

Start Date for this Principal: 7/15/2016

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 (42%) 2018-19: C (52%) 2017-18: B (56%)
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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<http://comstockelementary.dadeschools.net/>

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	100%

School Grades History

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

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Comstock Elementary School is dedicated to providing and developing each student's academic foundation and the social, physical, and emotional needs in an environment that fosters high self-esteem, self-motivation, and personal responsibility. A key component of the educational program at Comstock is building a strong and rigorous academic foundation to guide our students into productive members of society and contributors to the global economy.

Provide the school's vision statement.

The vision at Comstock Elementary School is to create a safe, nurturing, challenging, and stimulating learning environment that will result in all students achieving their highest potential academically and personally with all stakeholders working collectively for common goals.

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
Campbell, Orna	Principal	The principal oversees all of the major systems (budgetary, personnel, academic, cultural) of the schoolhouse. The principal guides the development of school-wide initiatives and ensures all stakeholders are working collaboratively towards those overarching goals. The principal ensures that the appropriate personnel oversee the implementation of all District Initiatives so that the school's programs and curriculum are aligned to those of the District. Furthermore, the Principal analyzes progress monitoring data and conducts frequent data chats in order to ensure students are mastering concepts and that intervention programs are effective.
Wilson, Kerian	Assistant Principal	The assistant principal assists with the management of all the major systems (personnel, academic, cultural) of the schoolhouse. The assistant principal assists with the development of school-wide initiatives and works with all stakeholders towards achieving those overarching goals. The assistant principal oversees curriculum planning to ensure that State Standards and District Pacing Guides are being followed. The assistant principal assists with the collection of progress monitoring data in order to analyze the effectiveness of grade level instruction and/or intervention programs. In addition, the assistant principal is a member to the MTSS team to ensure that early interventions are in place to assist all students who need additional learning opportunities.
Arrocha-Pellon, Zurisadday	Other	The Media Specialist works collaboratively with the leadership team and all teachers to ensure that the Reading Program is being implemented with fidelity. In addition, the Media Specialist assists with intervention programs and works with classroom teachers to support students when they go to the media center.
Alarcon, ana	Math Coach	The Math Coach works collaboratively with the leadership team and all teachers to ensure that the Math Program is being implemented with fidelity. The Math Coach spearheads professional development initiatives and provides in-class assistance on an individual basis. The Math Coach leads collaborative planning sessions to ensure that Math lessons are standards-based and aligned to District Pacing Guides. In addition, the Math Coach oversees intervention programs and assists with collecting and disaggregating OPM data to ensure that intervention programs are effective.
Reyes, Mayra	ELL Compliance Specialist	The ELL Compliance Specialist works collaboratively with the leadership team and all teachers to ensure that students who are second language learners are receiving language support with fidelity. The ELL Compliance Specialist spearheads professional development initiatives and provides in-class assistance on the effective use of strategies to support second language learners. In addition, the ELL Compliance Specialist ensures that student assessments, parent meetings, and ESOL Learning plans are in compliance with state timelines and regulations.

Name	Position Title	Job Duties and Responsibilities
Lopez, Yanet	Parent Engagement Liaison	The CIS (Community Involvement Specialist) acts as a liaison between the school and the families in the community. The CIS oversees all parent activities. She encourages parents to participate in such activities and fosters communication with parents so that parents have a way to communicate their cares and concerns with the school. The CIS will also oversee attendance initiatives to ensure that school families understand the importance of good attendance.
Cortez, Gilma	Teacher, K-12	Teacher leaders act as liaisons between the leadership team and the faculty. Teacher leaders assist with the implementation of school-wide initiatives and activities by communicating with their grade level teams and delegating tasks and responsibilities. They also present faculty concerns, ideas, and suggestions to administration during Leadership Team Meetings.
Quintana, Alisson	Reading Coach	The Reading Coach works collaboratively with the leadership team and all teachers to ensure that the Reading Program is being implemented with fidelity. The Reading Coach spearheads professional development initiatives and provides in-class assistance on an individual basis. The Reading Coach leads collaborative planning sessions to ensure that ELA lessons are standards-based and aligned to District Pacing Guides. In addition, the Reading Coach oversees intervention programs and assists with collecting and disaggregating OPM data to ensure that intervention programs are effective.
Reyes-Arrechea, Zuleydi	Attendance/Social Work	The Student Services Support Specialist oversees the MTSS (Multi-Tiered Systems of Support) process to ensure at-risk students are identified, interventions are provided, and the SST (Student Support Team) process is implemented if needed. The professional implements the SST process and collects pertinent data to ensure that students who require specialized services receive those services in a timely manner. In addition, the Student Services Support Specialist will assist with attendance interventions to ensure that at-risk students are in school on a daily basis.
Malcolm, Areman	Teacher, K-12	The Science Coach spearheads the effective implementation of the STEAM program at the school. The Science Liaison works collaboratively with teachers in all grade levels to ensure that inquiry-based instruction is occurring within the Science program. The Science Coach also coordinates the school's representation in Science/Math initiatives, schedules parent showcases, and ensures that STEAM lessons are planned for and implemented across grade levels.

Demographic Information

Principal start date

Friday 7/15/2016, Orna Campbell Dumas L

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.*

8

Total number of teacher positions allocated to the school

35

Total number of students enrolled at the school

526

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

7

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

3

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	74	105	82	113	76	76	0	0	0	0	0	0	0	526
Attendance below 90 percent	0	36	17	33	20	10	0	0	0	0	0	0	0	116
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	4	26	13	20	9	0	0	0	0	0	0	0	72
Course failure in Math	0	8	11	18	22	16	0	0	0	0	0	0	0	75
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	26	25	30	0	0	0	0	0	0	0	81
Level 1 on 2022 statewide FSA Math assessment	0	0	0	23	36	25	0	0	0	0	0	0	0	84
Number of students with a substantial reading deficiency	0	10	27	56	39	31	0	0	0	0	0	0	0	163

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	20	30	36	27	0	0	0	0	0	0	0	123

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	11	11	27	1	0	0	0	0	0	0	0	0	50
Students retained two or more times	0	0	0	2	2	0	0	0	0	0	0	0	0	4

Date this data was collected or last updated

Thursday 8/11/2022

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	45	85	83	94	56	72	0	0	0	0	0	0	0	435
Attendance below 90 percent	16	30	30	29	9	14	0	0	0	0	0	0	0	128
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	7	13	21	5	10	0	0	0	0	0	0	0	56
Course failure in Math	0	7	11	13	7	20	0	0	0	0	0	0	0	58
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	7	0	0	0	0	0	0	0	7
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	5	36	54	67	21	30	0	0	0	0	0	0	0	213

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	6	12	17	20	4	15	0	0	0	0	0	0	0	74

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	6	12	10	15	0	0	0	0	0	0	0	0	0	43
Students retained two or more times	0	0	0	3	0	0	0	0	0	0	0	0	0	3

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	98	79	91	102	67	69	0	0	0	0	0	0	0	506
Attendance below 90 percent	32	25	25	28	10	18	0	0	0	0	0	0	0	138
One or more suspensions	0	0	0	0	0	6	0	0	0	0	0	0	0	6
Course failure in ELA	0	21	10	34	8	20	0	0	0	0	0	0	0	93
Course failure in Math	0	16	13	33	15	23	0	0	0	0	0	0	0	100
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	53	29	27	0	0	0	0	0	0	0	109
Level 1 on 2019 statewide FSA Math assessment	0	0	0	60	25	36	0	0	0	0	0	0	0	121
Number of students with a substantial reading deficiency	0	29	40	65	30	35	0	0	0	0	0	0	0	199

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	20	13	64	25	36	0	0	0	0	0	0	0	158

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	12	10	26	1	0	0	0	0	0	0	0	0	49
Students retained two or more times	0	0	0	3	0	1	0	0	0	0	0	0	0	4

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	31%	62%	56%				42%	62%	57%
ELA Learning Gains	53%						45%	62%	58%
ELA Lowest 25th Percentile	42%						49%	58%	53%
Math Achievement	36%	58%	50%				61%	69%	63%
Math Learning Gains	60%						67%	66%	62%
Math Lowest 25th Percentile	45%						46%	55%	51%
Science Achievement	24%	64%	59%				51%	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	43%	60%	-17%	58%	-15%
Cohort Comparison		0%				
04	2022					
	2019	39%	64%	-25%	58%	-19%
Cohort Comparison		-43%				
05	2022					
	2019	34%	60%	-26%	56%	-22%
Cohort Comparison		-39%				

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	55%	67%	-12%	62%	-7%
Cohort Comparison		0%				
04	2022					
	2019	62%	69%	-7%	64%	-2%
Cohort Comparison		-55%				
05	2022					
	2019	55%	65%	-10%	60%	-5%
Cohort Comparison		-62%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	45%	53%	-8%	53%	-8%
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	7	26	20	8	67	69	8				
ELL	30	49	36	36	58	42	23				
BLK	25	61		23	50		7				
HSP	32	53	40	39	63	46	29				
FRL	31	53	43	36	60	47	25				
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	10	29		8			18				
ELL	36	50	35	28	22	35	25				
BLK	21			21							
HSP	39	46	38	34	19	33	23				
FRL	37	43	33	32	19	30	23				
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	15	21	36	33	54	40					
ELL	44	49	45	62	69	46	51				
BLK	23	37		50	58						
HSP	46	46	48	63	69	48	54				
FRL	41	45	49	61	67	46	51				

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	43
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	53
Total Points Earned for the Federal Index	344
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	41
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	33
Black/African American Students Subgroup Below 41% in the Current Year?	YES
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	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

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

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

The 2021 FSA data showed ELA Proficiency was 36% and Math Proficiency was 32%. In comparison, the 2022 FSA ELA Proficiency was 31%, a decrease of 5 percentage points. After examining the 2022 FSA Math Proficiency, data indicates that 36% of students were proficient, which was an increase of 4 percentage points. On the 2021 FSA ELA, only 41% of eligible students made learning gains. In 2022, 53% of eligible students made learning gains, a 12 percentage point increase. On the 2021 FSA ELA, 32% of L25 students made learning gains. On 2022 FSA ELA, 42% of L25 students made LG, an increase of 10 percentage points. On the 2021 FSA Math, 30% of L25 students made learning gains. On the 2022 FSA Math, 45% of eligible students made learning gains, an increase of 15 percentage points. To be specific, FSA data indicates an increase in ELA L25 by 10 percentage points and an increase in the Math FSA L25 subgroups by 15 percentage points. Moreover, Science Proficiency indicates an increase by 2 percentage points. The Achievement Gap is widening for ELA but was narrowed in Math and generally remained stable in science. ELA FSA data shows SWD learning gains decreased by 3 percentage points and ELL learning gains decreased by 1 percentage point from 2021 to 2022. From 2021 to 2022, Math Subgroup Learning Gains for ELL, HSP, and FRL increased by an average of 40 percentage points.

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

The 2022 data indicates that proficiency levels in all content areas (ELA 31%, Mathematics 36%, Science 24%) require improvement. All content areas indicate that most students did not achieve proficiency. In ELA, current proficiency levels are 5 percentage points below the 2021 benchmark of 36 percentage points. FSA data shows Math Achievement increased 4 percentage points in 2022 in comparison to 2021 which was 32 percentage points. The 2022 Science data indicates that 24% of students are proficient, compared to the 2021 Science proficiency of 22 percentage points. Current proficiency levels are 2 percentage points above the 2021 benchmark. Data indicates that all content areas demonstrate a need for improvement. Further analysis, however, indicates that learning gains in Mathematics surpassed learning gains in ELA. The 2022 Spring Math FSA data indicates 60% of students demonstrated learning gains in Mathematics as compared to 2021 which 18% of students showed learning gains. The 2022 Spring ELA FSA data indicates 53% percent of students demonstrated

learning gains in ELA as compared to 2021 which 41% of students showed learning gains. This indicates that a larger number of students are on track towards proficiency in Mathematics than in ELA. The percent of learning gains, coupled with the fact that ELA proficiency data has always been below 50%, indicates that ELA continues to be the area which demonstrates the greatest need for improvement.

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

One of the main contributing factors to our need for improvement in Reading is student deficiencies in Foundational Skills and Vocabulary. Fifty-seven percent of our students are English Language Learners. In the primary grades, the school consistently has one to two classes which are exclusively ESOL Level I and II. Data trends indicate a majority of these students require intervention in Foundational Skills in second through fifth grade. In addition to limited Foundational Skills, these students demonstrate limited vocabulary which leads to difficulties with Reading Comprehension. In order to address these areas in need of improvement, consistent Intervention Programs Horizons Discovery K-3 and Horizons Elevate 4-5 (with a focus on Foundational Skills) need to be implemented with fidelity in all grade levels. In addition, direct instruction of vocabulary, as well as strategies for Reading Comprehension will increase Reading Proficiency for all students.

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

In analyzing the 2022 FSA Mathematics proficiency, data indicates an increased by 5 percentage points from the 2021 FSA. Furthermore, 60% of all students demonstrated learning gains on the 2022 Math FSA Assessment when compared to the year prior. This illustrates that teachers were able to remediate student deficiencies and that students are on track towards achieving proficiency in the future.

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

Teachers continued to use Collaborative Planning to ensure fidelity to District Pacing Guides. Another essential contributing factor is that teachers used computerized programs such as I-Ready and IXL to re-teach and practice pre-requisite skills. Student data from Topic Assessments continued to be analyzed to identify weak benchmarks. In the same way, remediation for these benchmarks was targeted during Differentiated Instruction and during Talents After-school program and Saturday Academy.

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

Teachers will attend professional development on unpacking the new B.E.S.T. Standards at the beginning of the school year. The school will continue to focus on Differentiated Instruction based on students instructional needs.

Instructional Support/Coaching will be provided to teachers for both student-centered and teacher-centered methods to help teachers improve the decisions they make about their instruction. Standards-Based Collaborative Planning is scheduled for the Instructional/Support Coaching and teams of teachers, to work together collaborating on projects that will lead to improvements in standards-aligned lesson quality, instructional effectiveness, and student achievement. Of equal importance, Ongoing Progress Monitoring (OPM) will be used to assess students' academic performance. Extended Learning Opportunities will provide learning opportunities for students beyond the school day as well as enrichment opportunities for students. Also, Response to Intervention (RTI) process will be as an early identification and support of students with learning and behavior needs.

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

The PLST will develop whole group sessions and job-embedded sessions on using data to drive instruction (October/22), Aligning Differentiated Instruction resources to student needs (November 22), Tracking OPM data (ongoing) and continuous data chats to analyze student performance data and determine how that information will be used to drive future instruction, onstructive verbal or written feedback provided to assist students in understanding their areas of success and areas of development (ongoing) and coaching Cycles wii to set a measurable goal to improve instructional outcomes.to support teacher needs (ongoing).

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

Collaborative planning will be scheduled weekly for Whole Group and DI and a member of the Leadership Team will attend to ensure fidelity to the strategies being implemented school-wide that are aligned to the SIP. Extended Learning opportunities will be provided with before and after school tutoing and interventions as well as Saturday Academies, Spring Break Academy, and special camps and STEAM-based activities.

Areas of Focus

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

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#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

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

The 2022 ESSA Federal Index data indicated that Students with Disabilities (SWD) scored 31% and Black students scored 33%. Both are below the 41% target. SWD is 10 percentage points below the target and Black students are 8 percentage points below the target. The 2021 ESSA Federal Index data also indicated that SWD scored below the 41% target.

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

The specific measurable outcome the school will utilize is Differentiated Instruction to provide all students with different avenues to learning. ESSA Subgroup specifically relating to outcomes for Multiple Subgroups, specifically relating to Students with Disabilities and the Black subgroups will show an improvement of two percentage points on the 2023 ESSA Federal Index. If teachers use Differentiated Instruction data to re-teach deficient skills in phonics, academic vocabulary, and comprehension skills, student proficiency levels will increase in ELA.

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

Collaborative planning for Differentiated Instruction (DI), led by instructional coaches, will occur weekly. Ongoing progress monitoring data will be collected and disaggregated by grade level teams in order to ensure students are mastering needed skills. Deficient skills will be identified, and student groups will be aligned by skills. Student groups, rotation charts, plans for DI (aligned to data), and student work products will be evident during classroom walk-throughs.

Person responsible for monitoring outcome:

Orna Campbell (pr0881@dadeschools.net)

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

The evidence-based strategy for this Area of Focus is Differentiated Instruction in ELA. Differentiated Instruction is an instructional framework where students are provided with different strategies and/or content as needed in order to ensure the student has the knowledge based necessary to master grade level standards. ELA progress monitoring data will be collected and student performance on OPM assessments will enable teachers to identify areas of need. Students will then be grouped by like needs and small group instruction, aligned to overarching goals, will be provided in order to re-teach those weak benchmarks.

Rationale for Evidence-based Strategy: Explain the rationale for

The strategy of Differentiated Instruction has been selected because our F.S.A. data consistently indicates a vast majority of students are below grade level. Differentiation will assist in increasing the number of proficient students as it is a systematic approach of instruction to meet the students' needs. Differentiation will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. If teachers focus only on grade level standards, without providing students with

selecting this specific strategy.

Describe the resources/ criteria used for selecting this strategy. the basic skills needed to access those grade level standards, then student proficiency levels will continue to decline in Reading.

Action Steps to Implement

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

08/22- 10/14 Weekly job- embedded Professional Development (PD) sessions in ELA and Mathematics so teachers can review methods on how to disaggregate data to adjust instruction for re-teaching, remediation, and enrichment. As a result, teachers will be able to identify which standards need to be retaught and plan for DI accordingly.

Person Responsible Alisson Quintana (quintana63@dadeschools.net)

8/22- 10/14 Weekly job embedded Reading PD session will be provided to introduce teachers to the transition to FL. B.E.S.T (Benchmarks for Excellence Student Thinking) Standards. Benchmark components will be reviewed so that all teachers are aware of how to utilize those components for DI. As a result, teachers will be able to plan effectively for DI using the new standards.

Person Responsible Alisson Quintana (quintana63@dadeschools.net)

08/22- 10/14 i-Ready Diagnostic data, bi-weekly, and topic assessment data will be analyzed and disaggregated during subsequent collaborative planning to build DI groups based on the results. As a result, students will be grouped accordingly for small group instruction and groups will be fluid. In addition, this data will help identify students to be placed in appropriate intervention programs for ELA and Math.

Person Responsible Alisson Quintana (quintana63@dadeschools.net)

08/22- 10/14 Fluid DI lesson plans will reflect data-driven instruction to ensure that teachers are using relevant, recent, and aligned data that is customized to student needs. For that reason, teachers' DI plans will be fluid, in which they will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

Person Responsible Kerian Wilson (mskwilson@dadeschools.net)

10/31-12/16 Differentiated Instruction pathways to align resources to the needs of the students. Groups will be based on iReady AP 1 data, bi-weekly, and topic assessment data to ensure students educational equity through instruction that matches the students' readiness level and ability.

Person Responsible Kerian Wilson (mskwilson@dadeschools.net)

10/31-12/16 Create data trackers for OPM in Tier 2 and Tier 3 interventions, Tier 1 OPM's.

Person Responsible Kerian Wilson (mskwilson@dadeschools.net)

10/31-12/16 Instructional Coach will open CTCs for teachers who need support with delivering the Dig-In and Explore. Instructional Coach will conduct observations to ensure what was planned is happening. Instructional Coach will develop and deliver a PD for the staff to model the entire 60-minute math framework during the November PD day.

Person Responsible ana Alarcon (328802@dadeschools.net)

10/31 - 12/16 Conduct a product review of the graphic organizers (Science look for: student text using B.U.S.T strategy when interacting with text) and student check for understanding and answers to essential questions. Graphic Organizers and Anchor Charts will be used as a reminder of prior learning and to build upon multiple lessons

Person Responsible Kerian Wilson (mskwilson@dadeschools.net)

10/31 - 12/16 Instructional Coach will develop and deliver a PD for the staff to model math framework and reading framework during the November PD day.

Person Responsible Alisson Quintana (quintana63@dadeschools.net)

#2. Instructional Practice specifically relating to B.E.S.T. Standards

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

2021 ELA proficiency was 31% and Math proficiency was 36%. 2022 ELA proficiency was 36% and math proficiency was 32%, a decrease of 5 percentage points in ELA and an increase of 4 percentage points in math. 69% of the students performed below grade in ELA and 64% of students performed below grade level in Math on the 2022 FSA. During the 2022-2023 academic school year, utilization of the B.E.S.T standards is imperative to increasing our proficiency. Since the adoption of the standards are new, ELA and Mathematics instructors will have to learn how to align detailed objectives and activities to the B.E.S.T. standards.

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

Standards-Aligned Instruction through the use of the B.E.S.T. standards refers to teachers executing lessons based on the standards/learning targets and ensure that all student products and teaching techniques are aligned to the intended standards. Teachers will deliver planned lessons to guide students through the demands of the standards/learning targets. Students will show evidence of mastering the lesson objective/s through their work samples/tasks. With the implementation of Benchmark-aligned Instruction, an additional 2% of the elementary school population will score at grade level or above on the ELA and Mathematics i-Ready AP2 diagnostic, and an additional 2% of fifth graders will score at or above grade level in the area of science by the 2022-2023 state assessment.

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

The Leadership Team will ensure that standards-aligned instruction using the B.E.S.T. standards is consistently taking place daily. Teachers will engage in departmentalized collaborative planning sessions and provide daily assignments that are on grade level and standards-based. Teachers will deliver planned lessons to guide students through the demands of the standards/learning targets. Administrators will review lessons plans weekly for instruction aligned to the standards and pacing guide as a result of collaborative planning sessions. Extended learning opportunities will be provided to all students not making adequate progress or in need of remediation/enrichment.

Person responsible for monitoring outcome:

Orna Campbell (pr0881@dadeschools.net)

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

Within the evidence based strategy of the B.E.S.T. standards, teachers will be more knowledgeable and be able to collaborate among each other, promote learning and provide constructive feedback that occur during professional discussions. This will eliminate the achievement gap while accelerating all students to their full academic potential. Implementation of the B.E.S.T. Standards will be monitored by administration during collaborative planning and observations through the use of department sign-in sheets and agendas.

implemented for this Area of Focus.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Implementing the B.E.S.T. standards during collaborative planning will ensure teachers work together and collaborate on instruction that will lead to improvements in standards-aligned lesson quality, instructional effectiveness, and student achievement. Standards-Based Collaborative Planning improves collaboration among teachers and promotes learning, insights, and constructive feedback that occur during professional discussions among teachers. Standard-Based lessons, units, materials, resources are improved when teachers work on them collaboratively.

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.

8/22-10/14 Teachers will deliver planned lessons from Benchmark-Based Collaborative Planning sessions to guide students through the demands of the standards/learning target. As a result, teachers will execute lessons based on the B.E.S.T. standards/learning targets to ensure that all student products are aligned to the intended standard(s).

Person Responsible Orna Campbell (pr0881@dadeschools.net)

8/22-10/14 Teachers will execute teaching techniques that will lead to improvements in standards aligned lesson quality. As a result, teachers will develop daily lesson plans to include detailed objectives, activities, and assessments which focus on the B.E.S.T. standards.

Person Responsible Orna Campbell (pr0881@dadeschools.net)

8/22-10/14 Academic Instructional Coaches will have collaborative planning meetings to provide teachers with additional support on the implementing of the B.E.S.T. standards and have an opportunity to collaborate and share best practices. As a result, teachers will gain a deeper understanding of the B.E.S.T. standards and how to implement them.

Person Responsible Alisson Quintana (quintana63@dadeschools.net)

8/22-10/14 Teachers will continuously make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

Person Responsible Kerian Wilson (mskwilson@dadeschools.net)

10/31 - 12/16 Teachers will ensure that the B.E.S.T standards implementation is done with fidelity - stacking, alignment; Daily Learning Target's and Daily End Product's.

Person Responsible Alisson Quintana (quintana63@dadeschools.net)

10/31 - 12/16 Teachers will align resources to maximize instructional delivery using the BEST handbook, transition document, high yield strategies, frameworks, tools for success binder and pacing guides

Person Responsible Alisson Quintana (quintana63@dadeschools.net)

10/31 - 12/16 Administration will conduct a product review of the graphic organizers and students check for understanding.

Person Responsible Kerian Wilson (mskwilson@dadeschools.net)

10/31- 12/16 The teachers will set a purpose for DI, Tier 1 instruction, Intervention (e.g. strategies, components identified in instructional planning).

Person Responsible Alisson Quintana (quintana63@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.

When rating the school based on the Leadership Competencies, the school consistently needs continued development on engaging the team. According to the 2020-2021 and the 2021-2022 School Climate Survey, 26% of teachers feel they don't have the opportunity to be considered for leadership roles in our school. The targeted focus of Leadership Development will allow a variety of teachers to take on leadership roles at the school. By empowering a variety of Teacher Leaders within the faculty, school events and initiatives will be better distributed and teachers will feel more included.

Measurable**Outcome:**

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

If we successfully implement the targeted element of Leadership development through Shared Leadership, our teachers will be provided the opportunity to contribute to school-wide decisions through monthly meetings. This will be realized through teachers participating in the logistical elements of meetings and presenting ideas to solve issues that arise. The percentage of teachers in leadership roles will increase by at least 5% during the 2022-2023 school year.

Monitoring:

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

The Leadership Team will maintain constant communication with teachers, staff, parents, and administration to work together to solve problems and create an engaging school climate that fosters student learning. Clear roles and responsibilities for teachers, staff, parents, and administration will be provided at the beginning of the year. Key stakeholders will be identified to take on leadership roles and thus distribute leadership workloads more effectively. The Leadership Team will then ensure that due dates are being met and that work is being distributed evenly by stakeholders.

Person

responsible for monitoring outcome:

Orna Campbell (pr0881@dadeschools.net)

Evidence-based Strategy:

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

The evidence-based strategy for this Area of Focus is Shared Leadership. By identifying and developing the leadership skills of a variety of stakeholders, shared problem-solving and decision-making by a collaborative group will enable all stakeholders to share the responsibility for student learning.

Rationale for

Evidence-based Strategy:

Explain the rationale for selecting this specific strategy.

With all of the responsibilities that classroom teachers face every day, there are many instances where a few, select individuals carry all of the responsibility for school events and initiatives. This oftentimes leads to teachers feeling overwhelmed and over-stressed. By developing a larger number of teacher leaders and distribution roles and responsibilities in a deliberate fashion, the school can ensure that work is divided evenly, and teachers feel supported by their teams/committees when implementing school initiatives.

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.

8/17/22- The Opening of Schools Professional Development session will be presented by a team of teachers leaders as opposed to the Administrative Team. As a result, this will set the tone for the year as more teachers take on leadership roles.

Person Responsible Orna Campbell (pr0881@dadeschools.net)

08/22- 10/14 Each grade level will select their chairperson for current school year. Grade Level Chairpersons will also be members of the Academic Leadership Team. They will oversee grade level initiatives and act as a liaison between administration and classroom teachers. As a result, there will be open communication between administration and grade level teams. In addition, school wide events will be evenly distributed across the grade levels.

Person Responsible Orna Campbell (pr0881@dadeschools.net)

08/22- 10/14 Teachers will select committees via google form survey for the 2022- 2023 School Year. Once committees are selected, a chairperson and a co-chairperson will be designated who will act as liaisons between the committee and the Leadership Team. As a result, teachers will be able to help plan one or two key events during the year based on preference. This will distribute responsibilities among all teachers in an equitable manner.

Person Responsible Orna Campbell (pr0881@dadeschools.net)

08/22- 10/14 Through multiple communication outlets, teachers, staff, parents, and administration will work together to solve problems and create an engaging school climate that fosters student learning. Communications outlets such as Class Dojo, parent phone calls, in-person and virtual conferences and emails will allow various communication modalities to problem solve.

Person Responsible Orna Campbell (pr0881@dadeschools.net)

10/31 - 12/16 In addition to supervising grade level initiatives, grade level chairs will serve as a point of contact between the administration and teachers in the classroom. There will be open communication between grade level teams and administration as a result. Additionally, all grade levels will participate equally in school-wide events.

Person Responsible Orna Campbell (pr0881@dadeschools.net)

10/31 - 12/16 Teachers, staff, parents, and administration will collaborate through a variety of communication channels to resolve issues and promote a positive learning environment for students. Emails, parent phone calls, in-person and online conferences, and communication channels like Class Dojo will enable different communication modalities to problem-solve.

Person Responsible Orna Campbell (pr0881@dadeschools.net)

10/31 - 12/16 Foster professional relationships between teacher leaders that support effective collaboration.

Person Responsible Orna Campbell (pr0881@dadeschools.net)

10/31 - 12/16 Create positions of authority and decision-making possibilities for teacher leaders so they may be creative thinkers, risk-takers, and creators of novel approaches to problems.

Person Responsible Orna Campbell (pr0881@dadeschools.net)

#4. Positive Culture and Environment specifically relating to Student Attendance

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

When analyzing the DAS Power BI reports for attendance data trend, the number of students who had 15 or more absences in 2020-2021 was 19%. In 2021-2022, the number of students who had 15 or more absences was 24%. This was a 5 percentage point increase. When students miss a large number of days from school their school performance is negatively impacted. In addition, many of our students who are more than two years below grade level have a large number of absences. Due to this our targeted element of Student Attendance will track students who are absent and provide these students and their families with the assistance and/or incentives needed so that students come to school consistently. Once student attendance improves, student access to daily lessons and additional learning opportunities increases and mastery of skills can improve as well.

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

If we successfully implement Attendance Initiatives, the number of students who are present every day and on time will increase, as a result student achievement levels will increase, and overall proficiency rates will increase as well. By implementing our attendance plan with fidelity, we will decrease the number of truant students by 5% during the 2022-2023 school year.

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

Attendance rates will be monitored daily using the attendance bulletin. Teachers will be emailed the attendance bulletin so that they may review and send an updated email with corrections. Ms. Lopez will provide ongoing communication with parents based on student absences. Initiatives for students with perfect attendance and increased attendance rates will be in place to encourage all students to come to school consistently. Truancy meetings with our HERO Attendance Interventionist will be held bi-weekly for students with excessive absences and services will be provided, to the extent possible, in order to decrease rates of absenteeism. The Targeted Status Form will be used to monitor students and what has been done for them.

Person responsible for monitoring outcome:

Yanet Lopez (336230@dadeschools.net)

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

The evidence-based strategy being implemented is Attendance Initiatives. By closely monitoring student absences and initiating a dialogue with affected families before students reach the ten-day mark, the school will be able to provide resources in a timely matter and decrease rates of truancy more effectively.

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.

School attendance rates are consistently below the District and Tier I Schools. In addition, students who have excessive absences are oftentimes the same students who demonstrate regression and/or perform below grade level on assessments. In order for students to benefit from daily instruction and extended learning opportunities, they must be present at school consistently.

Action Steps to Implement

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

08/22- 9/14 The importance of attendance and District Attendance Policies will be reviewed by administrators at the Parent Meet and Greet and at Opening of School Meetings for parents. As a result, parents will be aware of the importance of daily attendance and of attendance procedures prior to the beginning of the school year.

Person Responsible Orna Campbell (pr0881@dadeschools.net)

08/22- 10/14 Monitor attendance daily and announce which homerooms have perfect attendance in order to encourage all students to come to school every day. As a result, students will be encourage to come to class so that their homeroom can be highlighted.

Person Responsible Yanet Lopez (336230@dadeschools.net)

08/22- 10/14 All students who have perfect attendance or improved their attendance will receive an invitation by Dr. Campbell to the "Attendance Celebration" at the end of the first grading period.

Person Responsible Orna Campbell (pr0881@dadeschools.net)

08/22- 10/14 Dr. Campbell will make daily morning announcements with classrooms that have perfect attendance. These classes will get an incentive bi-weekly.

Person Responsible Orna Campbell (pr0881@dadeschools.net)

10/31 - 12/16 Monitor attendance daily and announce which homerooms have perfect attendance in order to encourage all students to come to school every day. As a result, students will be encourage to come to class so that their homeroom can be highlighted.

Person Responsible Orna Campbell (pr0881@dadeschools.net)

10/31 - 12/16 Dr. Campbell will make daily morning announcements with classrooms that have perfect attendance. These classes will get an incentive bi-weekly.

Person Responsible Orna Campbell (pr0881@dadeschools.net)

10/31 - 12/16 Students with less than 4 absences for the 2022-2023 school year will attend a field trip to the University of Miami football game.

Person Responsible Orna Campbell (pr0881@dadeschools.net)

10/31 - 12/16 Meet with the Attendance Review Committee to review iAttend student attendance data and plans of action (i.e. daily phone calls, home visits, counseling and referrals to outside agencies and incentives).

Person Responsible Orna Campbell (pr0881@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

According to the 2020-2021 Early Warning Systems, 6% of students in grade 1 show a Substantial Deficiency in Reading. In comparison, the 2021-2022 Early Warning Systems showed that 17% of students in grade 1 had a Substantial Reading Deficiency. This shows an increase of 11% points. Moreover, the 2020-2021 Early Warning Systems data shows that 16.5% of students in grade 2 have a Substantial Deficiency in Reading. In the same manner, the 2021-2022 Early Warning Systems indicate that 25.3% of students in grade 2 have a Substantial Reading Deficiency. This shows an increase of 8.8% points. As demonstrated by the 2021 and 2022 data, it is apparent that we must improve our ability to differentiate instruction based on the levels of the students we serve.

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

As observed on the 2021- 2022 ELA FSA, proficiency levels decreased by 5 percentage points to 31% from the 2020-2021 ELA FSA. The data suggests that we must improve our ability to differentiate instruction based on the levels of the students we serve. We will provide the scaffolding and checkpoint systems through the use of anchor charts to enhance the students' ability to complete their graphic organizers independently. This is necessary for the LG and L25 subgroups SWD, ELL, BLK, HSP, and FRL to access grade-level content in order to make learning gains and move towards proficiency.

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)

If we successfully implement Graphic Organizers and Anchor Charts in grades K-2, then our proficiency will increase by a minimum of 2 percentage points from PM1 to PM3 as evidenced by the 2023 FAST Progress Monitoring.

Grades 3-5: Measureable Outcome(s)

If we successfully implement Graphic Organizers and Anchor Charts in grades 3-5, then our proficiency will increase by a minimum of 2 percentage points from PM1 to PM3 as evidenced by the 2023 FAST Progress Monitoring.

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, Instructional Support and Coaching will collaborate weekly to implement Anchor Charts in alignment to benchmarks and skills. Furthermore, the Leadership Team will conduct quarterly data chats, ensure grouping of students are based on current data, and follow-up with weekly walkthroughs to ensure quality instruction is taking place. In the same way, administrators will review weekly lesson plans for indication of differentiation for Proficiency, LG (Gr.3-5 only) and L25 students, in particular. Data analysis of formative assessments of L25 students will be reviewed monthly to observe progress. Teachers will utilize data trackers from PowerBI to monitor OPM data on a bi-weekly basis. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards. Thus, Extended Learning opportunities will be provided to those students who are not showing growth on OPMs.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Wilson, Kerian, mskwilson@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?

The evidence- based practices being implemented are Graphic Organizers and Anchor Charts. Subsequently, Graphic organizers will be utilized as a visual display that organizes ideas and shows the relationships between concepts or information, guiding students' thinking and helping them comprehend what they read. Equally important, Anchor Charts will be benchmark aligned and be displayed as reminders of prior learning and build upon over multiple lessons.

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?

Our school will focus on the evidence-based programs that the district provided such as the ELA Wonders textbooks, Reading Horizon Intervention resources, and district assessments. The identified practices/ programs show a proven record of effectiveness for the target population by assisting in accelerating Learning Gains and L25s as it is a systematic approach of instruction to meet the students' needs. The evidence-based practices/programs will be monitored through the use of data trackers to drive instructional planning and data driven conversations to include OPMs.

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 Literacy Coaching- The Literacy Coach will collaborate with teachers, identify specific standards to target during daily instruction and differentiate student learning paths for the first nine-weeks.	Campbell, Orna, pr0881@dadeschools.net
8/22-10/14 Teachers in grades K-2 and 3-5 will be given content group sessions and job-embedded sessions during Benchmark-Based weekly Collaborative Planning. These sessions will provide teachers with greater access to more learning opportunities, which results in development of higher levels of self-efficacy to positively impact student learning.	Quintana, Alisson, quintana63@dadeschools.net
8/22 - 10/14 Teachers in grade K-2, 3-5 and the instructional coach will create a school-wide Instructional Focus Calendar to target the instructional needs of students.	Quintana, Alisson, quintana63@dadeschools.net
8/22 - 10/14 Selection and consistent, coordinated use of high-quality evidence-based English Language Arts instructional materials and English Language Arts supplemental materials.	Quintana, Alisson, quintana63@dadeschools.net
10/31 - 12/16 Literacy Coaching- The Literacy Coach will collaborate with teachers, identify specific standards to target during daily instruction and differentiate student learning paths for the second nine-weeks.	Quintana, Alisson, quintana63@dadeschools.net
10/31 - 12/16 Teachers in grades K-2 and 3-5 will be given content group sessions and job-embedded sessions during Benchmark-Based weekly Collaborative Planning. These sessions will provide teachers with greater access to more learning opportunities, which results in development of higher levels of self-efficacy to positively impact student learning.	Campbell, Orna, pr0881@dadeschools.net
10/31 - 12/16 Teachers in grade K-2, 3-5 and the instructional coach will focus on Explicit Tier 1 instruction and gradual release	Quintana, Alisson, quintana63@dadeschools.net
10/31 - 12/16 Modify intervention calendar to provide targeted assistance on identified areas.	Quintana, Alisson, quintana63@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.

When analyzing the DAS Power BI reports for attendance trend data, the number of students who had 15 or more absences increased from 19% in 2020-2021 to 24% in 2021-2022. While this is the case, when students miss a large number of days from school their performance is negatively impacted. In addition, many of our students who are more than two years below grade level have a large number of absences. Due to this, our targeted element of Student Attendance will track students who are absent and provide these students and their families with the assistance and/or incentives needed so that students come to school consistently. Once student attendance improves, student access to daily lessons and additional learning opportunities increases, and mastery of skills can improve as well. Attendance rates will be monitored daily and communication with parents will be on-going. Initiatives for students with perfect attendance and increased attendance rates will be in place to encourage all students to come to school consistently. Truancy meetings will be held for students with excessive absences and services will be provided, to the extent possible, in order to decrease rates of absenteeism.

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

Dr. Orna Campbell will address the importance of attendance and District Attendance Policies at the Parent Meet and Greet and at Opening of School Meetings for parents. As a results, parents will be aware of the importance of daily attendance and of attendance procedures prior to the beginning of the school year.

Ms. Lopez (CIS) will monitor attendance daily and announce which homerooms have perfect attendance in order to encourage all students to come to school every day. As a result, students will be encouraged to come to class so that their homeroom can be highlighted.

Ms. Lopez (CIS) will call students who are absent daily in order to decrease the number of students who reach excessive absence rates. As a result, communication with parents will be on-going and parents will understand that attendance is being reviewed daily. In addition, students who accruing a large number of absences will be identified prior to the 10-day mark period.

Dr. Campbell, Ms. Wilson, Ms. Tarride, Ms. Lopez, Officer Wessling (Attendance Review Committee) will meet monthly to identify students of concern and attendance plan of action.