

Miami-Dade County Public Schools

Hibiscus Elementary School



2022-23 Schoolwide Improvement Plan

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Hibiscus Elementary School

18701 NW 1ST AVE, Miami, FL 33169

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

Demographics

Principal: Barbara Vinas

Start Date for this Principal: 7/15/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students Economically Disadvantaged Students
School Grades History	2021-22: B (57%) 2018-19: B (54%) 2017-18: C (44%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2021-22 Title I School</p> <p>Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>100%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>99%</p>

School Grades History

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

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To be the preeminent provider of the highest quality education that empowers all students to be productive lifelong learners and responsible global citizens.

Provide the school's vision statement.

We provide a world class education for every student.

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
Vinas, Barbara	Principal	The title role of the Principal is to provide leadership, guidance and instruction within the school. The Principal's primary goal is to create and sustain effective educational programs within the school that fosters the advancement of education and learning within the school. The Principal will oversee data chats with teachers and students as well as collaborative planning meetings and programs.
Pemberton, Vivique	Instructional Media	The Media Specialist establishes and administers content on various social media platforms. The job involves monitoring site metrics, overseeing creative design, and responding to reader comments. Specialists offer advice to administrators and teachers on the use of non-print social media.
Mobley, Sieta	Math Coach	Lead professional development workshops, model strategies, or techniques for teachers, and conduct collaborative lessons. They have a strong influence on the overall math program in the school.
Dean, Elaine	SAC Member	The EESAC is responsible for final decision-making at the school relating to implementation of the School Improvement Plan (SIP).
Daniels, Tayloria	Reading Coach	Lead professional development workshops, model strategies, or techniques for teachers, and conduct collaborative lessons. They have a strong influence on the overall reading program in the school. - They serve as advocates for the literacy program.
Pierresaint, Beatrice	ELL Compliance Specialist	The ELL compliance liaison will provide feedback to school administrators regarding compliance as well as required ESOL coding verification and schedule. The ELL compliance specialist will monitor the progress of all ESOL students and former students from the previous 2 years. Provide instructional supports to teachers of ESOL students. Assist with facilitating best practices and ESOL accommodations and strategies. Maintain all ESOL program data and assist with ELL testing.
Vasquez, Frances	School Counselor	To enhance the learning process and promote the academic, social/emotional, and development of all students. The School Counselor will also assist with MTSS process, developing, implementing and managing school guidance programs, work with students in individual, small group and classroom settings, assist and support students and parents with creating an academic plan for students education.

Demographic Information

Principal start date

Friday 7/15/2022, Barbara Vinas

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.*

10

Total number of teacher positions allocated to the school

28

Total number of students enrolled at the school

370

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

5

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

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	57	65	52	61	68	66	0	0	0	0	0	0	0	369
Attendance below 90 percent	0	21	10	13	11	12	0	0	0	0	0	0	0	67
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	5	9	1	3	0	0	0	0	0	0	0	19
Course failure in Math	0	1	4	5	3	9	0	0	0	0	0	0	0	22
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	3	17	26	0	0	0	0	0	0	0	46
Level 1 on 2022 statewide FSA Math assessment	0	0	0	2	17	24	0	0	0	0	0	0	0	43
Number of students with a substantial reading deficiency	0	1	5	15	19	28	0	0	0	0	0	0	0	68

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	5	5	13	25	19	0	0	0	0	0	0	0	67

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	1	0	1	1	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	1	1	1	0	0	0	0	0	0	0	3

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	35	52	59	69	60	75	0	0	0	0	0	0	0	350
Attendance below 90 percent	9	17	19	32	10	23	0	0	0	0	0	0	0	110
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	2	1	0	3	0	0	0	0	0	0	0	6
Course failure in Math	0	0	2	1	1	2	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	8	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Number of students with a substantial reading deficiency	0	9	18	29	15	24	0	0	0	0	0	0	0	95

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	2	2	2	8	0	0	0	0	0	0	0	14

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	35	52	59	69	60	75	0	0	0	0	0	0	0	350
Attendance below 90 percent	9	17	19	32	10	23	0	0	0	0	0	0	0	110
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	2	1	0	3	0	0	0	0	0	0	0	6
Course failure in Math	0	0	2	1	1	2	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	8	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Number of students with a substantial reading deficiency	0	9	18	29	15	24	0	0	0	0	0	0	0	95

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	2	2	2	8	0	0	0	0	0	0	0	14

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

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	49%	62%	56%				52%	62%	57%
ELA Learning Gains	62%						62%	62%	58%
ELA Lowest 25th Percentile	50%						45%	58%	53%
Math Achievement	51%	58%	50%				56%	69%	63%
Math Learning Gains	75%						61%	66%	62%
Math Lowest 25th Percentile	67%						57%	55%	51%
Science Achievement	46%	64%	59%				44%	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	40%	60%	-20%	58%	-18%
Cohort Comparison		0%				
04	2022					
	2019	60%	64%	-4%	58%	2%
Cohort Comparison		-40%				
05	2022					
	2019	54%	60%	-6%	56%	-2%
Cohort Comparison		-60%				

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	56%	67%	-11%	62%	-6%
Cohort Comparison		0%				
04	2022					
	2019	47%	69%	-22%	64%	-17%
Cohort Comparison		-56%				
05	2022					
	2019	54%	65%	-11%	60%	-6%
Cohort Comparison		-47%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	42%	53%	-11%	53%	-11%
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
ELL	47	67	55	55	80	80	60				
BLK	48	63	48	49	75	66	47				
HSP	71	64		71	82						
FRL	48	61	52	50	74	64	47				
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	15			8							
ELL	39	20		34							
BLK	32	23	38	18	7	13	10				
HSP	40	10		28							
FRL	33	22	33	20	6	10	10				
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				8							
ELL	59	74		56	63		60				
BLK	53	61	45	56	61	63	42				
HSP	52	70		52	60						
FRL	49	61	45	54	60	56	40				

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	58
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	66
Total Points Earned for the Federal Index	466
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A

Students With Disabilities	
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	64
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	58
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	72
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	57
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?

In comparison to the 2021 to 2022 academic school year, the school showed an overall increase of 38 percentage points accrued in the school accountability components.

The data trends that emerge at Hibiscus Elementary is an upward trajectory in grades 3 through 5 in ELA , Mathematics, and Science. However, a closer analysis reveals that additional support is needed in reading for SWD, ELL students, and students in grade 5.

Although all subgroups showed a significant increase in ELA compared to the 2021 data, instructional support will be facilitated to both the ELL and SWD subgroup to ensure students attain proficiency at or above 50%.

All Subgroups in grades 3 - 5 for math demonstrated proficiency and learning gains at or above the 50% threshold.

All Subgroups in grade 5 for Science demonstrated an overall proficiency at 60%.

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

The greatest need for improvement will be among all students in grades K - 5th grade to ensure mastery and understanding of B.E.S.T Standards and new testing platform.

Primary K-2

Math

ELA

Intermediate

Math

ELA

The 2022 data indicates that in Grade 5 the FSA ELA proficiency was at 35%, therefore instructional

support will be provided through the Reading Coach and in Common Planning to ensure data - driven instruction, differentiated lessons, and high-yield strategies are embedded within the Instructional Framework for student mastery and understanding.

When analyzing the L25 subgroup compared to the 2021 school year, this subgroup has shown a significant increase in overall percentage points accrued for both ELA (+42pp) and Mathematics (+70pp) when compared to the 2021 assessments; however this continues to be our greatest area of focus and improvement being our most fragile group of students.

The 2022 data indicates an increase of 37 pp when compared to the 2021 Science Assessment. Science will continue to be an area of focus to ensure mastery of the tested benchmarks. The Math/Science Coach will provide instructional support through Common Planning to ensure the lessons being developed are differentiated and aligned to the standards and benchmarks assessed.

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

During the 2021- 2022 school year, we focused on implementing standards-based instruction in all classrooms. We will continue to support this while incorporating data-driven instruction to help meet the needs of all our students. In addition, Instructional Support and Coaching will be provided to teachers with an emphasis on Progress Monitoring through Data - Driven Instruction in order to support lessons aligned to students' instructional needs as evidenced by the 2021-2022 school data.

Frequency of Data Chats, Instructional Coaching Support, Data-Driven Instruction, Data-Driven Decision Making.

The contributing factors Data - Driven Instruction and administrative support during math and ELA common-planning and collaboration needs to be focused on standards, topic assessments, and needs of students' as evidenced by data.

Instructional Support and Coaching with an emphasis on Progress Monitoring through Data - Driven Instruction in order to support teachers in developing lessons aligned to students' instructional needs.

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

The 2022 Data indicates the FSA ELA Learning Gains at 62%, compared to the 2021 FSA ELA Learning Gains at 21%. This was a 41 percentage point increase

The 2022 Data indicates the FSA Math Learning Gains at 75%, compared to the 2021 FSA Math Learning Gains at 5%. This was a 70 percentage point increase

The 2022 Data indicates the Science Proficiency at 46%, compared to the 2021 Science proficiency at 9%. This was a 37 percentage point increase.

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

Extended Learning opportunities were provided to students with additional support through interventions, after school and Saturday school tutoring, which help students towards their proficiency goals.

Corrective Feedback through the use of Data Trackers allowed students to track progress on topic assessments and become accountable for their learning, which helped students increase their

understanding of math skills.

Standards Aligned Instruction in Science allowed for teachers to plan effective lessons targeted to the standards. Additionally, a Curriculum Support Specialist provided instructional support and professional development that showed an increase on student data.

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

In order to accelerate learning we will implement Data-Driven Instruction, Data-Driven Decision Making, Differentiated Instruction, Extended Learning Opportunities, Ongoing Progress Monitoring, and Intervention/RTI.

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 leadership team will develop professional development activities on using data to drive instruction. The professional development activities will focus on identifying data sources such as topic assessment scores, biweekly assessments, and i-Ready data. Leadership team will utilize data points to drive data chats and guide decisions on intervention grouping. Instructional coaches will provide support during common planning. The MTSS Team will provide training and support to teachers throughout the RTI process.

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

Additional services will include extended learning activities. These activities will include before and after school tutoring and Saturday School Academy. Interventionists will also be hired to provide additional instructional support.

Areas of Focus

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

:

#1. Transformational Leadership specifically relating to Leadership Development

Area of Focus
Description and Rationale: Based on the Professional Development survey results from 2021 to 2022, data reveals that teachers attending trainings that target instructional delivery and engagement went from 39 percentage points to 15 percentage points. This indicated a decrease of 24 percentage points and a need for additional trainings and focused walk-throughs aligned to the Framework of Effective Instruction to build teacher capacity.
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 increase the number of teachers attending curriculum related trainings and implement focused walkthroughs aligned to the Framework of Effective Instruction, teacher capacity will improve and the number of teachers receiving professional development related to instructional delivery and engagement will increase by a minimum of 5 percentage point.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome. The leadership team will have weekly focused walkthroughs to ensure implementation of rigorous lessons aligned to the Framework of Effective Instruction.

Person responsible for monitoring outcome: Barbara Vinas (pr2401@dadeschools.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus. Strategic teacher teaming through mentorship and partnership requires teacher collaboration to share responsibilities for students' learning resulting in improved instruction. To promote empowerment and strategic teacher teaming that will make learning more accessible and effective for students, a safe space for teachers to collaborate and share information, resources, and expertise will be provided.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy. By promoting a culture of collaborative conversations among colleagues, teachers are better able to build their repertoire thus increasing teacher capacity and student engagement using the Framework of Effective Instruction. This will also help teachers to utilize researched based strategies for effective instruction and student engagement.

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.

Have ongoing collaborative conversations aligned to the Framework of Effective Instruction in order to develop meaningful and systematic lessons aligned to B.E.S.T Standards and data sources beginning August 22, 2022 through October 14, 2022.

Person Responsible Barbara Vinas (pr2401@dadeschools.net)

During our scheduled faculty meeting, provide teachers with a copy of the Framework of Effective Instruction and review components and how it will be used during walkthroughs beginning on August 22, 2022 through October 14, 2022.

Person Responsible Barbara Vinas (pr2401@dadeschools.net)

During scheduled common planning sessions, provide teachers with corrective feedback and corrective strategies to enhance opportunities for learning beginning August 22, 2022 through October 14, 2022.

Person Responsible Barbara Vinas (pr2401@dadeschools.net)

During scheduled common planning sessions, develop lessons aligned to the corrective strategies beginning August 22, 2022 through October 14, 2022.

Person Responsible Barbara Vinas (pr2401@dadeschools.net)

Just Read Florida Literacy Director, Ms. Smith will be providing a PD on November 30th. The focus will be B.E.S.T Literacy Standards. This PD will provide ELA teachers with an understanding of how to implement standards by stacking and align D.I lessons to the students academic needs beginning Oct 31, 2022 through December 16, 2022.

Person Responsible Barbara Vinas (pr2401@dadeschools.net)

Just Read Florida Literacy Director, Ms. Smith will be providing a continuum PD on December 7, 2022.. The focus will be B.E.S.T Literacy Standards. This PD will provide ELA teachers with an understanding of how to implement standards by stacking and align D.I lessons to the students academic needs beginning Oct 31, 2022 through December 16, 2022.

Person Responsible [no one identified]

i-Ready school- wide PD on Monday, October 31, 2022 to maximize use resources in order to develop strategic intervention lessons for math and reading beginning Oct 31, 2022 through December 16, 2022..

Person Responsible Barbara Vinas (pr2401@dadeschools.net)

#2. Positive Culture and Environment specifically relating to Usi Attendance

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

As evidenced by student attendance in PowerBi, 46% of students had ten or more absences in 2022 when compared to 14% in 2021. This was a 32 percentage points increase of students not attending school. Consistent student attendance is essential for students' academic success.

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

By promoting a positive school culture where attendance is essential to the students' educational development, a 5% decrease in absenteeism will be reflective among students with ten or more absences resulting in an increase in academic success.

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

Teachers will monitor student attendance and verify attendance report on a daily basis for accuracy. Teachers will also notify the school counselor for students with chronic tardies or absences to be referred for services and support.

Person responsible for monitoring outcome:

Barbara Vinas (pr2401@dadeschools.net)

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

Strategic Attendance Initiatives include close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies as well as incentives for students with perfect attendance.

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

Teacher leaders and instructional coaches assist in providing and responding to feedback from stakeholders. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families to promote a positive school culture.

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.

Quarterly celebrations will be held to recognize students with perfect attendance to motivate students to attend school daily.

Person Responsible Frances Vasquez (262359@dadeschools.net)

Beginning on August 22, 2022 through October 14, 2022, a Perfect Attendance tracker for each homeroom class will be initiated resulting in a decrease in the number of absent students and an increase in the number of homeroom classes with perfect attendance.

Person Responsible Frances Vasquez (262359@dadeschools.net)

Beginning August 22, 2022 through October 14, 2022, contact parents of students that are absent on a daily basis to ensure that students are legitimately out and will return as quickly as possible. This will ensure that our attendance rate remains significantly high.

Person Responsible Frances Vasquez (262359@dadeschools.net)

Recognizing students through Values Matters Miami, "Do the Right Thing", and District 1 Highlight's for Dr. Gallon to promote student pride and increase student attendance from August 22, 2021 through October 14, 2022

Person Responsible Barbara Vinas (pr2401@dadeschools.net)

Beginning Oct 31, 2022, 2022 daily recognition of those HR classes with 100% attendance and provide a special surprise being present in school.

Person Responsible Frances Vasquez (262359@dadeschools.net)

Beginning on Oct 31, 2022 through December 16, 2022 meet monthly with teachers through their Common Planning to plan intervention strategies' and action steps to support the parents and identify services needed. As a result, a reduction in absenteeism for the identified students.

Person Responsible [no one identified]

#3. Instructional Practice specifically relating to Differentiation**Area of Focus****Description and Rationale:**

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

Based on the 2022 FSA data, we have determined that differentiation through small group instruction is a critical need. The fifth grade cohort has decreased 9 percentage points at 35% as compared to their 2021 Reading FSA proficiency at 44%. The decrease in this cohort indicate instruction needs to be differentiated to address the individual needs of all learners within small group teacher lead instruction.

Measurable Outcome:

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

If differentiation through small group instruction is implemented effectively, then the fifth grade students' proficiency will increase in reading by a minimum of 5 percentage points as evidenced by the PM3 administration.

Monitoring:

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

Student progress will be monitored by teachers using bi-weekly reading assessments, i-Ready, and informal assessments that will lead to ongoing adjustments to flexible groups. The Leadership Team will conduct quarterly data chats to monitor and discuss student progress.

Person responsible for monitoring outcome:

Barbara Vinas (pr2401@dadeschools.net)

Evidence-based**Strategy:**

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

Within the targeted area of Differentiation, our school will focus on differentiated instruction through small group instruction. Differentiated instruction will be used to address individual students needs ultimately improving student academic success.

Rationale for Evidence-based Strategy:

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

This strategy was selected to specifically address individual student needs. Teachers will continuously update small groups based on data, adjust instructional plans/delivery, and assign individual i-Ready lessons.

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.

Identify students within the lowest 25% and 35% to ensure Tier 2 and Tier 3 students have been identified to target differentiated instruction within the implementation period beginning August 22, 2022 through October 14, 2022 in the classroom.

Person Responsible

Barbara Vinas (pr2401@dadeschools.net)

Schedule weekly collaborative planning meeting with the reading coach to ensure differentiated instruction is implemented with fidelity and research based programs and resources are utilized effectively beginning August 22, 2022 through October 14, 2022.

Person Responsible Tayloria Daniels (tmdaniels1@dadeschools.net)

During common planning sessions with grade-level teams, the reading coach and administration will work collaboratively to assess and realign frequency of small groups based on bi-weekly or i-Ready data beginning August 22, 2022 through October 14, 2022.

Person Responsible Tayloria Daniels (tmdaniels1@dadeschools.net)

During weekly common planning sessions, teachers collaborate with administration to monitor students' progress using student trackers and bi-weekly assessments to ensure alignment to the district's pacing guides and timely output of instruction are effectively implemented from August 22, 2022 through October 14, 2022.

Person Responsible Barbara Vinas (pr2401@dadeschools.net)

Quarterly leadership team meetings to monitor students' progress and teacher effectiveness through both quantitative and qualitative data sources along with informal walk-throughs based on the Framework of Effective Instruction beginning August 22, 2022 through October 14, 2022.

Person Responsible Barbara Vinas (pr2401@dadeschools.net)

Providing professional development in taking a deep dive with data to maximize student achievement and build teacher capacity beginning August 22, 2022 through October 14, 2022.

Person Responsible Barbara Vinas (pr2401@dadeschools.net)

Push-in support will be provided for students as needed so that they will master tested benchmarks beginning August 22, 2022 through October 14, 2022.

Person Responsible Barbara Vinas (pr2401@dadeschools.net)

Just Read Florida Literacy Director, Ms. Smith will be providing a PD on November 30th. The focus will be B.E.S.T Literacy Standards. This PD will provide ELA teachers with an understanding of how to implement standards by stacking and align D.I lessons to the students academic needs beginning Oct 31, 2022 through December 16, 2022.

Person Responsible Tayloria Daniels (tmdaniels1@dadeschools.net)

Just Read Florida Literacy Director, Ms. Smith will be providing a PD on December 7th . The focus will be B.E.S.T Literacy Standards. This PD will provide ELA teachers with an understanding of how to implement standards by stacking and align D.I lessons to the students academic needs beginning Oct 31, 2022 through December 16, 2022.

Person Responsible Tayloria Daniels (tmdaniels1@dadeschools.net)

Provide a School Wide PD on November 8th (Taking a Deep Dive with the Data) this PD will enable teachers to understand the various data sets in order to develop strategic lessons aligned to the students academic needs beginning Oct 31, 2022 through December 16, 2022.

Person Responsible Barbara Vinas (pr2401@dadeschools.net)

Identify bubble students in grades 3- 5 and provide Saturday School Success Academy to maximize learning opportunities beginning Oct 31, 2022 through December 16, 2022.

Person Responsible Barbara Vinas (pr2401@dadeschools.net)

i-Ready school- wide PD on Monday, October 32, 2022 to maximize use resources in order to develop strategic intervention lessons for math and reading.

Person Responsible Barbara Vinas (pr2401@dadeschools.net)

#4. 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.

Although there is a slight increase when comparing our ELA data from 2021 to 2022, we still remain below our pre-pandemic data, going from 52 percent of our students scoring three and above to 49 percent. Based on the remaining decline on the 2022 FSA data, our school will target Collaborative Planning. Collaborative Planning was identified based on the overall 3 point decrease in FSA ELA scores.

Measurable Outcome:

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

If grade levels participate in Collaborative Planning weekly, then the ELA scores should show a minimum increase of five percentage points as evidenced by the 2023 PM3 Assessment.

Monitoring:

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

Teacher Leaders will create agendas for focused collaborative planning meetings amongst grade levels. Meeting frequency and attendees will be recorded.

Person responsible for monitoring outcome:

Barbara Vinas (pr2401@dadeschools.net)

Evidence-based**Strategy:**

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

The evidence base strategy for this area of focus is Data - Driven Instruction. Data will be used to plan instruction during collaborative planning sessions. Data trackers will be used to monitor student progress. Teachers will monitor student data on Performance Matters and i-Ready.

Rationale for Evidence-based Strategy:

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

Using data during collaborative planning sessions to guide instruction will lead to effective instructional delivery targeting student needs.

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.

Weekly collaborative planning meetings with Instructional Coaches and Grade- Level Chairpersons to ensure scaffold of B.E.S.T Standards, Differentiated Instruction, and Best Practices are being infused in the teacher's lesson beginning August 22, 2022 through October 14, 2022.

Person Responsible

Barbara Vinas (pr2401@dadeschools.net)

Monitor bi-weekly assessments to track students' progress in order to remediate, reteach, or enrich targeted standards and/or benchmarks during the implementation period beginning on August 22, 2022 through October 14, 2022.

Person Responsible Barbara Vinas (pr2401@dadeschools.net)

Teachers will conduct monthly student data chats utilizing data trackers and Performance Matters to hold students' accountable of their own learning beginning on August 22, 2022 through October 14, 2022.

Person Responsible Barbara Vinas (pr2401@dadeschools.net)

Administer Student Data Chats with administration to have a deeper impact on student learning and student accountability beginning on August 22, 2022 through October 14, 2022.

Person Responsible Barbara Vinas (pr2401@dadeschools.net)

Administration meetings with teachers to review bi-weekly data and topic assessments to align BEST Practices, and the Framework of Effective Instruction to maximize both student and teacher outcomes beginning on August 22, 2022 through October 14, 2022.

Person Responsible Barbara Vinas (pr2401@dadeschools.net)

Administration and Instructional Coaches will conduct data chats with teachers to identify low benchmarks and improve student performance in targeted areas.

Person Responsible Barbara Vinas (pr2401@dadeschools.net)

Provide a School Wide PD on November 8th (Taking a Deep Dive with the Data) this PD will enable teachers to understand the various data sets in order to develop strategic lessons aligned to the students academic needs beginning Oct 31, 2022 through December 16, 2022.

Person Responsible Tayloria Daniels (tmdaniels1@dadeschools.net)

Just Read Florida Literacy Director, Ms. Smith will be providing a PD on November 30th. The focus will be B.E.S.T Literacy Standards. This PD will provide ELA teachers with an understanding of how to implement standards by stacking and align D.I lessons to the students academic needs beginning Oct 31, 2022 through December 16, 2022.

Person Responsible Barbara Vinas (pr2401@dadeschools.net)

Just Read Florida Literacy Director, Ms. Smith will be providing a continuum PD on December 7th . The focus will be B.E.S.T Literacy Standards. This PD will provide ELA teachers with an understanding of how to implement standards by stacking and align D.I lessons to the students academic needs beginning Oct 31, 2022 through December 16, 2022.

Person Responsible Barbara Vinas (pr2401@dadeschools.net)

Identify bubble students in grades 3- 5 and provide Saturday School Success Academy to maximize learning opportunities beginning Oct 31, 2022 through December 16, 2022.

Person Responsible Barbara Vinas (pr2401@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 2022 SAT data 40% of students are scoring in the 1-4 stanine category, we have determined that effective implementation of Differentiation is a critical need.

2022 SAT Reading Stanine Groups

Kindergarten 37% of students scored in the 1-4 stanine.

1st Grade 38% of students scored in the 1-4 stanine.

2nd Grade 45% of students scored in the 1-4 stanine.

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

Based on the 2022 FSA data 51% of students scored below proficiency, we have determined that effective implementation of Differentiation is a critical need.

2022 FSA Reading Proficiency Data

3rd grade 55% of students are proficient.

4th grade 35% of students are proficient.

5th grade 53% of students are proficient.

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 Differentiation is implemented effectively, then 50 percent of students in K-2 will pass Progress Monitoring (PM3) Assessment.

Grades 3-5: Measureable Outcome(s)

If Differentiation is implemented effectively, then 50 percent of students in 3-5 will score a level 3 or above on the Progress Monitoring(PM3) Assessment .

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.

Student progress will be monitored by teachers throughout the year using bi-weekly reading assessments, i-Ready Reading Diagnostic Assessments, and FAST assessments. Based on the data from these assessments, adjustments will be made to students' needs through the use of Differentiated Instruction and Research Based reading strategies to increase student proficiency. The Leadership Team will conduct quarterly data chats to monitor and discuss student progress. Push-in support will be provided for students as needed.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Vinas, Barbara , bvinas@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 area of Differentiation, our school will focus on Differentiated Instruction. The practice of Differentiated Instruction is in alignment with the Miami-Dade County Public Schools K-12 Reading Plan 2022-2023 identified as a component of effective Tier I Core Instruction. Differentiated Instruction will be effectively implemented across all grade levels to address individual students needs which will positively impact student success.

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?

This strategy was selected to specifically address individual student needs. Teachers will continuously update differentiated instruction groups based on data, adjust instructional plans/delivery, and assign individual i-Ready lessons.

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>Collaborative Planning The Literacy Coach in conjunction with the Literacy Leadership Team will facilitate collaborative planning across all grade levels (K-5). The Literacy Coach in collaboration with the Literacy Leadership Team will work throughout the school year with teachers to plan effectively for standard-driven instruction and implementation of Differentiated Instruction that addresses student needs. Teachers will be assisted with grouping students in flexible groups based on data from bi-weekly assessments, i-Ready Diagnostics and FAST assessments.</p>	<p>Daniels, Tayloria, tmdaniels1@dadeschools.net</p>
<p>Professional Development will be provided to teachers with multiple opportunities to gain understanding of the Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) ELA Standards and how to use the standards to drive instruction. Additionally they will be provided with professional development opportunities to address using data derived from assessments to guide instruction and how to effectively implement Differentiated Instruction. Along with professional development opportunities available through the Miami-Dade County Public Schools Professional Development Platform, our school site will schedule professional development activities with our designated Sate Regional Literacy Director (SRLD). Professional development activities requested from our SRLD will address areas such as effective implementation of BEST standards, using data from assessments and progress monitoring to guide instruction, support for our Literacy Coach, and support for our Literacy Leadership Team.</p>	<p>Vinas, Barbara , bvinas@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.

Our school cultivates a positive school culture by creating collaborative spaces for all stakeholders, empowering faculty and staff, and celebrating successes. Faculty and staff plan collaboratively to provide students with an engaging and welcoming environment. The counselor collaborates with parents by holding parent workshops throughout the school year supporting family engagement. The counselor also works with children to develop their social emotional skills. Our school encourages a positive school culture by establishing a positive and rewarding learning environment that continuously celebrates student achievement. Students are rewarded by faculty and administration for academic and behavioral successes. The administration rewards students quarterly by holding honor roll and i-Ready celebrations.

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

The Leadership Team is responsible for promoting a positive culture and environment at the school. The Leadership Team is comprised of the Principal, Assistant Principal, Instructional Coach, Teacher Leaders, and Counselor. The Administration's (Principal and Assistant Principal) role is to provide collaborative spaces for teachers and staff, encourage students and staff to speak positively and express concerns to maintain a safe and nurturing learning environment, and supervise school initiatives ensuring fidelity. The Instructional Coaches will plan collaboratively with teachers and staff ensuring all curriculum and material needs are fulfilled in order to deliver effective instruction. Teacher Leaders will maintain open lines of communication between their grade levels and the Leadership Team providing support and encouragement. The Counselor will provide students with social emotional skills needed to promote effective communication amongst themselves and their teachers. The counselor will also be available as a resource for teachers in reference to student concerns. All stakeholders will work towards creating a productive partnership with parents and families.