

Miami-Dade County Public Schools

# North Glade Elementary School



## 2022-23 Schoolwide Improvement Plan

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# North Glade Elementary School

5000 NW 177TH ST, Miami Gardens, FL 33055

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

## Demographics

**Principal: Judy Gonzalez B**

Start Date for this Principal: 8/18/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	99%
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students Economically Disadvantaged Students*
<b>School Grades History</b>	2021-22: C (45%) 2018-19: A (63%) 2017-18: B (59%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

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

## SIP Authority

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

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

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

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

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

## Purpose and Outline of the SIP

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

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## North Glade Elementary School

5000 NW 177TH ST, Miami Gardens, FL 33055

<http://nges.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	99%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

### School Grades History

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

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<https://www.floridacims.org>.

### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

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

We provide the highest quality education so that all our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

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

North Glade Elementary School is committed to developing all students' full potential and confidence that will enable them to become lifelong learners and productive citizens of society regardless of their background and socioeconomic status.

### 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
Gonzalez, Judy	Principal	Direct and manage the instructional program and supervise operations and personnel at the campus level. Provide leadership to ensure high standards of instructional service. Oversee compliance with district policies, the success of instructional programs, and the operation of all campus activities. Build a common vision for school improvement with staff. Direct planning activities and put programs in place with staff to ensure the attainment of the school's mission. Communicate and promote expectations for high-level performance to staff and students. Recognize excellence and achievement by celebrating students' and staff success.
Bell, Lisa	Assistant Principal	Assist the school principal in the overall administration of instructional programs and campus-level operations. Coordinate assigned student activities and services. Encourage and support the development of innovative instructional programs, helping teachers pilot such efforts when appropriate. Help plan daily school activities by participating in the development of class schedules, teacher assignments, and extracurricular activity schedules.
Sermeno-Garcia, Maria	School Counselor	School counselor works to maximize student success, promoting access and equity for all students. As vital members of the school leadership team, the school counselor creates a school culture of success for all. Individual student academic planning and goal setting. Provides counseling and classroom lessons based on student success standards. Short-term counseling to students and referrals for long-term support in collaboration with families/ teachers/ administrators/community for student success. <a href="https://www.floridacims.org/plans/54703/edit/42005#abody3">https://www.floridacims.org/plans/54703/edit/42005#abody3</a>
Victor, Seres	Reading Coach	The Reading Coach will support all K-5 staff in the implementation of the site reading plan and program. The Coach will work directly with teachers in a school providing classroom-based demonstrations, collaborative and one-on-one support, and facilitating teacher inquiry and related professional development. The Reading Coach will focus on enhancing teachers' ability to provide instruction that builds students' sense of engagement in the ownership of learning. The Reading Coach will also work with administrators and teachers to collect and analyze data, interpret, and use it to guide instructional decisions.

### Demographic Information

#### Principal start date

Wednesday 8/18/2021, Judy Gonzalez B

**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.*

2

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

9

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

170

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

2

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

2

### 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	30	35	28	26	30	26	0	0	0	0	0	0	0	175
Attendance below 90 percent	0	5	5	4	6	1	0	0	0	0	0	0	0	21
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	3	3	4	4	5	0	0	0	0	0	0	0	19
Course failure in Math	0	3	2	3	4	5	0	0	0	0	0	0	0	17
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	4	3	9	0	0	0	0	0	0	0	16
Level 1 on 2022 statewide FSA Math assessment	0	0	0	4	10	10	0	0	0	0	0	0	0	24
Number of students with a substantial reading deficiency	0	4	3	6	7	12	0	0	0	0	0	0	0	32

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	3	3	5	9	10	0	0	0	0	0	0	0	30



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	3	1	4	0	0	0	0	0	0	0	0	0	8
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Monday 8/22/2022

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	20	21	25	30	17	31	0	0	0	0	0	0	0	144
Attendance below 90 percent	4	8	6	8	2	9	0	0	0	0	0	0	0	37
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	1	6	0	9	0	0	0	0	0	0	0	16
Course failure in Math	0	0	1	5	5	12	0	0	0	0	0	0	0	23
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Number of students with a substantial reading deficiency	3	1	9	20	7	13	0	0	0	0	0	0	0	53
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	3	0	3	6	1	10	0	0	0	0	0	0	0	23

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	4	0	3	6	0	1	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	1	0	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	32	29	22	34	25	27	0	0	0	0	0	0	0	169
Attendance below 90 percent	4	6	3	6	1	2	0	0	0	0	0	0	0	22
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	6	4	10	7	4	0	0	0	0	0	0	0	31
Course failure in Math	0	4	3	7	6	12	0	0	0	0	0	0	0	32
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	10	11	12	0	0	0	0	0	0	0	33
Level 1 on 2019 statewide FSA Math assessment	0	0	0	14	12	13	0	0	0	0	0	0	0	39
Number of students with a substantial reading deficiency	0	6	5	14	14	15	0	0	0	0	0	0	0	54
	0	0	0	0	0	0	0	0	0	0	0	0	0	

#### 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	6	4	15	12	14	0	0	0	0	0	0	0	51

#### 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	4	3	5	0	0	0	0	0	0	0	0	0	12
Students retained two or more times	0	0	0	2	0	0	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	43%	62%	56%				53%	62%	57%
ELA Learning Gains	48%						67%	62%	58%
ELA Lowest 25th Percentile	30%						60%	58%	53%
Math Achievement	44%	58%	50%				71%	69%	63%
Math Learning Gains	69%						70%	66%	62%
Math Lowest 25th Percentile	55%						67%	55%	51%
Science Achievement	29%	64%	59%				53%	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	62%	64%	-2%	58%	4%
Cohort Comparison		-40%				
05	2022					
	2019	57%	60%	-3%	56%	1%
Cohort Comparison		-62%				

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	51%	67%	-16%	62%	-11%
Cohort Comparison		0%				
04	2022					
	2019	83%	69%	14%	64%	19%
Cohort Comparison		-51%				
05	2022					
	2019	72%	65%	7%	60%	12%
Cohort Comparison		-83%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	52%	53%	-1%	53%	-1%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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	25	14		30	43						
ELL	43	43		52	80						
BLK	37	65		33	60		20				
HSP	50	36		50	74		31				
FRL	43	49	30	43	68	55	29				
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			11							
ELL	43	36		39	8		15				
BLK	32	47		27	13		13				
HSP	45	39		37	18		18				
FRL	36	40		33	14		13				
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	17	44	46	26	76	73					
ELL	46	66	58	73	78	90	41				
BLK	49	63		62	48		44				
HSP	57	69	62	77	81	92	58				
FRL	58	67	53	73	71	67	47				

### 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	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	60
Total Points Earned for the Federal Index	378

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
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	56
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	43
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	50
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

Multiracial Students	
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	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

### Part III: Planning for Improvement

#### Data Analysis

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

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

2022 data finding:

We reviewed the 2022 FSA (ELA) data and we notice that 75% of our students with disabilities in grades 3-5 are below grade level in Reading. We reviewed the Science data in 2021 we scored 15% and in 2022 we scored 29% in the NGSSS Science an increase of 14% . However, we realize that there's a continuing need of improvement in this academic area. Our largest increase was learning gains for Mathematics in grades 3-5 which was 69% compared to 16% in 2021.

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

2022 data finding:

Based on the 2022 FSA ELA data, the greatest need for improvement is the lowest 25 % -35% students that at proficiency in ELA.

In progress monitoring in 4th grade ELA the data reveal that Tier 3 students data was 22% and the 2022 state assessment data shows that 40% of our students are proficient.

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

2022 data finding:

The contributing factors to the need for improvements were due to our ELA and Math teachers having to teach both 4th & 5th grade students. We had limited to no resources for 5th grade Math and Science. All of this was a contributing factor based on students performance on the academic assessments. The new actions that would be needed to be taken to address this need for improvement will be that support would be given from our Reading Coach to the students in the self contained 5th grade class. The Reading Coach will provide support and resources during Reading and Language Arts. We will have our ESE resource teacher provide support to our ESE students in 4th and 5th grade who struggle by using differentiated instruction, intervention, and progress monitoring to address the deficiencies. We will develop a progression action plan for students in grades K-4th for science..

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

2022 data finding:

The data that showed the most improved for the 2022 state assessment was Math learning gains from 16% to 69% and increase of 53%.

2022- progress monitoring

The progress monitoring i-Ready Math data from AP1(0%) to AP2 (50%) shows that students in 3rd grade showed the highest proficiency in mathematics.

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

2022 data finding:

The contributing factors for improvement was Reading and Math Intervention, Differentiated instruction, TALENTS after-school tutoring, Spring and Winter Break Academy, and Saturday School. We will be having our lowest 25% being pulled for intervention, after-school tutoring, Spring & Winter Break Academy, and Saturday School. Our 3rd grade students were the group of students with the highest attendance in the areas listed above.

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

The strategies that will need to be implemented in order to accelerate learning will be differentiated instruction, intervention, analyzing data during common planning, and data chats with the teachers and students. We will be focusing on differentiated instruction and data during collaborative planning.

**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 Professional development opportunities enhancing collaborative planning, Data Driven Instruction, Differentiated instruction, Small group, and Intervention will be presented during either common planning or a faculty meeting, Teachers will share their best practices which will help build and promote teacher growth. Teachers will attend i-CADS and district subject area professional development.

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

The additional services that will be implemented to ensure sustainability of improvement for next year will be analyzing progress monitoring and topic assessment data , data chats with teachers and students, and interventionist. After-school Tutoring, and Spring and Winter Break Academies.

### Areas of Focus

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

:



**#1. Instructional Practice specifically relating to Science****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 Science data we scored 29% and in previous years the results were below 16%, proficiency in science. This is an area of critical need for improvement. In addition, teachers will use science investigative inquires and implement science labs with fidelity. We are going to provide the scaffolding necessary in K-5th grade students with teaching key science vocabulary skills, differentiated instruction, and labs to show proficiency on the science assessment.

**Measurable****Outcome:**

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

If we successfully implement differentiated instruction in grades K-5 with teaching key science vocabulary skills, anchor charts, and implementing the u-connect science lab. Our proficiency in Science will increase by a minimum of 10 percentage points as evidence by the 2023 Science Assessment.

**Monitoring:**

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

The administrative team will conduct data chats, adjust groups based on current data in real time, and follow-up with regular walk-throughs to ensure quality instruction is taking place. Administrators will review weekly lesson plans for indication of science vocabulary, differentiated instruction, and science labs for grades kindergarten through fifth grade. Teachers will use student data trackers to monitor quarterly science assessments. This data will be analyzed during common planning to ensure students are demonstrating growth. After-school opportunities will be provided to students to teach remedial skills.

**Person responsible for monitoring outcome:**

Lisa Bell (lisabell@dadeschools.net)

**Evidence-based Strategy:**

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

Our school will focus on the evidence based strategies of differentiated instruction and analyzing science data to drive the instruction. Using differentiated instruction and analyzing data to drive instruction will assist in accelerating the learning gains of our fifth grade students in science. Data-Driven instruction will be monitored through the use of data trackers to drive instructional planning and data driven collaborative conversations. Teachers will use EduSMART as an intervention tool to increase proficiency in science. Teachers will conduct investigative inquiries during science labs.

**Rationale for Evidence-based Strategy:**

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

Using the investigative inquiries during science labs will contribute to students increasing their background knowledge and investigative skills which in turn will improve their proficiency level.

**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.

Teachers will analyze data from the baseline to identify the strength and weakness, as a result we teachers will know standards they would need to address for student proficiency from 08/22/2022 to 10/14/2022.

**Person Responsible** Lisa Bell (lisabell@dadeschools.net)

Teachers will also have students use a data tracker to monitor their data from the science topic assessments, as a results students and teachers will be able to track the results from the topic assessment from 08/22/2022 to 10/14/2022.

**Person Responsible** Lisa Bell (lisabell@dadeschools.net)

Teachers will use EduSMART intervention to focus on the science standards that need remediation, as a result teachers should see an improvement on the science topic assessments on student proficiency from 08/22/2022 to 10/14/2022

**Person Responsible** Lisa Bell (lisabell@dadeschools.net)

Teachers will attend the science professional development academics for K-5 and the common planning for Science on Schoology, as a result teachers will learn how to plan effectively for science and use the resources to address the standards from 08/22/2022- 10/14/2022.

**Person Responsible** Lisa Bell (lisabell@dadeschools.net)

Teachers will have students use a data tracker to monitor their data from the science topic assessments, as a results students and teachers will be able to track the results from the topic assessment from 10/31/22 to 12/16/2022.

**Person Responsible** Lisa Bell (lisabell@dadeschools.net)

Teachers will attend the science professional development academics for K-5 receive support from science personnel during common planning, as a result teachers will learn how to plan effectively for science and use the resources to address the standards from 10/31/2022- 12/16/2022.

**Person Responsible** Seres Victor (186506@dadeschools.net)

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

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

Based on the 2022 ESSA Subgroup data, students with disabilities in 2022 was 25% proficiency in ELA compared to 10% in 2021, and in 2022 30% proficiency in Math compared to 11% in 2021. To address this critical need in ELA and Math we are going to provide differentiated instruction along with support from our inclusion special education teacher in order to make learning gains and move toward proficiency.

**Measurable Outcome:**

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

If we successfully implement Differentiated Instruction and push in support from our inclusion special education teacher, then our students with disabilities in third through fifth grade will increase in Reading and Math by a minimum of 10 percentage points as evidence by the 2023 FAST Assessments.

**Monitoring:**

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

The administrative team will conduct quarterly data chats with teachers focusing directly on students with disabilities data in grades third through fifth. Teachers will monitor data in real time making adjustments to instruction as needed. Teachers will use student data trackers to monitor OPM data on bi-weekly basis. This data will be analyzed and shared with the inclusion teacher to provide additional support as needed.

**Person responsible for monitoring outcome:**

Lisa Bell (lisabell@dadeschools.net)

**Evidence-based Strategy:**

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

The Targeted Element of Differentiated Instruction, our school will focus on the evidence based strategies of Data-Driven instruction. Using Data Driven instruction will assist in accelerating the learning gains of our students with disabilities in third through fifth grade. Data-Driven instruction will be monitored through the use of data trackers to drive instructional planning and data driven collaborative conversations.

**Rationale for Evidence-based Strategy:**

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

Data-Driven instruction will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to students with disabilities. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

**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.

Teachers will analyze i-Ready data to evaluate and align data driven instruction and group their students for differentiated instruction and enrichment, as a result teachers will use the data to group their students for DI and students should show improvement on the BEST standards from 08/22/2022 to 10/14/2022.

**Person Responsible** Lisa Bell (lisabell@dadeschools.net)

Teachers will analyze bi-weekly Reading assessment data to evaluate, align data driven instruction and group their students for differentiated instruction and enrichment, as a result teachers will use the data to group their students for DI and students should show improvement on the BEST standards from 08/22/2022 to 10/14/2022.

**Person Responsible** Seres Victor (186506@dadeschools.net)

Teachers will have the students record their data from i-Ready diagnostic and data from Bi-weekly progress monitoring to remediate skills, as a result students will be able to record and track their i-Ready data and show improvement on their i-Ready and bi-weekly assessments from 08/22/2022 to 10/14/2022.

**Person Responsible** Lisa Bell (lisabell@dadeschools.net)

Teachers will utilize various digital learning platforms such as Kahoot, Gimzo, and Quizzez to engage students of various learning styles, as a results students will be engaged in digital learning platforms that will help improve their learning from 08/22/22 to 10/14/2022.

**Person Responsible** Lisa Bell (lisabell@dadeschools.net)

Teachers will analyze i-Ready AP2 data and regroup students based on their instructional needs from and students should show improvement on the BEST standards from 10/31/2022 to 12/16/2022.

**Person Responsible** Seres Victor (186506@dadeschools.net)

Teachers will utilize various digital learning platforms such as Kahoot, Gimzo, and Quizzez to engage students of various learning styles, as a results students will be engaged in digital learning platforms that will help improve their learning from 10/31/22 to 12/16/2022.

**Person Responsible** Lisa Bell (lisabell@dadeschools.net)

**#3. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs****Area of Focus Description****and Rationale:**

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

Based on the results from the teacher climate survey 47% of teachers indicated they were provided feedback on effective lesson planning. We identified this area as a critical need because 53% of teachers felt they didn't receive any feedback.

**Measurable Outcome:**

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

If we successfully implement effective lesson planning during common planning and provide feedback through walkthroughs, then the 2023 staff climate survey will reflect a 30% increase in teachers indicating they were provided feedback on effective lesson planning.

**Monitoring:**

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

The Administrative Team will conduct weekly common planning meetings using a rubric to provide feedback on analyzing effective lesson planning.

**Person responsible for monitoring outcome:**

Lisa Bell (lisabell@dadeschools.net)

**Evidence-based Strategy:**

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

Our school will focus on Standards-Based Collaborative Planning conducting weekly common planning using grade level pacing guides, DOK, and grade level descriptors. The administration will use a rubric to provide feedback during common planning and classroom walkthroughs.

**Rationale for Evidence-based Strategy:**

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

The rationale for this strategy is that teachers will get support and feedback from administration during common planning and classroom walkthroughs.

**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.

Teachers will provide their lesson plans during common planning and immediate feedback will be provided by administration and academic coach, as a result teachers will have a better understanding on how to provide instruction and become comfortable with instructional feedback from administration from 08/22/2022 to 10/14/2022.

**Person Responsible**

Lisa Bell (lisabell@dadeschools.net)

Teachers will receive immediate feedback after administration walkthroughs , as a results teachers will be able to build on the instructional feedback students will show improvement towards proficiency from 08/22/2022- 10/14/2022.

**Person Responsible**

Judy Gonzalez (pr3861@dadeschools.net)

Teachers will plan with the district curriculum support specialist for ELA, Math, and Science on bi-weekly basis, as a result teachers will become knowledgeable on the standards and improve their instructional practice toward student proficiency from 08/22/2022- 10/14/2022.

**Person Responsible**

Judy Gonzalez (pr3861@dadeschools.net)

Curriculum support specialist will model lessons for teachers in ELA, Math, and Science and feedback will be given to teachers, as a result teachers will improve their instructional practice and use the resources provided to improve student achievement from 08/22/2022- 10/14/2022.

**Person Responsible** Lisa Bell (lisabell@dadeschools.net)

Teachers will receive immediate feedback after administration walkthroughs , as a results teachers will be able to build on the instructional feedback students will show improvement towards proficiency from 10/31/2022- 12/16/2022.

**Person Responsible** Judy Gonzalez (pr3861@dadeschools.net)

Curriculum support specialist will model lessons for teachers in ELA, Math, and Science and feedback will be given to teachers, as a result teachers will improve their instructional practice and use the resources provided to improve student achievement from 10/31/2022- 12/16/2022.

**Person Responsible** Judy Gonzalez (pr3861@dadeschools.net)



**#4. Positive Culture and Environment specifically relating to staff -student connection****Area of Focus****Description and Rationale:**

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

Based on the data review, our school will implement the Targeted Element of Staff- Student Connection. Through the student climate survey 40% of our students strongly agree that their teachers are friendly and easy to talk to. We recognized there's a need to increase the number of students who feel their teachers are easy to talk to.

**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 Staff- Student Connection by having the school counselors conduct classroom presentations after surveying students on their connections with teachers, we should see an increase of 10% of students who feel their teachers are easy to talk to. Students will be able to speak easily to their teachers and share their feelings both (academically and socially) .

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

The school counselors will conduct classroom presentations by surveying students on their connection with their teachers. The teachers will monitor the students social and emotional learning. Students will participate in school-wide activities such as spirit and literacy week and commitment to the school creed.

**Person responsible for monitoring outcome:**

Maria Sermen-Garcia (masgarcia@dadeschools.net)

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

Within the Targeted Element of Staff- Student Connections our school will focus on the evidence-based strategy accountable talk as school counselors will be conducting monthly classroom presentations on student and staff connections. This will provide an opportunity for students to express their feelings, build a culture of trust, and make connections with their teachers.

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

The Targeted Element of Staff-Student Connections will assist the number of students who strongly agree "their teachers are easy to talk to." The classroom presentations will provide students with a platform to express their feelings, participate in various activities, and unify culture. If the students are given the opportunity to share their feelings they would have a better connection with their teachers and feel that it would be easy to communicate with them.

**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.

The Counselor will create a schedule for classroom presentations in grades K-5, as a result in creating a schedule the teachers will know when the counselor will be attending their classrooms 08/22/2022-10/14/ 2022.

**Person Responsible**

Maria Sermen-Garcia (masgarcia@dadeschools.net)

The Counselor will create a student survey to gather information on how comfortable students feel in answering questions, participating in class, and asking for assistance, as a result information will be gather to assist students with teacher-student connections from 08/22/2022-10/14/2022

**Person Responsible** Maria Sermeno-Garcia (masgarcia@dadeschools.net)

Identify students who would benefit from smaller groups to meet on a monthly basis while learning how to build relationships and connections with their teachers, as a result students will receive support from the counselor to improve on teacher-student connections from 08/22/2022-10/14/2022.

**Person Responsible** Maria Sermeno-Garcia (masgarcia@dadeschools.net)

The counselor will have students role-play different teacher-student interactions on a bi-monthly basis, as a result students will feel comfortable sharing with their teachers on how they feel in the classroom as they build on teacher-student connections from 08/22/2022-10/14/2022

**Person Responsible** Maria Sermeno-Garcia (masgarcia@dadeschools.net)

*No description entered*

**Person Responsible** [no one identified]

## 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 2022 AP 3 progress monitoring students in K-2 the data showed that 20% of he students were in Tier 3, 32% of students in Tier 2, and 47% of students in Tier 1.

Students in Kindergarten AP3 showed where 68% was proficient compared to 50% on AP2 , first grade AP3 showed 31% of students proficient compared to AP 2 where 11% of students showed proficiency, second grade AP3 showed 50% of students proficient compared to AP2 where 32% was proficient. Based on the data, we will continue to analyze data from progress monitoring while implementing differentiation instruction in the classroom to remediate students to increase student proficiency. In



addition, differentiated instruction will be implemented with fidelity as well as intervention to our lowest 25% and 35% students. We are going to use the B.E.S.T. standards and progress monitoring in kindergarten through second grade in order to make learning gains and move toward proficient.

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

According to the 2022 FSA data 43% of the students in grades 3rd-5th showed proficiency in ELA. In 3rd grade 46% of the students are proficient, fourth grade 40% of the students are proficient, and in 5th grade 38% of the students are proficient. Based on the data, we will continue to analyze data from progress monitoring while implementing differentiation instruction in the classroom to remediate students to increase student proficiency. In addition, differentiated instruction will be implemented with fidelity as well as intervention to our lowest 25% and 35% students. We are going to provide the scaffolding necessary in third through fifth grade in order to make learning gains and move toward 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 Differentiated Instruction, then our kindergarten through second grade students will increase in Reading by a minimum of 10 percentage points as evidence by the 2023 STAR PM3 Assessment and improve in proficiency.

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

If we successfully implement Differentiated Instruction, then our third through fifth grade students will increase in Reading by a minimum of 10 percentage points as evidence by the 2023 FAST Assessment and improve in proficiency.

#### **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 administrative team will conduct quarterly data chats, adjust groups based on current data in real time, and follow-up with regular walk-throughs to ensure quality instruction is taking place. Administrators will review weekly lesson plans for indication of differentiated instruction for third through fifth grade students. Teachers will use student data trackers to monitor progress monitoring data on bi-weekly basis. This data will be analyzed during common planning to ensure students are demonstrating growth on remediated standards. After-school opportunities will be provided to those students who are not showing growth on progress monitoring.

**Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

Gonzalez, Judy, judygonzalez@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 Targeted Element of Differentiated Instruction, our school will focus on the evidence based strategies of the ELA B.E.S.T Standards using Data Driven instruction to accelerate the learning gains of our third through fifth grade students. Data-Driven instruction will be monitored through the use of data trackers to drive instructional planning and data driven collaborative conversations.

**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?

Data-Driven instruction will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, lesson plans, and instructional delivery as new data becomes available.

**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>Teachers will analyze i-Ready data and FAST progress monitoring data to evaluate and align data driven instruction and group their students for differentiated instruction and enrichment. The administrative team will conduct data chats with the teachers after every progress monitoring assessment. The Literacy Coach will conduct coaching cycles to assist teachers in ELA strategies using the B.E.S.T. standards. Teachers will attend i-CADS in order to receive the latest information in ELA and B.E.S.T, as a result teachers will use their data to drive instruction with DI and we should see an increase in student proficiency from 8/22/2022 to 10/14/2022.</p>	<p>Bell, Lisa, lisabell@dadeschools.net</p>
<p>Teachers will utilize the reading intervention pacing guide and resources provided by the district to provide research based intervention. The administrative team will conduct data chats with the teachers and monitor that invention is being conducted with fidelity. The Literacy Coach will model for teachers who need additional support with ELA intervention using Reading Horizon Discovery or Elevate materials. Teachers will attend webinars and professional development on intervention, as result teachers will be able to use their data to drive instruction and we should see an improvement in student achievement from 8/22/2022 to 10/14/2022.</p>	<p>Bell, Lisa, lisabell@dadeschools.net</p>
<p>Teachers will analyze i-Ready data and bi-weekly assessment data to evaluate and align data driven instruction and group their students for differentiated instruction and enrichment. The administrative team will conduct data chats with the teachers on a monthly basis. The Literacy Coach will conduct coaching cycles to assist teachers in ELA strategies using the B.E.S.T. standards. Teachers will attend monthly i-CADS in order to receive the latest information in ELA and B.E.S.T, as a result teachers will use their data to drive instruction with DI and we should see an increase in student proficiency from 10/31/2022 to 12/16/2022.</p>	<p>Gonzalez, Judy, judygonzalez@dadeschools.net</p>
<p>Teachers will utilize the reading intervention pacing guide and resources provided by the district to provide research based intervention. The administrative team will conduct data chats with the teachers and monitor that invention is being conducted with fidelity. The Literacy Coach will model for teachers who need additional support with ELA intervention using Reading Horizon Discovery or Elevate materials. Teachers will attend webinars and professional development on intervention, as result teachers will be able to use their data to drive instruction and we should see an improvement in student achievement from 10/16/2022 to 12/16/2022.</p>	<p>Victor, Seres, svictor@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 Strengths within School Culture are in Relationships, Community Partners, Student learning and high expectations. Our school creates experiences throughout the year to engage with parents and families and ensures they have necessary information to support their children. Students are supported through mentoring clubs and the T.A.L.E.N.T.S. program. The way the school builds a positive school culture and environment is through parent engaging activities such as Fathers' in Education Day, and Mommy & Me Arts & Crafts Day. We conduct parent meetings such as Meet-and-Greet, Open House, and Literacy Night. The staff developed a school creed, mission statement, and vision to promote a positive school culture. Our theme for the 2022-2023 is Anchored in Academics. We also ensure information is provided to all stakeholders through our monthly calendars, school website, and Social Media pages. We have created a NGE Schoology page where both parents, staff, and students can join and school activities are shared. We continue to build our skill-set in ensuring our classrooms are highly engaging and foster the highest level of engagement and learning. Our community partners believe in supporting education by donating items that would enhance the well being of the students educational and emotional needs such as headphones, books, bookbags, and gift cards for the holidays.

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

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principals, Instructional Coaches, Teacher Leaders and Counselors (our School Leadership Team). The Principal's role is to monitor and oversee all the school's initiatives and respond to concerns with morale by planning Leadership Team meeting that will support and build staff morale. The Assistant Principal will monitor the mentorship programs and assist in ensuring all information is shared with stakeholders in a timely manner. Teacher leaders and instructional coach will assist in providing and responding to feedback from stakeholders. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families. The Fountain Church our business partner has donated books, gift cards during the holidays, and white boards. We have Zoie another business partner who donated bookbags and gifts during the holiday season. Our EESAC committee is comprised of parents, teachers, students, and business partners, They make decisions that impact school culture and environment.