

Miami-Dade County Public Schools

South Hialeah Elementary School



2022-23 Schoolwide Improvement Plan

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South Hialeah Elementary School

265 E 5TH ST, Hialeah, FL 33010

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

Demographics

Principal: Dillon Williams M

Start Date for this Principal: 2/9/2022

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 Hispanic Students Economically Disadvantaged Students
School Grades History	2021-22: A (62%) 2018-19: B (57%) 2017-18: A (62%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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

School Demographics

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

School Grades History

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

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SIP Authority

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of South Hialeah Elementary School is to accept the challenge of preparing our students to reach their greatest potential and become responsible and contributing members of our school and the community.

Provide the school's vision statement.

The parents, students, teachers, and community are the educational entities that ensure our students achieve the maximum educational experience with an extensive variety of educational programs empowering our students and the community.

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
Williams, Dillon	Principal	The Principal's role is to provide leadership and administration in motivating instructional and support personnel to strive for superior performance and provide the best possible opportunities for student growth and development. The principal ensures academic policies and curriculum are followed and develops and tracking standards for measuring academic success. He helps teachers maximize their teaching potential and supports all stakeholders to ensure the goals for success are met by all. Dr. Williams provides an atmosphere free of any bias in which students and staff can achieve their maximum potential.
Penedo, Chris	Assistant Principal	The assistant principal's role is to support the Principal in the administrative operations of the schools. This position shares the existing commonalities of the team and facilitates meetings and interactions. Roles include monitoring and supervising of the implementation of intervention, maintenance of the record keeping system, provide professional development to support MTSS/Rti Implementation and maintain an open channel of communication with parents and stakeholders as it relates to school-based MTSS/Rti functions, plans and projects.
Otano, Janet	Reading Coach	Works with educators to identify support for students in the curriculum and set goals for the Comprehensive school-wide Reading program. Ms. Otano collaborates with educators and school administrators to develop curriculum, share best practices, and plans for instruction. ,he provides coaching through the coaching continuum and professional development support that enables teachers to think reflectively about improving student learning and implementing various instructional programs and practices.
Loriga, Barbara	Math Coach	Works with educators to identify support for students in the curriculum and set goals for the Mathematics and Science program. Ms. Loriga collaborates with educators and school administrators to develop curriculum, share best practices, and plans for instruction. She provides coaching through the coaching continuum and professional development support that enables teachers to think reflectively about improving student learning and implementing various instructional programs and practices.
Faraldo, Gladys	Instructional Technology	The data liaison maintains reports, records, files and all other information and data that supports the leadership team with day to day implementation. She assists the school and the community with technological devices for remote learning, assist students with intervention programs, as well as academic and alternative programs.

Demographic Information

Principal start date

Wednesday 2/9/2022, Dillon Williams M

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.*

36

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.*

18

Total number of teacher positions allocated to the school

54

Total number of students enrolled at the school

729

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

3

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

3

Demographic Data

Early Warning Systems

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	82	110	112	125	113	109	0	0	0	0	0	0	0	651
Attendance below 90 percent	20	25	28	17	17	13	0	0	0	0	0	0	0	120
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	9	25	32	21	10	0	0	0	0	0	0	0	97
Course failure in Math	0	6	14	8	9	14	0	0	0	0	0	0	0	51
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	16	21	32	0	0	0	0	0	0	0	69
Level 1 on 2022 statewide FSA Math assessment	0	0	0	5	11	18	0	0	0	0	0	0	0	34
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	4	11	25	26	23	22	0	0	0	0	0	0	0	111

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	10	13	20	16	1	0	0	0	0	0	0	0	0	60
Students retained two or more times	0	0	0	3	1	0	0	0	0	0	0	0	0	4

Date this data was collected or last updated

Friday 7/15/2022

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	79	105	120	138	111	117	0	0	0	0	0	0	0	670
Attendance below 90 percent	18	26	21	30	22	13	0	0	0	0	0	0	0	130
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	4	10	21	18	6	0	0	0	0	0	0	0	59
Course failure in Math	0	5	5	14	10	5	0	0	0	0	0	0	0	39
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	5	0	0	0	0	0	0	0	5
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	8	24	46	73	28	26	0	0	0	0	0	0	0	205
	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	4	6	6	21	12	8	0	0	0	0	0	0	0	57

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	9	6	5	15	1	0	0	0	0	0	0	0	0	36
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

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	79	105	120	138	111	117	0	0	0	0	0	0	0	670
Attendance below 90 percent	18	26	21	30	22	13	0	0	0	0	0	0	0	130
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	4	10	21	18	6	0	0	0	0	0	0	0	59
Course failure in Math	0	5	5	14	10	5	0	0	0	0	0	0	0	39
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	5	0	0	0	0	0	0	0	5
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	8	24	46	73	28	26	0	0	0	0	0	0	0	205
	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	4	6	6	21	12	8	0	0	0	0	0	0	0	57

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	9	6	5	15	1	0	0	0	0	0	0	0	0	36
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

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	54%	62%	56%				60%	62%	57%
ELA Learning Gains	66%						63%	62%	58%
ELA Lowest 25th Percentile	55%						49%	58%	53%
Math Achievement	64%	58%	50%				68%	69%	63%
Math Learning Gains	78%						68%	66%	62%
Math Lowest 25th Percentile	60%						52%	55%	51%
Science Achievement	54%	64%	59%				42%	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	55%	60%	-5%	58%	-3%
Cohort Comparison		0%				
04	2022					
	2019	56%	64%	-8%	58%	-2%
Cohort Comparison		-55%				
05	2022					
	2019	56%	60%	-4%	56%	0%
Cohort Comparison		-56%				

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	54%	67%	-13%	62%	-8%
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		-54%				
05	2022					
	2019	68%	65%	3%	60%	8%
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	40%	53%	-13%	53%	-13%

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	16	36	32	22	58	53	38				
ELL	45	60	51	59	75	61	41				
BLK	36			43							
HSP	55	65	54	65	78	58	56				
FRL	52	65	56	63	77	60	52				

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	20	32	29	12	18	21	20				
ELL	49	51	45	49	45	38	45				
BLK	40			30							
HSP	54	53	48	52	46	32	44				
FRL	53	54	48	50	44	34	44				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	18	42	41	31	36	25	5				
ELL	58	61	48	66	66	52	42				
BLK	43	58		53	50						
HSP	60	63	50	68	69	54	42				
FRL	60	63	49	68	68	50	42				

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	60
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	45
Total Points Earned for the Federal Index	476

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	55
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	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	60
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	59
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

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

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

The FSA ELA Assessment demonstrated that our grade 3 students scored 50 percent proficiency in 2022 compared to 47 percent proficiency in 2021, a 3 percent proficiency increase. Our fourth grade FSA ELA Assessment demonstrated that our students scored 57 percent proficiency 2022 compared to 58 percent proficiency in 2021, a 1 percent proficiency decrease. Our fifth grade FSA ELA Assessment demonstrated that our students scored 53 percent proficiency 2022 compared to 47 percent proficiency in 2021, a 6 percent proficiency increase. The FSA Math Assessment demonstrated that our grade 3 students scored 60 percent proficiency in 2022 compared to 37 percent proficiency in 2021, a 22 percent proficiency increase. Our fourth grade FSA Math Assessment demonstrated that our students scored 66 percent proficiency 2022 compared to 62 percent proficiency in 2021, a 4 percent proficiency increase. Our fifth grade FSA Math Assessment demonstrated that our students scored 64 percent proficiency 2022 compared to 48 percent proficiency in 2021, a 16 percent proficiency increase. Our 2022 5th grade Science State Assessment demonstrated a 54 percent proficiency compared to 44 percent proficiency in 2021, a 10 percent proficiency increase.

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

Our 2022 ELA FSA data shows that our 4th grade L25% students scored 35 percent proficiency.

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

A contributing factor was losing teachers as well as the lack of training with the new Reading Horizons Intervention Program.

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

The 2022 Math FSA data demonstrated the most improvement. Our 3rd through 5th grade students scored 64 percent proficiency in 2022 compared to 52 percent proficiency in 2021, a 12 percent increase in proficiency.

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

Our Math scores increased significantly this year due to implementation of a Math Coach and Math intervention groups.

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

Teachers will use data to drive instruction. Differentiated instruction will need to be a focus during the instructional block where teachers can target student areas of weakness. Math intervention groups will target lowest performing students. Additional support will be provided to our L25 students by appointing leadership team members as mentors to monitor academic progress and establish a rapport with their assigned students.

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.

Instructional Coaches will appoint teachers that can model and share best practices during our Wednesday professional development sessions. Teachers will participate in professional development sessions that will assist in using Performance Matter reports to monitor student progress and plan instruction.

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

Intervention throughout the day, tutoring through the before and after-school care program, and after-school care homework hep will ensure sustainability of improvement throughout the years.

Areas of Focus

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

:

#1. Positive Culture and Environment specifically relating to Attendance Initiatives

Area of Focus
Description and Rationale: According to the 2021-2022 data reviewed, students with 0-5 absences decreased from 42 percent in 2021 to 31 percent in 2022, a 9 percentage point decrease. While reviewing our student report of attendance, we noticed students who struggle with daily attendance are also the students who are not meeting expectations for learning gains and proficiency. This data indicates that there is a critical need to increase daily attendance. We recognize the need to tailor our attendance initiatives and improve in making connections with families and the community to ensure attendance is consistently high.
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.
 If we successfully implement the targeted element of Student Attendance, our students will receive quality instruction that will contribute to improved student outcomes. With consistent student incentives, our attendance for students with 0-5 absences will increase 5 percentage points by June 2023.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.
 The Leadership Team (LT) will work to connect with families who struggle with attendance and identify the root cause for the absences and create a plan of action to ensure students are present daily. Teachers will monitor their daily attendance and submit data to the LT on a weekly basis with emphasis on attendance trends. To ensure we are on track to meeting the outcome above, this data will be discussed during data chats with teachers and students and parental contact if necessary.

Person responsible for monitoring outcome:
 Chris Penedo (cpenedo@dadeschools.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.
 Within the targeted element of Student Attendance, our school will focus on the evidence-based strategy of Attendance Initiatives. Attendance initiatives will assist in narrowing the absence gap amongst our students. Student absences will be monitored on a weekly basis to prevent a pattern of excessive absences. The initiative include daily student attendance raffles, daily announcement of 100% attendance in homerooms and the HR attendance trackers.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
 Attendance initiatives will assist in decreasing the number of student absences. The initiatives will provide the LT with a systematic approach to identify attendance issues, remediation, and rewards.

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

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

8/31/22 - 10/11/22 Track daily attendance to celebrate homerooms with perfect attendance during morning announcements. Students feel the responsibility to attend school so that their classroom is recognized daily.

Person Responsible Chris Penedo (cpenedo@dadeschools.net)

8/31/22 - 10/11/22 Reward two random students daily during morning announcements to receive a prize as an incentive for being present in school. This action motivates students to come to school everyday in order to be able to win.

Person Responsible Chris Penedo (cpenedo@dadeschools.net)

8/31/22 - 10/11/22 Classroom Attendance trackers (SHE Perfect Attendance) are to be completed by the homeroom teachers each day of 100% attendance. Once the trackers are completed, the classroom is announced and rewarded at the end of the month. The outcome is that students will encourage each other to attend school daily in order to be recognized and rewarded.

Person Responsible Chris Penedo (cpenedo@dadeschools.net)

8/31/22 - 10/11/22 Students with perfect attendance throughout the 1st quarter will be recognized during the Awards Assembly and receive a Perfect Attendance Certificate.

Person Responsible Chris Penedo (cpenedo@dadeschools.net)

10/24/22-01/20/23 The social worker, administrators, community involvement specialist, and counselors (ARC) will meet bi-weekly to review the iAttend dashboard to develop interventions for students.

Person Responsible Chris Penedo (cpenedo@dadeschools.net)

10/24/22-01/20/23 The school will create monthly activities like Spirit Day, Vocabulary Day, and Holiday Sing-a-long to encourage student attendance.

Person Responsible Chris Penedo (cpenedo@dadeschools.net)

#2. Transformational Leadership specifically relating to Leadership Development

Area of Focus

Description and Rationale:

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

Based on the Climate Survey, only 10% of staff felt that "staff morale is high at my school". Based on this data, we are focusing on Transformational Leadership specifically relating to Leadership Development. By engaging all stakeholders in working together towards a shared purpose, we can ensure that all participants share responsibility and accountability.

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 Instructional Leadership Team, our teachers will be provided the opportunity to contribute to school-wide decisions through monthly meetings. This will be realized through teachers participating in the logistical elements of meetings where they can voice problems and solutions to issues that arise. The percentage of teachers in leadership roles will increase by at least 5% during the 2022-23 school year.

Monitoring:

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

With the implementation of Leadership Development, an additional 10% of the staff will agree with the statement that "I feel that staff morale is high at my school". During collaborative planning sessions, faculty meetings, and leadership meetings teacher feedback will be used to analyze staff morale.

Person responsible for monitoring outcome:

Dillon Williams (dillon.williams@dadeschools.net)

Evidence-based

Strategy:

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

Within the Targeted Element of Transformational Leadership, we will focus on Leadership Development with a focus on the evidence-based strategy of Shared Leadership. This can be achieved by working collaboratively towards one goal and sharing responsibility and accountability.

Rationale for Evidence-based

Strategy:

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

We decided to focus on Shared Leadership to address the critical needs within our school. The data reveals 10% of the staff believe that staff morale is high. To increase this percentage, we selected shared leadership because it will create teams of leaders that will share the principal's vision and mission in a positive manner with the staff.

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 administrative team will create school committees and encourage teachers to spearhead each committee. As a result, teachers will be empowered to take on leadership roles.

Person Responsible Dillon Williams (dillon.williams@dadeschools.net)

Teacher leaders will meet with each grade level weekly to share best practices and resources during grade level meetings. As a result, teacher leaders will be able to communicate any suggestions or concerns to the leadership team to discuss during leadership meetings and faculty meetings.

Person Responsible Dillon Williams (dillon.williams@dadeschools.net)

Teachers aspiring to be administrators will take on leadership roles by shadowing instructional coaches. As a result, these teachers will take on leading roles in different committees and have the opportunity to present topics to their peers.

Person Responsible Dillon Williams (dillon.williams@dadeschools.net)

Grade levels chairs are selected by their peers to lead and represent their team. As a result, grade level chairs participate in various committees to address any concerns, ideas, and accomplishments from their team.

Person Responsible Dillon Williams (dillon.williams@dadeschools.net)

10/24/22-01/20/23 Grade levels will work collaboratively to prepare and present one of the Standards under the Framework of Effective Instruction during monthly Faculty Meetings.

Person Responsible Dillon Williams (dillon.williams@dadeschools.net)

10/24/22-01/20/23 Teachers are selected to attend monthly reading professional developments (ICADS) and share turnkey the information presented.

Person Responsible Janet Otano (jotano@dadeschools.net)

#3. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: According to the 2021-2022 FSA Assessments data, Students with Disabilities (SWD) made 34% proficiency. SWD proficiency in ELA was 16%, a 4% decrease from the 2020-21 FSA proficiency. This data indicated SWD students need additional support structures to close this achievement gap.

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

Measurable Outcome: With the implementation of Data Driven Instruction, SWD Proficiency will increase 3 percentage points by the PM3 administration.

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

Monitoring: The instructional coaches will meet weekly with teachers to review assessment data and analyze SWD student progress.

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

Person responsible for monitoring outcome: Janet Otano (jotano@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Students with Disabilities, our school will focus on the evidence-based strategy of Data-Driven Instruction. Data driven instruction will assist in accelerating the learning gains of our SWD students. Data-driven instruction will be monitored through the use of data trackers to drive instructional planning.

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

Rationale for Evidence-based Strategy: Collaborative planning will ensure that teachers are using relevant, recent, and aligned data to plan lessons. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

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

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

8/31/22 - 10/21/22 Facilitate weekly collaborative planning meetings. As a result, teachers the are given the opportunity to collaborate and share best practices to target SWD proficiency.

Person Responsible Janet Otano (jotano@dadeschools.net)

8/31/22 - 10/21/22 During collaborative planning, teachers will review data provided through Performance Matters and iReady to target lowest performing standards. As a result, teachers will develop targeted instruction to improve SWD proficiency.

Person Responsible Janet Otano (jotano@dadeschools.net)

8/31/22 - 10/21/22 Reading coach will lead professional development with a focus on gathering resources and materials for instruction. As a result, teachers will have the necessary materials and resources to focus on small group instruction.

Person Responsible Janet Otano (jotano@dadeschools.net)

8/31/22 - 10/21/22 ELA teachers will be provided training on the Horizons Intervention Program. As a result, all Tier 1 and Tier 2 students will be provided with additional instructional strategies to increase their ELA proficiency.

Person Responsible Janet Otano (jotano@dadeschools.net)

10/24/22-01/20/23 Teachers with SWD will participate in a school-based professional development on Florida's B.E.S.T. standards facilitated by an FLDOE literacy director. As a result, SWD teachers will understand how to stack the standards.

Person Responsible Janet Otano (jotano@dadeschools.net)

10/24/22-01/20/23 Literacy director and reading coach will meet bi-weekly to assist ELA teachers during common planning times. As a result, teachers will plan effectively for SWD students.

Person Responsible Janet Otano (jotano@dadeschools.net)

#4. Instructional Practice specifically relating to Math

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

Differentiated Instruction - Based on the data review, 36 percent of students in grades 3 - 5 were below level 3 on 2022 statewide standardized Math assessment. Sixty-seven percent of students in Kindergarten through grade 2 were below grade level on the MATH 2021-22 SAT-10 assessment. Based on our Math data, we are not meeting the unique needs of all learners therefore it is evident that we must improve. By providing the scaffolding necessary for all students to access grade-level content we will make learning gains and move towards 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 Differentiation, then our MATH proficiency will increase by a minimum of 3 percentage points as evidenced by the 2023 State Assessments.

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

The Leadership Team will conduct quarterly data chats, adjust groups based on current data in real time, and follow-up with regular walkthroughs to ensure quality instruction is taking place. Data Analysis of formative assessments of students will be reviewed quarterly to observe progress. Teachers will use trackers to monitor Ongoing Progress Monitoring (OPM) data on a bi-weekly basis. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards. Extended learning opportunities will be provided to those students who are not showing growth on OPMS. Teacher and administrator, teachers and students, and parents and teachers will conduct quarterly data chats to inform academic progress.

Person responsible for monitoring outcome:

Chris Penedo (cpenedo@dadeschools.net)

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

Differentiated instruction will assist in accelerating the learning gains of our students as it is a systematic approach of instruction to meet the students' needs. Differentiated instruction will be monitored through the use of data trackers to drive instructional planning and data driven conversations to include OPMS.

implemented for this Area of Focus.

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

Differentiated Instruction will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continuously 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.

8/31/22 - 10/11/22 Coach will assist teachers during collaborative planning with collecting resources and interpreting data to plan for D.I. weekly. As a result, differentiated instruction lessons and resources will be reflected on lesson plans and student work samples.

Person Responsible Barbara Loriga (bloriga@dadeschools.net)

8/31/22 - 10/11/22 Planning time will be scheduled to focus on reviewing data, gathering resources, and planning for differentiated instruction. As a result, develop classroom systems that are conducive to small group instruction such as student grouping, class setting, and student folders.

Person Responsible Barbara Loriga (bloriga@dadeschools.net)

8/31/22 - 10/11/22 Teachers will meet quarterly with Administrators and instructional coach to analyze iReady data and topic assessments results to group students according to their needs. As a result, teachers will be able to create their small groups and target low performing students.

Person Responsible Barbara Loriga (bloriga@dadeschools.net)

8/31/22 - 10/11/22 Instructional coach will create an incentive chart for IXL and Reflex Math to motivate students. As a result, students will be encouraged to master lessons and be recognized.

Person Responsible Barbara Loriga (bloriga@dadeschools.net)

10/24/22-01/20/23 The Math coach will attend monthly ICADs meetings and share the information presented with grade levels. As a result of sharing these best practices, teachers will learn how to transform a classroom into an environment where students will learn how to examine, interpret and think critically about math concepts.

Person Responsible Barbara Loriga (bloriga@dadeschools.net)

10/24/22-01/20/23 The Math coach will create a manipulatives "shop" to allow teachers to easily access manipulatives for their instruction. As a result, teachers will have the opportunity to check out manipulatives for their math lessons.

Person Responsible Barbara Loriga (bloriga@dadeschools.net)

#5. Instructional Practice specifically relating to ELA

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

Differentiated Instruction - Based on the data review, 46 percent of students in grades 3 - 5 were below level 3 on 2022 statewide standardized ELA assessment. Fifty-three percent of students in Kindergarten through grade 2 were below grade level on the iREADY AP 3 assessment. Based on our ELA data, we are not meeting the unique needs of all learners therefore it is evident that we must improve our ability to differentiate instruction based on the levels of the students we serve. We will provide the scaffolding necessary for for all students to access grade-level content in order to make learning gains and move towards 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 Differentiation, then our ELA proficiency will increase by a minimum of 3 percentage points as evidenced by the 2023 State Assessments.

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

The Leadership Team will conduct quarterly data chats, adjust groups based on current data in real time, and follow-up with regular walkthroughs to ensure quality instruction is taking place. Data Analysis of formative assessments of students will be reviewed quarterly to observe progress. Teachers will use trackers to monitor Ongoing Progress Monitoring (OPM) data on a bi-weekly basis. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards. Extended learning opportunities will be provided to those students who are not showing growth on OPMS. Teacher and administrator, teachers and students, and parents and teachers will conduct quarterly data chats to inform academic progress.

Person responsible for monitoring outcome:

Chris Penedo (cpenedo@dadeschools.net)

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

Differentiated instruction will assist in accelerating the learning gains of our students as it is a systematic approach of instruction to meet the students' needs. Differentiated instruction will be monitored through student D.I. work folders.

implemented for this Area of Focus.

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

Differentiated Instruction will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continuously 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.

8/31/22 - 10/21/22 Coach will assist teachers during collaborative planning with collecting resources and interpreting data to plan for D.I. weekly. As a result, differentiated instruction lessons and resources will be reflected on lesson plans and student work samples.

Person Responsible Janet Otano (jotano@dadeschools.net)

8/31/22 - 10/21/22 Planning time will be scheduled to focus on reviewing data, gathering resources, and planning for differentiated instruction. As a result, develop classroom systems that are conducive to small group instruction such as student grouping, class setting, and student folders.

Person Responsible Janet Otano (jotano@dadeschools.net)

8/31/22 - 10/21/22 Instructional coach will create an incentive chart for Accelerated Reader to motivate students to read. As a result, students will be encouraged to read regularly to meet their goals and increase fluency.

Person Responsible Janet Otano (jotano@dadeschools.net)

8/31/22 - 10/21/22 Instructional coach will meet weekly with each grade level to review progress monitoring assessments and discuss overall comprehension and vocabulary class percentages. As a result, teachers will use their lowest performing standards to focus on during differentiated instruction.

Person Responsible Janet Otano (jotano@dadeschools.net)

10/24/22-01/20/23 Teachers will participate in a school-based professional development on Florida's B.E.S.T. standards facilitated by an FLDOE literacy director. As a result, teachers will understand how to stack the standards.

Person Responsible Janet Otano (jotano@dadeschools.net)

10/24/22-01/20/23 Literacy director and reading coach will meet bi-weekly to assist ELA teachers during common planning times. As a result, teachers will plan effectively for the following reading cycle.

Person Responsible Janet Otano (jotano@dadeschools.net)

RAISE

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

Area of Focus Description and Rationale

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

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

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

The 2021-22 SAT-10 data demonstrated a proficiency of 47% for students in grades K-2nd. The area of focus will be Data-driven Instruction. Data-driven instruction affects literacy because it can be assessed through weekly assessments and the monitoring of the Accelerated Reader program.

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

The 2021-22 FSA ELA 4th results demonstrated that our L25% results showed a proficiency of 35%. The area of focus will be Data-driven instruction.

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 Data-driven instruction, then our ELA proficiency will increase by a minimum of 3 percentage points as evidenced by the 2023 State Assessments.

Grades 3-5: Measureable Outcome(s)

The 2022 FSA statewide assessments demonstrated that our students scored 54% proficiency in ELA. If we successfully implement Data-driven instruction, then our ELA proficiency will increase by a minimum of 3 percentage points as evidenced by the 2023 State Assessments.

Monitoring:

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

The Leadership Team will conduct quarterly data chats, adjust groups based on current data in real time, and follow-up with regular walkthroughs to ensure quality instruction is taking place. Data Analysis of formative assessments of students will be reviewed quarterly to observe progress. Teachers will use trackers to monitor Ongoing Progress Monitoring (OPM) data on a bi-weekly basis. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards. Extended learning opportunities will be provided to those students who are not showing growth on OPMs. Teacher and administrator, teachers and students, and parents and teachers will conduct quarterly data chats to inform academic progress.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Williams, Dillon, dillon.williams@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?

Data-Driven instruction will assist in accelerating the learning gains of our students as it is a systematic approach of instruction to meet the students' needs. Data-Driven instruction will be monitored through the use of data trackers to drive instructional planning and data driven conversations to include OPMs.

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 continuously 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 to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
8/31/22 - 10/11/22 Coach will assist teachers during collaborative planning with collecting resources and interpreting data to plan for D.I. weekly. As a result, differentiated instruction lessons and resources will be reflected on lesson plans and student work samples.	Otano, Janet, jotano@dadeschools.net
8/31/22 - 10/11/22 Tier I and Tier 2 students will be provided with additional instructional reading lessons through intervention. As a result, students will increase their phonemic awareness, phonics, and fluency skills.	Otano, Janet, jotano@dadeschools.net
8/31/22 - 10/11/22 Teachers will participate in professional development focusing on the Horizons Intervention Program. As a result, all ELA teachers will be trained to provide instruction using Horizons Intervention Program strategies.	Otano, Janet, jotano@dadeschools.net
8/31/22 - 10/11/22 Instructional reading coach will provide a professional development for ELA teachers focusing on the gathering of materials and resources to target specific student learning needs.	Otano, Janet, jotano@dadeschools.net

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

Our strengths within School Culture are in Relationships, Physical & Emotional Safety and Support, Care, and Connections. Our school provides many opportunities and activities to engage with parents and families and ensure they have the necessary information to support their children. We provide this through Title I Parent Meetings (Our 2nd cup of Coffee), our Meet & Greet, Open House, Night of the Arts, Monthly Calendars, email, School web site and social media accounts. Students are supported through our mentorship program, Values Matter Program, Awards Assemblies, and other academic celebrations. Staff are provided opportunities to take part in Team-Building activities and social meetings where we come together to share celebrations of success during informal meet-ups. We also ensure information is provided to our staff through faculty meetings, professional development, our weekly newsletter and monthly calendar. We provide opportunities for both staff and students to provide ongoing feedback and suggestions to school leaders through EESAC meetings. Through our collaborative planning, we continue to build our relationships and skill set to ensure our classrooms are highly engaging and foster the highest level of engagement and learning.

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 (The School Leadership Team). The Principal's role is to monitor and oversee all school initiatives and respond to concerns of morale by planning Team-building and morale boosting activities. The Assistant Principal will monitor the mentorship program and assist in ensuring all information is shared with stakeholders in a timely manner. 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.