Henry M. Flagler Elementary School

2022-23 Schoolwide Improvement Plan

Table of Contents

Henry M. Flagler Elementary School

5222 NW 1ST ST, Miami, FL 33126

http://hmf.dadeschools.net/default.aspx

Demographics

Principal: Zulema Lamazares C

Start Date for this Principal: 7/15/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Hispanic Students Economically Disadvantaged Students
School Grades History	2021-22: B (56%) 2018-19: A (62%) 2017-18: A (63%)
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.](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.

Table of Contents

Henry M. Flagler Elementary School

5222 NW 1ST ST, Miami, FL 33126

http://hmf.dadeschools.net/default.aspx

School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		A	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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

Our mission is to provide technologically enhanced educational opportunities, along with the delivery of research-based curriculum, to empower our learner's academic achievement and promote excellence. As independent, lifelong learners, our students will be well prepared to serve as responsible, productive citizens of the 21st century. Henry M. Flagler Elementary School holds the following beliefs as the motivation for all endeavors: dedication to high quality service, core skills instruction, digital fluency, applied data, and promoting school culture through partnerships and communications. We believe that our school is a place of realized potential and that our responsibility is to our students, to our employees and to the community that we serve.

Provide the school's vision statement.

Henry M. Flagler Elementary honors the diversity of our community by working as a team to ensure the educational success of all our students, and recognize that our obligations go beyond our professional responsibilities. We strive to meet individual needs by being cognizant of diverse cultural backgrounds and personal experiences. Henry M. Flagler is your child's destination to academic success, life-long learning, and global awareness.

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
Lamazares, Zulema	Principal	Creates and implements a shared school vision. Nurtures and maintains a school culture that promotes a rigorous instructional program that is conducive to learning and staff development. Ensures that the daily management of daily staff operations produce and result in a safe and effective learning environment that aligns with the school's grade goals and vision.
Fernandez, Marilyn	Reading Coach	Facilitates the collection and analysis of data, interprets, and uses it to guide teachers in making instructional decisions that impact reading achievement, and models best practices in reading. Assists with the school's assessment procedures, training, data collection and collaborates to ensure that the school-wide reading focus and goals are achieved.
Otero, Adriana	Math Coach	Works with administrators and teachers to collect and analyze data, interpret, and use it to guide instructional decisions. Guides teachers to collect and analyze data and develop action plans in response to determined student needs. Provides individualized, classroom-based support to ensure implementation of District Math and Science comprehensive program, including the modeling of best teaching practices.
Sanchez, Jannet	School Counselor	Implements a school counseling program that promotes students' success and ensures that all students have equitable access to a rigorous curriculum. Collaborates with parents, teachers, community organizations and other stakeholders to support the school's vision and grade goal.
Granado, Karina	ELL Compliance Specialist	Assists in developing language acquisition support plans (ELL plans) for all ELL students and work with classroom teachers to implement plans. Participates in Instructional Leadership Team Meetings and contributes productively to the school as a whole.
Navarro, Anna	Assistant Principal	Facilitates the use of data-based decision-making,ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, monitors implementation of intervention support and documentation, and communicates with parents. Assists with scheduling; implementation of goals and selection of instructional materials; analyzes test data; determines ways to improve instruction and student goals and provides support in order to achieve the school's goal.

Demographic Information

Principal start date

Friday 7/15/2022, Zulema Lamazares C

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.*

25

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.*

16

Total number of teacher positions allocated to the school

49

Total number of students enrolled at the school

611

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	98	96	112	113	88	104	0	0	0	0	0	0	0	611
Attendance below 90 percent	24	22	11	16	12	17	0	0	0	0	0	0	0	102
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	12	11	8	7	0	0	0	0	0	0	0	40
Course failure in Math	0	9	12	6	8	9	0	0	0	0	0	0	0	44
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	11	21	28	0	0	0	0	0	0	0	60
Level 1 on 2022 statewide FSA Math assessment	0	0	0	5	16	30	0	0	0	0	0	0	0	51
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	6	7	12	13	14	25	0	0	0	0	0	0	0	77

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	15	9	11	11	0	0	0	0	0	0	0	0	0	46
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

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	96	103	98	95	91	0	0	0	0	0	0	0	562
Attendance below 90 percent	10	12	9	10	6	10	0	0	0	0	0	0	0	57
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	9	7	12	8	0	0	0	0	0	0	0	36
Course failure in Math	0	1	4	3	6	8	0	0	0	0	0	0	0	22
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	5	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	4	0	0	0	0	0	0	4
Number of students with a substantial reading deficiency	8	22	44	43	29	21	0	0	0	0	0	0	0	167
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	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	5	1	5	5	6	9	0	0	0	0	0	0	0	31

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	1	3	4	3	0	0	0	0	0	0	0	0	20
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	96	103	98	95	91	0	0	0	0	0	0	0	562
Attendance below 90 percent	10	12	9	10	6	10	0	0	0	0	0	0	0	57
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	9	7	12	8	0	0	0	0	0	0	0	36
Course failure in Math	0	1	4	3	6	8	0	0	0	0	0	0	0	22
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	5	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	4	0	0	0	0	0	0	4
Number of students with a substantial reading deficiency	8	22	44	43	29	21	0	0	0	0	0	0	0	167
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	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	5	1	5	5	6	9	0	0	0	0	0	0	0	31

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	1	3	4	3	0	0	0	0	0	0	0	0	20
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	59%	62%	56%				62%	62%	57%
ELA Learning Gains	64%						66%	62%	58%
ELA Lowest 25th Percentile	41%						57%	58%	53%
Math Achievement	52%	58%	50%				71%	69%	63%
Math Learning Gains	59%						65%	66%	62%
Math Lowest 25th Percentile	63%						56%	55%	51%
Science Achievement	51%	64%	59%				55%	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	56%	60%	-4%	58%	-2%
Cohort Comparison		0%				
04	2022					
	2019	57%	64%	-7%	58%	-1%
Cohort Comparison		-56%				
05	2022					
	2019	57%	60%	-3%	56%	1%
Cohort Comparison		-57%				

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	71%	67%	4%	62%	9%
Cohort Comparison		0%				
04	2022					
	2019	73%	69%	4%	64%	9%
Cohort Comparison		-71%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	57%	65%	-8%	60%	-3%
Cohort Comparison		-73%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	51%	53%	-2%	53%	-2%
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	15	29	21	21	43	50					
ELL	55	64	45	52	59	58	43				
HSP	60	65	41	52	58	63	50				
FRL	59	64	44	51	58	63	47				
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	28	29		13			13				
ELL	58	56	48	42	25	10	38				
HSP	59	51	50	42	23	8	39				
FRL	58	50	50	41	21	5	36				
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	33	47	45	55	60	57					
ELL	59	64	57	68	62	49	58				
HSP	63	66	58	71	65	55	55				
FRL	60	65	56	70	65	53	53				

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

ESSA Federal Index	
OVERALL Federal Index – All Students	56
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	61
Total Points Earned for the Federal Index	450
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	56
Hispanic Students Subgroup Below 41% in the Current Year?	NO

Hispanic Students	
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	56
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?

Current 2022 FSA Data derived from Power BI, indicate that the learning gains of the Math L25 subgroup were 23 percentage points higher than the learning gains of the L25 ELA subgroup. However, the overall learning gains in ELA were 63% compared to 59% in Math, and ELA results also indicate a 62% proficiency rate compared to 53% in Math, revealing a 9 percentage point difference, furthering the need to address the L25 subgroup in both content areas.

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

Current 2022 FSA data derived from the School Profile Report in Power BI, indicate that the learning gains of the ELA L25 subgroup were 41% compared to 63% in the Math L25 subgroup, however, Math learning gains were 59% compared to 64% in ELA, indicating a need to address this significant discrepancy in these core content and subgroup areas. Results also reveal that Math proficiency in third

grade was 11 percentage points higher than fourth grade and 17 percentage points higher than in fifth grade, and ELA proficiency in fifth grade was 18 percentage points higher than fourth grade, and 21 percentage points higher than third grade, indicating the need to address both L25 subgroups and the percentage of students meeting high standards in both core content areas as these are our most fragile learners.

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

Contributing factors that resulted in this need for improvement are attendance percentages and rates. Inconsistent attendance throughout this still atypical year, resulted in students being absent due to health and family issues. Achievement gaps resulting from these attendance issues, specifically for the L25 subgroup, will be addressed by providing structured and engaging small group instruction and intervention based on data driven performance indicators. Targeted evidenced based strategies will be embedded within skill-specific small group instruction in order to address the L25 subgroup, as well as any learner needing assistance in closing the learning gap. Continuous review of data and ongoing progress monitoring will allow instruction to be adjusted and for groups to be fluid.

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

Upon review of iReady progress monitoring data derived from Power BI, both third and fifth grade showed the most improvement. In ELA, third grade students increased 30% from 14% in AP1 to 44% in AP3 and fifth grade students increased 30% from 10% in AP1 to 40% in AP3. In ELA, the SWD subgroup increased 15% from 19% in AP1 to 34% in AP3, and the ELL subgroup increased 15% from 30% in AP1 to 45% in AP3. In Math, third grade students increased 56% from 10% in AP1 to 66% in AP3. In Math, the SWD subgroup increased 18% from 1% in AP1 to 19% in AP3, and the ELL subgroup increased 18% from 19% in AP1 to 37% in AP3. This improvement indicates consistent movement across subgroups and core content areas.

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

Contributing factors that resulted in this improvement this year were consistency and uninterrupted instruction in all classrooms. This uninterrupted instruction led third grade to show marked improvement across diagnostic administrations. In addition, participation in extended learning opportunities throughout the year resulted in academic learning gains as learning gaps closed. Standards-aligned grading and instruction ensures that instructional content and delivery is rigorous, deliberate, and aligned. In addition, during collaborative planning sessions standards-aligned instructional techniques will be utilized and shared in order to align the standards to intended outcomes as we monitor the progress of all learners.

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

The strategies that will continue to be implemented to accelerate learning and close learning gaps are continuous monitoring of students' progress on standards-aligned assignments and assessments, utilizing data to develop next steps in Tier I core instruction, Tier II, and Tier III intervention to accelerate learning and address further loss; and utilizing the pacing guides to adjust instruction based on data indicating critical skills that may need enrichment or remediation. In addition, proper placement of students in intervention groups based on data-driven decision making will be monitored and adjusted as needed. Standards-aligned grading and instruction ensures that instructional content and delivery is rigorous, deliberate, and aligned.

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

The PLST will develop whole group professional development sessions on using data to identify FSA levels needed to drive instruction (August/22), utilizing current F.A.S.T data to form groups and align resources to small group instruction (September/22), tracking OPM data to determine progress and to develop standards-aligned lessons (October/November/December/22), making adjustments to groups as data becomes available (ongoing) and continuous data chats with individualized feedback and next steps (ongoing). Individualized Coaching cycles will be implemented to support specific needs of teachers based on needs and data (ongoing).

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

Weekly collaborative planning sessions with instructional coaches will ensure that teachers deliver strong Tier 1 core instruction and that the instructional strategies being implemented are purposefully aligned to the school's mission, vision, and goal. Critical grade level and knowledge level skills will also be prioritized, and the use of Pacing Guides will be adjusted as needed. Both formative and summative assessments will track student progress as well as guide school leaders and stake holders in developing a plan of action and next steps. Data will be analyzed to offer fragile students. The school conducts extended Learning opportunities, both before and after school interventions as well as STEM-based clubs in an attempt to mitigate further learning loss and close the learning gap.

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 Standards-aligned Instruction	
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 a review of performance data on the 2022 state assessment results derived from Power BI, we will continue to implement the Targeted Element of Standards-Aligned Instruction. Both progress monitoring performance data and 2022 FSA state assessment results indicate that in ELA 62% of the students scored a level 3 or above and in Math 53 % of the students met high standards, indicating that standards-aligned instruction has increased and maintained academic progress of all learners. As a result, we will continue to effectively utilize both formative and summative assessments to guide planning and ensure content mastery.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we continue to implement the successful practice of Standards-Aligned Instruction, the number of students achieving proficiency will increase at least 5 percentage points when comparing PM1 to PM3 on the 2022- 2023 F.A.S.T. Progress Monitoring Assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This area of focus will be continuously monitored by the School Leadership Team during grade-level data chats. Instructional coaches will ensure that teachers effectively plan and scaffold instruction, in order to ascertain that the alignment of standards is clear and logical. Collaborative planning sessions will monitor the gathering and pacing of effective curriculum resources and materials. As a result, data from both formative and summative assessments will be used to guide planning and ensure content mastery of grade level skills.
Person responsible for monitoring outcome:	Zulema Lamazares (pr1881@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the Targeted Element of Standards-Aligned Instruction, our school will focus on the evidenced based strategy of standards based collaborative planning.. During grade-level collaborative planning sessions, instructional coaches will work together with teacher teams to improve and deliver standards-based lessons that are instructionally effective and accelerate student learning and achievement. Standards-based collaborative planning sessions will drive core instructional needs, as well as the needs of those identified students who would benefit from extended learning opportunities. Constructive feedback during these planning sessions will ensure that all stake holders execute lessons based on the targeted standards/learning needs of students and that instructional content and delivery are aligned to the intended standard and target.
Rationale for Evidence-based Strategy: Explain the	The targeted evidenced based strategy of standards based collaborative planning was selected in order to ensure that instructional content and delivery for all students is rigorous and standards aligned. Work products will reflect instructional techniques that address the needs and demands of standards/learning targets as well as mastery of the lesson objectives. Ongoing progress monitoring will be utilized to adjust instruction

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

based on needs and track learner progress as we work toward school's mission, vision and goal.

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

08/22/22-10/14/22 During weekly grade- level collaborative planning sessions teachers will use the District pacing guides to ensure that standards-aligned instructional strategies are taking place during core instruction. Weekly grade- level planning minutes, classroom walkthroughs and gradebook checks will result in standards based grading and proper materials being used in order to promote learner progress to increase academic progress.

Person Responsible   Zulema Lamazares (pr1881@dadeschools.net)

08/22/22-10/14/22 Conduct administrative weekly walkthroughs to ensure instruction is standards-based, on pace ,engaging, and data- driven. Weekly walkthroughs logs will serve to capture what (and when) was observed, what feedback was provided to teacher, and what follow-up will take place, resulting in rigorous and engaging lessons.

Person Responsible   Zulema Lamazares (pr1881@dadeschools.net)

08/122/22-10/14/22 Provide common planning times for all grade levels with the instructional coaches so that a cohesive commonality is present with regard to content delivery and instruction and materials being used. This evident commonality will result in an elevated level of rigor evident in student work samples and academic performance.

Person Responsible   Zulema Lamazares (pr1881@dadeschools.net)

08/22/22-10/14/22 Conduct in-house professional development sessions to address the use and understanding of aligning core instructional programs to the Florida Sunshine State Standards, as well as the the use and understanding of standards-based grading. Administrative walkthroughs and grade book checks will result in Standards- Aligned instruction and grading being delivered.

Person Responsible   Zulema Lamazares (pr1881@dadeschools.net)

11/1/22-12/17/22 During collaborative planning sessions instructional coaches will ensure that identified skills are explicitly taught and that scaffolded instruction is taking place prior to students transitioning to data- driven small group instruction, resulting in academic progress toward school's goal.

Person Responsible   Zulema Lamazares (pr1881@dadeschools.net)

11/1/22-12/17/22 During collaborative planning sessions instructional coaches will ensure that higher-order questions and strategies such as SPADE are being implemented resulting in retention of information and academic progress.

Person Responsible   Zulema Lamazares (pr1881@dadeschools.net)

#2. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on a review of the school climate staff data derived from Power BI, we will implement the Targeted Element of Specific Teacher Feedback/ Walkthroughs. Results indicate that 66% of the staff feel that feedback from administrators improve student outcomes, demonstrating the need that immediate and direct teacher feedback will provide teacher growth and confidence. Based on our findings we will utilize anecdotal feedback forms in order to increase student achievement and improve student outcomes, leading to learner progress toward the school's academic goals.
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 Specific Teacher Feedback/ Walkthroughs, then our school will improve instruction by analyzing patterns of instructional delivery, data, and levels of student engagement, in order to provide immediate actionable feedback leading to increased student achievement. This will be realized by a 10% increase in the percentage of proficient L25, L35, and L45 students when comparing PM1 to PM3 on the 2022-2023 F.A.S.T. Progress Monitoring Assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This area of focus will be continuously monitored by utilizing anecdotal feedback forms, collected by the administrative team to identify key descriptors of quality instruction and the modeling of best practices. These walkthroughs will promote dialogue with teachers ensuring that coaching and feedback will result in academic changes and rigorous classroom practices, yielding quality instruction and academic progress.
Person responsible for monitoring outcome:	Zulema Lamazares (pr1881@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The targeted evidenced based strategy of Consistent, Developmental Feedback was selected in order to provide all stakeholders with clear expectations and immediate consistent feedback, resulting in better student outcomes as necessary adjustments are made to ensure instruction is aligned to our school's goal and that what is planned is being delivered.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the	The targeted evidenced based strategy of Specific Teacher Feedback/ Walkthroughs was selected in order to support continuous school improvement. In addition, it aligns expectations between teachers and administrators, as administrative visibility and feedback to strengthen teaching and learning. Lastly, it stimulates sharing within the faculty by identifying effective practices and positive happenings in the classroom that reinforce standards-based learning.

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

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

8/22/22-10/14/22 The SLT will identify key descriptors and quality components of instruction and
assessments. As a result, these established instructional expectations will capture and ensure that
essential elements of best practices are being delivered for all learners.

Person Responsible	Zulema Lamazares (pr1881@dadeschools.net)

8/22/22-10/14/22 Conduct ongoing Classroom walkthroughs, and utilize anecdotal forms to record
artifacts and evidence that support effective expectations and practices. These multiple weekly
walkthroughs will result in established clear and consistent support and expectations that will impact
academic progress.

Person Responsible	Zulema Lamazares (pr1881@dadeschools.net)

8/22/22-10/14/22 Conduct classroom walkthroughs, in order to foster open dialogue and lesson reflection.
As a result, immediate feedback will ensure that implemented evidenced based strategies and practices
that reinforce academic progress and critical thinking skills are being delivered.

Person Responsible	Zulema Lamazares (pr1881@dadeschools.net)

8/22/22-10/14/22 Conduct scheduled teacher debriefing and feedback sessions, resulting in instructional
practices being strengthened, as student outcomes improve in relation to school's instructional focus and
goal.

Person Responsible	Zulema Lamazares (pr1881@dadeschools.net)

11/1/22-12/17/22 The Leadership team will schedule peer-observations resulting in debriefing conferences
that provide feedback on observations during collaborative planning sessions. This open dialogue will
foster growth opportunities and result in the sharing of best practices amongst colleagues.

Person Responsible	Zulema Lamazares (pr1881@dadeschools.net)

11/1/22-12/17/22 The leadership team will provide opportunities for teachers to engage in learning walks
for the purpose of sharing best practices resulting in improved instruction, rigor and academic
engagement.

Person Responsible	[no one identified]

#3. Positive Culture and Environment specifically relating to Attendance	
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 student climate survey data derived from Power BI, we will implement the Targeted Element of Student Attendance. Results indicate that only 63% of the students like coming to school compared to 68% in 2021, demonstrating the need to change the mindset as it effects attendance and academic achievement. Students who are struggling to make learning gains and score proficiency are hindered further by this mindset. Attendance incentives and initiatives will ensure that positive mindsets are set, connections are made and attendance of all learners is consistent for the school.
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, then our students will receive standards-aligned quality instruction that will lead to learner progress and improved proficiency outcomes as evidenced by a comparison of PM1 and PM3 on the 2022-2023 F.A.S.T Progress Monitoring Assessment. Consistent incentives and rewards of daily classroom attendance will increase our daily attendance percentage rates by 7 percentage points by June 2023.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The SLT will identify and meet with those students who struggle with attendance to identify the root cause, the school counselor will work with families to provide support and/or services that can assist families in solving these truancy issues. Regular and consistent incentives and rewards will promote a positive environment that is conducive to learning and promotes consistent student attendance. Classroom teachers will also track and communicate with families to ensure that students and/or family members who may be ill connect virtually and have access to on-demand lessons so that the flow of instruction is seamless and uninterrupted as it pertains to the school's goal and our desired outcome.
Person responsible for monitoring outcome:	Zulema Lamazares (pr1881@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 and rewards will recognize the effort our students and families put forth in coming to school. Student absences will be monitored on a weekly basis to prevent a pattern of excessive absences as well as to provide immediate support in getting those students to attend school.
Rationale for Evidence-based Strategy: Explain the rationale for	The targeted evidenced based strategy of attendance initiatives was selected in order to further build a relationship between home and school as well as to stress the importance of how coming to school each day impacts learning. Attendance initiatives will assist the SLT to reward, track and develop a plan of action to decrease absences as they track weekly attendance logs.

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.

08/22/22-10/14/22 Attendance will be monitored on a daily basis by teachers and on a weekly basis by the at school's CIS, in order to identify truant students who are displaying a truant trend. Appropriate action will then be taken to ensure that parents are notified and a plan of action to support attendance is taking place. As a result, daily monitoring of attendance will serve to identify trends and offer support in an effort to increase our attendance rates.

Person Responsible   Zulema Lamazares (pr1881@dadeschools.net)

08/22/22-10/14/22 Monitor attendance reports and chart students who come to school daily, Identified students will be rewarded with incentives from Administration. This celebration of their educational dedication and commitment, will result in academic progress towards the school's goal.

Person Responsible   Zulema Lamazares (pr1881@dadeschools.net)

08/22/22-10/14/22 The SLT will conduct daily "Who's Here?" As a result, randomly selected students who are in attendance will receive a small incentive as a reward for coming to school and being an "educational soldier." As a result, these random drawings will motivate all learners to come to school on a daily basis, increasing our attendance rates.

Person Responsible   Zulema Lamazares (pr1881@dadeschools.net)

08/22/22-10/14/22 Administrators will offer quarterly incentives for teachers who address patterns of concern specifically in the L25 subgroup, resulting improved daily student attendance percentages and academic performance.

Person Responsible   Zulema Lamazares (pr1881@dadeschools.net)

08/22/22-10/14/22 Create a visual display near the cafeteria that will showcase classes that achieve 100% attendance on a monthly basis. As a result, identified classes will be rewarded and spotlighted during morning announcements increasing student attendance and academic performance.

Person Responsible   Zulema Lamazares (pr1881@dadeschools.net)

11/1/22-12/17/22 Administrators will reward students with perfect attendance throughout the entire semester, resulting in increased daily attendance percentages, as students are motivated and rewarded for coming to school.

Person Responsible   Zulema Lamazares (pr1881@dadeschools.net)

11/1/22-12/17/22 The Administrative team will assign staff to monitor/mentor L25 students and students that demonstrate EWI to an adult volunteer/mentor resulting in a student's social emotional growth as it creates a sense of belonging and increased value of school and academic progress.

Person Responsible Zulema Lamazares (pr1881@dadeschools.net)

#4. 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 a review of performance data on the 2022 state assessments derived from Power BI, we will implement the Targeted Element of Small Group Instruction. Results indicate that proficiency levels of the SWD subgroup decreased 3 percentage points in ELA from 10% in 2021 to 7% on the 2022 state assessment, and in Math it decreased by 2 percentage points from 10% in 2021 to 8% in 2022, demonstrating the need to methodically target skills for the SWD subgroup during small group instruction. Based on our findings we will utilize data to scaffold grade-level small group instruction in order to increase academic progress and the percent of SWD students meeting high standards.
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 practice of data- driven small group instruction, then the learning gains of our SWD students will increase at least 10 percentage as evidenced by a comparison of PM1 and PM3 on the 2022-2023 F.A.S.T. Progress Monitoring Assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This area of focus will be continuously monitored by utilizing District assessments to ensure that intervention groups are fluid and adjusted according to student academic needs and progress. Current real time data will be utilized during monthly data chats with the School Leadership Team to determine and track academic progress. Instructional Coaches will ensure that lesson plans reflect small group targeted skills specifically for the SWD students. Classroom walkthroughs will monitor that deliberate and targeted data driven interventions are being delivered. Ongoing progress monitoring will be utilized to track student progress and adjust instruction and provide remediation as needed. Extended learning opportunities will be offered to those students who are still struggling or not making adequate progress in order to close the learning gap and mitigate learning loss.
Person responsible for monitoring outcome:	Zulema Lamazares (pr1881@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy	Within the Targeted Element of Small Group Instruction, our school will focus on Data-Driven Instruction. Current real time data will be utilized during monthly data chats with the School Leadership Team. Instructional coaches will ensure that lesson plans reflect small group targeted skills specifically for the SWD students. Classroom walkthroughs will ensure deliberate instruction is taking place.

being 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.

The targeted evidenced-based strategy of data driven instruction was selected in order to ensure that the consistent use of ongoing progress monitoring data during small group instruction will further assist and accelerate the learning gains of the SWD subgroup. This strategic and deliberate approach will meet the needs of the students' as evidenced by the data increases that will be reflected in the school wide data and in the students' individual growth trackers.

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

08/22/22-10/14/22 Facilitate grade level/department Planning sessions on a weekly basis to ensure collaboration, effective use of resources, and preparation of data-driven lessons. As a result, data charts and classroom walk throughs will ensure that targeted instruction is being provided to meet the diverse needs of all students, specifically the most fragile SWD subgroup.

Person Responsible Zulema Lamazares (pr1881@dadeschools.net)

08/22/22-10/14/22 Facilitate grade level data chats after the completion of each Progress Monitoring assessment creating opportunities to analyze data, improve instruction, identify next steps and implement instructional decisions to impact student learning. On-going progress monitoring will serve as evidence to the effectiveness of instruction and intervention resulting in improved student outcomes and learner progress.

Person Responsible Zulema Lamazares (pr1881@dadeschools.net)

08/22/22-10/14/22 Provide remediation during small group instruction utilizing effective curriculum resources as well as the Gradual Release Model to scaffold instruction. As a result, this explicit support will ensure that our most fragile students and SWD subgroup make academic progress, as we close the learning gap and foster independent learners.

Person Responsible Zulema Lamazares (pr1881@dadeschools.net)

08/22/22-10/14/22 Continuously adjust groups and modify instruction utilizing effective curriculum resources. Effective use of curriculum resources based on data findings will result in maximized student outcomes and an increase the percentage of students meeting high standards.

Person Responsible Zulema Lamazares (pr1881@dadeschools.net)

11/1/22-12/17/22 Data driven instruction will be monitored through the use of data trackers to drive instructional planning, conversations and next steps, resulting in improved outcomes as students set personal goals and monitor their individual progress.

Person Responsible	[no one identified]

11/1/22-12/17/22 Utilize data chats to identify deficiencies in students' progress and identify growth opportunities as student data EXCEL spreadsheets are updated. These continuous updates will result in targeted strategies and lessons that will address remediation/enrichment needed in order to attain learner and academic progress.

Person Responsible	Zulema Lamazares (pr1881@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

N/A

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

N/A

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)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

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.

N/A

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

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. §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?

N/A

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?

N/A

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
N/A	
N/A	
N/A	
N/A	

N/A

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

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

The school builds a positive culture by implementing a clear vision that supports a positive learning community. Administrators and the SLT create and communicate a clear vision that is consistently visible and reinforced. This schoolwide vision provides opportunities for all stakeholders to feel supported as it relates to academic progress and professional learning opportunities that are based on teacher needs and information sharing. These opportunities create a unified team that values the beliefs and goals of the school, as staff come together as a team both during and after school. In addition, these opportunities create a mutual respect that fosters equity and tolerance for individual differences amongst staff, students, and community as skill sets are built and classrooms foster high levels of learning and engagement.

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 build capacity amongst staff and students, monitor academic progress and concerns, oversee all the school's initiatives and ensure that collaborative planning and conversations are taking place. The Assistant Principal will assist in establishing a positive environment of trust by sharing pertinent information in order to assist teachers with professional development support. In addition, she will monitor staff and student attendance as it relates to morale, and she will ensure all data is shared with stakeholders in a timely manner. Teacher leaders and instructional coaches will assist in guiding instructional dialogue and support as well as responding to any feedback from all stakeholders vested in the school.