Miami-Dade County Public Schools

Winston Park K 8 Center

2022-23 Schoolwide Improvement Plan

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Winston Park K 8 Center

13200 SW 79TH ST, Miami, FL 33183

http://winstonpark.dadeschools.net/

Demographics

Principal: Carla Rivas D

Start Date for this Principal: 7/15/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	81%
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 White Students Economically Disadvantaged Students
School Grades History	2021-22: A (68%) 2018-19: A (69%) 2017-18: A (70%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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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)
Combination School PK-8	No	81%

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

School Grades History

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

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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 Winston Park K-8 Center is to create a fair and equitable learning environment in which all students strive for personal and academic excellence in a "family-centered" atmosphere as they develop skills to become lifelong learners and successful participants in a global community.

Provide the school's vision statement.

Winston Park K-8 Center successfully educates and prepares students from multicultural backgrounds to make economic, political, moral and social decisions that will positively impact the future.

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
Castellanos, Ashley	Assistant Principal	anoffo@dadeschools.net - monitor educational programs of the school.
Rivas, Carla	Principal	pr5961@dadeschools.net - Manage the operations and the educational programs of the school.
Ward, Cedric	Assistant Principal	cedward@dadeschools.net - monitor educational programs of the school.
Llama, Marlene	Instructional Coach	mllama@dadeschools.net - Review data and meet with teachers.
Hernandez, Diana	Teacher, K-12	dhernan851@dadeschools.net - Facilitates communication between administration and Pre-K and Kindergarten teachers.
Guzman, Patricia	Teacher, K-12	pguzman@dadeschools.net - Facilitates communication between administration and 6-8 teachers.

Demographic Information

Principal start date
Friday 7/15/2022, Carla Rivas D

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.*
62

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.*

23

Total number of teacher positions allocated to the school

71

Total number of students enrolled at the school

1,150

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

8

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

6

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	84	101	110	131	147	135	166	157	178	0	0	0	0	1209
Attendance below 90 percent	20	4	3	1	4	10	6	5	19	0	0	0	0	72
One or more suspensions	0	0	0	0	0	0	0	5	4	0	0	0	0	9
Course failure in ELA	2	2	2	0	1	1	0	2	0	0	0	0	0	10
Course failure in Math	0	0	0	0	0	0	0	14	7	0	0	0	0	21
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	15	26	18	29	20	21	0	0	0	0	129
Level 1 on 2022 statewide FSA Math assessment	0	0	0	6	5	12	18	8	16	0	0	0	0	65
Number of students with a substantial reading deficiency	0	2	8	15	21	22	32	35	43	0	0	0	0	178

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	2	2	17	1	9	15	14	2	38	0	0	0	0	100

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	2	2	4	2	3	1	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	3	1	0	2	0	0	0	0	6

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	80	92	113	138	139	135	170	171	184	0	0	0	0	1222
Attendance below 90 percent	0	9	12	17	8	14	14	22	23	0	0	0	0	119
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	3	2	6	6	6	3	7	11	0	0	0	0	44
Course failure in Math	0	1	0	4	10	17	9	3	6	0	0	0	0	50
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	1	13	14	9	0	0	0	0	37
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	9	15	7	0	0	0	0	31
Number of students with a substantial reading deficiency	0	10	26	36	42	11	53	69	64	0	0	0	0	311

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	1	4	3	3	7	8	11	16	11	0	0	0	0	64

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	1	4	3	3	5	5	1	2	0	0	0	0	0	24
Students retained two or more times	0	0	1	0	3	2	2	3	1	0	0	0	0	12

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	80	92	113	138	139	135	170	171	184	0	0	0	0	1222
Attendance below 90 percent	0	9	12	17	8	14	14	22	23	0	0	0	0	119
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	3	2	6	6	6	3	7	11	0	0	0	0	44
Course failure in Math	0	1	0	4	10	17	9	3	6	0	0	0	0	50
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	1	13	14	9	0	0	0	0	37
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	9	15	7	0	0	0	0	31
Number of students with a substantial reading deficiency	0	10	26	36	42	11	53	69	64	0	0	0	0	311

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	1	4	3	3	7	8	11	16	11	0	0	0	0	64

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	1	4	3	3	5	5	1	2	0	0	0	0	0	24
Students retained two or more times	0	0	1	0	3	2	2	3	1	0	0	0	0	12

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	69%	62%	55%				69%	63%	61%
ELA Learning Gains	63%						61%	61%	59%
ELA Lowest 25th Percentile	47%						60%	57%	54%
Math Achievement	72%	51%	42%				82%	67%	62%
Math Learning Gains	69%						68%	63%	59%
Math Lowest 25th Percentile	63%						67%	56%	52%
Science Achievement	61%	60%	54%				54%	56%	56%
Social Studies Achievement	85%	68%	59%				82%	80%	78%

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	79%	60%	19%	58%	21%
Cohort Comparison		0%				
04	2022					
	2019	70%	64%	6%	58%	12%
Cohort Comparison		-79%				
05	2022					
	2019	64%	60%	4%	56%	8%
Cohort Comparison		-70%				
06	2022					
	2019	58%	58%	0%	54%	4%
Cohort Comparison		-64%				
07	2022					
	2019	63%	56%	7%	52%	11%
Cohort Comparison		-58%				
08	2022					
	2019	69%	60%	9%	56%	13%
Cohort Comparison		-63%				

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	93%	67%	26%	62%	31%
Cohort Comparison		0%				
04	2022					
	2019	88%	69%	19%	64%	24%
Cohort Comparison		-93%				
05	2022					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	78%	65%	13%	60%	18%
Cohort Comparison		-88%				
06	2022					
	2019	81%	58%	23%	55%	26%
Cohort Comparison		-78%				
07	2022					
	2019	52%	53%	-1%	54%	-2%
Cohort Comparison		-81%				
08	2022					
	2019	55%	40%	15%	46%	9%
Cohort Comparison		-52%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	55%	53%	2%	53%	2%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-55%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	32%	43%	-11%	48%	-16%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	93%	68%	25%	67%	26%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	79%	73%	6%	71%	8%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	97%	63%	34%	61%	36%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	93%	54%	39%	57%	36%

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	44	51	37	45	56	58	38	72			
ELL	60	57	48	65	63	59	47	71	67		
ASN	82			80							
BLK	43	27		50	55						
HSP	69	64	48	72	69	63	62	85	84		
WHT	66	56		69	72		38				
FRL	65	61	47	67	65	63	55	86	76		
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	37	35	31	34	20	15	26	65	32		
ELL	54	53	46	49	24	24	35	64	47		
ASN	60			50							
BLK	33			50							
HSP	66	53	43	57	24	22	53	69	62		
WHT	64	47		61	37						
FRL	62	50	40	53	22	23	50	61	63		
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	37	45	46	49	55	53	31	69	45		
ELL	55	56	58	74	70	70	40	71	52		
ASN	92	73		100	82						
BLK	69	64		81	64						
HSP	69	61	60	82	68	66	53	83	74		

										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
WHT	67	57		78	67		67		100		
FRL	65	59	60	79	65	63	52	79	70		

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	67
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	57
Total Points Earned for the Federal Index	668
Total Components for the Federal Index	10
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	49
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	59
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	81
Asian Students Subgroup Below 41% in the Current Year?	NO

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

Black/African American Students	
Federal Index - Black/African American Students	44
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	67
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

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

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

White Students	
Federal Index - White Students	60
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	65
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?

According to the Progress Monitoring data, the subject with the most significant deficiency is Math across all grade levels. Overall 57% of our students in grades 3-8 are level 1.

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

Based on the Progress Monitoring data, Math demonstrated the greatest need for improvement in grades 3, 4, and 8. These grades have the most level ones and no students scored a level 5.

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

The factors that contributed to the score were the inconsistencies in standard based instruction. The administrative team will continue to provide support to the teachers through PDs on standard-aligned instruction, as well as hold regular grade level/department meetings to monitor and plan for instruction and assessments aligned to the standards. These methods of support will give our teachers the skills and resources necessary to improve upon standard based instruction from the beginning of the year.

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

Based on our progress monitoring data and 2022 state assessments our ELA scores continue to improve. No grade level experienced a decease in ELA proficiency. Overall 69% of our students are on or above grade level, with 63% of our students making learning gains in ELA.

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

We created collaborative planning schedules that allotted time to share best practices and data on a weekly bases and created tutoring groups before and after school.

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

We will continue collaborative planning to allow teachers time to discuss data, DI strategies, and Standards-Based Collaborative Planning.

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

The PLST will develop in-house professional development on using data instruction and aligning instruction to meet their students individual needs.

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

Collaborative planning will be scheduled Biweekly and a member of the LT will attend to ensure fidelity to the strategies being implemented school-wide that are aligned to the goals. Extended learning opportunities will be provided before and after school through tutoring and interventions as well as academic clubs.

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 School Safety	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	According to the 2021-2022 School Climate Survey feedback from students, we had a 16% increase in students that think violence is a problem in our school. Based on the data review, our school will implement the Targeted Element of School Safety. We recognize the need to ensure that all our students feel safe at our 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 School Safety, our School Climate Survey feedback from students will show at least a 3 percentage point decrease from 2021-2022 School Climate Survey.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Leadership and Safety Team will meet regularly, review student survey data to address areas of concerns, work with community members and law enforcement to ensure our school is secure at all times.
Person responsible for monitoring outcome:	Carla Rivas (pr5961@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Inclusivity, Tolerance, and Anti-Bullying ensures staff support for implementing schoolwide programs that promote inclusivity, build tolerance, and reduce bullying. Inclusivity, Tolerance, and Anti-Bullying establishes an environment where students and staff feel safe from physical harm, teasing, gossip, and exclusion in school and/or social media.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Within the targeted Element of School Safety, our school will focus on the evidence-based strategy of: Consistent protocols to maintain a healthy and safe environment. Studies have shown that student achievement can be affected either positively or negatively by the school environment.

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.	

1. The principal will create a Leadership and Safety Team from 8/17/22-10/14/22.

Person Responsible	Carla Rivas (pr5961@dadeschools.net)

2. The principal will schedule meetings with the team to discuss students' concerns from 8/17/22-10/14/22.

Person Responsible	Carla Rivas (pr5961@dadeschools.net)

3. The Leadership and Safety Team will create plan to address the students' safety and concerns from 8/17/22-10/14/22.

Person Responsible	Carla Rivas (pr5961@dadeschools.net)

4. The Leadership and Safety Team will present the Safety Plan to teachers and students to ensure efficacy of the plan from 8/17/22-10/14/22.

| **Person Responsible** | Carla Rivas (pr5961@dadeschools.net) |

5. The Leadership and Safety Team met to review safety drills from the first 9 weeks and adjusted Safety Procedures. In addition; more security cameras will be installed around campus in areas such as the cafeteria, front of the school, main office, and the covered patio area from 10/31/22-12/16/22.

| **Person Responsible** | Carla Rivas (pr5961@dadeschools.net) |

6. The Leadership and Safety Team created a list of work orders after analyzing the findings of the safety drills of the first 9 weeks to improve safety within the facilities (i.e. PA system, fire alarm sensors, exit signs, gates etc.) from 10/31/22-12/16/22.

| **Person Responsible** | Carla Rivas (pr5961@dadeschools.net) |

#2. Transformational Leadership specifically relating to Teacher Recruitment and Retention	
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 qualitative data from the School Climate survey, SIP survey, and review of the Resources and Support Systems 2021-2022, 39 percent of teachers feel staff morale is high at our school. This is a 35 percentage point decrease from the previous school year. We want to use the Targeted Element of Instructional Leadership Team. Teachers in the building would like to have more opportunities to voice their opinions in the decision-making process. We want to develop teacher leaders by involving them in school-wide initiatives, allowing them the opportunity to further their learning. As a result, student success is positively impacted.
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, the percentage of teachers on the Climate Survey that feel will their ideas are listened to and considered will increase by at least 3% during the 2022-2023 school year. 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, presenting ideas to solve issues that arise, etc.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Develop an Instructional Leadership Team that will collaborate across grade levels and departments to develop and plan events that will encourage teacher participation and sharing. The Leadership Team will identify specific staff members that are experts in areas that will serve as leads with new initiatives and development. By involving teachers, we hope to create an environment of shared leadership. This initiative will be evident by teacher leaders providing support and development to their colleagues in various areas. To ensure we are on the right track, teachers who receive support will share the knowledge they have gained during collaborative planning and/or faculty meetings.
Person responsible for monitoring outcome:	Carla Rivas (pr5961@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Strategic teacher teaming through mentorship and partnership requires teacher collaboration to share responsibilities for students' learning resulting in improved instruction. To promote strategic teacher teaming, empower the teams by supporting a safe space for teachers to come together to share information, resources, ideas, and expertise so that learning becomes more accessible and effective for students.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Involving Staff will assist in integrating the talents of teachers within the building to carry out the vision, the mission, and problem solve. Throughout this process, the LT will create" buy-in" and bring creative and innovative solutions to the forefront.

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.

1. The principal will create a Leadership Team to communicate across grade levels and identify teachers' talents and strengths by August 17.

Person Responsible	Carla Rivas (pr5961@dadeschools.net)

2. The Leadership Team will share with the administrative team and assist with "buy-in" and encourage teachers to share from 8/17/22-10/14/22.

Person Responsible	Carla Rivas (pr5961@dadeschools.net)

3. Identified teacher leaders will provide support and development to their colleagues in various areas of expertise from 8/17/22-10/14/22.

Person Responsible	Carla Rivas (pr5961@dadeschools.net)

4. Teachers who receive support will share knowledge gained during collaborative planning and/or faculty meetings from August 17 - October 14, 2022.

Person Responsible	Carla Rivas (pr5961@dadeschools.net)

5.Liaisons for ELA, Mathematics, Science, STEAM, SECME, and Social Studies will be identified to encourage different teachers to lead in our school improvement efforts and hold meetings to align instruction, identify areas of strengths and weakness, and plan activities from 10/31/22 -12/16/22.

Person Responsible	Carla Rivas (pr5961@dadeschools.net)

6. Liaisons and Teachers who receive support will share knowledge gained during collaborative planning and/or faculty meetings from 10/31/22 -12/16/22.

Person Responsible	Carla Rivas (pr5961@dadeschools.net)

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on the 2022 Science State assessment data review, our school will implement collaborative planning. We selected this strategy because our findings demonstrated only 51% of our students met proficiency in Grade 5 and 8 Science. We are not meeting the unique needs of all learners therefore it is evident that we must improve our ability to plan instruction aligned to the standards in which our students demonstrated their greatest deficiency.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we successfully implement collaborative planning, then students scoring a level 3 and above will increase by a minimum of 5 percentage points as evidenced by the 2023 Science State Assessments.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Leadership Team will monitor collaborative planning by at least one member attending the bi-weekly grade level and department meetings and will collect signed meeting agendas and attendance rosters.
Person responsible for monitoring outcome:	Carla Rivas (pr5961@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being	Standards-Based Collaborative Planning refers to any period of time that is scheduled during the school day for multiple teachers, or teams of teachers, to work together. Its primary purpose is to bring teachers together to learn from one another and collaborate on projects such as STEAM, science standards, and Gizmos that will lead to improvements in standards-aligned lesson quality, instructional effectiveness, and student achievement. Standards-Based lessons should include detailed objectives, activities and assessments that evaluate students on the aligned standards-based content. Collaborative Planning improves collaboration among teachers and promotes learning, insights, and constructive

implemented for this Area of Focus.	feedback that occur during professional discussions among teachers. Standards-Based lessons, units, materials, and resources are improved when teachers work on them collaboratively.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.**	Standards-Based Collaborative Planning brings teachers together to learn from one another and collaborate on projects that will lead to improvements instructional effectiveness and student achievement. During the planning, we will align our STEAM and Science standards to ensure we are meeting the students needs. We have doubled our elective STEAM courses which are all currently at maximum enrollment. Throughout the school year we will offer professional development to teachers, science clubs for students, and STEAM nights for all stakeholders.

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.

1. Administration and Coach will work together to create a schedule that is conducive to common planning from 8/17/22-10/14/22.

Person Responsible   Carla Rivas (pr5961@dadeschools.net)

2. Teachers will meet with their grade level/department bi-weekly from 8/17/22-10/14/22. .

Person Responsible   Carla Rivas (pr5961@dadeschools.net)

3. Teachers will review student data to identify areas of strengths and weaknesses from 8/17/22-10/14/22.

Person Responsible   Carla Rivas (pr5961@dadeschools.net)

4. Teachers will make modification to lesson plans and instructional delivery based on the needs of their students from 8/17/22-10/14/22.

Person Responsible   Carla Rivas (pr5961@dadeschools.net)

5. The teachers and administration will conduct data chats based on data obtained from topic assessments focusing in on the L25 in order to target the standards requiring remediation from 10/31/22-12/16/22.

Person Responsible   Carla Rivas (pr5961@dadeschools.net)

6. Teachers will address L25 needs in grade level meetings to monitor progress and adjust instruction to meet their needs. Students in grades 6-8 including students taking physical science and biology who demonstrate a need for additional support will attend an afterschool middle school enrichment program to address deficiencies on science standards from 10/31/22-12/16/22.

Person Responsible   [no one identified]

#4. Instructional Practice specifically relating to Student Engagement	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	According to the 2021-2022 School Climate Survey, our school attendance has dropped. We selected this strategy because our findings demonstrated 41% of our students missed more than 9 days of school. Students are not motivated and engaged if they are not in 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 Attendance Incentive Programs, the percentage of students on the 2022-2023 Climate Survey that miss 9 days or more will decrease by at least 5 percentage points.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Administrators and counselors will review student attendance with teachers quarterly to identify students.
Person responsible for monitoring outcome:	Carla Rivas (pr5961@dadeschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Strategic Attendance Initiatives involve close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies as well as incentives for students with perfect attendance.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Students need to be motivated and engaged in the classroom on a daily basis. When they are not in school they are not learning. By involving all stakeholders in our attendance incentive program we will create a " buy-in" and in return increase student attendance.

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.

1. The principal will create an Attendance Team to communicate and establish incentives for student attendance 8/17/22-10/14/22.

Person Responsible	Carla Rivas (pr5961@dadeschools.net)

2. Identified attendance leaders will provide support and development to their colleagues in various areas of expertise from 8/17/22-10/14/22.

Person Responsible	Carla Rivas (pr5961@dadeschools.net)

3. The attendance Team will meet with EESAC to assist with purchasing items to motivate students to come to school from 8/17/22-10/14/22.

Person Responsible	Carla Rivas (pr5961@dadeschools.net)

4. The attendance team will meet and create incentive flyers and announcements to share with teachers, parents and students to Kick off our "Wildcat Pack." These students will be recognized for perfect attendance from 8/17/22-10/14/22.

Person Responsible	Carla Rivas (pr5961@dadeschools.net)

5. Teachers will refer students to counselors after 5 unexcused absences so that the counselor can conduct parent conferences to address excessive absences from 10/31/22-12/16/22.

Person Responsible	Carla Rivas (pr5961@dadeschools.net)

6. Students that have 100% attendance for the quarter will be recognized and invited to a special event from 10/31/22-12/16/22.

Person Responsible	Carla Rivas (pr5961@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

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 creating a safe environment and Physical and Emotional Safety. Our school engages staff and students in the care of the physical environment through Beautification Days. Students and families are invited to make enhancements to our campus outdoor areas and care for our edible garden and Science habitat that is used for student exploration. Our counselors use Values Matter lessons to engage students in meaningful conversations that encourage mutual respect for individual differences and promote tolerance and inclusivity.

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

The stakeholders involved in building positive school culture and environment are the Principal, Assistant Principals, teachers, and counselors. The principal's role is to establish and maintain all the school's initiatives and maintain healthy and rewarding relationships that will create a sense of belonging to the school. The Assistant Principals will assist with school initiatives and ensure all information is shared with stakeholders. Teachers solve problems effectively and help students feel supported, and counselors disseminate information and support teachers and students.