Calusa Elementary School

2022-23 Schoolwide Improvement Plan

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Calusa Elementary School

9580 W CALUSA CLUB DR, Miami, FL 33186

http://calusa.dadeschools.net/

Demographics

Principal: Suzet Hernandez M   Start Date for this Principal: 7/26/2018

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	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	61%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (80%) 2018-19: A (80%) 2017-18: A (83%)
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)
Elementary School PK-5	No	61%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	95%

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

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The staff and community of Calusa Elementary School will provide students with sensitivity, awareness, and an
understanding of our cultural diversity. Global perspectives will be addressed through an interdisciplinary approach to instruction. A meaningful learning environment will be provided to instill a feeling of mutual respect among teachers, students, and parents. The process will develop students to their highest potential.

Provide the school's vision statement.

Calusa Elementary School enriches the community through: the conveyance of the cultural heritage of the nation
and the surrounding community; the provision of the best possible educational experiences to our students; the
extension of the services of the school to address the needs of the whole individual; and the provision of a center
for community activities.

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
Hernandez, Suzet	Principal	The principal's role at the school is to provide strategic direction for teachers and staff and oversee the daily activities and operations within the school.
Reyes, Aixa	Assistant Principal	The assistant principal is responsible for facilitating the day to day requirements of the school and ensuring the safety of the students.
Diaz, Ana	Instructional Media	The Media Specialist will implement a schoolwide reading incentive program as well as assist teachers with procuring resources to enhance their curriculum. She will also guide students in searching for information for educational purposes.
DeCespedes, Laura	ELL Compliance Specialist	The ELL Compliance Specialist will ensure that ELL students are accessing the curriculum as mandated by the District. She is also responsible for ELL testing and maintaining necessary records.
Carrillo, Susan	Teacher, K-12	This teacher leader is responsible for assisting Math monthly workshops and disseminating important information to Math teachers at the school. She is also responsible for implementing the schoolwide Math incentive program.
Flores, Sachee	Teacher, K-12	The VPK teacher is responsible for planning and implementing the daily program for our primary grade students.
Rodriguez, Gretel	Teacher, K-12	This teacher leader is responsible for ensuring that teachers are accessing necessary Reading resources and and implementing strategies to ensure that students develop literacy skills. She assists teachers in evaluating their students' reading levels thus creating lesson plans that will encourage them to read and advance in proficiency.

Demographic Information

Principal start date
Thursday 7/26/2018, Suzet Hernandez M

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
39

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.*
8

Total number of teacher positions allocated to the school

46

Total number of students enrolled at the school

710

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

3

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

4

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	106	126	135	120	123	113	0	0	0	0	0	0	0	723
Attendance below 90 percent	0	3	6	4	6	3	0	0	0	0	0	0	0	22
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	3	5	1	2	2	0	0	0	0	0	0	0	13
Course failure in Math	0	0	0	1	2	3	0	0	0	0	0	0	0	6
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	14	4	0	0	0	0	0	0	0	18
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	5	8	0	0	0	0	0	0	0	13
Number of students with a substantial reading deficiency	0	5	5	6	15	6	0	0	0	0	0	0	0	37

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	3	3	0	7	4	0	0	0	0	0	0	0	17

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	4	3	0	1	0	0	0	0	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Monday 8/22/2022

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	123	126	119	116	116	124	0	0	0	0	0	0	0	724
Attendance below 90 percent	3	3	5	4	3	3	0	0	0	0	0	0	0	21
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	5	3	1	2	2	0	0	0	0	0	0	0	13
Course failure in Math	0	0	1	2	3	6	0	0	0	0	0	0	0	12
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	14	2	9	0	0	0	0	0	0	0	25
Level 1 on 2019 statewide FSA Math assessment	0	0	0	3	8	9	0	0	0	0	0	0	0	20
Number of students with a substantial reading deficiency	0	7	8	16	5	14	0	0	0	0	0	0	0	50

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	3	2	4	4	9	0	0	0	0	0	0	0	22

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	4	2	0	1	0	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

Part II: Needs Assessment/Analysis

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	86%	62%	56%				85%	62%	57%
ELA Learning Gains	83%						73%	62%	58%
ELA Lowest 25th Percentile	75%						73%	58%	53%
Math Achievement	88%	58%	50%				82%	69%	63%
Math Learning Gains	74%						83%	66%	62%
Math Lowest 25th Percentile	66%						75%	55%	51%
Science Achievement	85%	64%	59%				91%	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	82%	60%	22%	58%	24%
Cohort Comparison		0%				
04	2022					
	2019	79%	64%	15%	58%	21%
Cohort Comparison		-82%				
05	2022					
	2019	84%	60%	24%	56%	28%
Cohort Comparison		-79%				

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	63%	67%	-4%	62%	1%
Cohort Comparison		0%				
04	2022					
	2019	87%	69%	18%	64%	23%
Cohort Comparison		-63%				
05	2022					
	2019	88%	65%	23%	60%	28%
Cohort Comparison		-87%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					
	2019	87%	53%	34%	53%	34%
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	56	60	56	59	47	38	56				
ELL	77	74	71	86	79	77	77				
ASN	90			100							
BLK	70			100							
HSP	86	82	76	86	76	64	84				
WHT	89	100		94	57						
FRL	83	78	73	85	72	67	82				

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	54	68	54	56	58	46	26				
ELL	72	75	62	67	53	44	60				
BLK	100			75							
HSP	82	71	60	75	60	40	65				
WHT	88	70		75	80		70				
FRL	79	70	62	68	55	38	58				

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	66	65		55	74		82				
ELL	81	72	76	79	78	65	83				
BLK	91			91							
HSP	85	73	73	80	82	72	90				
WHT	87	71		87	95		100				
FRL	80	70	69	74	83	75	89				

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	79
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	77
Total Points Earned for the Federal Index	634
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	53
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	77
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	95
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	85
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	79
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	85
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	77
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?

Overall, our school scores are trending upward in almost every area. An FSA School to District comparison shows the gap widening significantly in the areas of ELA, Math and Science. Learning gains and scores for our L25 significantly increased in both ELA and Mathematics. A notable increase was seen in overall 5th grade FSA Math scores. The percentage of students scoring 3 and above in 5th grade Math increased 19 percentage points from 66% in 2021 to 85% in 2022. Additionally, there was a significant increase in 5th grade Science FCAT scores. Science proficiency increased 20 percentage points from 65% in 2021 to 85% in 2022.
The most significant FSA area of decrease was seen in 3rd grade overall ELA scores. The percentage of students scoring 3 and above in 3rd grade ELA decreased from 84% in 2021 to 78% in 2022; a drop of 6 percentage points. A less significant decrease was seen in the area of overall 4th grade FSA Mathematics. The percentage of students scoring 3 and above in 4th grade Math decreased from 89% in 2021 to 86% in 2022; a drop of 3 percentage points.

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

The greatest need for improvement was noted in 3rd grade ELA scores. The percentage of students scoring proficiency levels of 3 and above dropped from 84% in 2021 to 78% in 2022. This constitutes a decrease of 6 percentage points. Additionally, 4th grade students scoring Math FSA proficiency levels 3 or above decreased from 89% in 2021 to 86% in 2022. This constitutes a decrease of 3 percentage points.

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

In the area of 3rd grade Reading, teachers felt that the contributing factor most affecting student performance was a lack of in-depth knowledge of ELA standards. Due to the pandemic, these students missed out on fundamental basic reading skills especially in areas of implied information and critical thinking. New actions will include vertical planning with 2nd grade teachers in order to align expectations that need to be met.
In the area of 4th grade math, teachers felt that the contributing factors most affecting student

performance were the lack of fundamental math skills and applying these skills at a deeper level. Teachers will need to make use of the multiple avenues of data in order to individualize instruction for all students.

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

The area that showed the greatest improvement was Science FCAT. Our Science achievement level increased from 65% in 2021 to 85% in 2022. An increase of 20 percentage points. An increase was also seen in overall 5th grade FSA Math scores. The percentage of students scoring 3 and above in 5th grade Math increased 19 percentage points from 66% in 2021 to 85% in 2022. These were the 2 areas targeted in last year's School Improvement Plan.

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

Last year our primary focus was to obtain Platinum STEM designation. All grade levels focused on Science projects throughout the year. Weekly hands-on science lessons were conducted throughout all grade levels. Corporate sponsors and after hours Science clubs enhanced our daily Science curriculum. Additionally, Administration prioritized providing teachers with the necessary resources to maintain our STEM Gold designation and become a Platinum STEM school.
Mathematics improvements were due to an increase in iReady targeted instruction tailored to student deficiencies as noted in AP1 and AP2 diagnostic assessments. The new actions taken included an increased use of school issued technological devices allowing students to have daily access to iReady and a host of other district approved reading programs. Hands-on math lessons were once again incorporated to enhance Math application skills.

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

Collaborative planning among teachers including vertical planning, grade level looping in fourth and fifth grade, interventions, data-driven instruction, data chats and extended learning opportunities will need to be implemented this year.

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 grade level sessions to educate teachers on implementing the new Math textbook series. An in-house Professional Development workshop titled Calusa Dives into Data will be conducted in order for teachers to examine 2022 assessment outcomes and train them on effective usage of the Performance Matters platform. Teachers will also attend Professional Development workshops in their content area on District mandated professional development days.

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

Before and after school care tutorial programs for ELL students and the L25 will be provided. STEM and SECME and coding clubs will continue to be offered. Administrative data chats with teachers and sharing best practices will continue to be implemented.

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 Collaborative Planning	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on our 2022 data review, 78% of students in 3rd grade scored an FSA ELA proficiency level of 3 and above. We are focusing on the area of ELA in 3rd grade due to a decrease of 6 percentage points in scores from 84% in 2021 to 78% in 2022. Our school will implement the targeted element of Collaborative Planning. We selected this area of need based on ELA FSA scores decreasing and feedback from teachers indicating a need for more collaborative planning opportunities.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By increasing collaborative planning opportunities as well using data to drive instruction, at least 80% of 3rd grade students will score an ELA proficiency level of 3 or above on the FAST Posttest.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Administration will conduct quarterly data chats using progress monitoring reports. Administration will conduct classroom walk-throughs to ensure that quality instruction as well as collaborative planning is taking place.
Person responsible for monitoring outcome:	Aixa Reyes (219875@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the targeted element of Collaborative Planning, our school will focus on the evidence-based strategy of Data Driven Instruction. Data Driven instruction will assist in targeting areas of need in order to remediate instruction. The utilization of Data Driven instruction will be evidenced by the use of Performance Matters Reports and maintaining data logs/binders with all pertinent reports.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Data Driven Instruction will ensure that teachers are utilizing current data aligned to teaching standards. This is necessary in order to plan lessons, identify individual student needs and differentiate instruction for enrichment and remediation.

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.

8/22-10/14 Teachers will meet monthly in order to collaborate, collect meaningful resources, share best practices and develop lesson plans targeting all levels of learners. As a result, teachers will have the appropriate resources necessary to engage students in meaningful and rigorous instruction.

Person Responsible	Aixa Reyes (219875@dadeschools.net)

8/22-10/14 Teachers will analyze data from Topic Assessments in order to target areas of deficiencies and remediate instruction as needed. As a result, teachers will continue to monitor individual student progress during small group instruction.

Person Responsible	Aixa Reyes (219875@dadeschools.net)

8/22-10/14 A schoolwide Accelerated Reader (AR) program will be implemented in order to increase independent reading in grades 1st thru 5th. Students will read independently and take comprehension tests to acquire AR points. Student will receive colored key tag tokens when they reach increasing AR point levels.

Person Responsible	Ana Diaz (maggiediaz@dadeschools.net)

8/22-10/14 Students will have the opportunity to be spotlighted on morning announcements for reaching the highest category of AR points. As a result, students will be motivated to continue reading independently thus increasing overall reading proficiency.

Person Responsible	Ana Diaz (maggiediaz@dadeschools.net)

10/31-12/16 Students identified as low performing on the 2nd grade SAT as well as iReady assessments, will be participating in an intervention program and receive an additional 2 hours a week of intensive reading strategies. As a result mid year iReady assessment results will increase.

Person Responsible	Aixa Reyes (219875@dadeschools.net)

10/31-12/16 Teacher will analyze iReady data and create small groups in order to target specific areas of need. They will then set aside a specific time during the ELA block for Differentiated Instruction. Schedules will be provided to administrators. As a result, Reading unit tests scores will show improvement.

Person Responsible	Suzet Hernandez (pr0671@dadeschools.net)

#2. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on our 2022 data review, 86% of students in 4th grade scored a proficiency level of 3 and above. We are focusing on the area of Math in 4th grade due to a decrease in scores from 89% in 2021 to 86% in 2022. We selected the area of Math, based on the fact that Math FSA scores increased in grades 3 and 5 however, they decreased in grade 4.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By prioritizing differentiation and using data to drive instruction, at least 88% of 4th grade students will score a Math proficiency level of 3 or above on the FAST Posttest.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Administrators will conduct quarterly data chats and classroom walk-throughs to ensure that quality instruction with rigor is taking place. Teachers will utilize iReady reports to monitor student progress and maintain fluid small groups in order to remediate necessary concepts. A schoolwide Math Reflex program will continue in order to provide foundational skills necessary to facilitate the understanding of new Math concepts. Teachers will monitor Reflex Math reports in order to ensure student usage.
Person responsible for monitoring outcome:	Aixa Reyes (219875@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the targeted element of Differentiation, our school will focus on the evidenced-based strategy of Corrective Feedback for Students. Corrective Feedback for Students will ensure that students will have ownership of their iReady progress and are accountable for adequate usage and reaching their attainable goal. Teachers will use iReady data to provide students with feedback and assign specific lessons in order to differentiate instruction based in individual student needs.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Corrective Feedback for Students will ensure that teachers are conducting weekly data chats with their students to ascertain that students are working on relevant skills and consequently rewarded for their progress and achievement.

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.

8/22-10/14 Teachers will analyze iReady data in order to target areas of deficiencies and provide corrective feedback as needed. Teachers will also use iReady reports to differentiate instruction.

Person Responsible   Aixa Reyes (219875@dadeschools.net)

8/22-10/14 Teachers will monitor students' instructional usage and pass rate on iReady Math lessons. Consequently, teachers will create small groups to provide corrective feedback and address learning gaps. As a result, students are expected to demonstrate an increase in Math iReady usage as well as an increase in Math Topic Assessment scores.

Person Responsible   Aixa Reyes (219875@dadeschools.net)

8/22-10/14 A schoolwide Math Reflex Program will, once again, be implemented in order to reinforce Math fluency in grades 2nd thru 5th. Teachers will reward students using individual class incentives for achieving their green light status and a 100% fluency. As a result, Mathematics proficiency will increase across all standards.

Person Responsible   Susan Carrillo (susancarrillo@dadeschools.net)

8/22-10/14- Students will have the opportunity to be spotlighted on morning announcements for highest achievement levels in Reflex Math. As a result, students will be motivated to engage and complete their Math fluency challenge, consequently increasing proficiency throughout all Math standards.

Person Responsible   Susan Carrillo (susancarrillo@dadeschools.net)

10/31-12/16- Students identified as low performing on 2022 Mathematics FSA and iReady baseline data will participate in math interventions with their classroom teacher during the school day. As a result, students are expected to show an increase in iReady assessment scores.

Person Responsible   Susan Carrillo (susancarrillo@dadeschools.net)

10/31-12/16- Teacher will conduct individualized data chats with their students in order to discuss their current deficiencies and future goals. As a result, Math Topic Assessments scores will increase.

Person Responsible   Susan Carrillo (susancarrillo@dadeschools.net)

#3. 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.	Based on the data review, our school will target the area of School Safety. A review of School Climate results, revealed a decrease in the area of school safety. School Climate Survey results showed that in 2022, 58% of teachers strongly felt safe at school as opposed to 88% in 2021.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By increasing school safety measures and listening to staff member concerns, at least 65% of staff will indicate that they feel safe at school on the 2023 School Climate Survey.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	In order for staff to feel safe, they will be afforded opportunities to voice concerns and feel that their concerns are taken seriously. Administrators will maintain an open door policy in order for staff members to express safety concerns privately. Administrators will also include school safety as a topic of discussion at all staff meetings so that safety concerns can addressed and reassured.
Person responsible for monitoring outcome:	Suzet Hernandez (pr0671@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the targeted element of School Safety, the evidence-based strategy that we will implement is: Consistent Protocols to Promote a Healthy and Safe School Environment. By consistently following safety protocols and listening to staff concerns, we hope to increase the number of staff members that feel safe at school.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	The need for consistent protocols to promote a safe school environment is a cornerstone in ensuring a productive educational organization. Our 2022 School Climate Survey indicated that only 58% of staff members strongly agreed that they feel safe at school in comparison to 88% in the prior year.

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.

8/22-10/14 Conduct monthly fire/evacuation drills. After each monthly drill administrators will convene key stakeholders to review and discuss the effectiveness of the drill. Administrators will implement suggested strategies to improve any deficiencies evident during the drill.

Person Responsible	Suzet Hernandez (pr0671@dadeschools.net)

8/22-10/14 Conduct monthly safety/lockdown drills. After each monthly drill administrators will convene key stakeholders to review and discuss the effectiveness of the drill. Administrators will implement

suggested strategies to improve any deficiencies evident during the drill. Administrators will also debrief the success or needs for improvements during staff meetings.

Person Responsible   Suzet Hernandez (pr0671@dadeschools.net)

8/22-10/14 The school will remain a strictly closed campus, only authorized personnel and vetted volunteers will be allowed to enter the building during the school day. School security personnel will remain visible throughout the building at all times. Classroom doors will be locked at all times.

Person Responsible   Suzet Hernandez (pr0671@dadeschools.net)

8/22-10/14 Staff safety concerns will be acknowledged and considered. Staff members will be afforded the opportunity to voice concerns or give suggestions privately with administrators or openly discussed at monthly staff meetings.

Person Responsible   Suzet Hernandez (pr0671@dadeschools.net)

10/31-12/16 During monthly general PTA meetings, parents will have the opportunity to discuss safety concerns with administrators. As a result, our general community will feel more at ease with safety protocols.

Person Responsible   Suzet Hernandez (212145@dadeschools.net)

10/31-12/16 The School Resource Officer will demonstrate a presence at school by walking the halls and interacting with student and faculty. As a result, students and staff will feel a sense of security.

Person Responsible   Suzet Hernandez (pr0671@dadeschools.net)

#4. 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 the data review, our school will target the area of Teacher Recruitment and Retention. The 2022 School Climate Survey results revealed that 91% of staff members agreed or strongly agreed that they frequently feel overloaded or overwhelmed at school. This percentage demonstrated a sharp increase from the 2021 comparison of 56%.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By adding measures to create a less stressful working environment, the percentage of staff members indicating that they feel overloaded or overwhelmed at school will decrease to 75% at most on the 2023 School Climate Survey.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	In order for staff members to feel less overloaded or overwhelmed at school, administrators will strive to maintain an open door policy and become active listeners to be able to gauge staff stress/anxiety levels. Administrators will also create monthly opportunities to engage staff members in social activities to lower stress and provide enjoyment.
Person responsible for monitoring outcome:	Suzet Hernandez (pr0671@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the targeted element of Teacher Recruitment and Retention, we will focus on the evidence-based strategy of: Promoting the Morale and Performance of the Team. By gauging staff anxiety and stress levels, and encouraging informal gatherings, we hope to decrease the degree to which staff members feel overloaded and overwhelmed.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the	Promoting the Morale and Performance of the Team was selected based on reviewing the data from the 2022 School Climate Survey. It was disheartening to see that 91% of staff members felt overwhelmed and/or overloaded at school compared to 58% in the prior year. We realize that with pandemic and our students' subsequent loss of 2 years of traditional schooling, last year was a year of trying to normalize and remediate. Staff morale is critical for a successful school environment. This year we will focus on creating opportunities to lower stress and promote morale.

resources/ criteria used for selecting this strategy.

8/22-10/14 Creating an inviting and welcoming environment for staff member to de-stress has been a first priority. A staff lounge beautification project has been completed so that staff members can retreat to a calm space during their planning times. A new refrigerator with ice and water, coffee maker, new furniture, and a recliner with massage features have all been installed in the staff lounge. A breakfast social to initiate the new space was held with breakfast items and time for teachers to socialize and de-stress.

Person Responsible   Suzet Hernandez (pr0671@dadeschools.net)

8/22-10/14 Administrators will prioritize fostering positive colleague relations this year in order to make the work environment less stressful. Back to school is a great time to team build and meet new staff members. Administrators will arrange for an afternoon of bowling and snacks for the staff in order to enjoy time together and socialize.

Person Responsible   Suzet Hernandez (pr0671@dadeschools.net)

8/22-10/14 Administrators will strive to keep an open door policy in order to actively listen to teacher concerns and consequently try to assist and alleviate any stressful issues that they are experiencing.

Person Responsible   Suzet Hernandez (pr0671@dadeschools.net)

8/22-10/14 Administrators will encourage staff members to create and join their grade level/department WhatsApp chat so that they can establish and participate in formal and informal chats. This will create stronger staff relations and forge bonds that will provide support within the grade groups.

Person Responsible   Suzet Hernandez (pr0671@dadeschools.net)

10/31-12/16 The leadership team will plan informal off campus gatherings so that teachers can socialize and interact with staff members other that their grade level. Food and entertainment will be provided to ensure a pleasant atmosphere. This will create a stronger staff relations and sense of comradery.

Person Responsible   Suzet Hernandez (pr0671@dadeschools.net)

10/31-12/16 The leadership team will implement a monthly Friday coffee club where staff can gather before the school day begins to interact and begin the day on a positive note. As a result, teachers will fell less overwhelmed.

Person Responsible   Sachee Flores (sacheeflores@dadeschools.net)

Positive Culture & Environment

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

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

Our strengths within the school culture are in Relations, Physical & Emotional Safety and Support Care & Connections. Our greatest strength is the continuous engagement of all stakeholders in order to promote and relentlessly pursue our tradition of high academic standards. We provide opportunities for staff to participate in ongoing training in order to foster cultural sensitivity as it pertains to our students' social/emotional needs. We also strive to ensure that effective communication is achieved with ALL stakeholders in our community through the use of social media platforms, school website, monthly newsletter, Class Dojo and school messenger. When all stakeholders are informed our school community can work as a team to achieve success.

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 Principal, Leadership Team and School Counselor. The Principal's role is to maintain an "open door" policy so that teachers feel that their ideas and concerns are heard and supported, thus promoting positive school morale. Additionally the principal ensures that teachers are provided with the necessary resources in order to promote student achievement. The Assistant Principal along with the School Counselor will support our student body in order to guarantee that they are receiving the Social/Emotional support that may be needed. Teacher Leaders provide the curricular support for classroom teachers as well as keeping them informed of our school's Mission, Vision and Evidence-Based Strategies.