

Miami-Dade County Public Schools

# Ben Sheppard Elementary School



2022-23 Schoolwide Improvement Plan

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## Ben Sheppard Elementary School

5700 W 24TH AVE, Hialeah, FL 33016

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

### Demographics

**Principal: Eduardo Tagle J**

Start Date for this Principal: 7/8/2009

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Hispanic Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: A (64%) 2018-19: B (55%) 2017-18: B (55%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	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](http://www.floridacims.org).

## Purpose and Outline of the SIP

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

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# Ben Sheppard Elementary School

5700 W 24TH AVE, Hialeah, FL 33016

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

## School Demographics

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

## School Grades History

<b>Year</b>	<b>2021-22</b>	<b>2020-21</b>	<b>2019-20</b>	<b>2018-19</b>
<b>Grade</b>	A	A	B	B

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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.**

To provide all students with an excellent instructional program in which their individual needs are met by providing a rigorous curriculum from Highly Qualified instructional staff who utilize effective teaching practices in order for every student to be prepared to compete in a global society.

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

Ben Sheppard Elementary aims to provide a quality education where all students will reach their full potential within a caring and secure environment.

### 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
Tagle, Eduardo	Principal	Establishes a common vision for the implementation of data-driven Instruction, the use of data based decision making, and ensuring a safe and secure environment for all stakeholders. Ascertain that the school-based team is implementing MTSS/RtI and ensures implementation of intervention support and the maintenance of all documentation. Secures adequate professional development to support MTSS/Rti implementation and communicates with staff and parents regarding school-based plans and activities.
Julia, Yailen	Assistant Principal	Assist the principal in the establishment of a common vision for the implementation of Data-Driven instruction, the use of data based decision making, and ensuring a safe secure learning environment for all stakeholders. Support the principal in the collection of all documentation and the provision of adequate professional development opportunities for all staff members, communicates with staff, parents and students regarding school based plans and activities.
Alvarez, Maria	Math Coach	Analyze current and past data in order to identify systematic patterns of students needs while working with teachers to develop appropriate intervention strategies and provide support as needed. Facilitate the design and implementation of progress monitoring, data collection, and data analysis.
Gonzalez, Sylvia	Reading Coach	Analyze current and past data in order to identify systematic patterns of students needs while working with teachers to develop appropriate intervention strategies and provide support as needed. Facilitate the design and implementation of progress monitoring, data collection, and data analysis.
Ruiz, Pura	Magnet Coordinator	Analyze current and past data in order to identify systematic patterns of students needs while working with teachers to develop appropriate intervention strategies and provide support as needed. Facilitate the design and implementation of progress monitoring, data collection, and data analysis.

**Demographic Information**

**Principal start date**

Wednesday 7/8/2009, Eduardo Tagle J

**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.*

31

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

61

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

801

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

6

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

8

**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	89	120	135	165	123	126	0	0	0	0	0	0	0	758
Attendance below 90 percent	17	30	21	18	12	16	0	0	0	0	0	0	0	114
One or more suspensions	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	3	19	33	8	8	0	0	0	0	0	0	0	71
Course failure in Math	0	1	14	8	3	3	0	0	0	0	0	0	0	29
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	24	15	12	0	0	0	0	0	0	0	51
Level 1 on 2022 statewide FSA Math assessment	0	0	0	16	21	13	0	0	0	0	0	0	0	50
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	2	4	14	27	15	14	0	0	0	0	0	0	0	76

**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	4	5	25	1	0	0	0	0	0	0	0	0	37
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**

Thursday 7/7/2022

**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	82	128	139	143	114	129	0	0	0	0	0	0	0	735
Attendance below 90 percent	8	21	12	9	7	9	0	0	0	0	0	0	0	66
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	3	11	13	26	0	0	0	0	0	0	0	53
Course failure in Math	0	0	3	15	17	37	0	0	0	0	0	0	0	72
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	7	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	7	0	0	0	0	0	0	0	7
Number of students with a substantial reading deficiency	2	37	63	57	27	33	0	0	0	0	0	0	0	219

**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	2	1	3	12	13	25	0	0	0	0	0	0	0	56

**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	2	4	1	9	4	0	0	0	0	0	0	0	0	20
Students retained two or more times	0	0	0	1	0	1	0	0	0	0	0	0	0	2

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	82	128	139	143	114	129	0	0	0	0	0	0	0	735
Attendance below 90 percent	8	21	12	9	7	9	0	0	0	0	0	0	0	66
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	3	11	13	26	0	0	0	0	0	0	0	53
Course failure in Math	0	0	3	15	17	37	0	0	0	0	0	0	0	72
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	7	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	7	0	0	0	0	0	0	0	7
Number of students with a substantial reading deficiency	2	37	63	57	27	33	0	0	0	0	0	0	0	219

**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	2	1	3	12	13	25	0	0	0	0	0	0	0	56

**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	2	4	1	9	4	0	0	0	0	0	0	0	0	20
Students retained two or more times	0	0	0	1	0	1	0	0	0	0	0	0	0	2

**Part II: Needs Assessment/Analysis**

**School Data Review**

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	66%	62%	56%				62%	62%	57%
ELA Learning Gains	73%						57%	62%	58%
ELA Lowest 25th Percentile	65%						56%	58%	53%
Math Achievement	66%	58%	50%				64%	69%	63%
Math Learning Gains	67%						63%	66%	62%
Math Lowest 25th Percentile	58%						34%	55%	51%
Science Achievement	52%	64%	59%				50%	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	61%	60%	1%	58%	3%
Cohort Comparison		0%				
04	2022					
	2019	69%	64%	5%	58%	11%
Cohort Comparison		-61%				
05	2022					
	2019	42%	60%	-18%	56%	-14%
Cohort Comparison		-69%				

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	56%	67%	-11%	62%	-6%
Cohort Comparison		0%				
04	2022					
	2019	69%	69%	0%	64%	5%
Cohort Comparison		-56%				
05	2022					
	2019	52%	65%	-13%	60%	-8%
Cohort Comparison		-69%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	44%	53%	-9%	53%	-9%
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	32	65	68	34	37	40	13				
ELL	60	69	62	60	64	52	42				
HSP	66	73	64	65	66	58	52				
FRL	64	72	65	64	67	60	49				
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	33	41	27	25	37	33	21				
ELL	53	40	27	48	38	43	32				
HSP	56	43	30	49	35	36	39				
FRL	54	44	25	47	33	33	40				
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	38	40	39	33	36	26	25				
ELL	54	53	55	59	58	33	45				
HSP	62	56	55	64	63	34	49				
FRL	60	56	53	63	62	33	49				

### 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	64
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	63
Total Points Earned for the Federal Index	510
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	43
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	
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	63
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	
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	63
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Part III: Planning for Improvement

### Data Analysis

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

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

2022 Mathematics FSA data indicates an upward trend from 50% to 66% proficiency. Data shows an increase of 32 percentage points in learning gains, from 35% to 67%. Data also reflects an increase of 22 percentage points in the lowest 25 percentile from 36% to 58%.

Our science 2022 SSA data indicates an increase of 12 percentage points from 40% to 52% proficiency.

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

2022 data indicates a significant increase in academic performance of the lowest 25th percentile in mathematics, this subgroup will continue to receive guidance and support to ensure learning gains.

Although there was a 12 percentage point increase in fifth grade SSA science proficiency, there is a need to actively engage students in all grade levels in order to ensure a continued positive trend in student achievement.

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

Students in the mathematics lowest 25 percentile will continue to receive Tier 2, Tier 3, and extended learning opportunities as determined by on-going data.

Science achievement continues to be the lowest data point, therefore a contributing factor to this need for improvement. New actions taken to address this need for improvement include monitoring proficiency of previously implemented strategies of fair game benchmarks through topic assessment data. EduSmart will be implemented as a supplemental resource for the 2022-2023 school year.

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

Math FSA data showed the most improvement in the learning gains component with an increase of 32 percentage points from 35% in 2021 to 67% in 2022.

Science pre, mid, and post assessment data indicated a 16 percentage point increase from 44% to 60%.

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

The factors contributing to this improvement included the implementation of differentiated instruction and Tier 2 and 3 intervention in mathematics. In science, vertical articulation, professional development, and guidance, and support with the implementation of Fair Game Benchmarks taught in 3rd and 4th grade.

Monitor closely to ensure learning gains and remediate deficiencies as reflected in progress monitoring in math. Edusmart and J&J Bootcamp will be implemented with consistency throughout the school year to ensure science achievement.

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

In an effort to accelerate learning the evidenced base strategies implemented include:

- Checks for Understanding
- Ongoing Progress Monitoring (OPM)
- Data Driven Decision Making

**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.**

Professional Development opportunities will be provided throughout the school year to support vertical and horizontal articulation, curriculum implementation, and data alignment.

Fluid differentiated instruction groups will be established based on current data, as measured by baseline and topic assessments, to target intervention needs.

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

In order to ensure sustainability of improvement, a member of the leadership team will ensure available resources are utilized and implemented with fidelity. Fidelity of implementation will be measured by facilitating, monitoring, evaluating outcomes, and modifying strategies as needed. Extended learning opportunities will be provided.

**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 Parental Involvement**

**Area of Focus**  
**Description and Rationale:** According to the 2021-2022 Parent School Climate Survey, out of the 805 students at our school only 263 of their parents completed the survey. This data indicates that approximately two-thirds of parents are not actively involved in their child's schooling.  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

**Measurable Outcome:**  
**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** If we successfully implement the parental involvement plan, the participation in the Parent School Climate Survey will increase at least 5% by June 2023.

**Monitoring:**  
**Describe how this Area of Focus will be monitored for the desired outcome.** The School Leadership Team and the Community Involvement Specialist (CIS) will work to connect with families to be more engaged in their child's education. The teacher leaders and the CIS will organize monthly parent workshops based on needs assessment survey. In addition, the School Leadership Team will host Open House, STEM Community Nights and other events.

**Person responsible for monitoring outcome:** Yailen Julia (yjulia@dadeschools.net)

**Evidence-based Strategy:**  
**Describe the evidence-based strategy being implemented for this Area of Focus.** Within the targeted element of parent involvement, our school will focus evidence-based strategy of Family Engagement. Our parental involvement plan will provide a range of ways for parents to be involved including but not limited to open houses, parent workshops and community events. Title 1 sign-in sheets will serve as evidence of stakeholder participation. School Leadership Team will monitor to ensure continued engagement.

**Rationale for Evidence-based Strategy:**  
**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.** The strategy of Family Engagement will assist in increasing parental involvement.

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

The Community Involvement Specialist will organize and conduct monthly parent workshops based on the results of the parent needs assessment survey and school needs. (08/31/2022-10/14/2022)

**Person Responsible** Yailen Julia (yjulia@dadeschools.net)



The administration and teachers will host a beginning of year "Meet and Greet" Open House to lay the foundation for open communication between parents and teachers. (08/16/2022)

**Person Responsible** Eduardo Tagle (pr5021@dadeschools.net)

The Science Liaison and the STEM Committee will organize and host a STEM Showcase/Parent Night to display student artifacts and actively engage parents in collaborative hands-on activities with their children.(10/12/2022)

**Person Responsible** Pura Ruiz (puraruiz@dadeschools.net)

The administration and CIS will organize and participate in a PTA and volunteer drive during the "Meet and Greet" open house, first week of school dismissal and after school care dismissal. (08/16/2022-08/26/2022)

**Person Responsible** Angela Zayas (azayas@dadeschools.net)

Leadership Team will utilize class dojo and social media to promote school-wide activities and show case a variety of programs and events to engage and inspire parental participation. (10/31/2022-12/16/2022)

**Person Responsible** Eduardo Tagle (pr5021@dadeschools.net)

CIS will collaborate with volunteers to create a schedule that promotes parent involvement, recruitment, and participation during various school-wide activities. (10/31/2022-12/16/2022)

**Person Responsible** Yailen Julia (yjulia@dadeschools.net)

**#2. Transformational Leadership specifically relating to Leadership Development**

**Area of Focus**

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

We decided to focus on shared leadership to address a need within our school. The data reveals 72% of the staff believes that their ideas are listened to and considered. To increase this percentage we selected Shared Leadership to provide teachers leadership opportunities to engage in the implementation of our vision and mission.

**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 leadership development, our teachers will be provided the opportunity to lead committees and contribute to school-wide decisions. This will be attained through teachers participating as committee members and/or leaders in their content areas. The percentage of teachers serving in leadership roles will increase by at least 5% during the 2022-2023 school year.

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

With the implementation of shared leadership an additional 5% of the staff will agree with the statement that their ideas are listened to and considered.

**Person responsible for monitoring outcome:**

Eduardo Tagle (pr5021@dadeschools.net)

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

Within the targeted element of Leadership development, we will focus on the evidence based strategy of shared leadership. By creating various committees and content based leadership groups, teachers will be involved in the decision making process to increase the feeling of Shared Leadership. The School Leadership Team will provide support to established committees to continue the path to achieve our intended outcome.

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

Shared Leadership will be utilized to address the identified need within our school. The data reveals 72% of the staff believes their ideas are listened to and considered. To increase this percentage, we selected Shared Leadership to encourage teachers to be more actively involved in the school's decision making process.

**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.

During the Opening of School's Meeting all teachers and paras must join at least one committee of their choice to actively participate in for the 2022-2023 school year. Within each committee, a leader will be chosen and the monthly meeting calendar will be established. (08/31/2022-10/14/2022)

**Person Responsible** Angela Zayas (azayas@dadeschools.net)

Math leaders for each grade level will be identified. These leaders will be responsible for attending content academes and disseminating relevant information within their grade levels to support their math teachers. (08/31/2022-10/14/2022)

**Person Responsible** Maria Alvarez (mgonzalez720@dadeschools.net)

Science leaders for each grade level will be identified. These leaders will be responsible for attending grade level specific professional developments and disseminating relevant information within their grade levels to support their science teachers. (08/31/2022-10/14/2022)

**Person Responsible** Pura Ruiz (puraruiz@dadeschools.net)

Literacy leaders for each grade level will be identified. These leaders will be responsible for attending grade level specific reading ICADs and disseminating relevant information within their grade levels to support their reading teachers. (08/31/2022-10/14/2022)

**Person Responsible** Sylvia Gonzalez (sylgonzalez@dadeschools.net)

School committees will continue to meet and coordinate activities that promote leadership development. Committee leaders will continue to update and revise the meetings and events calendar to be shared with staff. (10/31/2022-12/16/2022)

**Person Responsible** Sylvia Gonzalez (sylgonzalez@dadeschools.net)

Core content area leaders will continue to attend content specific professional learning. Information learned will then be shared with teachers within their grade levels during best practices meetings. (10/31/2022-12/16/2022)

**Person Responsible** Sylvia Gonzalez (sylgonzalez@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 data review our school will implement the targeted element of checks for understanding. We are selecting this strategy based on fifth grade science state assessment results of 2022 which showed an achievement level of 52%. Assessments data will be used to measure efficacy of previous implementation of fair game benchmarks.

**Measurable Outcome:**

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

If we successfully implement Checks for Understanding, then our fifth grade science state assessment scores will increase by 5 percentage points as measured by the 2022-2023 Science Assessment.

**Monitoring:**

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

Science Liaison and leadership team will provide guidance and support through department meetings, classroom visits, and professional development. Leadership Team will review topic assessment data, agenda, and minutes of the science department meetings. Actively engage teachers in self-assessment and reflection.

**Person responsible for monitoring outcome:**

Pura Ruiz (puraruiz@dadeschools.net)

**Evidence-based Strategy:**

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

Through the targeted element of Checks for Understanding teachers will focus on identifying learning goals, providing students feedback, and planning instruction to remediate student errors and clarify misconceptions.

**Rationale for Evidence-based Strategy:**

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

Checks for Understanding will ensure that teachers are using recent and aligned data to plan lessons that are customized to student needs. Teachers will adjust instruction and instructional delivery as student data changes.

**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.

Science Liaison will meet with science grade level leaders on a monthly basis to disseminate information, target, and analyze data. Data will be used to identify secondary standards. (08/31/2022-10/14/2022)

**Person Responsible**

Pura Ruiz (puraruiz@dadeschools.net)

Science Liaison will guide and assist teachers in implementing the remediation platform of EduSmart to target deficiencies identified on topic assessments. (08/31/2022-10/14/2022)

**Person Responsible**

Pura Ruiz (puraruiz@dadeschools.net)

Fifth grade teachers will utilize the standards aligned resource of J& J Bootcamp daily practice drills to review, practice SSA style questions, and provide immediate remediation. (08/31/2022-10/14/2022)

**Person Responsible**

Pura Ruiz (puraruiz@dadeschools.net)

Weekly grade level collaborative meetings and quarterly vertical/department planning meetings will implemented to disseminate data and target Fair Game Benchmarks. (08/31/2022-10/14/2022)

**Person Responsible** Pura Ruiz (puraruiz@dadeschools.net)

Fifth grade will continue to use supplemental standards aligned resources to provide remediation of secondary standards, along with the implementation of the J & J Bookcamp. (10/31/2022-12/16/2022)

**Person Responsible** Pura Ruiz (puraruiz@dadeschools.net)

The science liaison will continue to meet with the science department to target and analyze data, facilitate instruction of fair game benchmarks, and review/implement remediation and enrichment resources through edusmart. (10/31/2022-12/16/2022)

**Person Responsible** Pura Ruiz (puraruiz@dadeschools.net)

**#4. Instructional Practice specifically relating to Math**

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

Based on the data review, our school will implement Data-Driven Decision Making and Ongoing Progress Monitoring (OPM). This area of focus is based on the need to actively engage students in the lowest 25 percentile in order to continue achieving learning gains and achieve proficiency.

2022 data indicates a 22% percentage increase from 36% in 2021 to 58% in 2022.

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

By successfully implementing Data-Driven Decision Making and Ongoing Progress Monitoring (OPM), students in the lowest 25 percentile will increase achievement by 5 percentage points as evidenced from the F.A.S.T. state assessment Progress Monitoring 1 to Progress Monitoring 3.

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

Math Liaison will provide support to teachers through department meetings and professional development. The Leadership team will conduct quarterly data chats and follow-up with regular walkthroughs to monitor instruction. Extended learning opportunities will be provided for the students in the lowest 25 percentile subgroup.

**Person responsible for monitoring outcome:**

Eduardo Tagle (pr5021@dadeschools.net)

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

The evidence based strategies that have been chosen to support the area of focus are Data-Driven Decision Making and Ongoing Progress Monitoring (OPM).

Data-Driven Decision Making will provide for informed decisions on goal setting, interventions and differentiating instruction, in conjunction with Ongoing Progress Monitoring (OPM) that will assist in determining the effectiveness of instruction.

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

Teachers will meet student needs by creating data aligned lesson plans and make necessary adjustments based on fluid data.

**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.

Facilitate weekly collaborative planning meetings within each grade level to discuss student data and adjust instructional plans to address areas of weaknesses. (08/31/2022-10/14/2022)

**Person Responsible** Eduardo Tagle (pr5021@dadeschools.net)

Math Liaison will meet with grade-level Math Leaders to provide updates and disseminate topic test data. (08/31/2022-10/14/2022)

**Person Responsible** Maria Alvarez (mgonzalez720@dadeschools.net)

Math Liaison will meet with Math teachers monthly to review topic test data, provide best practices, and instructional resources to target the lowest standards. (08/31/2022-10/14/2022)

**Person Responsible** Maria Alvarez (mgonzalez720@dadeschools.net)

Grade level math leaders will attend district-provided Content Academy professional developments. Information gathered will be shared with grade level at Best Practices meetings. (08/31/2022-10/14/2022)

**Person Responsible** Maria Alvarez (mgonzalez720@dadeschools.net)

Grade level collaborative meetings will continue to take place in order to discuss deficiencies as evidenced by district Topic Assessments and information learned from content academy will be incorporated. Instructional plans will be adjusted accordingly. (10/31/2022-12/16/2022)

**Person Responsible** Maria Alvarez (mgonzalez720@dadeschools.net)

Through best practices meetings, math leaders along with the math liaison will disseminate topic test data and discuss department updates. (10/31/2022-12/16/2022)

**Person Responsible** Maria Alvarez (mgonzalez720@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.

Ben Sheppard Elementary creates and maintains a positive school culture and environment by actively engaging families through Open House, monthly parent workshops, and STEM nights. Parents are encouraged to become volunteers through PTA drives, which provide opportunities for collaboration between staff and families. Our goal is to Connect and Inspire, promoting a supportive academic, safe, and nurturing learning environment which builds families capacity in supporting their students' academic and emotional growth.

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

Dr. Eduardo Tagle - Principal: Provides a culture that values trust, respect, and high expectations. Maintains an open-door policy and is responsive to stakeholder needs. Responsible for supporting academic initiatives, as well as promoting parental involvement and opportunities for shared leadership.

Angela Zayas - Assistant Principal: Assist the principal in providing a culture that values trust, respect, and high expectations. Maintains an open-door policy and is responsive to stakeholder needs. Responsible for supporting academic initiatives, as well as promoting parental involvement and opportunities for shared leadership.

Yailen Julia - Assistant Principal: Assist the principal in providing a culture that values trust, respect, and high expectations. Maintains an open-door policy and is responsive to stakeholder needs. Responsible for supporting academic initiatives, as well as promoting parental involvement and opportunities for shared leadership.

Elizabeth Fernandez - Counselor: Responsible for promoting student recognition programs such as Values

Mater, Attendance Initiative, and Do the Right Thing.

Mayte Mederos - Media Specialist: Develops and implements library media center policies and procedures that enhance student achievement and appreciation of literature by ensuring that teachers and students are effective information users. Connects with the community through activities such as Meet and Great, Open House, Bookfair, amongst others.

Lilian Lugo - Community Involvement Specialist: Works to connect with families to be more engaged in their child's education. Plans and implements parent workshops to promote parent literacy and involvement.

Denis Alonso- PTA: Dedicated to children's educational success, health, and well-being through strong family and community engagement.

Maria Alvarez - Math Liaison: School-wide Activities Committee Member that organizes and executes parent events.

Pura Ruiz - Science Liaison: School-wide Activities Committee Member that organizes and executes parent events.

Sylvia Gonzalez - ELA Liaison/PD Liaison: School-wide Activities Committee Member that organizes and executes parent events.