Miami Heights Elementary School

2022-23 Schoolwide Improvement Plan

Table of Contents

Miami Heights Elementary School

17661 SW 117TH AVE, Miami, FL 33177

http://miamiheights.dadeschools.net/

Demographics

Principal: Jason Saunders S

Start Date for this Principal: 9/23/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Economically Disadvantaged Students
School Grades History	2021-22: A (62%) 2018-19: B (58%) 2017-18: C (50%)
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	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

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

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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.

At Miami Heights Elementary School we are dedicated in our school's quality and excellence in education for all students. Realizing that literacy is the key to excellence, the administration, professional staff, community leaders, and all other stakeholders are deeply committed to providing every student with educational opportunities and learning experiences that focus on literacy.

Provide the school's vision statement.

The vision of Miami Heights Elementary School is to prepare students academically, socially, physically, and emotionally, in order for each student to reach their maximum potential. It is our intention to produce thoroughly educated citizens who are able to meet the challenges faced by society on a daily basis.

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
Saunders, Jason	Principal	The role of the principal is to provide strategic direction for our faculty and staff. The principal will hold regular team meetings focused on problem-solving and goal-setting, monitor the implementation of standardized curriculum across grade levels, assess teaching methods, monitor student achievement, manage the school budget, hire and evaluate staff and oversee facilities. The principal will also involve the Leadership Team in order to discuss, analyze, plan and execute next steps when determining goals for school-wide student achievement.
Sanchez, Melissa	Assistant Principal	The role of the assistant principal is to support the principal in providing strategic direction for our faculty and staff. The assistant principal will assist in monitoring the implementation of standardized curriculum across grade levels, assessing teaching methods, monitoring student achievement and attendance, monitoring policies and procedures and overseeing facilities. The assistant principal will also participate in regular team meetings focused on problem-solving and goal-setting. As part of the Leadership Team, the assistant principal will discuss, analyze, plan and execute next steps when determining goals for school-wide student achievement.
Ruiz, Danelle	Instructional Coach	The role of the Reading Coach is to support teachers with the implementation of state curriculum standards. The Reading Coach will hold regular collaborative common planning meetings in order to plan using the district pacing guides, support teachers using the curriculum and available data to analyze students' strengths and target areas of improvement. The Reading Coach will also analyze the data and identify students in need of Reading intervention as well as monitor its implementation.
Smith, Diane	Math Coach	The role of the Math Coach for grades K-2 is to support teachers with the implementation of state curriculum standards. The Math Coach will hold regular collaborative common planning meetings in order to plan using the district pacing guides, support teachers using the curriculum and available data to analyze students' strengths and target areas of improvement as well as ensure students receive appropriate intervention. She will also facilitate the implementation of differentiated instruction in grades K-2.
Trent, Latanya	Math Coach	The role of the Math Coach for grades 3-5 is to support teachers with the implementation of state curriculum standards. The Math Coach will hold regular collaborative common planning meetings in order to plan using the district pacing guides, support teachers using the curriculum and available data to analyze students' strengths and target areas of improvement as well as ensure students receive appropriate intervention. She will also facilitate the implementation of differentiated instruction in grades 3-5. The Math Coach for grades 3-5 will serve as Miami Heights's professional development liaison. She will conduct a needs assessment to identify and support teachers in the area of professional development.

Name	Position Title	Job Duties and Responsibilities
Rodriguez, Rina	School Counselor	The role of school Counselor is to meet with students on a scheduled basis, assist with behavior issues and intervention, conduct regular meetings to evaluate intervention efforts and assist in the RTI process. The school Counselor will also implement and monitor the Attendance initiatives and truancy cases at Miami Heights.
Aenllerocha, Vivian	Teacher, ESE	The role of the school ESE Department Chairperson is to assist SPED students with academics, emotional, and social issues in which they require additional assistance or support. The ESE Chairperson assists with staffings, changes to IEP's and 504's, and monitors the fidelity to which accommodations are carried out. Furthermore, the chairperson leads the departments and assists with compliance issues that pertain to individual students.

Demographic Information

Principal start date
Friday 9/23/2022, Jason Saunders S

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.*
13

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.*
25

Total number of teacher positions allocated to the school
43

Total number of students enrolled at the school
545

Identify the number of instructional staff who left the school during the 2021-22 school year.
5

Identify the number of instructional staff who joined the school during the 2022-23 school year.
1

Demographic Data

Early Warning Systems

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

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Number of students enrolled	82	85	83	111	83	101	0	0	0	0	0	0	0	545
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 2022 statewide FSA ELA assessment	0	0	0	14	18	32	0	0	0	0	0	0	0	64
Level 1 on 2022 statewide FSA Math assessment	0	0	0	13	18	28	0	0	0	0	0	0	0	59
Number of students with a substantial reading deficiency	0	4	16	29	27	39	0	0	0	0	0	0	0	115

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	4	8	18	15	29	0	0	0	0	0	0	0	74

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	7	16	2	0	0	0	0	0	0	0	0	29
Students retained two or more times	0	0	0	0	0	6	0	0	0	0	0	0	0	6

Date this data was collected or last updated

Thursday 8/25/2022

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	46	67	104	78	84	79	0	0	0	0	0	0	0	458
Attendance below 90 percent	5	17	15	16	13	15	0	0	0	0	0	0	0	81
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	4	11	10	7	5	0	0	0	0	0	0	0	37
Course failure in Math	0	3	5	11	5	4	0	0	0	0	0	0	0	28
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Number of students with a substantial reading deficiency	0	21	44	50	12	19	0	0	0	0	0	0	0	146

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	6	10	15	9	9	0	0	0	0	0	0	0	50

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	6	10	8	2	1	0	0	0	0	0	0	0	28
Students retained two or more times	0	0	0	1	5	4	0	0	0	0	0	0	0	10

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	46	67	104	78	84	79	0	0	0	0	0	0	0	458
Attendance below 90 percent	5	17	15	16	13	15	0	0	0	0	0	0	0	81
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	4	11	10	7	5	0	0	0	0	0	0	0	37
Course failure in Math	0	3	5	11	5	4	0	0	0	0	0	0	0	28
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Number of students with a substantial reading deficiency	0	21	44	50	12	19	0	0	0	0	0	0	0	146

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	6	10	15	9	9	0	0	0	0	0	0	0	50

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	6	10	8	2	1	0	0	0	0	0	0	0	28
Students retained two or more times	0	0	0	1	5	4	0	0	0	0	0	0	0	10

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	47%	62%	56%				63%	62%	57%
ELA Learning Gains	66%						65%	62%	58%
ELA Lowest 25th Percentile	50%						54%	58%	53%
Math Achievement	54%	58%	50%				65%	69%	63%
Math Learning Gains	78%						65%	66%	62%
Math Lowest 25th Percentile	86%						44%	55%	51%
Science Achievement	51%	64%	59%				52%	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	57%	60%	-3%	58%	-1%
Cohort Comparison		0%				
04	2022					
	2019	58%	64%	-6%	58%	0%
Cohort Comparison		-57%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	64%	60%	4%	56%	8%
Cohort Comparison		-58%				

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	69%	67%	2%	62%	7%
Cohort Comparison		0%				
04	2022					
	2019	57%	69%	-12%	64%	-7%
Cohort Comparison		-69%				
05	2022					
	2019	63%	65%	-2%	60%	3%
Cohort Comparison		-57%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	49%	53%	-4%	53%	-4%
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	18	38	47	28	72	87	40				
ELL	39	64	50	50	81	85	47				
BLK	27	56	64	32	69		36				
HSP	50	67	44	57	79	86	53				
FRL	46	65	50	53	77	85	51				

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	45	30	29	40	40	26				
ELL	50	53	60	39	24	27	22				
BLK	18	18		15	27		9				
HSP	54	45	53	38	25	19	26				
FRL	49	45	52	34	30	44	24				

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	31	45	37	37	68	50	23				
ELL	65	64	48	64	68	50	48				
BLK	42	35		47	50						
HSP	65	66	57	66	65	45	52				
FRL	61	64	56	64	63	43	50				

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	61
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	56
Total Points Earned for the Federal Index	488
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	44
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	47
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	62
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	60
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?

After reviewing the 2021-2022 school data, it is evident that reading proficiency has decreased in grades third through fourth grade. Math proficiency increased in all grade levels. Of the Lowest 25%, there was a decrease in the FSA ELA Assessment for the English Language Learners of 10% percentage points. Student scores decreased from 60% to 50%.

2021 data findings:
ELA Proficiency percentile scores were:
3rd grade was 44%
4th grade was 57%
5th grade was 47%
Math Proficiency percentile scores were:
3rd grade was 27%
4th grade was 38%
5th grade was 31%

2022 data findings:
ELA Proficiency percentile scores were:
3rd grade was 29%
4th grade was 44%
5th grade was 68%
Math Proficiency percentile scores were:
3rd grade was 41%
4th grade was 52%
5th grade was 63%

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

According to the state assessment data, reading proficiency decreased from 50% in 2020-2021, to 47% for the 2021-2022 school year. The greatest need for improvement will be to focus on raising proficiency of third grade retainees and fourth grade students who were promoted based on "good cause." Math state assessment data demonstrates an overall increase in math scores across all grade levels.

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

There were a variety of contributing factors that impacted student results. A large percentage of students were returning from virtual school. Others had issues with attendance and truancy. Both impacted student performance in reading. To mitigate the loss and improve student proficiency, the school will utilize Differentiated Instruction to address individual student needs. In addition, an attendance incentive program will be implemented to motivate student attendance.

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

When reviewing the 2022 state assessments, the math performance data demonstrated a significant increase in student learning gains. Student scores increased from 28% in 2020-2021, to 78% for the 2021-2022 school year.

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

Contributing factors that led to student improvements in math, were a direct result of differentiated instruction strategies. The consistent and deliberate support from the instructional math coaches supported teacher efforts and student needs. Common planning sessions allowed for strategic collaboration of whole group and small group instruction. We will continue to provide interventionists for push-in and pull-out intervention sessions with lowest performing students in both Reading and Math. We will provide support in this manner as we move into the 2022-2023 school year.

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

Implementation and specific use of differentiated instruction, with the support of instructional coaches, will further support learning gains. The deliberate collaboration of general education and special education teachers will provide students with rigorous instruction.

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 will focus on in-house differentiated instruction. To further support teacher training, the school will utilize common planning and faculty meeting times to elicit the assistance of curriculum support specialists and other district personnel. Their guidance and suggestions for improvements, once implemented, will yield improvements in student achievement. Furthermore, an increased effort to promote STEAM subjects will ensure that many core and extra curricular subjects are being mastered and opportunities for multiple intelligences are utilized.

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

Teachers will visit with instructional coaches weekly for collaborative planning; they will work collaboratively with instructional coaches on a bi-weekly basis to analyze data. Extended learning opportunities will be provided after school focusing on improving students' proficiency in both ELA and Math.

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.	According to the data reviewed, our school will focus on the instructional practice of Collaborative Planning. Students did not score greater than 50% proficiency in ELA. The school score for the 2021-2022 school year was a 47%; this was a three percentage point drop from the previous year.
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' proficiency percentile scores will increase by at least 5% in ELA for the 2023 State Assessments.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The instructional coaches will conduct weekly collaborative planning sessions and the Administrator will monitor weekly collaborative planning session agendas to ensure implementation and the adherence to District pacing.
Person responsible for monitoring outcome:	Danelle Ruiz (danelleruiz@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within Collaborative Planning, our school will focus on "Standards Based Collaborative Planning." Teacher leaders and mentors will be identified within grade levels to provide additional assistance to others during their common planning time, thus improving the ability to implement standards-based aligned lessons for the benefit of the students.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Collaborative planning improves collaboration among teachers and promotes learning, insights and constructive feedback that occur during professional discussions among teachers. Instruction is improved when teachers work on the standards based lessons collaboratively. Devising projects, activities, and opportunities for the review and implementation of said practices supports the goal to improve student 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.

Aug. 22- Oct. 14 Miami Heights Elementary Instructional Coaches will create a schedule for teachers in grades K-5 to attend weekly common planning sessions with instructional coaches. As a result, they will collaboratively plan lessons, activities, and differentiation in ELA, Math, and Science to improve student achievement across the subject areas.

Person Responsible Danelle Ruiz (danelleruiz@dadeschools.net)

Aug. 22- Oct. 14 Agendas for weekly common planning sessions will be devised by Instructional Coaches to ensure grade level teachers are identifying and addressing the students' needs based on meeting discussions and objectives. As a result, teachers will reflect on lesson goals to ensure students are engaged in rigorous lessons and a challenging pace.

Person Responsible   Melissa Sanchez (sanchezm@dadeschools.net)

Aug. 22- Oct. 14 Grade level teachers will follow the weekly Common Planning sessions with Instructional Coaches and and grade level teachers. Each common planning session will address planning for future lessons and focus on the recommendations of the MDCPS District Pacing Guides in ELA, Math, and Science. Meetings will also include teachers' needs for learning about resources and/or training; compiling and sharing data from school and/or district topic assessments to devise academic focus of upcoming lessons. As a result, teachers will use data determine differentiation groups and resources that will impact student learning.

Person Responsible   Melissa Sanchez (sanchezm@dadeschools.net)

Aug. 22- Oct. 14 Instructional Coaches will support grade level teachers in Reading, Math, and Science to ensure all teachers have recommended district resources to conduct their lesson plans. Coaches will introduce best practices, model lessons, and share specific strategies to implement when teaching. As a result, teachers will reflect on data regularly to assess the need for modification of instructional practices.

Person Responsible   Diane Smith (dsmith@dadeschools.net)

Oct. 31-Dec. 16 Instructional Coaches will use iReady, Topic Assessments, and the B.E.S.T. Standards Handbook's clarifications and appendices, as well as district created Achievement Level Descriptors from the pacing guide, to target specific instruction when lesson planning. This will assist with meeting the standards and focus on the progression of learning where strategies and resources are selected that ensure growth in the various standards throughout the year. Teachers will demonstrate samples of student work that identify the resources used for this action step.

Person Responsible   Danelle Ruiz (danelleruiz@dadeschools.net)

Oct. 31- Dec. 16 Teachers will be given opportunities during common planning sessions to share best practices with their peers in order to support in the delivery of lessons and specific strategies. These exchanges will allow teachers to utilize different approaches and assist students of different learning styles and abilities, thus enhancing student learning and achievement.

Person Responsible   Latanya Trent (latanyajackson@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 data review, our school will implement the Targeted Element of Differentiation. Student scores in ELA proficiency, learning gains, and L25 were lower when compared to Math. The L25 in ELA was at 56% when compared to 85% in Math.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we successfully implement Differentiation, then our ELA scores will increase by a minimum of 5 percentage points in proficiency, as evidenced by ongoing progress monitoring, iReady diagnostics results, and the 2023 state assessment results.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Leadership Team will conduct quarterly data chats and adjust or regroup student group based on recent data. Informal walkthroughs by Administration will ensure quality of instruction is taking place and appropriate resources are being utilized. Data from formative assessments will be reviewed monthly and analyzed by the Leadership Team to monitor growth on the remediated standards. Intervention strategies and extended learning opportunities will also be provided for students not making growth on OPMs.
Person responsible for monitoring outcome:	Danelle Ruiz (danelleruiz@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 strategy of "Data Driven Instruction." Our instructinal coaches will guide and assist teachers as they develop Focus Calendars that focus on the strategies and standards in the suggested District pacing.
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 assist in accelerating the learning gains of our students with a systematic approach of instruction to meet students' needs. It will ensure teachers maximize on growth opportunities through the use of relevant, recent, and aligned data to plan for differentiation of the students' needs.

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.

Aug. 22- Oct. 14 Conduct quarterly data chats beginning right after fall administration of AP1 administration to discuss and devise a plan for student grouping and determine the action steps for planning weekly differentiation in Reading and Math. As a result, students' needs will become more personalized, hence demonstrating gains in areas of deficiency.

Person Responsible   Melissa Sanchez (sanchezm@dadeschools.net)

Aug. 22- Oct. 14 Instructional coaches will guide, assist, and recommend strategies and resources for the development of focus calendars in order to ensure teachers are using the suggested relevant, recent, and/ or required resources which will align with data and students' needs. As a result, students' proficiency will improve and they will gain mastery of the topics and lessons being taught.

Person Responsible   Danelle Ruiz (danelleruiz@dadeschools.net)

Aug. 22- Oct. 14 Conduct walkthroughs to ensure that subject-area teachers are meeting with students and conducting weekly differentiated instruction in Reading, Math, and Science. Students will be retaught, taught, or be given extra support for areas of weakness. As a result, students will increase their understanding of specific topics or concepts.

Person Responsible   Melissa Sanchez (sanchezm@dadeschools.net)

Aug. 22- Oct. 14 Instructional coaches will provide teachers with sample DI folders for Reading and Math, as well as the development of these folders. Additionally, instructional coaches will be available to model DI in classroom where teachers would like to learn a new approach or require the support. As a result, this will allow for the sharing of best practices when implementing DI and assist students who require assistance on specific concepts.

Person Responsible   Diane Smith (dsmith@dadeschools.net)

Oct. 31-Dec. 16 Instructional Coaches will conduct a professional development on November 8th, 2022 to focus on the B.E.S.T. standards to maximize individual student needs. The D.I. practices presented will offer training on how to retrieve data, conduct meaningful data chats, and utilize district and state resources effectively.

Person Responsible   Latanya Trent (latanyajackson@dadeschools.net)

Oct. 31- Dec. 16 The Leadership Team will conduct monthly data reviews of formative assessments from the Performance Matters platform. The data from the lowest 25 percentile students will be analyzed to monitor gains/growth of the remediated standards. D.I. strategies will be implemented depending on areas of weakness of the individual students.

Person Responsible   Melissa Sanchez (sanchezm@dadeschools.net)

#3. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on the qualitative data from the School Climate survey and the SIP survey, the school will use the Targeted Element of Feedback. When looking at the data related to teacher feedback, 47% of teachers felt that their ideas were listened to or considered. Teachers will have more opportunities to voice academic and/or student-related concerns with the administration during informal meetings and walkthroughs. By implementing consistent walkthroughs, teachers will experience a better opportunity to discuss and voice any concerns or suggest improvements for policies or ideas in place, thereby increasing the support from administration.
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 Teacher Feedback, teachers will be provided additional opportunities to discuss and address any concerns they might have with administration. The percentage of teachers who feel they are not listened to or considered will decrease by at least 5 percentage points during the 2022-2023 school year's climate survey.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Administration will consistently provide feedback opportunities throughout the day, including during walkthroughs. These opportunities for open discussions will serve to initiate simple educational conversations between administration and teachers which can focus on their specific classroom and/or educational needs, specifically for enhancing the learning of students. Additionally, teachers can also share ideas and/or solutions that address school-wide SIP goals. By opening this line of communication, we hope a rapport between the administration and teachers will be established that will improve their feelings of being supported by administration.
Person responsible for monitoring outcome:	Jason Saunders (pr3261@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the Targeted Element of Feedback, we will focus on the evidence-based strategy of: Leadership Visibility and Accessibility. By initiating conversations, many during classroom walkthroughs, we hope to increase teachers' opportunities to communicate their concerns, ideas, etc. with administration.
Rationale for Evidence-based Strategy: Explain the	Providing greater opportunities for leadership visibility and accessibility will lead to good communication practices between administration and teachers. This will help our goal of carrying out our vision and mission of our school.

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

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

Aug. 22- Oct. 14 Administration will create a schedule of timeframes for the implementation of weekly walkthroughs. This will ensure that teachers are visited and concerns are addressed in a manageable and timely manner. Schedules will be created in August of 2022 and updated quarterly to ensure that rotations of visits are fair, equitable, and provide adequate access to each administrator. As a result, teachers can briefly bring up concerns or support initiatives that are working for them and their students for optimal learning.

Person Responsible   Jason Saunders (saunders@dadeschools.net)

Aug. 22- Oct. 14 Administration will attend biweekly grade level meetings to demonstrate an interest in teachers' immediate concerns. By becoming involved with conversations about student challenges and/or deficiencies, administration can assist with additional resources and improvements to various schedules. As a result, teachers will express any areas that require additional support.

Person Responsible   Melissa Sanchez (sanchezm@dadeschools.net)

Aug. 22- Oct. 14 Administration will communicate with each other to compare and learn of teacher concerns and suggestions for student and school success. Teachers could then have multiple opportunities to follow through with a different Administrator and know that their concerns are being considered. As a result, teachers will feel comfortable addressing either administrator and trust he/she will have a genuine interest in subjects important to the teacher and school success.

Person Responsible   Jason Saunders (pr3261@dadeschools.net)

Aug. 22- Oct. 14 As administration provides observation feedback to teachers, they will identify areas requiring additional support from instructional coaches. Coaches will assist by modeling or working with students during specific lessons beginning the second quarter of the 2022 school year. Aa a result, teachers can support one another and better prepare their plans and routines to support school initiatives and student needs.

Person Responsible   Jason Saunders (pr3261@dadeschools.net)

Oct. 31- Dec. 13 Administration will conduct deliberate walkthroughs to identify potential teacher leaders who could model sample lessons to others of the same grade level or those teaching similar concepts so they may learn how to replicate/emulate. Coverage will be provided to teachers who will participate in the observations.

Person Responsible   Melissa Sanchez (sanchezm@dadeschools.net)

#4. Positive Culture and Environment specifically relating to Student Attendance	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on the data review, our school will implement the Targeted Element of Student Attendance. Through our data review, we noticed the percentage of students who missed between 6-10 days, 11-15 days, and 16-30 days of school was higher than the district averages between one to three percentage points per category. Our school average for students who missed 6-10 days of school was at 26% when compared to the district's 25%. Students who missed 11-15 days of school was at 17% when compared to their 15% and students missing 16-30 days was at 18% as opposed to 15% the district wide average. Research demonstrates students who are consistently absent tend to underperform in school. We believe one of the contributing factors to our lower scores in both ELA is attributed to Student Attendance. We recognize that we need to revisit and adjust our attendance initiatives to ensure that attendance is consistently higher and students attend school regularly. As a result, we will be able to improve in various areas and raise student achievement.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we successfully implement the Targeted Element of Student Attendance, our daily student attendance will increase. The percentage of students with a high number of absences will resemble or be less than the District's average by at least 5 percent during the 2022-2023 school year.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Leadership Team will implement school-wide attendance initiatives such as having daily raffles and implementing long term contests such as, "Attendance Heroes." The incentives for these initiatives will motivate students to participate actively and attend school regularly. The team will also plan and provide regular school-wide incentives for perfect attendance such as field-trips and classroom perfect attendance rewards. The counselor will mentor individual students who have consistent truancy and the community involvement specialist will connect with their families on a bi-weekly to encourage attendance efforts. Teachers will monitor their attendance and submit that data to the Leadership Team on a weekly basis with emphasis on attendance trends. This data will be discussed during data chats and parental contact will be made when necessary. Early intervention will in having less truancy cases for the school year.
Person responsible for monitoring outcome:	Jason Saunders (pr3261@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy	Within the Targeted Element of Student Attendance, our school will focus on Attendance Initiatives. Students who attend classes regularly are less likely to fall behind academically. Attendance initiatives will assist in reaching the intended outcome of reducing student absences and preventing a pattern of truancy. These efforts will be monitored weekly throughout the 2022-2023 school year.

being implemented for this Area of Focus.	
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Attendance Initiatives will assist in decreasing the number of student absences. The initiatives will provide the Leadership Team with a ways to motivate students who would otherwise not want to attend school regularly.

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.

Aug. 22- Oct. 14 Daily raffles on the morning announcements will highlight two students daily who are in school and have arrived on time. They will receive a treasure box reward from the main office as a recognition reward. As a result, students will become motivated to attend school regularly, thus preventing excessive absences.

Person Responsible   Rina Rodriguez (rinarodriguez@dadeschools.net)

Aug. 22- Oct. 14 Implement a school wide initiative where classrooms track perfect attendance in their rooms. With the help of the students, teachers monitor if their homeroom has perfect attendance daily. Classrooms will color in one letter on an "Attendance Hero" sheet daily that everyone in class is present. The first class to fill it in will earn a certificate of recognition, be celebrated on the morning announcement, and receive an additional, tangible reward to celebrate as a group. As a result, students will encourage one another to arrive to school on time and attend class regularly.

Person Responsible   Rina Rodriguez (rinarodriguez@dadeschools.net)

Aug. 22- Oct. 14 Homeroom teachers will monitor their attendance and submit a weekly attendance report to the Leadership Team identifying any tardy and absent trends of their students. The counselor will mentor those students who are chronically absent and the community involvement specialist will connect with their families, on a bi-weekly basis to encourage attendance efforts. As a result, parental involvement will raise awareness of the importance of attending school regularly and students will miss important lessons less frequently.

Person Responsible   Melissa Sanchez (sanchezm@dadeschools.net)

Aug. 22- Oct. 14 To ensure we meet our goal, the Leadership Team will conduct attendance related data chats with teachers on a quarterly basis. Teachers and the Community Involvement Specialist will also reach out to parents regularly, in order to encourage student attendance. As a result, students will see the partnership between the school and families and establish positive school involvement which will reduce absences.

| **Person Responsible** | Jason Saunders (pr3261@dadeschools.net) |

Aug. 22- Oct. 14 Students who have earned perfect attendance will be recognized at the end of each quarter at an official assembly. Parents and family members will be invited to attend and celebrate with the students. As a result, attendance become a celebrated area of achievement for the student and their families.

| **Person Responsible** | Rina Rodriguez (rinarodriguez@dadeschools.net) |

Oct. 31- Dec. 13 Teachers will identify the students who have five or more unexcused absences and refer them to the Attendance Review Committee (A.R.C.). The team will convene with the parent or guardian of the student and complete a report addressing the issues, review the previous year's attendance (if applicable), and come up with a plan or steps to reduce the number of days the student misses school.

| **Person Responsible** | Rina Rodriguez (rinarodriguez@dadeschools.net) |

Oct. 31- Dec. 13 The Attendance Review Committee will monitor student attendance using Power BI reports and monitor student attendance. For students whose absences continue to escalate after parent/ guardian has met with the ARC Team, a Targeted Attendance Form will be completed and sent to the district to monitor truancy further. Students will be placed on an attendance contract and when needed, parents will be offered referrals for contracted services by outside agencies. This will help struggling families with hardships keeping them from bringing students to school regularly.

| **Person Responsible** | Melissa Sanchez (sanchezm@dadeschools.net) |

#5. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on our data review, our school will implement the Targeted Element of Intervention. The FSA data for the 2021-2022 school year demonstrated that a majority of third graders underperformed in ELA. Seventy one percent of third graders did not meet grade level proficiency.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we successfully implement Intervention, then the percentage of third grade students meeting grade level proficiency will increase from 29% to 40% percent when compared to the 2022 data. The percentages of fourth graders meeting grade level proficiency will increase from 44% to 50% when compared to the 2022 data.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The administration will conduct regular walkthroughs during intervention in order to ensure that it is being conducted with fidelity. The literacy coach will ensure classroom teachers complete skill checks monthly during ongoing progress monitoring. Additionally, the literacy coach will review chapter assessment data through the online platform in order to determine Tier 2 and Tier 3 students' progress, as well as further instructional needs.
Person responsible for monitoring outcome:	Danelle Ruiz (danelleruiz@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the Targeted Element of Intervention, our school will focus on the evidenced-based strategy of "Small Group Instruction." Our literacy coach will identify students for small group instruction based on 2022 ELA FSA scores and/or progress monitoring data. She will then create a schedule for the ELA interventionist and identify the appropriate resources for each small group identified through the data analysis. Finally, she will ensure that ongoing progress monitoring is consistently conducted to ensure student progress.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Small-group instruction has been proven to positively affect student achievement because educators are able to focus on the needs of the students in the group in a more targeted manner. By analyzing the data, the literacy coach is able to group students with like instructional needs in a smaller group and select the appropriate resources tailored to the needs of all in the group. In turn, the interventionist is then able to provide direct instruction and meet the academic needs of the students.

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.

Aug. 22- Oct. 14 The literacy coach will create a schedule for the ELA interventionist and classroom teachers, ensuring students identified for small group intervention are serviced daily. As a result, students falling behind or needing reteaching strategies will be given extra help, thus improving their skill set and proficiency.

Person Responsible	Danelle Ruiz (danelleruiz@dadeschools.net)

Aug. 22- Oct. 14 Administration will monitor the implementation of Intervention and that schedules are being followed with fidelity. As a result, students will have regular opportunities for specific lessons to be retaught and reviewed for mastery of concepts and topics.

Person Responsible	Melissa Sanchez (sanchezm@dadeschools.net)

Aug. 22- Oct. 14 The literacy coach will monitor the chapter assessment data collected through the online intervention platform in order to determine student progress. As a result, the data will be used to determine further intervention needs for students.

Person Responsible	Danelle Ruiz (danelleruiz@dadeschools.net)

Aug. 22- Oct. 14 The literacy coach will work cooperatively with teachers and utilize the information compiled during data chats conducted in the previous step to begin the RFAs for those students identified not making adequate progress. As a result, the school counselor will refer the students for the RTI process and they will be given additional support in areas of deficiency.

Person Responsible	Rina Rodriguez (rinarodriguez@dadeschools.net)

Oct. 31- Dec 13 The literacy coach and teachers who have attended monthly ICAD meetings/pd for ELA will share key information during their common planning to assist teachers with their lesson plans and share resources to be used during whole group and D.I.

Person Responsible	Danelle Ruiz (danelleruiz@dadeschools.net)

Oct. 31- Dec 13 Students in grades K- 3rd who are identified as having difficulty with ELA /Reading will have the opportunity to attend the ESSER K-3 tutoring sessions daily for thirty minutes. They will receive assistance to reinforce their phonics, fluency, and reading comprehension skills.

Person Responsible	Danelle Ruiz (danelleruiz@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

Students in grades K-2 often struggle with phonemic awareness. Even with explicit instruction and practice in phonological and phoneic awareness, students may have difficulty working with simple words, rhymning pairs, and/or showing interest in language games. Working on areas that help to master these areas of deficiency will improve how students learn and respond to literacy, while improving their phonics.

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

Students in grades 3-5 scoring below a Level 3 will most likely struggle with reading comprehension. These students have difficulty understanging vocabulary and figurative language, inferencing, and other forms of expression. Helping students with vocabulary and thinking strategies will improve their overall comprehension.

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- ◦ Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- ◦ Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- ◦ Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

If we successfully implement strategies for building phonics and phonemic awareness, students will increase their ability to read common high frequency words and work with blends. Whether they have appropriate explicit and systematic instruction and adequate practice with phonics and decoding, frequent practice is needed for building mastery. Using strategies recommended by the district, suggestions from the instructional reading coach, and teaching instruction, students will improve their phonics and word recognition. As a result, 60% of students would show growth in this area.

Grades 3-5: Measureable Outcome(s)

Students who have struggled on exams in grades 3-5 most often have issues with reading comprehension. They need further assistance with vocabulary, figurative language, inferencing, and overall language development. Using progress monitoring, students' progress and learning gains will improve and scores will increase above a level 3 in reading. As a result, 60% of students will show grade level proficiency by May of 2023.

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.

Students will be monitored through iReady growth and progress monitoring. Intervention skills checks will also help to evaluate which students still have to make further progress. Wonders bi-weekly assessments will be an additional tool used to monitor student achievement.

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

Ruiz, Danelle, danelleruiz@dadeschools.net

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §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?

The Intervention Phonics Program, based on the Science of Reading, the Wonders Curriculum, and iReady, are all evidence-based programs that will yield moderate to strong results for improvements in reading. These programs and the strategies will help students with their phonemic awareness and to build on their overall comprehension while aligning with the B.E.S.T. standards. As an additional resource, students in grades K-3 will be offered tutoring through the K-3 CRRSA ESSER II Reading Tutoring Grant.

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?

Students who have explicit instruction, in addition to evidenced based programs, such as the Intervention Program, Wonders, and iReady, are more likely to receive the necessary targeted practice needed for improvement and making learning gains. These programs will assist with phonemic awareness, fluency,

decoding, vocabulary, and comprehesion. Students will raise scores closer into the grade level range versus their intitial scores of less than 3 when initially tested.

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
The Administration and Reading Instructional Coach will work together to devise a schedule for Intervention. This assistance will be provided to students who need Tier 2 and Tier 3 Intervention Strategies and require assistance in phonemic awareness, comprehension, and/or other areas deficiency for struggling readers. As a result of providing the additional assistance to these students, they will make learning gains that bring them closer to or on grade level.	Sanchez, Melissa, sanchezm@dadeschools.net
Using data from progress monitoring, students will be grouped based on their learning needs and similar areas of deficiency. This will help teachers target the areas needing reteaching or reinforcement.	Ruiz, Danelle, danelleruiz@dadeschools.net
Interventionists will use small group settings to provide instruction for the students needing additional assistance in the area or Reading and Language Arts. This will provide the additional time provided to focus on student needs and provide them with the support needed for improvement.	Ruiz, Danelle, danelleruiz@dadeschools.net
Working with intervention and small group instruction strategies, monitoring growth and progress data, and observing the effectiveness of skills checks, will help determine adjustments needed and continue to reinforce areas of weakness.	Ruiz, Danelle, danelleruiz@dadeschools.net
Student scores in iReady and various assessments from the Wonders Curriculum and other progress monitoring systems will determine which students require adjustments in support and new approaches in teaching strategies.	Ruiz, Danelle, danelleruiz@dadeschools.net
Student groupings will be adjusted as students master certain topics or require reteaching of various lessons or concepts.	Ruiz, Danelle, danelleruiz@dadeschools.net
Common planning will serve as a collaborative setting in which the Reading Instructional Coach and grade level teachers will participate in discussions, strategize, and devise lesson plans for their whole and small group instruction. They will share the best practices and resources that help their students generate the most learning gains.	Ruiz, Danelle, danelleruiz@dadeschools.net
Teachers will be supported when requesting to attend professional development for Language Arts and Reading. Teachers will utilize new strategies for the B.E.S.T. standards and learn innovative strategies to better serve their struggling students and help them advance.	Saunders, Jason, saunders@dadeschools.net
Oct. 31-Dec. 13 Literacy Leadership: The Administration and Literacy Leadership Team will devise an EESR Tutoring Schedule. This assistance will be provided to students who have scored RED on iReady AP 1 and require assistance in phonemic awareness and reading comprehension.	Ruiz, Danelle, danelleruiz@dadeschools.net
Oct. 31-Dec. 13 Literacy Leadership: Data from progress monitoring will be used to regroup students based on their learning needs and areas of deficiency in reading. This will target areas that require reteaching and/or reinforcement.	Ruiz, Danelle, danelleruiz@dadeschools.net

Action Step	Person Responsible for Monitoring
Oct. 31-Dec. 13 Literacy Coaching: Small groups will be created for the EESER tutor to work with specific D.I. groups. This will ensure that students are receiving additional support and opportunities for improvement.	Ruiz, Danelle, danelleruiz@dadeschools.net
Oct. 31-Dec. 13 Literacy Coaching: The instructional coach will assist teachers with data provided by the FAST and iReady AP1 reports. The data will provide teachers an opportunity to group students for intervention based on areas for deficiencies.	Ruiz, Danelle, danelleruiz@dadeschools.net
Oct. 31-Dec. 13 Assessment: Student groups will be readjusted to continually work on D.I. to target the individual needs of each student.	Ruiz, Danelle, danelleruiz@dadeschools.net
Oct. 31-Dec. 13 Assessments: Teachers needing assistance during open testing windows will receive support from other personnel during the iReady and/or other computer based administrations. This will help maintain a safe and quiet testing environment.	Sanchez, Melissa, sanchezm@dadeschools.net
Oct. 31-Dec. 13 Professional Learning: Selected teachers will attend monthly ICADS meetings conducted by the Division of Language Arts and Reading. Teachers will share information learned with other grade level teachers. They will be able to discuss, strategize, and share ideas with the information acquired.	Sanchez, Melissa, sanchezm@dadeschools.net
Oct. 31-Dec. 13 Professional Learning: Teachers will have the opportunity to share how they are utilizing the B.E.S.T. Standards K-5 Handbook and the suggested lessons and strategies with one another during common planning.	Ruiz, Danelle, danelleruiz@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.

Every aspect of a school is directly or indirectly affiliated with a positive school culture. The common desire for the students to succeed is inherent in educators. Our school prides itself in working as a team, so much so that it is the school theme for the school year. Clearly defined expectations, prioritizing physical, emotional, and mental health contribute to a culture that is accepting and nurturing. Students, staff, and stakeholders are offered support and resources to assist with areas that may be challenging or require for one to have additional support. Students have a counselor and mental health coordinator to assist them, in addition to other adults who are willing to provide guidance and comfort. Staff have mentors and numerous

opportunities to plan collaboratively, share best practices, and attend activities and professional development together. Stakeholders are encourage to establish partnerships with our school and parents are welcomed into our building for a myriad of events. The Community Involvement Specialist has a Parent Resource Center for parents to attend workshops and learn how to best support their child and our school. This unity and collective desrire to support one another helps to reduce bullying incidents and makes everyone feel as if they have much needed support in many areas of their school related activities.

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, Instructional Coaches, Teacher Leaders, and Counselor (our School Leadership Team). The EESAC Committee also participates actively to ensure stakeholders are also involved in the decision process. The Principal will monitor and oversee all the school's initiatives and respond to concerns with morale by planning, along with the Leadership Team, team-building activities to be conducted during faculty meetings on a monthly basis. The Assistant Principal and counselor will run the mental health programs and will assist in ensuring that all information is shared with stakeholders in a timely manner. Teacher leaders and instructional coaches will assist in planning and conducting team building activities during faculty meetings as well as during collaborative common planning meetings. All stakeholders are responsible for making efforts to build relationships with students, parents and/or families. Furthermore, various committees work with the different initiatives so that all aspects and areas in and out of the classroom are at their best and promoting a positive school culture at all times.