

Miami-Dade County Public Schools

Marjory Stoneman Douglas Elem



2022-23 Schoolwide Improvement Plan

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Marjory Stoneman Douglas Elem

11901 SW 2ND ST, Miami, FL 33184

<http://msdouglas.dadeschools.net>

Demographics

Principal: Moraima Almeida Perez

Start Date for this Principal: 7/19/2014

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)	90%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Hispanic Students Economically Disadvantaged Students
School Grades History	2021-22: A (76%) 2018-19: A (73%) 2017-18: A (68%)
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	90%
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		A	A

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our mission at Marjory Stoneman Douglas Elementary is to bilingually foster student achievement with respect for historical, cultural, and individual diversities with an emphasis on the preservation of our environment and an appreciation for the arts.

Provide the school's vision statement.

We at Marjory Stoneman Douglas Elementary share the vision, feel the pride, and experience the commitment to excellence every day. This vision is reflected in a school where all children will learn to be biliterate and bilingual critical thinkers as a result of the dual language program.

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
Almeida-Perez, Moraima	Principal	Moraima Almeida-Perez (Principal) provides the vision and instructional leadership strategies to improve data-driven school performance and decision making. She ensures that procedures are in place to assure the well-being of all stakeholders as well as providing a safe learning environment for all students and staff.
Vega, Tania	Assistant Principal	Tania Vega (Assistant Principal) assists the Principal in promoting initiatives that enhance the educational experience for staff and students to ensure that instructional practices prepare students for success.
Cruz-Lopez, Patricia	Teacher, K-12	Patricia Cruz-Lopez is the Media Specialist ad Chairperson of the Educational Excellence School Advisory Committee (EESAC). Her responsibilities include disseminating information to all stakeholders, planning and implementing an effective Library Media Program to promote literacy within the school community so that the media program continues to be the heart of the school.
Diez-Rodriguez, Beatriz	Teacher, K-12	Beatriz Diez-Rodriguez is a third grade teacher and content liaison. Her responsibilities include disseminating information to all stakeholders and implementing relevant and rigorous academics in an innovative manner while promoting a sense of belonging in an inclusive environment.
Hernandez, Veronica	Teacher, K-12	Veronica Hernandez is a first grade teacher and grade level chairperson. Her responsibilities include disseminating information to all stakeholders, maintaining cohesion within the grade level, and implementing relevant and rigorous academics in an innovative manner while promoting a sense of belonging in an inclusive environment.

Demographic Information

Principal start date

Saturday 7/19/2014, Moraima Almeida Perez

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.*

0

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.*

0

Total number of teacher positions allocated to the school

38

Total number of students enrolled at the school

610

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

0

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

0

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	63	87	87	101	79	118	0	0	0	0	0	0	0	535
Attendance below 90 percent	9	10	9	13	8	10	0	0	0	0	0	0	0	59
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	8	11	6	19	0	0	0	0	0	0	0	44
Course failure in Math	0	1	2	5	7	22	0	0	0	0	0	0	0	37
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	8	10	11	0	0	0	0	0	0	0	29
Level 1 on 2022 statewide FSA Math assessment	0	0	0	4	13	13	0	0	0	0	0	0	0	30
Number of students with a substantial reading deficiency	0	5	14	10	39	38	0	0	0	0	0	0	0	106

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	1	3	13	12	20	0	0	0	0	0	0	0	49

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

Date this data was collected or last updated

Wednesday 8/10/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	79	82	89	88	121	123	0	0	0	0	0	0	0	582
Attendance below 90 percent	4	8	7	6	10	9	0	0	0	0	0	0	0	44
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	7	4	10	16	0	0	0	0	0	0	0	37
Course failure in Math	0	0	2	3	10	19	0	0	0	0	0	0	0	34
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	8	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Number of students with a substantial reading deficiency	1	7	21	32	25	30	0	0	0	0	0	0	0	116

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	0	2	4	8	14	0	0	0	0	0	0	0	29

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	1	1	4	1	0	0	0	0	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	79	82	89	88	121	123	0	0	0	0	0	0	0	582
Attendance below 90 percent	4	8	7	6	10	9	0	0	0	0	0	0	0	44
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	7	4	10	16	0	0	0	0	0	0	0	37
Course failure in Math	0	0	2	3	10	19	0	0	0	0	0	0	0	34
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	8	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Number of students with a substantial reading deficiency	1	7	21	32	25	30	0	0	0	0	0	0	0	116

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	0	2	4	8	14	0	0	0	0	0	0	0	29

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	1	1	4	1	0	0	0	0	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

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	70%	62%	56%				70%	62%	57%
ELA Learning Gains	79%						70%	62%	58%
ELA Lowest 25th Percentile	64%						68%	58%	53%
Math Achievement	78%	58%	50%				85%	69%	63%
Math Learning Gains	88%						83%	66%	62%
Math Lowest 25th Percentile	84%						80%	55%	51%
Science Achievement	69%	64%	59%				56%	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	62%	60%	2%	58%	4%
Cohort Comparison		0%				
04	2022					
	2019	71%	64%	7%	58%	13%
Cohort Comparison		-62%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	65%	60%	5%	56%	9%
Cohort Comparison		-71%				

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	78%	67%	11%	62%	16%
Cohort Comparison		0%				
04	2022					
	2019	87%	69%	18%	64%	23%
Cohort Comparison		-78%				
05	2022					
	2019	82%	65%	17%	60%	22%
Cohort Comparison		-87%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	52%	53%	-1%	53%	-1%
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	29	70	68	58	86	86	26				
ELL	68	80	68	79	88	89	63				
HSP	70	79	64	79	88	84	69				
FRL	65	77	65	74	87	84	64				
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	25	37	43	33	32	42	17				

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
ELL	65	66	55	63	63	35	58				
HSP	68	65	60	63	58	43	58				
FRL	62	59	61	58	55	46	54				
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	39	54	60	72	88	89	20				
ELL	69	70	72	87	85	84	51				
HSP	69	70	68	85	83	80	56				
FRL	67	68	68	83	82	79	55				

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?

The school's overall averages in ELA, Mathematics, and Science were above that of the District average. Upon closer analysis of the school's data, proficiency rates were stronger in Mathematics than in ELA across all grade levels and subgroups. The school went from 67% proficiency in ELA in 2021 to 69% proficiency in ELA in 2022. This represents an increase of two percentage points. By comparison, in Mathematics, the school went from 62% proficiency in 2021 to 78% proficiency in Mathematics in 2022. This represents an increase of 16 percentage points. MSD is proud to stand out as a Mover and Shaker in the South Region! We were one of the schools highlighted as our Mathematics proficiency increased over 15 percentage points! Furthermore, we are ranked 10th in the state of Florida for Mathematics Learning Gains (91%) overall as well as Mathematics Learning Gains for the L25 students. In Science, the school went from 56% proficiency in 2021 to 70% proficiency in 2022. This represents an increase of 14 percentage points. When looking at the data over a three-year period, proficiency in ELA continues to rise, albeit in small increments. In Mathematics, proficiency has fluctuated: a high of 82% proficiency in 2019, a low of 62% proficiency in 2021, and a nice rebound of 78% proficiency in 2022. Science data for 2022 is substantially higher, 70% proficiency, than that of 2019 which was only 52%. Revisiting strategies used during peak proficiency will benefit stakeholders when planning instruction.

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

Data from i-Ready AP3 was commensurate with FSA results. Based on 2022 state assessment data and data from i-Ready AP3, ELA is the data component in greatest need of improvement. The percentage of students demonstrating Mastery in ELA was 69. By comparison, 78% of students demonstrated mastery in Mathematics, resulting in a difference of nine percentage points. When drilling down the ELA scores, we find that 58% of third grade students demonstrated mastery, followed by proficiency rates of 73% for fourth grade students and 74% for fifth grade students. The difference in mastery between third grade and fifth grade was significant-16 percentage points. The use of small group instruction, DI, collaboration, and data-driven instruction is needed in order to achieve higher rates of proficiency.

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

A contributing factor was that grade 3 ELA FSA testing was at the beginning of April as opposed to the Grade 4 and 5 ELA FSA which tested mid-May. When comparing FSA Grade 3 ELA data to i-Ready ELA AP3 data, proficiency increased significantly. Whereas grade 3 ELA proficiency was lowest in FSA when comparing to the proficiency rates of grades 4 and 5, grade 3 ELA proficiency in i-Ready ELA AP3 was the highest. Another factor was the impact of decreased student engagement and additional obstacles arising from COVID-related closures such as many students being in school for the very first time. With a new testing platform being rolled out this year, it is hoped that grade 3 ELA students will test towards the end of the year rather than at three quarters of the year. Training in the B.E.S.T. standards will be needed in order to align appropriate resources and instructional activities. Sharing of Best Practices by the liaisons as well as colleagues will provide additional support.

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

A review of 2022 FSA data indicates an overall increase in Mathematics proficiency of sixteen percentage points when compared to 2021 FSA Mathematics data. The 2022 FSA Science data also shows an increase of fourteen percentage points, from 56% proficiency in 2021 to 70% proficiency in 2022.

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

Frequent data chats, teacher connections to students, and the implementation of a Math interventionist in 4th grade were some of the contributing factors to this improvement. Using online platforms to differentiate instruction to meet the needs of students was another contributing factor. Additionally, monitoring i-Ready usage for accuracy and time on task on a weekly basis provided immediate and corrective feedback.

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

Teachers will continue to conduct frequent data chats and monitor i-Ready usage for accuracy and time on task. Increased emphasis and support for the implementation of the new B.E.S.T. Standards will be crucial to accelerating student learning. Sharing of Best Practices for the new B.E.S.T. Standards coupled with weekly Collaborative Planning Sessions/PLCs will continue to be necessary. Additionally, enhancements to data-driven and differentiated instructional efforts will be needed.

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

The Leadership Team and PLST will identify and facilitate professional development opportunities focused on the implementation of the B.E.S.T. Standards. The implementation of existing PLCs/Teams will be enhanced, and vertical planning and articulation activities will be increased. Professional development opportunities addressing social-emotional learning, instructional technology, progress monitoring, and the use of data to drive instructional differentiation and interventions will be provided to faculty and staff.

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

Master schedules will be developed with primary consideration being given to a structure that facilitates the provision of supports to students in need of them. Staff will be assigned, and deliberately scheduled,

in a manner that supports the consistent and effective provision of instructional supports, particularly in ELA and Mathematics. Extended Learning Opportunities will continue to be offered as will Collaborative Planning Sessions/PLCs. Best practices for the new standards will be highlighted. Professional development opportunities in support of these initiatives will be facilitated by the Leadership Team and extended through PLCs.

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 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 our 2021-2022 school data the greatest need for improvement is attendance for students. Students who missed 11-30 days went from 22% to 31%, therefore there was a 9% increase in students missing more days in school. Attendance rate is important because students are more likely to succeed in academics when they attend school consistently.

Measurable Outcome:

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

If we successfully implement perfect attendance incentives, as well as Social Emotional Learning (SEL) strategies, then student attendance will improve by a minimum of five percentage points as evidenced by results of the PowerBi attendance report in June, 2023.

Monitoring:

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

The fidelity of the perfect attendance incentive will be monitored by the homeroom teachers, in addition to administrative walk-throughs. During walk-throughs, administration will see the perfect attendance sign in each classroom and Values Matter displays. The uniformity will be a reflection showing that the teachers are encouraging perfect attendance in their class, as well as Social Emotional Learning.

Person responsible for monitoring outcome:

Moraima Almeida-Perez (pr1371@dadeschools.net)

Evidence-based Strategy:

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

Within the Targeted Element of Positive Culture and Environment Relating to Attendance Initiatives, the leadership team will promote perfect attendance through daily morning announcement shout outs, monthly perfect attendance incentives by grade-levels, quarterly perfect attendance assemblies, and values matter monthly nominations.

Rationale for Evidence-based Strategy:

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

Research shows that students who attend school regularly are able to learn more, have fewer discipline problems, develop better study habits, and often are more successful than students who do not. In addition, students need to feel a sense of belonging in their class and in their school.

Action Steps to Implement

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

08/31/22 and monthly thereafter: The leadership team will provide a perfect attendance sign to each homeroom class. One letter will be colored in on the sign for each day the class has perfect attendance. Incentives will be provided for the classes who have the most letters colored in for the month. As a result of coloring in a letter for each day present on the perfect attendance sign, student attendance will increase.

Person Responsible

Veronica Hernandez (veronicahernandez@dadeschools.net)

10/2022: The morning announcements will give shout outs for the classes who have daily perfect attendance. As a result of students having their class recognized for perfect attendance, student attendance will increase.

Person Responsible Patricia Cruz-Lopez (pcruz-lopez@dadeschools.net)

11/2022 and quarterly thereafter: Students with perfect attendance for the each quarter will be acknowledged at the Honor Roll/Perfect Attendance assembly. As a result of Honor Roll/Perfect Attendance assemblies, students will be incentivized to attend school daily and on-time.

Person Responsible Moraima Almeida-Perez (pr1371@dadeschools.net)

09/01/2022 and monthly thereafter: The school counselor will email information on child-friendly sites that can be used to promote SEL in the classroom on a monthly basis. As a result of sharing child-friendly SEL sites, teachers will use these sites to promote SEL in the classroom with students.

Person Responsible Mariana Sanchez (msanchez98@dadeschools.net)

9/30/22 and monthly thereafter: Teachers will nominate students that demonstrate model behaviors of the monthly core values. As a result of the nominations, students' behaviors will be more in line with the core values thus minimizing referrals.

Person Responsible Mariana Sanchez (msanchez98@dadeschools.net)

October 31-December 16, 2022: School bulletin boards will showcase pictures and certificates of monthly Values Matters winners. Said winners will also be broadcast in the morning announcements as well as on Social Media. Students will strive to do better so that they, too, can be showcased.

Person Responsible Beatriz Diez-Rodriguez (bettyrodriguez@dadeschools.net)

October 31-December 16, 2022: School bulletin boards will showcase monthly Attendance winners. Said winners will also be broadcast in the morning announcements as well as on Social Media. This will stimulate and increase attendance.

Person Responsible Patricia Cruz-Lopez (pcruz-lopez@dadeschools.net)

#2. Instructional Practice specifically relating to Collaborative Planning**Area of Focus****Description****and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on ELA data from 2022, ELA scores increased minimally, from 67% proficiency in 2021 to 69% proficiency in 2022. The use of Collaborative Planning will ensure teachers are implementing rigorous curriculum to ensure learning gains. Because the state of Florida has moved to B.E.S.T. Standards in ELA and Mathematics, teachers will need to rely on training as well as support from one another to deliver instruction based on the B.E.S.T. standards.

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

If we successfully implement Collaborative Planning, then student proficiency will increase by a minimum of five percentage points as evidenced by results of the 2023 Florida Assessment of Student Thinking (F.A.S.T.) assessment.

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

The fidelity of Collaborative Planning will be monitored and insured through regular administrative walk-throughs as well as the minutes taken during Collaborative Planning. During walk-throughs, administration will see uniformity in the lessons being taught while at the same time see how teacher individualize and tailor the lesson delivery to the needs of the students. The uniformity and individualization will be a reflection of teachers assisting each other during Collaborative Planning. Additionally, minutes taken will demonstrate differing teachers sharing Best Practices with one another and reflection on effectiveness of strategies used based on student performance.

Person**responsible****for monitoring****outcome:**

Tania Vega (tcvega@dadeschools.net)

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

Within the Targeted Element of Collaborative Planning, our school will focus on the evidence-based strategy of Collaborative Planning. Common planning time will be built in to the teachers' schedules by grade level in order to provide time for Collaborative Planning. During this time, teachers will use the District Pacing Guide to collaboratively plan B.E.S.T. lessons. They will share Best Practices as well as information gathered from any professional development attended. Additionally, they will use this time to gather materials and resources needed to deliver rigorous lessons that will increase student proficiency.

Rationale for**Evidence-****based****Strategy:**

Research shows that nations that out perform the United States on international assessments build time into the school workday for ongoing, sustained teacher development collaboration and planning. By scheduling special area classes at the same time by grade levels, teachers will have the necessary time to implement plans to deliver

Explain the rationale for selecting this specific strategy.

Describe the resources/ criteria used for selecting this strategy. the B.E.S.T standards and yield higher proficiency rates in the 2023 F.A.S.T. assessment.

Action Steps to Implement

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

8/22: Build common planning time in the teachers' schedules by grade level so that members of each grade level can collaborate, reflect, and address any barriers. As a result of common planning, teachers will have the time necessary to discuss assessment data from Performance Matters, i-Ready, and other informal assessments and will address student achievement needs to increase proficiency.

Person Responsible Tania Vega (tcvega@dadeschools.net)

8/31/22 and monthly thereafter: Facilitate Leadership Team meetings to review implementation of Collaborative Learning and identify necessary adjustments to improve the process. Assistance will be provided to analyze data, create DI groups, and implement RTI. Said strategies and support will be proffered by meeting with each grade level. As a result of Leadership Team meetings, teachers will use their data to create groups to enrich and remediate students as needed, thus increasing student achievement.

Person Responsible Moraima Almeida-Perez (pr1371@dadeschools.net)

8/12/22 and weekly thereafter: During each week's collaborative planning session, teachers will share reflections and best practices successfully used to deliver rigorous lessons that resulted in mastery of standards. Lesson plans and meeting agendas will reflect newly acquired skills and instructional support strategies. As a result of Collaborative Planning, student achievement will increase.

Person Responsible Tania Vega (tcvega@dadeschools.net)

9/26/22 and quarterly thereafter: Teachers will use the ASCD Activate platform to access the new Professional Learning Library to keep up to date with the latest research-based strategies as well as "attend" professional development sessions virtually that the District has highlighted as priorities. As a result of using the ASCD Activate platform, teachers will be informed and up to date with the latest strategies.

Person Responsible Moraima Almeida-Perez (pr1371@dadeschools.net)

October 31-December 16, 2022: Monitor the progress of implementation using feedback and adapt the strategy, as needed. Encourage the teachers to attend PDs in their personal areas of need and then come back and share the knowledge gained with their colleagues.

Person Responsible Moraima Almeida-Perez (pr1371@dadeschools.net)

During the November 8th Professional Development Day, the ASCD Activate Platform will be used to deliver a session. This will allow the teachers to see the ease of use of the platform so that they can continue to use it during their collaborative planning sessions.

Person Responsible	Tania Vega (tcvega@dadeschools.net)
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#3. Instructional Practice specifically relating to Small Group Instruction

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>Proficiency rates in ELA went from 67% in 2021 to 69% proficiency in ELA in 2022. This represents a minimal increase of two percentage points. By comparison, in Mathematics, the school went from 62% proficiency in 2021 to 78% proficiency in 2022. Although this represents an increase of 16 percentage points, it is still below the all time high of 82% proficiency in 2019, indicating that there is still work to be done. Similarly, in Science, the school went from 56% proficiency in 2021 to 70% proficiency in 2022. The data analyzed revealed that after 2019, Small Group Instruction was not being fully implemented due to remote learning for many students. Although students returned to the school house, Small Group Instruction was not being implemented with fidelity. Small Group Instruction offers teachers the opportunity to provide instruction tailored to meet the needs of students who may have learning gaps or learning loss, thus increasing proficiency.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>If we successfully implement Small Group Instruction, then student proficiency will increase by 5 percentage points as evidenced by results of the 2023 Florida Assessment of Student Thinking (F.A.S.T.).</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>Data chats and walk throughs will be conducted by the leadership team monthly. Teachers will maintain fluid groups based on current data. Progress monitoring via formal (chapter/unit tests, F.A.S.T., i-Ready) and informal assessments (teacher observations, participation, homework, quizzes) will be conducted to document improvements and/or determine if further remediation is necessary. Data will be reviewed by the leadership team as it becomes available, and additional support will be provided as necessary for those who are not showing growth.</p>
Person responsible for monitoring outcome:	<p>Moraima Almeida-Perez (pr1371@dadeschools.net)</p>
Evidence-based Strategy: Describe the evidence-based strategy being	<p>Within the Targeted Element of Small Group Instruction, our school will focus on DI to meet the specific needs of students without restricting their engagement. Teachers can use a variety of grouping formats at different times determined by such criteria as students' skills and prior knowledge. It may be particularly valuable for L25 and ELL students who usually require explicit, intensive instruction in reading as well as opportunities for collaborative group work with classmates who are more proficient readers.</p>

**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.**

Small Group Instruction provides for more efficient use of teacher/student time, increased instructional time, increased peer interaction, and opportunities for students to improve generalization of skills.

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.

9/1/22 and adjusted as data becomes available: Fluid groups will be maintained as teachers conduct on-going formal and informal assessments to document improvements and/or determine if further remediation is necessary. Data can be derived from Performance Matters, i-Ready, and Power BI. Small group instruction will not only be for remediation of a certain skill; it will also be used for enrichment. As a result of fluid groups, students' needs will be met and proficiency will increase.

**Person
Responsible** Tania Vega (tcvega@dadeschools.net)

8/15/22: Identify math liaisons that can guide teachers with navigating the new Mathematics textbook and B.E.S.T. standards as well as demonstrate how to access supplemental resources, such as the i-Ready Teacher Toolbox, to provide deliberate and targeted instruction for differentiation, remediation, and enrichment. As a result of the liaisons, teachers will have the support necessary to implement rigorous lessons to increase student achievement.

**Person
Responsible** Tania Vega (tcvega@dadeschools.net)

9/1/22 ongoing: Teachers will maintain binders/folders documenting small group instruction. As a result of using binders/folders for small group instruction, progress will be documented and can be used to maintain groups fluid.

**Person
Responsible** Moraima Almeida-Perez (pr1371@dadeschools.net)

8/15/22: Provide professional development sessions for all teachers with a focus on data chats and protocol to facilitate conversations with students, set goals, and make appropriate instructional decisions. As a result of the professional development session, teachers will conduct data chats with their students.

**Person
Responsible** Moraima Almeida-Perez (pr1371@dadeschools.net)

During the November 8th Professional Development Day, the ASCD Activate Platform will be used to deliver a session on Small Group Instruction. This will allow the teachers to see the ease of use of the platform so that they can continue to use it during their collaborative planning sessions.

Person Responsible Tania Vega (tcvega@dadeschools.net)

Instructional focus standards and resources available in the Pacing Guides will be discussed during PLCs. After reviewing and discussing student data, teachers will plan data-driven small group lessons from October 31-December 16, 2022.

Person Responsible Tania Vega (tcvega@dadeschools.net)

#4. Transformational Leadership specifically relating to Teacher Recruitment and Retention

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>When reviewing the School Climate Survey, there were some conflicting results. For example, questions 14 and 18 of the 2022 School Climate Survey are basically the same question, yet worded differently. However, the results are dramatically different; therefore, it is difficult to ascertain an accurate data point. Questions 25, 27, and 28 present interesting information worth looking at. These questions refer to the staff's relationship with the school. Overall, staff feels satisfied and likes working at the school, yet some staff members indicate that staff morale is low. Based on the information gathered from the School Climate Survey, the targeted element of Teacher Recruitment and Retention was selected because if staff morale is low, then you may lose teachers.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>If we successfully implement the target element Teacher Recruitment and Retention through staff activities such as Mindfulness, outtings, and team building activities, then staff morale will improve by 8 percentage points as evidenced by results of the 2023 Staff School Climate Survey.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>Monthly faculty meeting agendas will indicate a Mindfulness or team building activity. On a selected professional development day (11/08/22), faculty will come together for a team building activity.</p>
Person responsible for monitoring outcome:	<p>Moraima Almeida-Perez (pr1371@dadeschools.net)</p>
Evidence-based Strategy: Describe the evidence-based strategy being	<p>Within the Targeted Element of Teacher Recruitment and Retention, we will focus on the evidenced-based strategy of Team Building activities for teachers to unite the faculty and create a sense of unity and efficacy. Teachers can deliver a well-crafted curriculum when they have the professional support of those around them. Mindfulness activities will create soothing environments and reduce stress levels some may be experiencing. Social gatherings for teachers will create a sense of community. All these strategies will create a positive environment and increase staff morale, thus wanting to stay at out school.</p>

**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.

Teacher efficacy ranks second out of more than 200 influences on student learning, according to John Hattie's research (Visible Learning Meta, 2022). Through team-building activities, Mindfulness, teacher shout-outs, and outings, a positive environment will be created and staff morale will increase. Having a sense of unity and efficacy will promote teacher retention.

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.

On November 8, 2022, a District Professional Development Day, faculty will come together for a team building activity. As a result of the team building activity on the PD Day, staff unity, cohesion, and morale will increase.

Person

Responsible

Moraima Almeida-Perez (pr1371@dadeschools.net)

8/24/22 and monthly thereafter: Faculty meetings will commence with a Mindfulness and/or team building activity. As a result of commencing meetings with a Mindfulness or team building activity, faculty will feel more at ease and united with one another.

Person

Responsible

Tania Vega (tcvega@dadeschools.net)

8/27/22 and as birthdays arise: The "Que Pasa News Team" will give teacher shout-outs during their birthday week. As a result of teacher shout-outs on their birthday, teachers will feel recognized, honored, and celebrated.

Person

Responsible

Patricia Cruz-Lopez (pcruz-lopez@dadeschools.net)

8/22 and ongoing: Administration will continue to be supportive of the teachers' needs. As a result of having a supportive administration, teachers will feel that their needs are being met and that they are not alone.

Person

Responsible

Moraima Almeida-Perez (pr1371@dadeschools.net)

October 31-December 16, 2022: Teachers will participate in fun, team building activities with a holiday theme. For example, teachers will get "Boo'd in the month of October; in November, "Grateful Leaves" will fall into their mailboxes; in December, we will participate in Secret Santa. This will continue to help further build each other up.

Person

Responsible

Patricia Cruz-Lopez (pcruz-lopez@dadeschools.net)

October 31-December 16, 2022: Teachers will be highlighted on Social Media. Teachers feel validated for their efforts when they are recognized, thus increasing teacher retention.

Person Responsible Tania Vega (tcvega@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.

The school addresses building a positive school culture and environment by celebrating teacher successes and personal endeavors such as welcoming a new family member, wedding, and birthdays. The staff celebrates the different cultures by having Hispanic Heritage and African American luncheons. As a school, we promote events such as McTeacher Night and Texas Roadhouse, where parents, students, teachers, and staff join together off-campus. In addition, teachers have activities in the classroom where parents are invited to attend. Some of these activities include Dominos with Dads, Pumpkins with Papa, Mother's Day, Grandparents Day, Holiday show, and Honor Roll/Perfect Attendance assemblies. The school counselors promote Values Matter. Lastly, the staff gets together for team building activities.

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

The stakeholders that promote a positive school culture and environment and their roles are as follows: Administration are present in all school activities, conduct walk-throughs, have an open-door policy. Teachers promote mindfulness activities, Values Matter, in-class activities that include parents, and celebrate individual student successes. The School Counselors and Mental Health Coordinator promote Values Matter by sending out monthly videos and nomination forms, websites, and schedule in-class presentations. Parents and students promote a positive school culture by partaking in off-campus and in-campus activities. Dade partners such as McDonald's and Texas Roadhouse provide an opportunity for staff, parents, and students to gather off-campus. Our Parent Students Teacher Organization (PSTO), organize fundraising events for the school.