

Miami-Dade County Public Schools

North Twin Lakes Elementary School



2022-23 Schoolwide Improvement Plan

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North Twin Lakes Elementary School

625 W 74TH PL, Hialeah, FL 33014

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

Demographics

Principal: Jose Fernandez R

Start Date for this Principal: 7/15/2022

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 Hispanic Students Economically Disadvantaged Students
School Grades History	2021-22: B (60%) 2018-19: A (69%) 2017-18: B (59%)
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

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

School Grades History

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

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of North Twin Lakes Elementary School is to produce world-class learners by building a network of learning communities.

Provide the school's vision statement.

The vision of North Twin Lakes Elementary School is to guarantee that all students attain a solid foundation of knowledge and skills needed to succeed in secondary education and to compete in the global economy.

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
Fernandez, Jose R.	Principal	Develop standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff and oversee facilities.
Moorer, Tonya	Assistant Principal	Assist with school management, student activities and services, community relations, personnel, and curriculum instruction. Coordinate with principals and board members to assist in defining and enforcing school policies and guidelines for students, staff, and faculty.
Atlas, Daniel	Assistant Principal	Assist with school management, student activities and services, community relations, personnel, and curriculum instruction. Coordinate with principals and board members to assist in defining and enforcing school policies and guidelines for students, staff, and faculty
Horta, Jalitze	Teacher, K-12	Work in collaboration with principals and other school administrators by facilitating improvements in instruction and promoting practices among their peers that can lead to improved student learning outcomes.
Alvarez, Jeanette	Teacher, K-12	Work in collaboration with principals and other school administrators by facilitating improvements in instruction and promoting practices among their peers that can lead to improved student learning outcomes.
Mayor, Marisol	Teacher, K-12	Work in collaboration with principals and other school administrators by facilitating improvements in instruction and promoting practices among their peers that can lead to improved student learning outcomes.
Gonzalez, Maria	Teacher, K-12	Work in collaboration with principals and other school administrators by facilitating improvements in instruction and promoting practices among their peers that can lead to improved student learning outcomes.

Demographic Information

Principal start date

Friday 7/15/2022, Jose Fernandez R

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.*

2

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.*

11

Total number of teacher positions allocated to the school

31

Total number of students enrolled at the school

476

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.

2

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	47	66	74	89	58	58	0	0	0	0	0	0	0	392
Attendance below 90 percent	11	13	16	16	4	8	0	0	0	0	0	0	0	68
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	5	36	11	5	0	0	0	0	0	0	0	57
Course failure in Math	0	0	4	10	12	13	0	0	0	0	0	0	0	39
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	8	6	13	0	0	0	0	0	0	0	27
Level 1 on 2022 statewide FSA Math assessment	0	0	0	3	9	13	0	0	0	0	0	0	0	25
Number of students with a substantial reading deficiency	0	0	4	14	13	14	0	0	0	0	0	0	0	45

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	0	4	14	13	14	0	0	0	0	0	0	0	45

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

Date this data was collected or last updated

Friday 7/15/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	44	63	77	70	53	83	0	0	0	0	0	0	0	390
Attendance below 90 percent	8	6	12	8	3	7	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	8	18	6	10	0	0	0	0	0	0	0	42
Course failure in Math	0	0	4	9	8	9	0	0	0	0	0	0	0	30
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	6	0	0	0	0	0	0	0	6
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	0	10	30	41	13	26	0	0	0	0	0	0	0	120

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	10	30	41	13	26	0	0	0	0	0	0	0	120

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	13	0	0	0	0	0	0	0	0	0	13
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	44	63	77	70	53	83	0	0	0	0	0	0	0	390
Attendance below 90 percent	8	6	12	8	3	7	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	8	18	6	10	0	0	0	0	0	0	0	42
Course failure in Math	0	0	4	9	8	9	0	0	0	0	0	0	0	30
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	6	0	0	0	0	0	0	0	6
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	0	10	30	41	13	26	0	0	0	0	0	0	0	120

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	10	30	41	13	26	0	0	0	0	0	0	0	120

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	13	0	0	0	0	0	0	0	0	0	13
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	59%	62%	56%				68%	62%	57%
ELA Learning Gains	77%						72%	62%	58%
ELA Lowest 25th Percentile	68%						84%	58%	53%
Math Achievement	58%	58%	50%				70%	69%	63%
Math Learning Gains	62%						73%	66%	62%
Math Lowest 25th Percentile	57%						53%	55%	51%
Science Achievement	36%	64%	59%				62%	55%	53%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	61%	60%	1%	58%	3%
Cohort Comparison		0%				
04	2022					
	2019	78%	64%	14%	58%	20%
Cohort Comparison		-61%				
05	2022					
	2019	60%	60%	0%	56%	4%
Cohort Comparison		-78%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	63%	67%	-4%	62%	1%
Cohort Comparison		0%				
04	2022					
	2019	75%	69%	6%	64%	11%
Cohort Comparison		-63%				
05	2022					
	2019	67%	65%	2%	60%	7%
Cohort Comparison		-75%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	59%	53%	6%	53%	6%
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	32	66	61	42	50	64	17				
ELL	55	74	65	55	55	52	31				
HSP	62	76	65	60	61	54	38				
FRL	58	75	68	55	59	59	35				
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	29	39		31	33		27				
ELL	45	49	40	44	42	13	29				
HSP	55	51	41	51	51	28	42				
FRL	54	53	44	48	50	29	45				
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	48	61	80	50	61	54	33				
ELL	61	73	81	71	74	55	64				
BLK	80			50							
HSP	67	71	83	70	74	50	63				
FRL	64	71	83	68	72	54	57				

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	60
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	63
Total Points Earned for the Federal Index	480
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	49
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	56
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	60
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	59
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?

In 2022, 59% of students in ELA achieved proficiency, compared to 55% in 2021, an increase of 4 percentage points. 77% of students achieved LG in ELA, compared to 51%, an increase of 26 percentage points. 68% of L25 achieved LG in ELA, compared to 41%, an increase of 27 points.

In 2022, 58% of students in Math achieved proficiency, compared to 51% in 2021, an increase of 7 percentage points. 62% of students achieved LG in mathematics, compared to 51%, an increase of 11 percentage points. 57% of L25 achieved LG in mathematics, compared to 53%, an increase of 4 percentage points.

In 2022, 31% of students in Science achieved proficiency, compared to 42% in 2021, a decrease of 11 percentage points.

In 2022, 50% of 3rd grade students in ELA achieved proficiency, compared to 51% in 2021, a decrease of 1 percentage points.

In 2022, 65% of 3rd grade students in Mathematics achieved proficiency, compared to 49% in 2021, an increase of 16 percentage points.

In 2022, 58% of 4th grade students in ELA achieved proficiency compared to 44% in 2021, an increase of 14 percentage of points.

In 2022, 56% of 4th grade students in Mathematics achieved proficiency compared to 45% in 2021, an increase of 11 percentage points.

In 2022, 58% of 5th grade students in ELA achieved proficiency compared to 59% in 2021, a decrease of 1 percentage point. 43% of 5th grade students in mathematics achieved proficiency in 2022, compared to 67% in 2021.

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

Based on 2022 data, 57% of L25 achieved LG in mathematics compared to 53% in 2021, although there is a 4% increase, it continues to be an area of focus. Based on 2022 data, 31% of students in Science achieved proficiency compared to 42% in 2021, a decrease of 11 percentage points.

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

Student absenteeism greatly impacted student learning in 2022. Students will be identified, parents will be reminded of the importance of daily attendance; students are more likely to keep up with daily lessons and assignments and achieve academic success when present in school daily. An attendance incentive program will be implemented to motivate and promote daily student attendance. An additional contributing factor to the science proficiency scores need for more rigorous instruction in grades K-4.

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

Based on 2022 data, 68% of L25 achieved LG in ELA, compared to 41%. An increase of 27 percentage points.

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

We have focused on implementing standards based instruction in all classrooms. We will continue to support this while incorporating data driven instruction to meet the needs of our lower performing students.

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

We will use data driven instruction strategies to support our lowest performing students.

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.

In October 2022, the PLST will develop a best practice pd on Using Data to Drive Instruction. This pd will provide teachers with knowledge to learn how to adjust instruction and assessment in order to better understand the learning styles of individual students. During weekly common planning meetings, data will be analyzed and adjustments made to drive instruction for the upcoming week. November/December 2022, data from topic assessments, iready and classroom assessments will continue to be utilized to drive instruction.

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

Intervention, small group instruction, differentiated instruction, before and after school tutoring will continue to be provided to ensure sustainability throughout the school year. Student attendance will be targeted to improve student achievement.

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 the 2021-2022 attendance data, 49% of students were absent from school 10 or more days. We have identified the need to address student attendance. Student attendance is directly correlated to academic achievement.

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

With the implementation of our targeted attendance, 66% of our students will have 9 or less absences in the 2022-2023 school year.

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

The Attendance Review Committee (ARC) under the leadership of the Assistant Principal will review and monitor attendance data during weekly meetings. This data will be discussed and a plan of action will be put in place to promote daily attendance. Teachers and Counselor will call parents daily when the student is absent; emphasis on making doctor's appointments during teacher planning day will be emphasized. The ARC will schedule meetings for parents of students who have accumulated 5 or more absences.

Person responsible for monitoring outcome:

Daniel Atlas (dhatlas@dadeschools.net)

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

Strategic Attendance Initiatives involve close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies as well as incentives for students with perfect attendance.

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

Attendance initiatives will assist in decreasing the number of student absences and/or attendance review committee meetings. The initiatives will provide the leadership team a systematic approach to identify chronic absenteeism. Early detection and intervention will be targeted to implement incentives to maintain consistent attendance.

Action Steps to Implement

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

8/22 - 10/14 The assistant principal will develop an attendance review committee to meet weekly to review and monitor student attendance. The team will identify students who demonstrate a history of 10 or more absences during the 2021-22 school year. The attendance review committee will meet weekly to discuss attendance concerns.

Person Responsible Daniel Atlas (dhatlas@dadeschools.net)

8/22 - 10/14 As part of the opening of school activities, parents will be reminded on the importance of regular school attendance via Connect Ed, Class Dojo, School Marquee, and face-to-face.

Person Responsible Victor Gonzalez (vvgonzalez@dadeschools.net)

8/22 - 10/14 Teachers and Counselor will contact parents daily when students are absent. Teachers will refer students to the school counselor when 5 absences or a pattern of being absent from school is detected. The attendance review committee will review the attendance referrals and follow up as needed during their weekly meetings.

Person Responsible Victor Gonzalez (vvgonzalez@dadeschools.net)

8/22 - 10/14 The attendance review committee will implement a variety of incentives to reward students for perfect attendance at the end of the nine-week grading period. Ice Cream parties and Pizza parties are a few of the initiatives currently in place. The goal is to encourage good attendance habits as a way to motivate other students.

Person Responsible Daniel Atlas (dhatlas@dadeschools.net)

10/31-12/16 Attendance review team will identify absent students and personally call parents to discuss absences. The team will do this on a daily basis.

Person Responsible Daniel Atlas (dhatlas@dadeschools.net)

10/31-12/16 Attendance assemblies and lunch will the AP will be offered as incentives for attendance in order to continue to motivate students.

Person Responsible Daniel Atlas (dhatlas@dadeschools.net)

#2. Instructional Practice specifically relating to Science

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

According to the 2022 Science proficiency data, 36% of students are proficient in Science. According to the 2021 Science proficiency data, 42% of students are proficient in Science and according to the 2019 Science proficiency data, 62% of students are proficient in Science. Since 2019 science proficiency has decreased 26% percentile points. While data driven instruction has been proven to be effective in improving proficiency rates in elementary grades, we will focus on data driven instruction to address the critical need and increase science proficiency.

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

With the implementation of data driven instruction we can increase grade 5 science proficiency by a minimum of 10 percentage points as evidenced by the 2023 State Assessments.

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

The Admin Team will ensure reliable baseline date is obtained during science pre tests and 5th grade science baseline in August - September. This data will be used to provide data driven science instruction based on lowest performance standards. During bi-weekly walkthroughs, the Admin Team will look for evidence of collaborative planning with a focus on data driven instruction, lesson plans, evidence of quarterly science benchmark assessments and evidence of groups being adjusted based on various data points.

Person responsible for monitoring outcome:

Jose R. Fernandez (pr3981@dadeschools.net)

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

Data-Driven Instruction is an educational approach that relies on the teacher's use of student performance data to inform instructional planning and delivery. This systematic approach of instruction uses assessment, analysis, and actions to meet student's needs. Data-Driven Instruction may include developing Instructional Focus Calendars (IFC) to inform teachers on specific standards to target during instruction throughout the year, based on data outcomes.

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

Data-Driven Instruction will ensure that teachers are using accurate data to plan lessons that meet the student needs. Teachers will make ongoing adjustments to their plans and instructional delivery as new data is populated.

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.

8/22-10/14. Teachers will collaborate weekly to develop lesson plans using the district's science pacing guide. Teachers will disaggregate data to target specific skills for remediation.

Person Responsible Jose R. Fernandez (pr3981@dadeschools.net)

8/22-10/14. Administrators will facilitate monthly collaborative planning meetings to provide teachers with an opportunity to collaborate and brainstorm challenges, needs, and shared best practices. The Admin Team will review data binders during the monthly collaboration meeting to provide targeted feedback.

Person Responsible Jose R. Fernandez (pr3981@dadeschools.net)

8/22-10/14. The 5th Grade Science Team will provide a best practice session on building capacity of science content to new teachers in grades K - 4. The science liaison will attend science related workshops and disseminate information to science teachers.

Person Responsible Jose R. Fernandez (pr3981@dadeschools.net)

8/22-10/14. The PLST will provide professional development on data driven instruction in October 2022. Teachers will learn how to adjust instruction and assessment in order to better address the learning styles of individual students.

Person Responsible Jose R. Fernandez (pr3981@dadeschools.net)

10/31-12/16 Science liaison will send pacing guides to all science teachers, along with topic PowerPoints that correlate. Item specifications will also be provided to all science teachers.

Person Responsible Jose R. Fernandez (pr3981@dadeschools.net)

11/4 Science liaison will attend the Science Department iCAD meeting. After attending the meeting she will share the information and best practices with all science teachers.

Person Responsible Jose R. Fernandez (pr3981@dadeschools.net)

#3. Instructional Practice specifically relating to Math

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

According to the 2022 FSA data, 30 % of L25 fifth graders made learning gains in math, a decrease of 2 percentage points from the 2021 year. According to the 2022 FSA data, 37 % of L25 fourth graders made learning gains in math, a decrease of 30 percentage points from the 2021 year. While differentiated instruction has been proved to be effective in improving growth in the L25 population, we will focus on DI to address this critical need.

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

With the implementation of DI our L25 population in grades 4 and 5 will demonstrate an increase in math proficiency as measured by student performance on FAST PM1 and FAST PM3.

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

The Leadership Team will conduct a walkthrough in August to ensure DI centers are established, appropriate materials are evident and based on individual student needs, data binders are current, and transitions to DI centers are conducted in a clear and consist manner. Admin will begin bi weekly walkthroughs in September after FAST PM 1 to ensure instruction/assessments are adjusted and based on individual student needs and DI centers are running efficiently and effectively. Feedback will be provided immediately following walkthroughs to assist and support teachers as needed.

Person responsible for monitoring outcome:

Jose R. Fernandez (pr3981@dadeschools.net)

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

Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the

Student performance data is analyzed and used to provide differentiated instruction incorporating a variety of learning strategies to engage students in active participation.

**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.

8/22-10/14. Teachers will develop lesson plans that are inclusive of DI instruction. As a result, teachers will have student groups, appropriate resources, and lesson plans that reflect DI instruction in mathematics. Admin Team will begin bi-weekly walkthroughs in September after FAST PM assessment to ensure DI centers have appropriate materials and are based on needs of individual students.

Person Responsible Jose R. Fernandez (pr3981@dadeschools.net)

8/22-10/14. Administrators will check Power BI platform bi-weekly to monitor student outcome on topic assessments.

Person Responsible Jose R. Fernandez (pr3981@dadeschools.net)

8/22-10/14. Administrators will conduct bi-weekly walkthroughs to ensure differentiated instruction is occurring based on the data.

Person Responsible Jose R. Fernandez (pr3981@dadeschools.net)

8/22-10/14. Facilitate Monthly collaborative planning for Differentiated Instruction to provide teachers with an opportunity to brainstorm instructional challenges, student needs, and share best practices.

Person Responsible Jose R. Fernandez (pr3981@dadeschools.net)

10/31-12/14 Instructional support personnel will be hired to serve as a math liaison in order to assist and provide support to math instructors.

Person Responsible Jose R. Fernandez (pr3981@dadeschools.net)

10/31-12/14 Math liaison will attend mathematics iCAD sessions and share pertinent information to mathematics instructional personnel.

Person Responsible Jose R. Fernandez (pr3981@dadeschools.net)

#4. Transformational Leadership specifically relating to Leadership Development

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

According the 2021-22 School Improvement Plan survey 42% of teachers collaborated weekly. A increase of 2% from 2020-21 school year. In order to increase student achievement and performance staff will meet to collaboratively plan using district pacing guides, teacher handbooks, and utilizing Florida's best standards English language arts guide.

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

Our teachers will meet and collaboratively plan to improve student outcomes. In order to improve our student outcomes weekly collaborative planning will increase by 20%.

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

Teachers will share agendas and sign in sheets with the administrative team weekly.

Person responsible for monitoring outcome:

Jose R. Fernandez (pr3981@dadeschools.net)

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

Making Meetings Matter involves ensuring the time is managed properly and used effectively. The purpose is to guarantee that meetings are effective (the time should be used for the exchange of information, problem solving, and reviewing progress).

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

Based on the school improvement plan survey, 42% of teachers were collaborating weekly during the 2021-22 school year.

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

8/22-10/14. Schedules will be created to include collaborative planning across all grade levels.

Person Responsible Jose R. Fernandez (pr3981@dadeschools.net)

8/22-10/14. Teachers will meet weekly to collaboratively plan throughout all grade levels and express needs and concerns to administration.

Person Responsible Jose R. Fernandez (pr3981@dadeschools.net)

8/22-10/14. Teachers will share agendas and sign in sheets from collaborative meetings to administrative team.

Person Responsible Jose R. Fernandez (pr3981@dadeschools.net)

8/22-10/14. The Leadership team will meet monthly in order to provide accurate and up to date information to share back in collaborative grade level meetings.

Person Responsible Jose R. Fernandez (pr3981@dadeschools.net)

10/31-12/16. During faculty meeting representatives from select grade levels will share out and present best practices.

Person Responsible Jose R. Fernandez (pr3981@dadeschools.net)

10/31-12/16 Administrative team will coordinate and plan for teachers to collaborate quarterly in order to plan vertically.

Person Responsible Jose R. Fernandez (pr3981@dadeschools.net)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

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

N/A

Measurable Outcomes:

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

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step

Person Responsible for Monitoring

N/A

Positive Culture & Environment

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

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

Our strengths within school culture are in Relationships, Support, Care and Connections, and Clearly Defined Expectations. Our school creates experiences throughout the year to engage with parents and families and ensure that they have necessary information to support their children. Students are supported through open communication with parents and staff. Character education presentations and support from the school counselor and mental health coordinator. Staff are provided opportunities to take part in team building exercises, social activities where we come together to celebrate our successes and reflect on how to make improvements. We provide staff and students an opportunity to maintain a pattern of supportive interactions which foster positive staff student relationship. We establish protocols that encourage a welcoming classroom environment. We continue to create positive rules that support healthy interactions among teachers, students, and staff.

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 Principals, Teacher Leaders and Counselors (our School Leadership Team). The Principal's role is to monitor and oversee all school's initiatives and respond to concerns with morale by planning Team-building activities. The Assistant Principals will monitor and assist in ensuring all information is shared with stakeholders in a timely manner. Teacher leaders assist in providing and responding to feedback from stakeholders. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families.