Miami-Dade County Public Schools

Florida City Elementary School

2022-23 Schoolwide Improvement Plan

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Florida City Elementary School

364 NW 6TH AVE, Florida City, FL 33034

http://fce.dadeschools.net

Demographics

Principal: Deborah Darbonne

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* Black/African American Students* Hispanic Students Economically Disadvantaged Students*
School Grades History	2021-22: B (60%) 2018-19: C (41%) 2017-18: I (%)
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	98%

School Grades History

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

School Board Approval

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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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 Florida City Elementary School, faculty, staff, students, parents, and community representatives, being multicultural and multi-ethnic, will work as a collaborative team to ensure that each student attains the highest standards of performance in a nurturing and safe environment. This will serve to narrow the achievement gap and will enable our students to become autonomous learners with a sense of purpose and future in order to prepare them to excel in this highly technological, complex, and multicultural society.

Provide the school's vision statement.

The vision of the Florida City Elementary School community is that our students become literate, skilled, lifelong learners and contributing members of today's highly complex society. We seek to empower our students by instilling a sense of ownership, a belief in themselves, and a work ethic that will support their academic needs.

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
Surrancy, Rachelle	Principal	A Principal oversees the planning, organizing, and administering of the educational functions which are essential to the operation of a responsive, effective, and efficient instructional environment that provide the maximum opportunity for student growth. 1. Oversee day-to-day school operations 2. Manage school logistics and budgets 3. Set learning goals for students and teachers based on state curriculum 4. Monitor and report on teacher performance 5. Present data from school performance to board members 6. Research new resources and techniques to improve teaching 7. Interview and hire school personnel 8. Review and implement school policies 9. Provide guidance and counseling to teachers 10. Handle emergencies and school crises 11. Organize school events and assemblies 12. Ensure a safe and clean environment for students
Barcinas, Christina	Assistant Principal	Assists the principal in planning, organizing, and administering the educational functions at the school level which are essential to the operation of a responsive, effective, and efficient instructional environment that provide the maximum opportunity for student growth. Performs activities necessary to provide a quality educational program. 1. Provides direction to the Leadership Team comprised of Data Analyst, Educational Specialist, Reading Coaches, Department Chairpersons, and Team Leaders. 2. Assists the principal in working collaboratively with the Educational Excellence School Advisory Council (EESAC) to identify school wide needs and implement plans to meet identified needs which support the school improvement plan. 3. Assists the principal in implementing set procedures as outlined in the labor contract for observation and remediation of instructional personnel. 4. Assists in implementation of the total instructional program, enforcing standards relative to continuous student progress, achievement, and promotion. 5. Assists the principal in focusing on increased student achievement gains for continuous school improvement and on assessment of student achievement. 6. Assists the principal in the development and implementation of the master schedule. 7. Assists the principal in explaining and enforcing policies, methods, and procedures and working cooperatively with students, parents, staff, and community agencies to ensure appropriate behaviors within the learning environment. 8. Assists the principal in the assignment, training, supervision and evaluation of instructional materials. 9. Assists the principal with the implementation and the determination of the effects of the individualized professional development plans for all instructional personnel and its link to improved student performance. 10. Assists the principal with the establishment and maintenance of a positive

Name	Position Title	Job Duties and Responsibilities
		collaborative relationship with students' families to increase student achievement. 11. Assists the principal for enforcing standards relative to continuous student progress, achievement, and promotion and in determining promotion eligibility for all students.
Reyes, Zeivier	Instructional Coach	The role of an Instructional Coach is to build teacher capacity and their understanding of instructional and researched-based practices. The Instructional coaches will promote reflection, provide guidance and structure where needed, and focus on strengths, collaboration and common issues of concern. They are responsible for ensuring high-quality instruction in classrooms through modeling, co-planning, co-teaching and providing feedback to teachers. The Instructional Coach will also be responsible on the following: 1.Build strong relationships with teachers, administrators, and other coaches. 2.Provide direction and coordination for how the curriculum is taught consistent with District initiatives and recognized best instructional practices. 3.Provide technical support to collaborative teams within buildings. 4.Assist teachers with resources, materials, tools, information, etc. to support classroom instruction and planning, including new resources. 5.Support teachers and administrators in using data to improve instruction on all levels. 6.Assist teachers with planning and pacing of lessons, the development of differentiated lessons, and the selection of best practices to meet the needs of their students. 7.Informally observe (non-evaluative) lessons and provide feedback for a teacher's professional growth and students' success. 8.Develop staff members' knowledge, skills, attitudes, and behaviors through a variety of professional development targeted topics and designs. 9.Develop coaching plans for teachers to ensure student improvement. 10.Contribute to the development systems and structures to improve teacher practice within schools. 11.Provide job-embedded informal professional learning beyond the coaching responsibility. 12.Submit a weekly coaching log and any pertinent data requests/coaching documentation.
Baker, Dr. Kajuanza	Instructional Coach	The role of an Instructional Coach is to build teacher capacity and their understanding of instructional and researched-based practices. The Instructional coaches will promote reflection, provide guidance and structure where needed, and focus on strengths, collaboration and common issues of concern. They are responsible for ensuring high-quality instruction in classrooms through modeling, co-planning, co-teaching and providing feedback to teachers. The Instructional Coach will also be responsible on the following: 1.Build strong relationships with teachers, administrators, and other coaches. 2.Provide direction and coordination for how the curriculum is taught

Name	Position Title	Job Duties and Responsibilities
		consistent with District initiatives and recognized best instructional practices. 3. Provide technical support to collaborative teams within buildings. 4. Assist teachers with resources, materials, tools, information, etc. to support classroom instruction and planning, including new resources. 5. Support teachers and administrators in using data to improve instruction on all levels. 6. Assist teachers with planning and pacing of lessons, the development of differentiated lessons, and the selection of best practices to meet the needs of their students. 7. Informally observe (non-evaluative) lessons and provide feedback for a teacher's professional growth and students' success. 8. Develop staff members' knowledge, skills, attitudes, and behaviors through a variety of professional development targeted topics and designs. 9. Develop coaching plans for teachers to ensure student improvement. 10. Contribute to the development systems and structures to improve teacher practice within schools. 11. Provide job-embedded informal professional learning beyond the coaching responsibility. 12. Submit a weekly coaching log and any pertinent data requests/coaching documentation.
Perry-Birts, Katina	ELL Compliance Specialist	The role of ELL Compliance teacher is to support ELL students and the Gen Ed Teacher while also completing Title 1 compliance documents. The ELL compliance teacher needs to to collaborate, advocate, and lead their colleagues in the tool box of ELL resources.

Demographic Information

Principal start date
Friday 7/15/2022, Deborah Darbonne

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.*
7

Total number of teacher positions allocated to the school
40

Total number of students enrolled at the school
609

Identify the number of instructional staff who left the school during the 2021-22 school year.
7

Identify the number of instructional staff who joined the school during the 2022-23 school year.
7

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	74	112	95	115	106	56	0	0	0	0	0	0	0	558
Attendance below 90 percent	0	49	29	32	25	17	0	0	0	0	0	0	0	152
One or more suspensions	0	0	0	0	0	6	0	0	0	0	0	0	0	6
Course failure in ELA	0	6	16	41	24	7	0	0	0	0	0	0	0	94
Course failure in Math	0	3	9	27	33	17	0	0	0	0	0	0	0	89
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	27	25	22	0	0	0	0	0	0	0	74
Level 1 on 2022 statewide FSA Math assessment	0	0	0	15	24	14	0	0	0	0	0	0	0	53
Number of students with a substantial reading deficiency	0	6	13	37	35	19	0	0	0	0	0	0	0	110

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	6	13	37	35	19	0	0	0	0	0	0	0	110

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	7	11	28	1	0	0	0	0	0	0	0	0	47
Students retained two or more times	0	0	2	5	7	2	0	0	0	0	0	0	0	16

Date this data was collected or last updated
Sunday 7/31/2022

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	58	81	81	123	44	108	0	0	0	0	0	0	0	495
Attendance below 90 percent	19	37	42	55	17	48	0	0	0	0	0	0	0	218
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	4	8	38	12	25	0	0	0	0	0	0	0	87
Course failure in Math	0	3	6	32	15	34	0	0	0	0	0	0	0	90
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	1	20	0	0	0	0	0	0	0	21
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	1	11	0	0	0	0	0	0	0	12
Number of students with a substantial reading deficiency	5	25	50	96	17	61	0	0	0	0	0	0	0	254

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	10	12	12	45	15	39	0	0	0	0	0	0	0	133

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	10	12	9	39	0	1	0	0	0	0	0	0	0	71
Students retained two or more times	0	0	0	6	2	10	0	0	0	0	0	0	0	18

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	58	81	81	123	44	108	0	0	0	0	0	0	0	495
Attendance below 90 percent	19	37	42	55	17	48	0	0	0	0	0	0	0	218
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	4	8	38	12	25	0	0	0	0	0	0	0	87
Course failure in Math	0	3	6	32	15	34	0	0	0	0	0	0	0	90
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	1	20	0	0	0	0	0	0	0	21
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	1	11	0	0	0	0	0	0	0	12
Number of students with a substantial reading deficiency	5	25	50	96	17	61	0	0	0	0	0	0	0	254

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	10	12	12	45	15	39	0	0	0	0	0	0	0	133

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	10	12	9	39	0	1	0	0	0	0	0	0	0	71
Students retained two or more times	0	0	0	6	2	10	0	0	0	0	0	0	0	18

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	40%	62%	56%				38%	62%	57%
ELA Learning Gains	73%						50%	62%	58%
ELA Lowest 25th Percentile	88%						62%	58%	53%
Math Achievement	43%	58%	50%				34%	69%	63%
Math Learning Gains	72%						39%	66%	62%
Math Lowest 25th Percentile	73%						34%	55%	51%
Science Achievement	28%	64%	59%				27%	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	37%	60%	-23%	58%	-21%
Cohort Comparison		0%				
04	2022					
	2019	35%	64%	-29%	58%	-23%
Cohort Comparison		-37%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	25%	60%	-35%	56%	-31%
Cohort Comparison		-35%				

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	26%	67%	-41%	62%	-36%
Cohort Comparison		0%				
04	2022					
	2019	32%	69%	-37%	64%	-32%
Cohort Comparison		-26%				
05	2022					
	2019	27%	65%	-38%	60%	-33%
Cohort Comparison		-32%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	21%	53%	-32%	53%	-32%
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	39	72		37	81	82	46				
ELL	41	76	73	49	79	69	24				
BLK	35	74	95	34	69	73	25				
HSP	45	71	78	53	76	72	30				
FRL	40	73	92	43	71	74	27				

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	40	56		35	35		30				
ELL	30	57	55	30	34		14				
BLK	30	43	33	20	22	29	22				
HSP	40	47		29	33		17				
FRL	34	45	48	24	27	41	19				
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	45	62	44	48	50	36	53				
ELL	36	54	78	36	42	32	28				
BLK	33	43	52	26	32	34	25				
HSP	43	55	72	42	45	33	28				
FRL	38	49	61	35	38	32	27				

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?

As evidenced in the 2022 State Assessments, Learning Gains and Learning Gains for L25 students in both Reading and Math demonstrated an increase in their achievement gap across all grade levels. When reviewing proficiency, Math increased double digits, while Science and Reading increased a single digit. ELA proficiency increase from 34% to 40%, an increase of 6 percentage points; ELA learning gains increased from 44% to 73%, an increase of 29 percentage points; ELA learning gains L25 increase from 48% to 88%, an increase of 40 percentage points; Math proficiency increased from 24% to 43%, an increase of 19 percentage points; Math learning gains increased from 27% to 72%, an increase of 45 percentage points; Math learning gain L25 increase from 41% to 73%, an increase of 32 percentage points; Science proficiency increased from 20% to 28%, an increase of 8 percentage points. All proficiency levels in Math, Reading and Science remained below the 50% of students on or above grade level.

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

The data components that demonstrate the greatest need for improvement include proficiency levels in all content areas as they remain below 50%. ELA proficiency remains at 40%, Math remains at 43% and Science remains at 28%.

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

The contributing factors to the need for improvement elementary indicated that most students were at least 2 or more grade levels below and made learning gains, but not enough to achieve proficiency level. Additionally, with the transition to the B.E.S.T. standards, teachers are now grappling with the alignment

as it relates to instruction. Therefore, the need for common planning, data to drive instruction, and progress monitoring with fidelity need to continue.

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

The data components that showed the most improvement include the following: ELA learning gains increased from 44% to 73%, an increase of 29 percentage points; ELA learning gains L25 increased from 48% to 88%, an increase of 40 percentage points; Math proficiency increased from 24% to 43%, an increase of 19 percentage points; Math learning gains increased from 27% to 72%, an increase of 45 percentage points; Math learning gain L25 increased from 41% to 73%, an increase of 32 percentage points.

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

The contributing factors to this improvement was evidenced by the consistent and implementation of DI, Intervention, T.A.L.E.N.T.S. after-school and teacher pull-out groups.

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

In order to accelerate learning, students that scored proficiency will be provided with enrichment opportunities. Additionally, vocabulary and writing strategies will be implemented cross-curricular. Research-based strategies will be integrated in all content areas through common planning.

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 professional development opportunities that will be provided at the school to support teachers and leaders will include a thorough understanding of the B.E.S.T. standards. Teachers will gain a better understanding of the benchmarks and benchmark clarifications. This understanding will assist teachers in integrating vocabulary and writing cross-curricular and support the school academic goal.

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

Florida City Elementary will provide additional services to ensure sustainability of improvement in the next school year. Students will participate in the T.A.L.E.N.T.S after-school for additional academic support. Teacher pull-out groups will take place in the 2nd semester to reinforce and remediate B.E.S..T. standards. Additionally, Data Chats with both teachers and students will continue to take place when new data becomes available. Leadership walk-throughs will continue to assist in monitoring the systems and procedures.

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 B.E.S.T. Standards	
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 proficiency data, 40% of the 3rd graders are proficient in Math, 69% of the 4th graders are proficient in Math, 26% of the 5th graders are proficient in Math. This data reveals a 19 percentage point increase. According to the 2022 FSA proficiency data, 30% of the 3rd graders are proficient in Reading, 65% of the 4th graders are proficient in Reading, 41% of the 5th graders are proficient in Reading. This data reveals a 6 percentage point increase. However, with the transition to the new B.E.S.T. standards, we will focus on improving proficiency through collaborative planning.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With the implementation of the B.E.S.T. standards, an additional 10% of the non-proficient students will score on grade level or above in the areas of ELA, Mathematics, Writing, and Science as evidenced by 2022-2023 State Assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Leadership Team will conduct quarterly data chats with teachers, adjust groups based on current data in real time, and follow-up with regular walkthroughs to ensure that whole group instruction is aligned to the B.E.S.T standards. Administrators will review lesson plans for indication of standard-based instruction. We will create an online tracker to monitor Topic Assessment and Bi-Weekly Data. This data will be analyzed during leadership team meetings and collaborative planning to ensure students are demonstrating grade level academic growth.
Person responsible for monitoring outcome:	Zeivier Reyes (zreyes1972@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being	Within the Targeted Element of Collaborative Planning, our school will focus on the evidence-based strategy of: Standard-Based Collaborative Planning. With Standard-Based Collaborative Planning, teachers will execute lessons based on the standards/learning targets and ensure that all students products and teaching techniques are aligned to the complexity of the B.E.S.T. standards. Teachers will deliver planned lessons to guide students through the demands of the standards/learning target. Topic and Bi-Weekly assessments will demonstrate mastery. With Standard-Based Collaborative Planning, teachers will execute lessons based on the standards/learning targets and ensure that all

implemented for this Area of Focus.	students products and teaching techniques are aligned to the complexity of the B.E.S.T. standards. Teachers will deliver planned lessons to guide students through the demands of the standards/learning target. Topic and Bi-Weekly assessments will demonstrate mastery.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Collaborative Planning will ensure that teachers are using the B.E.S.T. standards/learning targets to plan for the subject matter. Teachers will attend common planning on a weekly basis facilitated by the instructional coaches to make the necessary adjustments to their instructional plans. The standards/learning targets will be aligned to the instructional materials/resources by grade level and subject.

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- Provide Professional Development for teachers on expectations and framework for effective collaborative planning sessions. As a result, teachers will attend collaborative planning sessions with a better understanding of the expectations while being better prepared to actively engage in the sessions.

Person Responsible   Zeivier Reyes (zreyes1972@dadeschools.net)

8/22-10/14- Instructional Coaches will conduct in-depth planning sessions with teachers to unpack the B.E.S.T standards utilizing the Florida B.E.S.T. Benchmark guide in order to develop effective lesson plans. As a result, teachers will provide lesson plans that logically progress daily to include a learning target, gradual release model, and daily end products.

Person Responsible   Zeivier Reyes (zreyes1972@dadeschools.net)

8/22- 10/14- Teachers will attend common planning to develop lesson plans that are inclusive to standard based instruction. As a result, teachers will provide lesson plans that logically progress daily to include a learning target, gradual release model, and daily end products.

Person Responsible   Zeivier Reyes (zreyes1972@dadeschools.net)

8/22-10/14- Teachers will collaboratively develop daily end products that can be used to check students' understanding of the daily learning target.

Person Responsible   Zeivier Reyes (zreyes1972@dadeschools.net)

10/31-12/16- During collaborative planning, teachers will continue to develop daily learning targets and daily end products aligned to the benchmarks/standards.

Person Responsible   Zeivier Reyes (zreyes1972@dadeschools.net)

10/31-12/16- During collaborative planning, teachers will bring samples of DLT's and DEP's where product reviews will take place. Teachers will provide feedback to the student work samples and develop next steps.

Person Responsible Zeivier Reyes (zreyes1972@dadeschools.net)

10/31-12/16- During collaborative planning, teachers will continue to develop daily learning targets and daily end products aligned to the benchmarks/standards.

Person Responsible Zeivier Reyes (zreyes1972@dadeschools.net)

10/31-12/16- During collaborative planning, teachers will bring samples of DLT's and DEP's where product reviews will take place. Teachers will provide feedback to the student work samples and develop next steps.

Person Responsible Zeivier Reyes (zreyes1972@dadeschools.net)

#2. Positive Culture and Environment specifically relating to Attendance Initiatives for Student & Staff	
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 Power-Bi Dashboard, 59% of staff were identified as having 10.5 or more absences through the academic school year when compared to the District average of 37% percent, demonstrating a 22% difference. According to the 2022 Power-Bi Dashboard, 58% of students were identified as having 11 or more absences through the academic school year when compared to the District average of 44%, demonstrating a 14% difference.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With the implementation of Attendance Initiatives for Students & Staff, the amount of staff identified as having 10.5 or more absences will decrease by 15% on the 2023 Power-Bi Dashboard. With the implementation of Attendance Initiatives for Students & Staff, the amount of students identified as having 11 or more absences will decrease by 20% on the 2023 Power-Bi Dashboard.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Attendance Team will monitor the daily attendance bulletin, reported by teachers so that corrections can be made in a timely manner. Teachers will identify students that have exhibited an increase of unexcused absences and contact the parent directly. Phone calls will be made to identified parents of those students that continue to demonstrated a high number of unexcused absences. Home visits will be conducted, if parents are unable to be reached. Attendance meetings will be conducted to assist parents with counseling and recommendations through outside agencies. The Administration Team will monitor Staff attendance closely. Teachers that continue to be absent will meet with the admin team to discuss next steps.
Person responsible for monitoring outcome:	Dawn Alvarez (dawnalvarez@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the Targeted Element of Positive School Culture and Environment, our school will focus on the evidence-based strategy of: Attendance Initiatives. With Attendance Initiatives, students will be present at school so that they continue to gain knowledge in all academic areas. Additionally, teachers will also be present in such to continue to provide research-based instruction.
Rationale for Evidence-based Strategy: Explain the	Attendance Initiatives for Students & Staff will ensure that students are present at school so that learning instruction is not lost. Additionally, teachers will also adhere to staff attendance guidelines so that instruction is not lost.

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.

8/22-10/14- A mini information session will be provided to teachers as it relates to properly monitoring student attendance. Teachers will receive a daily attendance bulletin to provide the necessary corrections.

Person Responsible   Dawn Alvarez (dawnalvarez@dadeschools.net)

8/22-10/14- Teachers will reach out to parents of students with a pattern on unexcused absences and document on log.

Person Responsible   Dawn Alvarez (dawnalvarez@dadeschools.net)

8/22-10/14- The CIS will conduct home visits of the students that are identified as having excessive unexcused absences.

Person Responsible   Dawn Alvarez (dawnalvarez@dadeschools.net)

8/22-10/14- The Attendance Team will conduct meetings with parents to determine next steps and possible referrals to outside agencies for more assistance.

Person Responsible   Dawn Alvarez (dawnalvarez@dadeschools.net)

10/31-12/16- The Attendance Team will meet with the Grade Level Chairs to discuss how to complete a SCAM for attendance to the office of the students with 3 05 5 absences.

Person Responsible   [no one identified]

10/31-12/16- Homerooms classes with the highest percent of daily attendance will be recognized during the morning announcements.

Person Responsible   [no one identified]

#3. 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.**	According to the 2022 Power-Bi Dashboard, there were 7 teachers that transferred out and 7 teacher openings. The vacancies were filled and the teachers are new to the Florida City Staff.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	With the implementation of Teacher Recruitment and Retention, 2% of the new staff at Florida City will feel supported as indicated in the 2023 Power-Bi Dashboard.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The PLST Team will be reestablished to include 2 new members. The PLST team with collaboration of Miami Learns, will initiate Critical Friends Groups and/or PLC's at the school to provide additional support to new teachers to the school, as well as current teachers. The needs will solely be based on the decision within these groups. The data from these initiatives will be used to determine teacher effectiveness and growth in determined areas.
Person responsible for monitoring outcome:	Christina Barcinas (cbarcinas@dadeschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Within the Targeted Element of Transformation Leadership, our school will focus on the evidence-based strategy of: Teacher Retention and Recruitment. With Teacher Retention and Recruitment, the new teachers will be introduced to the schools' PLST team. Qualifying teachers will be paired up with either a buddy and/or mentor teacher. With the support of Miami Learns, the PLST team, will develop and provide Critical Friends Groups and/or PLC's inviting all teachers (not just new to the school).
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Teacher Retention and Recruitment will ensure that teachers are collaborating the with school' PLST team. When teachers feel supported they are most likely to feel happy and effective on their performance. It is important that teachers are provided with the growth they feel is necessary for their professional growth.

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- Two new members will be identified to fill the vacant roles of the PLST.

Person Responsible   Katina Perry-Birts (perryk@dadeschools.net)

8/22-10/14- Teachers new to the school with either be paired with a buddy and/or a mentor teacher.

Person Responsible   Katina Perry-Birts (perryk@dadeschools.net)

8/22-10/14- A Critical Friends Group and/or PLC will be established to determine topics of interest for teachers.

Person Responsible   Katina Perry-Birts (perryk@dadeschools.net)

8/22- 10/14- The Administration team will meet with the PLST team monthly to discuss next steps.

Person Responsible   Katina Perry-Birts (perryk@dadeschools.net)

10/31-12/16- The PLST team will attend the District meeting to develop an action plan.

Person Responsible   Katina Perry-Birts (perryk@dadeschools.net)

10/31-12/16- The action plan will be shared during the next faculty meeting.

Person Responsible   Katina Perry-Birts (perryk@dadeschools.net)

#4. 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.	According to the 2022 FSA proficiency data, 30% of the 3rd graders are proficient in Reading, 65% of the 4th graders are proficient in Reading, 41% of the 5th graders are proficient in Reading. This data reveals only a 6 percentage point increase. However, with the transition to the new B.E.S.T. standards, we will focus on improving Writing proficiency through collaborative planning.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With the implementation of ELA, an additional 10% of the non-proficient students will score on grade level or above in the area of Writing as evidenced by 2022-2023 State Assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Leadership Team will conduct quarterly data chats with teachers and follow-up with regular walkthroughs to ensure that cross curricular instruction is aligned to the B.E.S.T standards. Administrators will review lesson plans for indication of writing instruction We will develop writing folders that ensure the writing process is evident for students in ELA classrooms. Student writing samples will be analyzed during leadership team meetings and collaborative planning to ensure students are demonstrating academic writing growth.
Person responsible for monitoring outcome:	Christina Barcinas (cbarcinas@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the Targeted Element of ELA, our school will focus on the evidence-based strategy of: Cross Curricular Writing. With Cross Curricular Writing, teachers will execute lessons based on the standards/learning targets and ensure that all students products and teaching techniques are aligned with the writing process. Additionally short response writing and correction feedback will be evidence in content areas subjects.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria	Cross Curricular Writing will ensure that teachers are using the standards/learning targets to plan for the subject matter. Teachers will attend common planning on a weekly basis facilitated by the instructional coaches to make the necessary adjustments to their instructional plans. The standards/learning targets will be aligned to the instructional materials/resources by grade level and subject.

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- Provide a job-embedded session for teachers through collaborative planning on new B.E.S.T. writing rubrics. As a result, teachers will attend collaborative planning sessions with a better understanding of the writing expectations and the writing process.

Person Responsible   Dr. Kajuanza Baker (missbaker@dadeschools.net)

8/22- 10/14- Through collaborative planning, teachers will dissect and unwrap the writing prompt. Teachers will develop a exemplary introduction with appropriate writing tools with the guidance of the writing rubric. A mini lesson will also be identified for the domain. Additionally, teachers will develop a body paragraph with appropriate writing tools with the guidance of the writing rubric. A mini lesson will be identified for the domain. Lastly, teachers will develop an exemplar conclusion with appropriate writing tools with the guidance of the writing rubric. A mini lesson will also be identified for the last domain.

Person Responsible   Dr. Kajuanza Baker (missbaker@dadeschools.net)

8/22-10/14- Through collaborative planning, teachers will bring in students writing samples to review. With the utilization of the writing rubrics, teachers will grade the writing samples, and provide specific corrective feedback to allow for revisions and editing for students.

Person Responsible   Dr. Kajuanza Baker (missbaker@dadeschools.net)

8/22-10/14- The Administration Team will conduct walkthrough with a look for specifically for the writing process of the grade level prompt. Feedback will be provided to the instructional coach to reflect and discuss next steps.

Person Responsible   Dr. Kajuanza Baker (missbaker@dadeschools.net)

10/26-12/16-During collaborative planning, content teachers will decide on how writing will take place as well as develop a rubric to assist students with short response writing.

Person Responsible   Dr. Kajuanza Baker (missbaker@dadeschools.net)

10/26-12/16- During collaborative planning, teachers will share student work samples with rubrics and teacher feedback.

Person Responsible   Dr. Kajuanza Baker (missbaker@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

Based on 2021-2022 end of year screening and progress monitoring data, 53% of students in kindergarten through 2nd grade were identified as not on track to score proficiency on SAT-10, while 47% were on track to meet proficiency.

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

Based on 2021-2022 end of year screening and progress monitoring data (FSA), 60% of students in 3rd through 5th grade were identified not proficient (2 or more grade levels below), while 40% scored proficiency.

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 ELA (Vocabulary) then our students' proficiency will increase by a minimum of 5 percentage points as evidenced by the 2023 State Assessments.

Grades 3-5: Measureable Outcome(s)

If we successfully implement ELA (Vocabulary) then our students proficiency will increase by a minimum of 5 percentage points as evidenced by the 2023 State Assessments.

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.

The Leadership Team (LT) will conduct bi-weekly walkthroughs to ensure vocabulary strategies are integrated into lesson plans. Administrators will review bi-weekly lesson plans for indication of vocabulary instruction.

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

Barcinas, Christina, cbarcinas@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. 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?

Academic Vocabulary Instruction in all content areas will ensure that teachers are integrating effective vocabulary strategies into their lessons plans. Academic vocabulary instruction increases reading comprehension and proficiency; therefore, it aligns perfectly with the K-12 Comprehension Reading Plan and B.E.S.T. ELA standards.

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?

Academic Vocabulary Instruction addresses the specific need in all content areas as it will increase the proficiency levels of all students, specifically for students from low SES backgrounds.

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
8/22- 10/14- Provide Professional Development for teachers on effective vocabulary strategies that can be implemented in all content areas. As a result, teachers will select appropriate research- based vocabulary strategies during common planning sessions.	Baker, Dr. Kajuanza, missbaker@dadeschools.net
8/22-10/14- Teachers will attend scheduled grade level common planning to discuss the appropriate vocabulary strategies that can be utilized into daily lesson plans for all content areas.	Baker, Dr. Kajuanza, missbaker@dadeschools.net
8/32-10/14- Conduct school leadership walkthroughs to look for the identified vocabulary strategy selected for the week. Debrief on school leadership walkthrough and identify the teachers in need of additional support. Specific feedback will be provided to teachers.	Baker, Dr. Kajuanza, missbaker@dadeschools.net
8/22- 10/14- During vertical planning, acknowledge teachers implementing effective vocabulary strategies to promote best practices.	Baker, Dr. Kajuanza, missbaker@dadeschools.net
10/31-12/16- During Vertical planning, the PLST team will conduct a mini session on effective vocabulary strategies across all content areas.	Baker, Dr. Kajuanza, missbaker@dadeschools.net
10/31-12/16- During collaborative planning, teachers will plan for effective vocabulary instruction across all content areas.	Baker, Dr. Kajuanza, missbaker@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.

Florida City Elementary School (FCE) builds a positive environment by building professional relationships amongst all stakeholders. Effective collaboration takes place with teachers and instructional coaches on a weekly basis. The school also hosts school-wide activities that foster the development of trusting and caring relationships. Additionally, FCE engages the learning environment by celebrating success. Students and teachers are recognized for their accomplishments throughout the school year. Furthermore, FCE provides support, care and connections for all teachers and students. Ongoing support is provided for the development of a safe and supportive school environment. Physical and emotional safety continue to remain a priority at the school to build a positive school culture. Students and parents understand the safety protocols established to support the physical safety of all students. Clearly defined expectations also take place by communicating and monitoring practices to ensure alignment with shared vision.

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

The stakeholders involved in building positive school culture and environment at Florida City Elementary School are the Principal, Assistant Principal, Instructional Coaches, Teacher Leaders and School Counselor (School Leadership Team). The Principal's role is to monitor and oversee school wide initiatives in the building as well as maintaining positive school culture to mitigate factors that impact the learning environment. The Assistant Principals role is to monitor the programs and assist in ensuring all information is shared with stakeholders in a timely manner. Teachers leaders and instructional coaches 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.