

Miami-Dade County Public Schools

Ruth K. Broad Bay Harbor K 8 Center



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	17
Positive Culture & Environment	0
Budget to Support Goals	0

Ruth K. Broad Bay Harbor K 8 Center

1155 93RD ST, Bay Harbor Islands, FL 33154

<http://rkbbhk8.dadeschools.net/index.htm>

Demographics

Principal: **Scott Saperstein H**

Start Date for this Principal: 7/15/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	47%
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 White Students Economically Disadvantaged Students
School Grades History	2021-22: A (77%) 2018-19: A (76%) 2017-18: A (77%)
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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	17
Title I Requirements	0
Budget to Support Goals	0

Ruth K. Broad Bay Harbor K 8 Center

1155 93RD ST, Bay Harbor Islands, FL 33154

<http://rkbbhk8.dadeschools.net/index.htm>

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)
Combination School PK-8	No	47%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	63%

School Grades History

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

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

It is our mission to provide a secure, innovative, and challenging environment that affords academic achievement and a technologically-rich program for our students to develop a strong, firm foundation from which to succeed and meet the challenges of the 21st century.

Provide the school's vision statement.

We are committed to being a community of life-long learners and caring individuals. Ruth K. Broad Bay Harbor K-8 Center emphasizes the importance of community! The primary focus is on building a community of learners, where the students' teachers, staff members, parents, and the entire community take the responsibility for the students' education. Every adult who works with the students at Ruth K. Broad Bay Harbor K-8 Center has the highest expectations for the students and the belief that each and every child can and will realize their potential. Staff members endeavor to make each child feel safe, secure, and special by providing a nurturing environment.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Arteaga, Barbara	Teacher, PreK	Teachers will provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/ instruction with Tier 2/3 activities.
Isnady, Blondine	Teacher, K-12	Teachers will provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/ instruction with Tier 2/3 activities.
Steszweski, Jessica	Teacher, PreK	Teachers will provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/ instruction with Tier 2/3 activities.
Prada, Kerlyn	Teacher, K-12	Teachers will provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/ instruction with Tier 2/3 activities.
Calabresi, Alina	Teacher, K-12	Teachers will provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/ instruction with Tier 2/3 activities.
Garcia, Mercedes	Teacher, K-12	The Media Specialist, will implement technology necessary to manage and display data; and technical support to teachers and staff regarding data management and reports.
Sosa, Israel	Assistant Principal	Will provide guidance on K-12 comprehensive reading, writing, mathematics, and science plans; facilitate and support data collection activities; assist in data analysis; provide professional development and technical assistance to teachers regarding data based instructional planning; and support the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.
Mitrani-Profeta, Elisa	Assistant Principal	Will provide guidance on K-12 comprehensive reading, writing, mathematics, and science plans; facilitate and support data collection activities; assist in data analysis; provide professional development and technical assistance to teachers regarding data based instructional planning; and support the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.
Saperstein, Scott	Principal	Primary role is to promote the learning and success of all learners through a shared mission and vision. The principal serves as an instructional leader through the provision of a common vision for the use of data-based decision-

Name	Position Title	Job Duties and Responsibilities
------	----------------	---------------------------------

making while implementing systems that are designed to support instructional goals and offer opportunities to collaboratively improve teaching and learning. The principal forms collaborative structures and establishes processes for faculty to work together to improve instruction and instructional outcomes. Working with the School's Leadership Team, the principal will review and utilize quantitative and qualitative data to inform decisions including those related to professional development and to create Professional Learning Communities. The principal ensures that professional development is ongoing, meaningful and focused towards the goals of RKBBH K-8 Center. The principal ensures that support is available and provided to students and staff and ensure curriculum is aligned with instruction and assessment.

Demographic Information

Principal start date

Friday 7/15/2022, Scott Saperstein H

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.*

42

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.*

27

Total number of teacher positions allocated to the school

71

Total number of students enrolled at the school

1,245

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.

3

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	108	132	132	132	140	156	130	162	159	0	0	0	0	1251
Attendance below 90 percent	0	16	10	7	9	8	11	13	23	0	0	0	0	97
One or more suspensions	0	0	0	0	0	0	0	2	6	0	0	0	0	8
Course failure in ELA	0	0	1	3	2	4	0	0	4	0	0	0	0	14
Course failure in Math	0	1	1	2	1	5	5	4	7	0	0	0	0	26
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	4	12	12	7	12	19	0	0	0	0	66
Level 1 on 2022 statewide FSA Math assessment	0	0	0	4	9	11	20	12	13	0	0	0	0	69
Number of students with a substantial reading deficiency	0	1	5	10	15	15	18	27	34	0	0	0	0	125
Two or more indicators	0	0	1	1	4	6	11	12	10	16	0	0	0	61
Retained students (current)	0	0	1	0	4	1	0	0	0	0	0	0	0	6
Retained two or more times	0	0	0	0	0	0	1	0	0	0	0	0	0	1

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	2	0	10	12	12	9	17	5	0	0	0	0	67

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	1	0	4	1	0	0	0	0	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

Date this data was collected or last updated
Thursday 8/11/2022

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	97	114	114	132	141	139	155	160	143	0	0	0	0	1195
Attendance below 90 percent	7	7	2	7	3	10	10	17	16	0	0	0	0	79
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	3	4	4	0	3	9	6	0	0	0	0	30
Course failure in Math	0	1	1	0	4	4	10	13	6	0	0	0	0	39
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	2	16	11	15	0	0	0	0	44
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	0	12	12	9	0	0	0	34
Number of students with a substantial reading deficiency	3	7	15	28	16	14	39	32	32	0	0	0	0	186

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators		1	2	2	3	3	4	13	17	8	0	0	0	53

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		6	2	1	7	2	0	1	7	0	0	0	0	26
Students retained two or more times		0	0	0	0	0	0	0	1	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	119	129	116	139	152	137	163	157	136	0	0	0	0	1248
Attendance below 90 percent	17	9	6	9	8	14	13	23	16	0	0	0	0	115
One or more suspensions	0	0	0	0	0	0	2	6	12	0	0	0	0	20
Course failure in ELA	0	1	0	4	5	0	0	5	2	0	0	0	0	17
Course failure in Math	0	2	0	3	6	6	3	8	0	0	0	0	0	28
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	16	14	8	14	19	13	0	0	0	0	84
Level 1 on 2019 statewide FSA Math assessment	0	0	0	11	11	18	12	13	5	0	0	0	0	70
Number of students with a substantial reading deficiency	0	6	6	19	17	19	28	34	27	0	0	0	0	156

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	2	0	10	12	12	9	17	5	0	0	0	0	67

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	1	0	4	1	0	0	0	2	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	0	1	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	80%	62%	55%				80%	63%	61%
ELA Learning Gains	72%						67%	61%	59%
ELA Lowest 25th Percentile	61%						55%	57%	54%
Math Achievement	84%	51%	42%				88%	67%	62%
Math Learning Gains	81%						80%	63%	59%
Math Lowest 25th Percentile	74%						72%	56%	52%
Science Achievement	68%	60%	54%				72%	56%	56%
Social Studies Achievement	94%	68%	59%				92%	80%	78%

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	82%	60%	22%	58%	24%
Cohort Comparison		0%				
04	2022					
	2019	76%	64%	12%	58%	18%
Cohort Comparison		-82%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	70%	60%	10%	56%	14%
Cohort Comparison		-76%				
06	2022					
	2019	77%	58%	19%	54%	23%
Cohort Comparison		-70%				
07	2022					
	2019	74%	56%	18%	52%	22%
Cohort Comparison		-77%				
08	2022					
	2019	79%	60%	19%	56%	23%
Cohort Comparison		-74%				

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	81%	67%	14%	62%	19%
Cohort Comparison		0%				
04	2022					
	2019	82%	69%	13%	64%	18%
Cohort Comparison		-81%				
05	2022					
	2019	78%	65%	13%	60%	18%
Cohort Comparison		-82%				
06	2022					
	2019	90%	58%	32%	55%	35%
Cohort Comparison		-78%				
07	2022					
	2019	86%	53%	33%	54%	32%
Cohort Comparison		-90%				
08	2022					
	2019	70%	40%	30%	46%	24%
Cohort Comparison		-86%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	70%	53%	17%	53%	17%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-70%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	60%	43%	17%	48%	12%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	68%	32%	67%	33%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	90%	73%	17%	71%	19%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	63%	37%	61%	39%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	54%	46%	57%	43%

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	56	56	40	65	73	67	38				
ELL	59	65	58	75	82	75	44	82	40		
ASN	90			100							
BLK	69	67		57	69						
HSP	79	72	57	83	83	79	69	94	75		
WHT	81	72	69	86	77	68	65	94	86		
FRL	72	67	60	77	77	70	62	90	71		
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	45	40	33	45	42	26	40	64			
ELL	56	67	63	63	56	52	32	68	52		
ASN	94			88							
BLK	72	80		56	50						
HSP	74	64	57	76	60	58	59	81	66		
WHT	81	68	59	79	59	58	68	88	72		
FRL	67	61	54	69	55	56	52	80	52		
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	52	61	50	63	75	73	47				
ELL	59	62	61	79	80	74	48	81	47		
ASN	85	73		100	82						
BLK	47	42		59	83	80					
HSP	79	67	57	87	80	69	68	91	79		
WHT	83	68	52	90	80	75	80	92	76		
FRL	69	63	53	83	77	67	61	88	63		

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	76
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	757
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	56
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	64
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	95
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	66
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	75
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	
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	77
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	71
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?

2021 Data Findings:

The trend FSA proficiency for ELA showed ELA/ Learning Gains were 22 percentage points above District, MATH/ Learning Gains were 26 percentage points above District, Science/Learning Gains were 15 percentage points above the District, S.S. were 14 percentage points above District and MS Accel was 21 percentage points above the District. The ELL Sub Group for ELA LG L25 % students scored 63 percentage points in 2021 an increase of 2 percentage points from 2019 (61%).

2022 Data Findings:

Data from the 2022 FSA/EOC Proficiency-District/Tiered Comparison Report states that the school to district comparison shows substantial overall gains across the board. Our Learning Gains for the school year 2021-2022 shows an increase across subjects. ELA/ Learning Gains are 23 percentage points above District, MATH/ Learning Gains are 23 percentage points above District, Science/Learning Gains are 16 percentage points above the District, S.S. is 20 percentage points above District and MS Accel is 13 percentage points above the District. Our ELA LG L25% for the ELL Sub Group decreased 5 percentage points from 63% in 2021 to 58% in 2022.

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

While our data indicates we do well when compared to the District our Three Year Trend - FSA/EOC Proficiency Report from 2019-2022 shows our greatest need for improvement are in two subject areas, math and science. Math shows a decrease of 4 percentage points from 82% in 2019 to 78% in 2022. Science shows a decrease of 3 percentage points from 67% in 2019 to 64% in 2022.

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

Lack of consistency in school attendance due to student/teacher sickness was a contributing factor for this needs improvement, this will be improved by the improved health of our community. Additional tutoring such as before and afterschool tutoring, and Saturday Academy will be added to the calendar for struggling students.

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

Using the Three Year Trend - FSA/EOC Proficiency Report from 2019-2022 showed the most improvement are in two subject areas, social studies and ELA. Social Studies shows an increase of 2 percentage points from 91% in 2019 to 93% in 2022. ELA shows an increase of 4 percentage points from 76% in 2019 and 80% in 2022.

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

We increased our professional development support facilitating PD's for our teachers once a month and teachers have followed the program with fidelity. We created a collaborative planning schedule that allotted time to plan for DI.

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

Data-Driven Instruction, Differentiated Instruction, PD opportunities, Interventions-RTI, Extended Learning Opportunities, Standard Based Collaborative Planning, Intensive Mathematics Course Offerings.

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 PLST will develop whole group sessions using data to drive instruction (September/22), Aligning resources to small group instruction (ongoing), Tracking OPM Data (ongoing), making consistent adjustments to groups as data is analyzed (ongoing) and continuous data chats with individualized feedback and next steps (ongoing). Meetings will be held with teachers to support specific needs (ongoing).

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

Collaborative planning will be scheduled weekly and a member of the Leadership Team will attend to ensure fidelity to the strategies being implemented. Extended learning opportunities will be provided such as before and afterschool tutoring and interventions as well as Saturday Academies, Spring Break Academy, Special STEM-based clubs.

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 Differentiation

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

Based on data review, our school will continue to focus on differentiation in our classrooms. Overall when analyzing our Three Year Trend - FSA/EOC Proficiency report most of our subject areas continue to show improvement. We must continue to provide our students with differentiated instruction across all subject areas with fidelity. We will provide the support necessary to staff to increase differentiation in their classrooms to make learning gains and increase student achievement. Differentiation Instruction has been proven to be effective schoolwide therefore, we will continue to focus on our student needs and adjusting our lessons accordingly. While our data indicates we do well when compared to the District our Three Year Trend - FSA/EOC Proficiency Report from 2019-2022 shows our greatest need for improvement are in two subject areas, math and science. Math shows a decrease of 4 percentage points from 82% in 2019 to 78% in 2022. Science shows a decrease of 3 percentage points from 67% in 2019 to 64% in 2022.

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

If we successfully continue with differentiated instruction in our classrooms, then our student proficiency rates will increase by a minimum of 2 - 3 percentage points in Math and Science as evidenced by the 2022 2023 State Assessments.

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

The Leadership Team will continue to conduct quarterly data chats, adjust groups based on current data in real time, and follow-up with regular walkthroughs to ensure that differentiation is aligned to current data. With the continuation of differentiation in our classrooms, we will continue to meet and excel when comparing school years in the School Data Review Report. The measurable outcome will be the data analysis completed by the teachers and shared with the students and parents after each FLFAST PM1, PM2 and PM3.

Person responsible for monitoring outcome:

Scott Saperstein (pr0241@dadeschools.net)

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

Data-Driven decision making is the evidence based strategy being implemented for this area of focus. The collection and analysis of FLFAST PM1, PM2 and i-Ready Reports will be the responsibility of the classroom teacher.

Rationale for Evidence-based

The use of i-Ready data has been a successful combination utilized by or classroom teachers in the past with the addition of FLFAST PM1, PM2 we will continue to monitor and provide our students with individualized learning for their success.

Strategy:
Explain the 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 - 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.

Person Responsible Scott Saperstein (pr0241@dadeschools.net)

8/22-10/14- Facilitate weekly collaboration planning meetings to provide teachers with an opportunity to collaborate and brainstorm challenges, needs, and shared best practices. Teachers will attend collaborative planning PD's and take turns taking the lead and modeling explicit instruction during small groups.

Person Responsible Scott Saperstein (pr0241@dadeschools.net)

8/22-10/14 - Teachers will collaboratively develop data trackers that can be used to track mini-assessments that are aligned to weekly small group instruction. Teachers will use data trackers to monitor student progress and adjust as necessary.

Person Responsible Scott Saperstein (pr0241@dadeschools.net)

8/22- 10/14 - Administrators will visit classrooms to spot-check data binders ensuring teachers have student groups, appropriate resources, and lesson plans that reflect DI instruction.

Person Responsible Elisa Mitrani-Profeta (lpofeta@dadeschools.net)

10/31-12/16 - Administrators will include the review and monitoring of the new FLFAST reports to their spot check review of teachers data binders.

Person Responsible Elisa Mitrani-Profeta (lpofeta@dadeschools.net)

10/31-12/16 - As a result of the Impact Review, Administrators will add inhouse PDs relating to FLFAST Reports to expedite teacher familiarization with the new reporting system.

Person Responsible Scott Saperstein (pr0241@dadeschools.net)

#2. Instructional Practice specifically relating to Standards-aligned Instruction

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

Based on the data review of the Three Year Trend-FSA/EOC Proficiency we have selected the overarching area of Standards-based Instruction due to our falling Math and Science scores. We feel we are not cohesively implementing standards-based instruction and practices, therefore, it is evident that we must ensure alignment across subjects with fidelity. We will provide the support necessary to all staff to increase vertical and horizontal alignment. While our data indicates we do well when compared to the District our Three Year Trend - FSA/EOC Proficiency Report from 2019-2022 shows our greatest need for improvement are in two subject areas, math and science. Math shows a decrease of 4 percentage points from 82% in 2019 to 78% in 2022. Science shows a decrease of 3 percentage points from 67% in 2019 to 64% in 2022. ent to make learning gains and increase student achievement.

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

With the continuation of standards-aligned instruction in our classrooms, we will expect an increase of 2-4 percentage points in Math and Science as evidenced when comparing school years in the School Data Review Report.

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

The measurable outcome will be the data analysis completed by the teachers and shared with the students and parents after each FLFAST PM1, and PM2. The Leadership Team will continue to conduct quarterly data chats, and follow-up with regular walkthroughs to ensure quality instruction is taking place. Administrators will review bi-weekly lesson plans for indication of Standards-aligned Instructional Planning. Administrators will conduct regular walkthroughs to ensure vertical and horizontal alignment in all content areas is taking place. Data analysis of formative assessments will be reviewed monthly to observe progress. We will implement data reviews between the Leadership Team and instructional staff. Data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards. Extended learning opportunities will be provided to those students not showing growth.

Person responsible for monitoring outcome:

Elisa Mitrani-Profeta (lpofeta@dadeschools.net)

Evidence-based Strategy: Describe the evidence-based strategy

Within the Targeted Element of Standards-aligned Instruction, our school will focus on evidence-based strategies. Classroom teachers will identify learning goals that are standards-aligned and design and implement their lesson plans accordingly. Their lessons will include flexibility and activities that address the varied needs of their students. These practices will be monitored through regular walk-throughs, and formal and informal conversations between the Leadership Team and classroom teacher.

being implemented for this Area of Focus.

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

Standards-aligned instruction will ensure that teacher are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continuously make adjustments to their instruction, and instructional delivery as new data becomes available.

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 Professional Development for teachers on effectively implementing strategies that are aligned to the school goals based on data. As a result teachers will develop lessons that target standards and address the varied needs of their students.

Person Responsible Israel Sosa (irsosa@dadeschools.net)

8/22- 10/14 - Teachers will develop lesson plans that are inclusive of standards-aligned instruction. As a result, teachers will have student groups, appropriate resources, and lesson plans that reflect standards-aligned instruction.

Person Responsible Israel Sosa (irsosa@dadeschools.net)

8/22-10/14 - Teachers will collaboratively develop data trackers that can be used to track mini-assessments that are aligned to weekly small group instruction. Teachers will use data trackers to monitor student progress and adjust as necessary matching their standards-aligned instruction.

Person Responsible Scott Saperstein (pr0241@dadeschools.net)

8/22-10/14- Facilitate weekly collaboration planning meetings to provide teachers with an opportunity to collaborate and brainstorm challenges, needs, and shared best practices. Teachers will attend collaborative planning PD's and take turns taking the lead and modeling explicit instruction during small groups.

Person Responsible Israel Sosa (irsosa@dadeschools.net)

10/31-12/16 - Due to the limited PDs and the availability of substitutes, Administrators are expanding the PDs to include inhouse PDs given by in-house Math professional teachers. This action will result in most if not all Math teachers attending one or more Professional Development sessions.

Person Responsible Scott Saperstein (pr0241@dadeschools.net)

10/31-12/16 - The results of the Impact Review indicated that the addition of the FLFAST PM1 Data was not added to the Leadership Team meetings due to the test completion times, in the future these results have been added to the review to ensure students are demonstrating growth on remediated standards.

Person Responsible Scott Saperstein (pr0241@dadeschools.net)

#3. Positive Culture and Environment specifically relating to Counselor parent/teacher relationship

**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 2020-2021 from staff, 31% of the teachers Strongly Agreed that staff morale is high at our school, in comparison to 10% during the 2021-2022 School Climate Survey feedback, this indicates a decrease of 21 percentage points. This indicates that there is a critical need to increase staff morale.

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

If we successfully implement Empowering Teachers and Staff, our staff morale will increase 20 percentage points in the 2022-2023 Climate Survey.

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

The social committee will plan activities outside the school so that teachers can meet one another and with administrators to build rapport. Every staff meeting will begin with an opportunity for connection and teachers will have designated speaking time during every meeting to ensure that all input is considered. The leadership team will survey teachers to gather ideas on initiatives/strategies/systems they would like to have implemented in our school. Based on survey responses, teachers will volunteer to lead different initiatives and showcase their leadership skills.

Person responsible for monitoring outcome:

Celida Cuenca (curlycuenca@dadeschools.net)

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

Within the Area of Focus of Positive Culture and Environment, we will focus on Empowering Teachers and Staff to ensure our teachers have a voice and participate in the decision making process.

Rationale for Evidence-based Strategy:

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

We want to empower teachers in our school by involving them in the decision-making process. Leading different initiatives will provide leadership opportunities for teachers while also considering their input on what initiatives to implement.

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 - The Social committee will be formed and they will plan activities outside the school so that teachers can meet one another and with administrators to build rapport.

Person Responsible Barbara Arteaga (barteaga@dadeschools.net)

8/22- 10/14 - Every staff meeting will begin with an opportunity for connection and teachers will have designated speaking time during every meeting to ensure that all input is considered

Person Responsible Scott Saperstein (pr0241@dadeschools.net)

8/22- 10/14 - The leadership team will survey teachers to gather ideas on initiatives/strategies/systems they would like to have implemented in our school. Based on survey responses, teachers will volunteer to lead different initiatives and showcase their leadership skills.

Person Responsible Scott Saperstein (pr0241@dadeschools.net)

8/22- 10/14 - Quarterly Survey(s) will be distributed on the needs and wants of our school community.

Person Responsible Scott Saperstein (pr0241@dadeschools.net)

10/31-12/16 - As a result of a leadership team review of the 2022-2023 Impact Review process an employee attendance incentive was added to increase teacher morale, this includes a monthly gift card raffle done by the PTA.

Person Responsible Elisa Mitrani-Profeta (lpofeta@dadeschools.net)

10/31-12/16 - Based on survey results the social committee will add to their agenda, employee inhouse activities such as, monthly breakfast and or lunch in the teachers' lounge.

Person Responsible Barbara Arteaga (barteaga@dadeschools.net)

#4. Transformational Leadership specifically relating to Leadership Development

Area of Focus Data has shown that within the coming year(s) our school will lose experienced teachers either through retirement or personal reasons. By focusing on Shared Leadership we hope to make this transition as transparent as possible to our school community. We have selected Shared Leadership because it will create teams of leaders that will share the principal's vision and mission in a positive manner with the staff.

Description and Rationale: The 2020-2021 School Climate Survey Reports indicates that 66% percent of the teachers believe that the Principal represents the school in a positive manner.

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

Measurable Outcome: With the implementation of Leadership Development, an additional 9% of the staff will agree with the statement that the principal represents the school in a positive manner by the as evidence by the 2022-2023 School Climate Survey.

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

Monitoring: If we successfully implement the Targeted Element of Instructional Leadership Team, our teachers will be provided the opportunity to contribute to school-wide decisions through monthly meetings. This will be realized through teachers participating in the logistical elements of meetings, presenting ideas to solve issues that arise, etc.

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

Person responsible for monitoring outcome: Scott Saperstein (pr0241@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of instructional Leadership Team, we will focus on the evidence-based strategy of: involving Staff in important Decisions. By creating and "Experts in my building" list and involving teachers in the decision making process, we hope to increase the feeling of shared leadership. Experts in the building will provide a summary of support to the LT monthly to ensure we are on the right track to meeting our outcome.

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

Rationale for Evidence-based Strategy: We decided to focus on Shared Leadership to address the needs within our school. The data reveals 57% of the staff believes the principal represents the school in a positive manner. To increase this percentage, we selected shared leadership because it will create teams of leaders that will share the principal's vision and mission in a positive manner with the staff.

Explain the 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 - Create "Experts in my Building" list involving teachers in the decision making process.

Person Responsible Scott Saperstein (pr0241@dadeschools.net)

8/22- 10/14 - The Experts in my Building Team will provide a summary of support to the LT monthly to ensure we are on the right track to meeting our outcome.

Person Responsible Scott Saperstein (pr0241@dadeschools.net)

8/22- 10/14 - The Leadership Team, will meet quarterly with the Experts in my Building Team to discuss the progress of the evidence-based strategy of: involving Staff in important Decision making changes as needed.

Person Responsible Scott Saperstein (pr0241@dadeschools.net)

8/22- 10/14 - Administrators will meet with the Experts in my Building Team to discuss needs and progress of the Team for the following school year.

Person Responsible Israel Sosa (irsosa@dadeschools.net)

10/31-12/16 - As a result of the Experts in my Building Team meetings Administrators found that a problem persisted that was not anticipated and that was - the fluctuation in the current economy. The team explained that teachers were also moving out-of-state due to cheaper housing markets elsewhere. The Team will continue to share these concerns within the school community.

Person Responsible Scott Saperstein (pr0241@dadeschools.net)

10/31-12/16 - As a result of the Experts in my Building Team meetings an issue arose as to the lack of information concerning the new FLFAST Student Report system. A committee was formed to expedite the information sent from ARDA to review, simplify and email teachers on how to extract student reports and email parent results expeditiously.

Person Responsible Mercedes Garcia (mercedesgarcia@dadeschools.net)

#5. -- Select below -- specifically relating to

Area of Focus Description and Rationale:

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

Measurable Outcome:

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

Monitoring:

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

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

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

Rationale for Evidence-based Strategy:

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

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.

No action steps were entered for this area of focus

#6. -- Select below -- specifically relating to

Area of Focus Description and Rationale:

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

Measurable Outcome:

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

Monitoring:

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

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

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

Rationale for Evidence-based Strategy:

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

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.

No action steps were entered for this area of focus

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.

We will provide a positive school culture by adhering to the 2022-2023 SIP which covers a myriad of supportive educational and social activities for our students, teachers, families and community.

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

Stakeholders in our school community includes everyone from the crossing guards to para professionals, volunteers, educators, towns we service, etc. We acknowledge and are grateful to our community partners and understand that it truly takes a village, which has been our success for the last 21 years in achieving an A even thru the pandemic.