

Miami-Dade County Public Schools

West Hialeah Gardens Elementary School



2022-23 Schoolwide Improvement Plan

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West Hialeah Gardens Elementary School

11990 NW 92ND AVE, Hialeah Gardens, FL 33018

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

Demographics

Principal: Hector Guerra L

Start Date for this Principal: 7/1/2007

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)	95%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Hispanic Students Economically Disadvantaged Students
School Grades History	2021-22: A (64%) 2018-19: B (60%) 2017-18: B (57%)
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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<http://whg.dadeschools.net/>

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	95%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

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

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SIP Authority

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<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.

West Hialeah Gardens Elementary will strive to create a supportive environment where school, home, and community form a partnership dedicated to maximizing each student's learning potential.

Provide the school's vision statement.

West Hialeah Gardens Elementary is committed to providing the highest standard of educational excellence while seeking to create bilingual and biliterate citizens who will flourish in a global society.

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
Gonzalez, Sharon	Principal	Ms. Gonzalez provides direction and support as she oversees the effective planning and implementation of schoolwide decision-making and overall instruction. She oversees all school plans, actions and initiatives regarding stakeholder engagement and collaboration. She delegates as she shares the day-to-day operation of the school with the assistant principals and the school's leadership team.
Pineiro, Mary	Assistant Principal	Ms. Pineiro is responsible for identifying and aligning personnel and curricular resources in order to meet the needs of all students and maximize desired student outcomes. She supports the principal with the continuous improvement model, as she provides direction and support to the teachers and staff by overseeing the implementation and facilitation of schoolwide instruction and decision-making. She also engages with the principal in the collaboration with all stakeholders through weekly communications and meetings.
Hernandez, Andrea	Teacher, K-12	As a Third Grade Teacher, Ms. Hernandez is responsible for fostering a collaborative culture among her peers, using research to improve practice and student learning, promoting professional learning, facilitating improvements in instruction and student learning, implementing the use of assessments and data, improving outreach and collaboration with families and the community, and delivering effective comprehensive instructional program.
Nodarse, Lourdes	Instructional Coach	Ms. Nodarse leads the school in the preparation and evaluation of the school improvement plan. She gathers and analyzes school-wide data as she establishes and supports the implementation of focused priorities for improving school and classroom effectiveness. She is also responsible for supervising and coordinating the school-wide testing program.
Fernandez, Susan	School Counselor	Ms. Fernandez is responsible for providing social and emotional support for students, as well as training teachers to deliver SEL instruction and provide ongoing support for parents/families to implement strategies/plans at home. She helps students achieve academic success by providing education, prevention, early identification, and intervention. She collaborates with the MTSS team to establish clear and effective behavior plans that include additional measures for individual student support. She also works with the school staff, parents, and the community to provide incentive programs and individual student recognition.
Reyes, Ingrid	Teacher, K-12	As Kindergarten Grade Level Chair, Ms. Reyes is responsible for fostering a collaborative culture among her peers, using research to improve practice and student learning, promoting professional learning, facilitating improvements in instruction and student learning, implementing the use of assessments and data, improving outreach and collaboration with families

Name	Position Title	Job Duties and Responsibilities
		and the community, and delivering effective comprehensive instructional program.
Sanchez, Barbara	Teacher, ESE	As ESE Department Chair, Ms. Sanchez is responsible for fostering a collaborative culture among her peers, using research to improve practice and student learning, promoting professional learning, facilitating improvements in instruction and student learning, implementing the use of assessments and data, improving outreach and collaboration with families and the community, and delivering effective comprehensive instructional program. Ms. Sanchez also facilitates and provides support to the ESE department and all stakeholders to ensure that students with disabilities demonstrate increased participation and performance in the standard or access curriculum, statewide assessments, and accountability systems.
Leon, Aaron	Teacher, K-12	As Fourth Grade Level Chair, Mr. Leon is responsible for fostering a collaborative culture among his peers, using research to improve practice and student learning, promoting professional learning, facilitating improvements in instruction and student learning, implementing the use of assessments and data, improving outreach and collaboration with families and the community, and delivering effective comprehensive instructional program.
Gnefkow, Blanca	Instructional Coach	Ms. Gnefkow is responsible for providing instructional support, resource gathering, and targeted professional development for teachers. She generally concentrates in the area of math by providing data and analyzing schoolwide trends in instruction to make recommendations about potential next steps to address areas of need. She designates time to meet with grade levels and/or individual teachers to ensure their understanding of the standards, item specifications, and best practices. She also serves as the school liaison for I-Ready and provides schoolwide and individual teacher data to monitor student growth and assist students to reach or exceed grade-level proficiency.
Guerra, Hector	Assistant Principal	Mr. Guerra is responsible for identifying and aligning personnel and curricular resources in order to meet the needs of all students and maximize desired student outcomes. He supports the principal with the continuous improvement model, as she provides direction and support to the teachers and staff by overseeing the implementation and facilitation of schoolwide instruction and decision-making. He also engages with the principal in the collaboration with all stakeholders through weekly communications and meetings.
Hernandez, Alicia	ELL Compliance Specialist	As ELL Department Chair, Ms. Hernandez is responsible for fostering a collaborative culture among her peers, using research to improve practice and student learning, promoting professional learning, facilitating improvements in instruction and student learning, implementing the use of

Name	Position Title	Job Duties and Responsibilities
		<p>assessments and data, improving outreach and collaboration with families and the community, and delivering effective comprehensive instructional program. Ms. Hernandez leads and guides the development and implementation of effective programming of English language learners (ELLs), monitors the effectiveness of programming for ELLs to ensure increased student achievement.</p>
Lindo, Myriam	Teacher, K-12	<p>As Fifth Grade Level Chair, Ms. Lindo is responsible for fostering a collaborative culture among her peers, using research to improve practice and student learning, promoting professional learning, facilitating improvements in instruction and student learning, implementing the use of assessments and data, improving outreach and collaboration with families and the community, and delivering effective comprehensive instructional program.</p>
Pardillo, Raisa	Parent Engagement Liaison	<p>Ms. Pardillo is the Title I Community Support Specialist. She supports the goals of the school by meeting with the parents and facilitating workshops, disseminating documents to assist families and the community, and supporting the stakeholders in order to achieve their academic and socio-emotional targets.</p>

Demographic Information

Principal start date

Sunday 7/1/2007, Hector Guerra L

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.*

7

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.*

23

Total number of teacher positions allocated to the school

77

Total number of students enrolled at the school

1,055

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

9

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

4

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	136	157	157	199	184	211	0	0	0	0	0	0	0	1044
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	24	18	24	20	20	6	0	0	0	0	0	0	0	112
Course failure in ELA	0	4	7	18	11	9	0	0	0	0	0	0	0	49
Course failure in Math	0	2	7	8	17	13	0	0	0	0	0	0	0	47
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	11	37	35	0	0	0	0	0	0	0	83
Level 1 on 2022 statewide FSA Math assessment	0	0	0	9	39	30	0	0	0	0	0	0	0	78
Number of students with a substantial reading deficiency	0	4	16	35	50	50	0	0	0	0	0	0	0	155
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	7	14	33	29	0	0	0	0	0	0	0	89

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	9	10	12	0	0	0	0	0	0	0	0	0	31
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Monday 8/15/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	97	111	186	175	184	222	0	0	0	0	0	0	0	975
Attendance below 90 percent	10	14	20	18	14	17	0	0	0	0	0	0	0	93
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	6	12	7	14	0	0	0	0	0	0	0	39
Course failure in Math	0	1	4	9	20	27	0	0	0	0	0	0	0	61
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	17	0	0	0	0	0	0	0	17
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	8	0	0	0	0	0	0	0	8
Number of students with a substantial reading deficiency	6	23	62	72	32	50	0	0	0	0	0	0	0	245

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	4	1	4	13	7	25	0	0	0	0	0	0	0	54

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	9	6	4	12	1	2	0	0	0	0	0	0	0	34
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	97	111	186	175	184	222	0	0	0	0	0	0	0	975
Attendance below 90 percent	10	14	20	18	14	17	0	0	0	0	0	0	0	93
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	6	12	7	14	0	0	0	0	0	0	0	39
Course failure in Math	0	1	4	9	20	27	0	0	0	0	0	0	0	61
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	17	0	0	0	0	0	0	0	17
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	8	0	0	0	0	0	0	0	8
Number of students with a substantial reading deficiency	6	23	62	72	32	50	0	0	0	0	0	0	0	245

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	4	1	4	13	7	25	0	0	0	0	0	0	0	54

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	9	6	4	12	1	2	0	0	0	0	0	0	0	34
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	63%	62%	56%				62%	62%	57%
ELA Learning Gains	71%						65%	62%	58%
ELA Lowest 25th Percentile	62%						51%	58%	53%
Math Achievement	67%	58%	50%				71%	69%	63%
Math Learning Gains	71%						69%	66%	62%
Math Lowest 25th Percentile	62%						50%	55%	51%
Science Achievement	54%	64%	59%				54%	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	53%	60%	-7%	58%	-5%
Cohort Comparison		0%				
04	2022					
	2019	67%	64%	3%	58%	9%
Cohort Comparison		-53%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	56%	60%	-4%	56%	0%
Cohort Comparison		-67%				

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	68%	67%	1%	62%	6%
Cohort Comparison		0%				
04	2022					
	2019	76%	69%	7%	64%	12%
Cohort Comparison		-68%				
05	2022					
	2019	63%	65%	-2%	60%	3%
Cohort Comparison		-76%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	52%	53%	-1%	53%	-1%
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	42	67	52	49	70	68	32				
ELL	60	71	67	64	72	58	43				
HSP	63	71	61	67	71	61	53				
FRL	62	72	62	65	71	64	50				

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	36	35	34	36	33	24				

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
ELL	54	44	51	58	37	33	31				
HSP	60	51	46	59	41	31	40				
FRL	58	51	46	58	40	33	37				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	39	43	27	48	49	25	18				
ELL	56	64	54	69	68	51	54				
HSP	61	64	51	71	69	50	54				
FRL	59	62	50	69	69	50	53				

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	64
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	61
Total Points Earned for the Federal Index	511
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	55
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	62
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	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	64
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	64
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: Based on i-Ready, we can see an increase in proficiency in ELA and Math for all students in grades K-2 and in Math for all students in grade 4. However, the SWD proficiency in grade 5 ELA and Math was 6 and 11 percentage points lower than ALL Students in ELA and Math, respectively. 2021 FSA data indicate that there was an 11 percentage point drop in students scoring Level 3+ in Math from 2019 to 2021.

2022 Data Findings: Based on i-Ready, our targeted Grades (1-2) finished their AP3 Reading with 44%(Grade 1) and their AP3 Math with 50% of students at least 1 grade level behind. For 2nd grade AP3 Reading 43% and AP3 Math 40% of students at least 1 grade level behind.

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

2021 Data Findings: Based on i-Ready, we can see an increase in proficiency in ELA and Math for all students in grades K-2 and in Math for all students in grade 4. However, the SWD proficiency in grade 5 ELA and Math was 6 and 11 percentage points lower than all Students in ELA and Math, respectively. The 2021 FSA data indicated that there was an 11 percentage point drop in students scoring Level 3+ in Math from 2019 to 2021.

2022 Data Findings: Based on i-Ready, we saw an increase in proficiency in ELA and Math for all students in grades K-5. However, based on the FSA results for the 2021-2022 year Grade 3, in both Reading and Math, demonstrated a downwards trend in the core areas of Reading (-16%) and Math (-13%). Grades 4 and 5, both increased by over 10% compared to the previous year, scoring Level 3+ in math and reading.

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

2021 Data Findings: The learning gains shown in grades K-2 in both ELA and Math and in grades 3-5 in Math indicate that interventions, before and after school tutoring, and enhanced measures to track our lowest performance students had shown some success. However, students in grades 3-5 did not show significant improvement in ELA. As a result, there needs to be a uniform effort to further meet the students' needs on an individual basis with teacher instruction driven by specific and consistent analysis of performance data with a focus on DI in order to meet the expected benchmarks.

2022 Data Findings: The learning gains shown in grades K-2 in both ELA and Math and in grades 3-5 in Math indicate that interventions, before and after school tutoring, and enhanced measures to track our lowest performance students had shown some success. However, students in Grade 1 and 2, still demonstrated over 40% of the student population still at least 1 grade-level behind. Grade 3 showed no improvement and trended downwards in both Math and Reading based on the FSA results for the 2021-2022. As a result, there needs to be a uniform effort to further meet the students' needs on an individual basis with teacher instruction driven by specific and consistent analysis of performance data with a focus on DI in order to meet the expected benchmarks.

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

2021 Data Findings: Based on i-Ready AP1 to AP3, we can see an increase in proficiency in ELA, 52.3% to 82.1% and Math, 32.9% to 74.7% for all students in grades K-5. All subgroups showed an increase in proficiency in across all grades and subjects, ELA and Math.

2022 Data Findings: Based on i-Ready AP1 to AP3, we can see an increase in proficiency in ELA and Math for all students in grades K-5. All subgroups showed an increase in proficiency in across all grades and subjects, ELA and Math.

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

2021 Data Findings: Ongoing professional development activities that were driven by data and aligned to the curriculum were developed with and by teachers. Also, ongoing classroom assessments were provided by the teachers and shared as best practices during grade-level meetings. A collaborative planning schedule that allotted time for differentiated instruction was also created. Administrators will now attend weekly grade-level meetings to collaborate with teachers and contribute to conversations that would help analyze grade-level data and assign it to the instructional needs of the students.

2022 Data Findings: Teachers continued in carrying over best practices from the year before. During collaborative planning, teachers scheduled D.I. to help target students. Administrators will continue to attend weekly grade-level meetings to collaborate with teachers, providing and analyzing grade-level data.

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

Strategies will include data-driven instruction, differentiated instruction, extended learning opportunities and Rtl interventions.

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

In-house professional development activities will be provided for teachers to diagnose learner needs with surgical precision and personalize instruction as much as possible while maintaining grade-level focus. The Professional Learning Support Team (PLST) will develop whole group sessions and job embedded sessions on using data to drive instruction (Sept 2022), aligning resources to small group instruction (Oct 2022), tackling OPM data (Nov/Dec 2022), making adjustments to groups as data becomes available, and continuous data chats with individualized feedback to teachers. Coaching cycles will also be implemented individually 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 through the grade-level teams and a member of the Leadership Team will attend to ensure fidelity to the strategies being implemented schoolwide that are aligned to the goals. Extended Learning opportunities and interventions will also be provided. Systemic planning, modeling, and co-teaching by instructional coaches will be provided to ensure rigor of instruction across all content areas.

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.

Area of Focus Description and Rationale:
 Based on the data review, our school will implement a Targeted Element of Differentiation. We selected the overarching area of Differentiation based on data findings that demonstrated an overall 12 percentage point decrease based on the 2021-2022 Math FSA proficiency. Additionally, 2022 FSA data indicate that there was an 11 percentage point drop in students scoring Level 3+ in Math from 2021 to 2022. We are not meeting the individual needs of all learners; therefore, we must improve our ability to differentiate instruction based on current student data. Data will continue driving instruction and scaffolding will be implemented for the L25 subgroup to have on grade-level content that will enable them to make learning gains and move towards proficiency.

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

With the implementation of differentiation, an additional 10% of the grades K-5 student, including the L25 and L35 students, will increase schoolwide ELA and Math scores by a minimum of 3 percentage points 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 develop the Bullseye standards-based intervention groups and adjust them based on recent student data. Ongoing data chats will be conducted to adjust learning groups by performance. Follow-up leadership meetings will take place to debrief instructional trends based on data and ensure students are demonstrating growth in deficient standards. Formative assessments will be analyzed to provide explicit instruction that meets the needs of all learners. Monitoring of iReady and Reflex will be implemented by the classroom teacher to ensure fidelity in student usage.

Person responsible for monitoring outcome:

Sharon Gonzalez (pr2371@dadeschools.net)

Evidence-based Strategy: Describe the evidence-based strategy being

Data-driven instruction will be used to accelerate the learning gains of all our student population, including our lowest 25. Data-driven instructions will be monitored through the use of data trackers which will drive instructional planning and data-driven conversations.

implemented for this Area of Focus.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy.

Data-driven instruction will ensure that teachers use the most recent data from the topic assessments item analysis and iReady instructional grouping to customize their students' DI plans. Ongoing adjustments will be made to the students' individual DI plans as new data becomes available.

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.

8/31-10/14 Every quarter, students will be grouped and provided intervention in small cohorts to target deficient standards utilizing data from the Math Topic Assessments. This will guide instruction for the L25 subgroup to have on grade-level content that will enable them to make learning gains and move towards proficiency.

Person Responsible Blanca Gnefkow (bsanjudo@dadeschools.net)

8/31-10/14 Every week, teachers will use i-Ready, teacher-made tests, and student observational data to plan and create a differentiated instructional plan that targets deficits preventing students from meeting the Math standards.

Person Responsible Blanca Gnefkow (bsanjudo@dadeschools.net)

8/31-10/14 Every week, teachers will participate in common planning in order to target differentiated instruction for the L25% and L35% and ESSA subgroups in Math and to ensure proficiency in meeting the Math standards.

Person Responsible Sharon Gonzalez (pr2371@dadeschools.net)

8/31-10/14 Every grading period, teachers will formally review their data to target planning and DI to meet the instructional needs of the L25%, L35% and ESSA subgroups in ELA and Math.

Person Responsible Sharon Gonzalez (pr2371@dadeschools.net)

10/31-12/16 Every week, teachers will review with their students their progress monitoring data to ensure proficiency and DI for the L25% and L35% and ESSA subgroups in ELA and Math.

Person Responsible Hector Guerra (mrguerra@dadeschools.net)

10/31-12/16 Every grading period, teachers will continue to review their data by attending data chats to target planning and DI to meet the instructional needs of the L25%, L35% and ESSA subgroups in ELA and Math.

Person Responsible Mary Pineiro (marypineiro@dadeschools.net)

#2. Positive Culture and Environment specifically relating to Attendance

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

Based on the data review, our school will implement the Targeted Element of Student Attendance. Through our data review, we noticed the students who struggle with daily attendance are also the students who are not meeting expectations for learning gains as well as proficiency. In addition, we noticed our highest number of student course failures have been in the area of Math in 4th and 5th grade and ELA in 3rd grade during 2021-22. Many of those students had recurring issues with attendance. We recognize the need to tailor our attendance initiatives and improve in making connections with families and the community to ensure attendance is consistently high.

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

If we successfully implement the Targeted Element of Student Attendance, our students will receive quality instruction that will contribute to improved student outcomes. With consistent student incentives, our attendance will increase by 5 percentage points by June 2023.

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

The Leadership Team (LT) will work to connect with families who struggle with attendance and identify the root cause for absences and create a plan of action to ensure students are able to be present daily. The LT will mentor individual students who have consistent truancy and connect with them bi-weekly to reward or encourage attendance efforts. The LT will plan regular student incentives to promote consistent student attendance. Teachers will monitor their daily attendance and submit that data to the LT on a weekly basis with an emphasis on attendance trends. The LT will identify opportunities for students who are absent due to illness to connect virtually to class instruction or have access to on-demand lessons. This data will be discussed during data chats with teachers and students and parental contact will be made when necessary.

Person responsible for monitoring outcome:

Hector Guerra (mrguerra@dadeschools.net)

Evidence-based Strategy: Describe the evidence-based strategy being

Within the Targeted Element of Student Attendance, our school will focus on the evidence-based strategy of: Attendance Initiatives. Attendance Initiatives will assist in narrowing the absence gap amongst our students. Student absences will be monitored on a weekly basis to prevent a pattern of excessive absences.

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.

Research shows that attendance is an important factor in student achievement. Attendance Initiatives will assist in decreasing the number of student absences. The initiatives will provide the LT with a systematic approach to identify attendance issues, remediation, and rewards.

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.

8/31-10/14 At the end of each week, counselors will recognize classrooms with perfect attendance and implement rewards program.

Person Responsible Susan Fernandez (susanfernandez@dadeschools.net)

8/31-10/14 Based on monthly iAttend reports, the counselors will conference with students to provide support and individualized strategies to resolve issues causing poor attendance.

Person Responsible Susan Fernandez (susanfernandez@dadeschools.net)

8/31-10/14 After counselors' referral due to 15+ excessive unexcused absences, Community Support Specialist will contact parents of students who have 11-15 absences in order to provide support and resources to resolve issues causing poor attendance.

Person Responsible Raisa Pardillo (rpardillo@dadeschools.net)

8/31-10/14 At the end of each week, homeroom teachers will implement an attendance reward program to encourage perfect attendance that will reduce tardiness and absences.

Person Responsible Sharon Gonzalez (pr2371@dadeschools.net)

10/31-12/16 Every month, the Community Support Specialist will provide workshops via ZOOM and in-person to parents to provide resources that will resolve issues causing poor attendance.

Person Responsible Raisa Pardillo (rpardillo@dadeschools.net)

10/31-12/16 Every week, students with 5+ are referred to administration and counselors for monitoring and interventions are implemented to deter future absences.

Person Responsible Hector Guerra (mrguerra@dadeschools.net)

#3. Transformational Leadership specifically relating to Instructional Leadership Team**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 qualitative data from the SIP survey and review of the Core Leadership Competencies, we want to use the Targeted Element of Instructional Leadership Team. Most of the teachers in the building indicated they are not receiving guidance in using data to plan instruction on a weekly basis. In order to address unfinished learning and help students get on track and stay on track to reach their learning goals, the Leadership Team (LT) will provide weekly guidance for teachers with data-driven instruction in 2022-2023 by participating in common planning sessions, participating in data analysis, and modeling best practices that impact academic achievement.

Measurable**Outcome:**

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

If we successfully implement the Targeted Element of Instructional Leadership Team, our teachers will be provided guidance with data-driven instruction on a weekly basis. This will be realized through teachers participating in the weekly grade-level meetings where they will meet with LT members to disaggregate and analyze student data, as well as share best practices that would help them plan for instruction. The percentage of teachers receiving guidance to plan instruction by the Leadership Team on a weekly basis will increase by at least 50% during the 2022-2023 school year.

Monitoring:

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

The Leadership Team (LT) will create a schedule that will identify which LT members will assist with weekly grade-level meetings. The LT will also create a meeting protocol that will help drive the data-driven discussion during the weekly grade-level meetings. This protocol will drive the meeting and will allow all teachers in the group to participate by analyzing their own data and create learning instructional goals for their students. Teachers will also bring their own class student data and discuss their instructional goals with the group based on their analysis.

Person

responsible for monitoring outcome:

Sharon Gonzalez (pr2371@dadeschools.net)

Evidence-based**Strategy:**

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

Within the Targeted Element of Instructional Leadership Team, the school will focus on the evidence-based strategy of Managing Data Systems & Processes. This strategy involves setting expectations and practices around the ongoing examination of data to evaluate the effectiveness of instruction to improve outcomes for students. The strategy will require teachers to meet every week and dedicate a portion of the grade-level meeting to analyze and review data and implement the next steps.

Rationale for**Evidence-based**

Strategy: Explain the

Providing guidance to teachers in using data to plan instruction will initiate meaningful discussions during the same grade level, as data is disaggregated to form grade-level specific goals, whole class and individual student learning goals, and instructional strategies that will impact student achievement. Throughout this process, the LT will be

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

able to assist teachers frequently and address specific concerns that will guide teachers in planning and creating laser-focused lesson plans.

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.

8/31-10/14 Every week, the Leadership Team will participate in weekly grade level meetings in order to provide support to teachers with data-driven instruction in order to improve learning outcomes for students.

Person Responsible Sharon Gonzalez (pr2371@dadeschools.net)

8/31-10/14 During weekly collaborative lesson planning, the Leadership Team will share best practices to ensure standards-aligned lessons are delivered in order to set expectations and practices around the ongoing examination of data and evaluate the effectiveness of instruction.

Person Responsible Sharon Gonzalez (pr2371@dadeschools.net)

8/31-10/14 Every week, members of the LT will model effective lessons to target L25 & L35 students in order to address specific concerns that will guide teachers in planning and creating laser-focused lesson plans.

Person Responsible Sharon Gonzalez (pr2371@dadeschools.net)

8/31-10/14 Every quarter, PLST along with members of the Leadership Team will provide Professional Development opportunities to analyze data across various platforms and inform instruction

Person Responsible Lourdes Nodarse (lourdesnodarse@dadeschools.net)

10/31-12/16 Every grading period, the Leadership Team will meet with teachers to formally review their data to target planning and DI to meet the instructional needs of the L25%, L35% and ESSA subgroups in ELA and Math.

Person Responsible Sharon Gonzalez (pr2371@dadeschools.net)

10/31-12/16 Every week, members of the Leadership Team will meet with their grade level to ensure DI is administered with fidelity to the L25% and L35% students.

Person Responsible Sharon Gonzalez (pr2371@dadeschools.net)

#4. ESSA Subgroup specifically relating to Students with Disabilities

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 Federal Index, the ESSA subgroup which did not meet the 41% threshold is the Students with Disabilities subgroup.

Measurable Outcome:

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

Based on the data of the 2021-2022 FSA, Students with Disabilities subgroup will need additional support in ELA and Math. Standards-based differentiated instruction along with participation in i-Ready will address the academic needs for these students.

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

The administrative team and instructional coaches will meet bi-weekly with teachers to review data on student progress and discuss/update the delivery plan for ELA and Math standards as indicated in the Pacing Guides. Administrators will follow up with regular walkthroughs to ensure quality DI is taking place with an emphasis on ELA and Math for Students with Disabilities.

Person responsible for monitoring outcome:

Sharon Gonzalez (pr2371@dadeschools.net)

Evidence-based

Strategy:

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

The evidence-based strategy used to accelerate the learning gains in ELA and Math will be data-driven instruction. Data-driven instructions will be monitored through the use of data trackers which will drive instructional planning and data-driven conversations.

Rationale for Evidence-based Strategy:

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

Data-driven instruction will ensure that teachers use the most recent data from the topic assessments item analysis and i-Ready instructional grouping to customize their students' English Language Arts and Math DI plans. Ongoing adjustments will be made to the students' individual DI plans 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.

8/31-10/14 Every week, teachers will participate in common planning in order to target differentiated instruction for the L25% and L35% and ESSA subgroups in Math and to ensure proficiency in meeting the Math standards.

Person Responsible

Sharon Gonzalez (pr2371@dadeschools.net)

8/31-10/14 Students with Disabilities subgroup will receive additional support in ELA and Math. Standards-based differentiated instruction along with participation in i-Ready will address the academic needs for these students.

Person Responsible

Sharon Gonzalez (pr2371@dadeschools.net)

8/31-10/14 During weekly collaborative planning sessions, align District Pacing Guides and resources to lesson plans to target DI of L25%/L35% and ESSA Students with Disabilities.

Person Responsible Sharon Gonzalez (pr2371@dadeschools.net)

8/31-10/14 Teachers will share best practices during weekly collaborative planning sessions to target differentiated instruction for the L25% and L35% and ESSA Subgroup Students with Disabilities in both ELA and Math.

Person Responsible Hector Guerra (mrguerra@dadeschools.net)

10/31-12/16 During weekly collaborative planning sessions, align District Pacing Guides and resources to lesson plans to target DI of L25%/L35% and ESSA Students with Disabilities.

Person Responsible Mary Pineiro (marypineiro@dadeschools.net)

10/31-12/16 Every quarter, Students with Disabilities will be grouped and provided intervention in small cohorts to target deficient standards utilizing data from the ELA and Math Topic Assessments. This will guide instruction for the Students with Disabilities subgroup to have on grade-level content that will enable them to make learning gains and move towards proficiency.

Person Responsible Sharon Gonzalez (pr2371@dadeschools.net)

#5. 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.	<p>We selected the instructional practice relating to B.E.S.T Standards based on data findings that demonstrated an overall 12 percentage point decrease based on the 2021-2022 Math FSA proficiency. Additionally, 2022 FSA data indicate that there was an 11 percentage point drop in students scoring Level 3+ in Math from 2021 to 2022. We are not meeting the individual needs of all learners; therefore, we must improve our ability to differentiate instruction based on current student data. Data based on the B.E.S.T Standards will continue driving instruction and scaffolding will be implemented for the L25 subgroup to have on grade-level content that will enable them to make learning gains and move towards proficiency.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>With the implementation of instruction based on the B.E.S.T Standards, an additional 10% of the grades K-5 student, including the L25 and L35 students, will increase schoolwide ELA and Math scores by a minimum of 3 percentage points as evidenced by the 2022-2023 State Assessments.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>The administrative team and instructional coaches will meet bi-weekly with teachers to review data on student progress and discuss/update the delivery plan for each B.E.S.T. standard targeted as indicated in the Pacing Guides. Administrators will follow up with regular walkthroughs to ensure quality instruction is taking place and lessons are aligned to standards. The administrative team will also meet bi-weekly to analyze and discuss grade-level data by teachers to ensure students are demonstrating proficiency or growth on remediated standards.</p>
Person responsible for monitoring outcome:	<p>Sharon Gonzalez (pr2371@dadeschools.net)</p>
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	<p>The evidence-based strategy implemented for this Area of Focus is Data-Driven Instruction. Data-driven instruction will be used to accelerate the learning gains of all our student population, including our lowest 25. Data-driven instructions will be monitored through the use of data trackers which will drive instructional planning and data-driven conversations.</p>

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

Instruction based on the B.E.S.T. Standards will ensure that teachers plan interventions that will be data-driven and will be used to accelerate the learning gains of all our student population, including our lowest 25. Data-driven instructions will be monitored through the use of data trackers which will drive instructional planning and data-driven conversations.

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.

8/31-10/14 During weekly collaborative planning sessions, teachers will analyze i-Ready diagnostic and growth-monitoring reports to ensure that instruction based on B.E.S.T. Standards is implemented with particular focus on the ELA and Math.

Person Responsible Sharon Gonzalez (pr2371@dadeschools.net)

8/31-10/14 Every quarter, students will be grouped and provided intervention in small cohorts to target deficient standards utilizing data from the Math Topic Assessments. This will guide instruction based on the B.E.S.T. Standards for the L25 subgroup to have on grade-level content that will enable them to make learning gains and move towards proficiency.

Person Responsible Sharon Gonzalez (pr2371@dadeschools.net)

8/31-10/14 Every week, teachers will use i-Ready, teacher-made tests, and student observational data to plan and create a differentiated instructional plan based on the B.E.S.T. Standards that targets deficits preventing students from meeting the ELA and MATH B.E.S.T. Standards.

Person Responsible Sharon Gonzalez (pr2371@dadeschools.net)

8/31-10/14 Every week, teachers will participate in common planning in order to target instruction for the L25% and L35% and ESSA subgroups in ELA and Math and to ensure proficiency in the B.E.S.T. Standards.

Person Responsible Sharon Gonzalez (pr2371@dadeschools.net)

10/31-12/16 Every week, teachers will review with their students their progress monitoring data to ensure proficiency and DI for the L25% and L35% and ESSA subgroups in ELA and Math based on the B.E.S.T. Standards.

Person Responsible Sharon Gonzalez (pr2371@dadeschools.net)

10/31-12/16 Every grading period, teachers will formally review their data to target the B.E.S.T. Standards to meet the instructional needs of the L25%, L35% and ESSA subgroups in ELA and Math.

Person Responsible Sharon Gonzalez (pr2371@dadeschools.net)

RAISE

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

Area of Focus Description and Rationale

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

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

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

N/A

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

N/A

Measurable Outcomes:

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

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

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:

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

N/A

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

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

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

N/A

Rationale for Evidence-based Practices/Programs:

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

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

N/A

Action Steps to Implement:

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
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N/A

Positive Culture & Environment

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

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

Our greatest strength within the school culture is in building relationships with staff, students, and families. Our school creates a variety of experiences to engage parents and families to feel welcomed and stay informed to support their children. Staff is also provided opportunities to participate in activities where they come together to share their successes and concerns. Ongoing feedback opportunities are provided to the staff to offer suggestions to school leaders. Monthly wellness sessions are provided where the staff celebrates and recognizes the outstanding things that our school community accomplishes, both inside and out of our building. The wellness sessions will also comprise of social activities using protocols to engage willing participants. This information will also be provided to our staff through our weekly and monthly calendars, emails, and grade-level meetings. Parents are provided information via ClassDojo, Instagram, website, emails, and School Messenger. A consistent vision is shared to help staff and students feel they are being treated in the same manner as everyone else, regardless of their differences. As a way to accomplish this task, the leadership also follows through consistently with discipline and consequences to create a sense of support and trust so staff can feel they are supported to do their jobs well and trust that rules will be followed consistently.

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

The leadership team that will be involved in building positive school culture and environment will be comprised of the Principal, Assistant Principals, Instructional Coaches, Counselors, and Grade Level Chairs. The Principal's role will be to serve as a bridge across the school and regularly monitor the progress of school efforts, keeping staff focused on school goals and helping them determine the effectiveness of their strategies. Assistant principals will assist in ensuring all information is shared with stakeholders in a timely manner. Grade-level chairs 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. Students are afforded numerous methods, such as FortifyFL and District mental health crisis hotline, to communicate issues related to safety and personal health at any time during the day or night.