Norwood Elementary School

2022-23 Schoolwide Improvement Plan

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Norwood Elementary School

19810 NW 14TH CT, Miami, FL 33169

http://norwood.dadeschools.net/

Demographics

Principal: Kevin Williams N

Start Date for this Principal: 7/15/2010

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Black/African American Students Hispanic Students Economically Disadvantaged Students
School Grades History	2021-22: B (59%) 2018-19: B (57%) 2017-18: B (54%)
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.](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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19810 NW 14TH CT, Miami, FL 33169

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

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

School Grades History

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

School Board Approval

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SIP Authority

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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.

The mission of Norwood Elementary School is to provide an environment which will prepare all students to be academically, socially, and physically successful in meeting the challenges of a multicultural society through technology, appropriate instructional strategies, self discipline, and parental and community support.

Provide the school's vision statement.

The vision of Norwood Elementary School is to create a learning climate where students, teachers, parents, community members and administrators feel welcome and confident. These stakeholders will be able to access and utilize technology to enhance teaching and learning which will result in improved academic achievement and narrowing of the achievement gap. Therefore, students will be prepared to compete in an ever-changing 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
Williams, Kevin	Principal	The principal monitors instruction through daily classroom walk-throughs to ensure fidelity of the implementation on the New Best Standards. He meets with the leadership team and staff to analyzes and disaggregates data. He communicates with parents and staff about attendance and engages the community, as well as allocates resources as needed.
Cartwright-Rind, Tracy	Assistant Principal	Assists the principal with monitoring instruction through daily classroom walk-throughs to ensure fidelity of the implementation on the New Best Standards. Meets with the leadership team and staff to analyzes and disaggregates data. Communicates with parents and staff about attendance and engages the community, as well as allocates resources as needed.
Alemany, Maria	Teacher, ESE	Facilitates regular MTSS meetings, ensures attendance of team members and monitors the implementation of IEPs. Regularly meets with parents to schedule IEP meetings and reviews.
Chandler, Angela	Curriculum Resource Teacher	K-5th Grade ELA Resource Teacher, Gradebook Manager, and responsible for grade-level planning and coordinating activities. Assist with the writing of the SIP

Demographic Information

Principal start date

Thursday 7/15/2010, Kevin Williams N

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.*

5

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.*

35

Total number of teacher positions allocated to the school

35

Total number of students enrolled at the school

366

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

6

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

2

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	90	64	70	62	62	55	0	0	0	0	0	0	0	403
Attendance below 90 percent	0	13	12	4	7	5	0	0	0	0	0	0	0	41
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	8	5	6	7	0	0	0	0	0	0	0	28
Course failure in Math	0	1	3	4	8	1	0	0	0	0	0	0	0	17
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	4	8	6	0	0	0	0	0	0	0	18
Level 1 on 2022 statewide FSA Math assessment	0	0	0	3	9	5	0	0	0	0	0	0	0	17
Number of students with a substantial reading deficiency	0	3	12	19	17	17	0	0	0	0	0	0	0	68
	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	4	4	6	6	6	0	0	0	0	0	0	0	26

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	4	4	5	3	0	0	0	0	0	0	0	16
Students retained two or more times	0	0	0	0	1	1	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Tuesday 9/13/2022

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	45	62	61	60	61	76	0	0	0	0	0	0	0	365
Attendance below 90 percent	12	18	6	7	10	8	0	0	0	0	0	0	0	61
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	3	0	5	7	3	0	0	0	0	0	0	0	18
Course failure in Math	0	1	0	3	10	3	0	0	0	0	0	0	0	17
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Number of students with a substantial reading deficiency	3	14	25	31	25	22	0	0	0	0	0	0	0	120

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	4	0	2	8	4	0	0	0	0	0	0	0	19

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	3	5	1	7	0	0	0	0	0	0	0	0	0	16
Students retained two or more times	0	0	0	0	0	2	0	0	0	0	0	0	0	2

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	45	62	61	60	61	76	0	0	0	0	0	0	0	365
Attendance below 90 percent	12	18	6	7	10	8	0	0	0	0	0	0	0	61
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	3	0	5	7	3	0	0	0	0	0	0	0	18
Course failure in Math	0	1	0	3	10	3	0	0	0	0	0	0	0	17
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Number of students with a substantial reading deficiency	3	14	25	31	25	22	0	0	0	0	0	0	0	120

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	4	0	2	8	4	0	0	0	0	0	0	0	19

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	3	5	1	7	0	0	0	0	0	0	0	0	0	16
Students retained two or more times	0	0	0	0	0	2	0	0	0	0	0	0	0	2

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	60%	62%	56%				55%	62%	57%
ELA Learning Gains	65%						49%	62%	58%
ELA Lowest 25th Percentile	55%						55%	58%	53%
Math Achievement	65%	58%	50%				67%	69%	63%
Math Learning Gains	68%						69%	66%	62%
Math Lowest 25th Percentile	50%						59%	55%	51%
Science Achievement	49%	64%	59%				44%	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	49%	60%	-11%	58%	-9%
Cohort Comparison		0%				
04	2022					
	2019	65%	64%	1%	58%	7%
Cohort Comparison		-49%				
05	2022					
	2019	42%	60%	-18%	56%	-14%
Cohort Comparison		-65%				

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	65%	67%	-2%	62%	3%
Cohort Comparison		0%				
04	2022					
	2019	76%	69%	7%	64%	12%
Cohort Comparison		-65%				
05	2022					
	2019	55%	65%	-10%	60%	-5%
Cohort Comparison		-76%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	41%	53%	-12%	53%	-12%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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	53	59	40	47	53	43	39				
BLK	57	65	59	63	68	52	45				
HSP	85			77							
FRL	60	64	50	65	68	50	48				

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	29		42	18		29				
BLK	54	48	38	51	35	36	36				
HSP	62			77							
FRL	54	48	38	52	35	36	35				

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	50	51	50	59	53	44	32				
ELL	53	67		74	73						
BLK	56	48	54	67	70	65	45				
HSP	53			73							
FRL	55	48	59	66	68	63	44				

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	59
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	
Total Points Earned for the Federal Index	412
Total Components for the Federal Index	7

ESSA Federal Index	
Percent Tested	100%

Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	48
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	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	58
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	81
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	58
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?

Various trends emerged across grade levels, subgroups, and core content areas, according to the 2022 FSA data from Power Bi and the Florida Department of Education (FDOE). Overall content areas proficiency achievement scores for ELA is 58%, Math 61% and Science 48%. Science indicates a need for improvement, while an increase in both ELA and Math to the district's comparison averages data shows larger increases reflecting areas of strength.

Grade levels 3-5 FSA 2022 ELA data increased by 1 percentage points than the district's average of 57% and Math increased by 6 percentage points more than the district's average of 55%. However, Grade 5 Science decreased by 3 percentage points than the district's average of 48%. This further supports various trends in both content areas and grade levels. The school to district comparison for ELA Learning Gains is 70% compared to the district's 61%, exhibiting a 9 percentage point increase. In the meantime, Math Learning Gains is 64%, resulting in a 2 percentage point decrease lower than the district.

2022 Subgroups data comparison for school to district shows an increase in the Achievement gap widening from 3rd to 5th grade in both ELA and Math. All ELA subgroups increased in the areas of Achievement, Learning Gains, Learning Gains L25.

All ELA Subgroups Achievement increased by at least 5 percentage points.
All ELA Subgroups Learning Gains increased by 6 percentage points.
All ELA Subgroups Learning Gains L25 increased by at least 15 percentage points.

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

Based on the 2022 Science Statewide Assessment, Science proficiency is 49% and the lowest of all focused content areas with ELA following next at 58% proficiency, both demonstrating a need for improvement.

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

Factors that contributed for improvement in the areas of Science and ELA included the following: student lack of foundational skills, engaging students with multisensory lessons, parental involvement, and addressing students' social / emotional needs and a need for explicit direct instruction. Data for the last three years pertaining to Science, exhibits inconsistent scoring with 2019 at 41%, 2021 at 24% and 2022 at 45%. In spite 2022 score being the highest out of the three years, the district's 54% proficiency score causes us to be to 9 percentage points lower than expected.

In order for improvement the following will need to be implemented: additional instructional support for teachers and students within classrooms, remediation through small groups with fidelity, engaging community agency for parents and school stakeholders, and professional developments and grade level collaboration sessions for teachers focusing on explicit instruction and multisensory instruction promoting student engagement.

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

ELA Learning Gains increased from 48 percentage points in 2021 to 58 percentage points on the 2022 FSA, therefore, showing the most improvement.

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

We created biweekly data chats with ELA & Math coaches that facilitated collaborative planning sessions and provided in class DI support for Tier 2/3 students to align lessons and resources to reteach/ remediate areas of concern.

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

The following strategies will be implemented to accelerate learning; Data-driven Instruction, Differentiated Instruction, Standards-Based Collaborative Planning, and Interventions - RTI.

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 and job - embedded sessions on aligning BEST standards through collaborative planning sessions (September/22), use of OPM to further drive instruction and intervention resources (October/22), flexible grouping according to latest data further driving differentiated instruction and interventions (November/December 22), and continuous data chats with individualized feedback, reflection, and next steps (February/23).

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

Norwood Elementary will offer extended learning opportunities such as before and after-school tutoring, interventions, Monthly Science Camps, Robotics, and Coding Club.

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 ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	According to FSA ELA data, 60% of third grade students are proficient, 64% of fourth graders are proficient, and 51% of students in fifth grade are proficient. While the 2022 FSA data shows the overall ELA proficiency increased by 10 percentage points from 2021, our school will continue to target increased proficiency in ELA. Because ongoing progress monitoring and data driven instruction has been proven to be effective in improving proficiency rates in elementary grades, we will focus on ongoing progress monitoring and data driven instruction to address the critical need and increase ELA 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 the strategy of data driven instruction, ELA proficiency will increase by 10 percentage points in each of the grades three, four, and five, as measured by students' performance on FAST PM1 and FAST PM3.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Leadership Team will conduct 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. Administrators will review bi-weekly lesson plans for indication of differentiation for L25 students, in particular. Data Analysis of formative assessments of L25 students will be reviewed monthly to observe progress. We will utilize data trackers with fidelity to monitor OPM data on a bi-weekly basis. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated benchmarks. Extended learning opportunities will be provided to those students who are not showing growth on OPMs.
Person responsible for monitoring outcome:	Kevin Williams (pr4001@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being	Data-Driven Instruction is an educational approach that relies on the teacher's use of student performance data to inform instructional planning and delivery. This systematic approach of instruction uses assessment, analysis, and actions to meet student's needs. Data-Driven Instruction may include developing Instructional Focus Calendars (IFC) to inform teachers on specific standards to target during instruction throughout the year, based on data outcomes. Data-driven instruction will be our evidence-based strategy of focus to assist in accelerating the learning of our L25s as it is a systematic approach of instruction to meet the students' needs. Use of data trackers and progress monitoring to

implemented for this Area of Focus.	drive instructional planning, decisions and data driven reflection conversations that is student driven thereby developing self efficacy ownership of the learning process.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Customized lessons to support students tier instruction and academic needs per data driven instruction, will ensure that students receive relevant and rigorous instruction aligned to B.E.S.T. benchmarks / FAST assessments. Teachers will continually make adjustments to their instruction, plans, 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.

By 9/2 administration of the Florida Assessment of Student Thinking Assessments F.A.S.T. (PM1) and review results to determine instructional decisions that will align to district and state progress monitoring.

Person Responsible Tracy Cartwright-Rind (tcartwright@dadeschools.net)

By 9/16 meet with ELA & Math liaisons and teachers to create a focus calendar and group students utilizing F.A.S.T. PM1, iReady diagnostic data and data trackers to group students for D.I.

Person Responsible Tracy Cartwright-Rind (tcartwright@dadeschools.net)

By 9/30 the Leadership Team will conduct quarterly data chats, adjust groups based on current data in real time, and administration will follow-up with regular walkthroughs to ensure that B.E.S.T benchmarks and best practices are being implemented with fidelity. (Ongoing)

Person Responsible Kevin Williams (pr4001@dadeschools.net)

By 10/14 In-House Professional Development: Implementing effective DI best practice aligned to Florida B.E.S.T. Standards and students needs according to current data sources.

Person Responsible Kevin Williams (pr4001@dadeschools.net)

By 11/4 Administrators will continue walkthroughs and ongoing progress monitoring to follow up with impact review results further targeting data driven instruction. Looks for will continue such use of the district assessment calendar and on going progress monitoring to achieve the intended outcome provided to teachers through interventions and small group instruction.

Person Responsible Kevin Williams (pr4001@dadeschools.net)

By 12/2 teachers will meet with reading liaison as needed to regroup Tier 2 and Tier 3 based on progress monitoring data to intervene and remediate the lowest tested benchmarks and customize lessons to meet students needs.

Person Responsible   Tracy Cartwright-Rind (tcartwright@dadeschools.net)

#2. 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.	We decided to focus on Empowering Others to address the critical needs within our school. The data reveals 88% of the staff believes all staff members have the opportunity to be considered for leadership roles at our school. The goal is report an increase in leadership participation with at least 10% of the staff.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With the implementation of the targeted element of empowering others, our teachers will be provided the opportunity to contribute to school-wide decisions through monthly meetings. This will be observed through teachers participating in the logistical elements of meetings, presenting ideas to resolve issues that arise, etc. The percentage of teachers in leadership roles will increase by 10% during the 2022-2023 school year.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Within the Targeted Element of Empowering Others, we will focus on the evidence-based strategy of: Empowering Others. By providing this autonomy to stakeholders can assist with problem solving, best practices that will assist in meeting the needs of all students and our "Experts in My Building". Best Practices from these experts within the building, we expect to increase the feeling of shared leadership and autonomy. Experts in the building will provide a summary of support to the LT on a monthly basis to ensure we are on the right track to meeting the above outcome.
Person responsible for monitoring outcome:	Kevin Williams (pr4001@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Empowering Others involves providing stakeholders autonomy and agency in order to take action where necessary, problem solve, and implement best practices that will assist in meeting the needs of all students. Leaders should provide stakeholders lead roles in initiatives and activities, and identify the skills necessary to assist stakeholders in being successful in these roles. With the implementation of Empowering Others, an additional 10% of the staff will agree with the statement that all staff members have the opportunity to be considered for leadership roles at our school by the mid-year point of the school year per climate survey report.
Rationale for Evidence-based Strategy: Explain the rationale for	We decided to focus on Empowering Others to address the critical needs within our school, lead roles initiatives. The data reveals that 88% of the staff believes all staff members have the opportunity to be considered for leadership roles at our school. To increase this percentage, we selected Empowering Others because it will create team of leaders that will share the principal's vision and mission in a very positive manner with the staff.

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.

By 9/2 survey will be sent to teachers to inquire their "Best Practices" and "Leadership" interest. The response will let the leadership team identify the interested and skills to impact school goals.

Person Responsible   Kevin Williams (pr4001@dadeschools.net)

By 9/16 the Leadership Team will create a timeline when best practices can be shared and pds to delivered by interested Experts in the Building.

Person Responsible   Kevin Williams (pr4001@dadeschools.net)

By 9/30 introduction members of the "Expert in My Building" list at faculty meeting and response tasks will be generated.

Person Responsible   Kevin Williams (pr4001@dadeschools.net)

By 10/14 execution of the plan and determination of the impact of student progress will be decided by the leadership team for reflection and next steps. Weekly meetings with Experts to discuss success of projects and tasks. (Ongoing)

Person Responsible   Tracy Cartwright-Rind (tcartwright@dadeschools.net)

By 11/4 the Leadership team and Experts in the building with review latest project success and follow up with turnkey of strategies to ensure staff members are utilizing strategies shared and to provide additional support for those that are in need of small group revision session.

Person Responsible   Kevin Williams (pr4001@dadeschools.net)

By 12/2 Experts in the Building team members will provide Leadership team with other interested individuals that want to empower others and share activities and current best practice to display their expertise that will continue to resolve arising issues.

Person Responsible   Kevin Williams (pr4001@dadeschools.net)

#3. Positive Culture and Environment specifically relating to Parental Involvement	
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 of the 2020-2021 School Climate Survey, 72% of the staff felt a lack of concern and support from the parents. Because we want the staff to receive parental support we will target family engagement opportunities. The goal will be to increase the staff's perception of parental support.
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 strategy of family engagement opportunities, the staff's perception of parental involvement will increase by 10% percentage points during the 2022 - 2023 academic school year.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Leadership Team will meet and discuss various in-house events that will facilitate making connections and supporting families. The evidenced-based strategy will include parent workshops, overview of the new Florida Assessment of Student Thinking (FAST) Assessment Night, Wellness check-in and Parent Technology workshops and other parental involvement opportunities.
Person responsible for monitoring outcome:	Tracy Cartwright-Rind (tcartwright@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being	Family Engagement studies show that parent involvement is a major factor in student outcomes, including closing the achievement gap between various groups of students. Different families have different capacities for involvement, meaning schools should provide a range of ways for parents to be involved. Examples of Family Engagement activities include, but are not limited to, open houses, orientations, parent workshops, home visits, volunteer opportunities, and community events. The most important elements of a Family Engagement program are (1) creating genuine and collaborative relationships with families, (2) creating interactive sessions between staff and families, and (3) linking all

implemented for this Area of Focus.	interactions to learning to help build families' capacities in supporting their students' academic growth.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Parental involvement will ensure that students are supported emotionally and academically. This will improve student achievement and mental well-being.

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.

By 9/2 promotion of Open House with utilization of the sign in sheet to follow up with parents and encourage PTA memebership.

Person Responsible Kevin Williams (pr4001@dadeschools.net)

By 9/16 the Leadership Team will arrange several activities throughout the school year to include parents and shareholders.

Person Responsible Kevin Williams (pr4001@dadeschools.net)

By 9/30 review of teacher communication logs to determine parental involvement of students to gauge parent or guardian active participation for the schools' improvement and students academic success.

Person Responsible Tracy Cartwright-Rind (tcartwright@dadeschools.net)

By 10/14 Media Specialist and grade level chairs will promote morning students announcements and provide a link using Schoology, Dojo and/or any other approve social media outlet for parental participation and schoolwide communication.

Person Responsible Tracy Cartwright-Rind (tcartwright@dadeschools.net)

By 11/4 Leadership Team and lead teachers review parental involvement trackers and host the latest parental involvement activity such as schoolwide Harvest Walk, Weekly Parent Webinars, and 5th Grade Parent Teacher Academic Evening event. Collection of sign in sheets and trackers will be monitored for prediction of next upcoming parental involvement events.

Person Responsible Tracy Cartwright-Rind (tcartwright@dadeschools.net)

By 12/16: Counselor and Student Services Specialist will organize and host evening Parent Workshop on "How to Navigate the Parent Portal." Collection of sign in sheets and trackers will be monitored for prediction of next upcoming parental involvement events.

Person Responsible   [no one identified]

#4. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	According to 2021 Statewide Science Assessment data, 49% of 5th grade students are proficient in Science. Science data shows the overall proficiency increase by 21 percentage points from 2021, our school will continue to target increased proficiency in Science. Because ongoing progress monitoring and experimental labs has been proven to be effective in improving proficiency rates in elementary grades, we will continue to focus on ongoing progress monitoring, data driven instruction and hands on labs to address the critical need and increase overall Science proficiency.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With the implementation of the strategy of hands on learning, an additional 3% of the fifth grade population will score at grade level or above in the areas of Science by 2022 -2023 Statewide Science Assessments.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Leadership Team will conduct quarterly data chats, to adjust the learning environment by differentiating instruction of student learning aligned to current data and personalized students needs. Administrators will review bi-weekly lesson plans and Essential Laboratory documents for indication of students learning as evident of Topic Assessments and benchmarks mastery. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated benchmarks. Extended learning opportunities will be provided to those students who are not showing growth on OPMs.
Person responsible for monitoring outcome:	Kevin Williams (pr4001@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Hands on learning is a learning style in which learning takes place by the students carrying out physical activities, rather than listening to a lecture or watching demonstrations. This may include using manipulatives to teach concepts. Therefore, this will be our evidence-based strategy of focus to assist in meeting proficiency. This systematic approach of instruction will help meet the students' needs and content mastery. The use of Essential Laboratory documents, science journals and or data trackers to drive instructional decisions and planning will promote data driven conversations that will include OPMs to remediated benchmarks when necessary.
Rationale for Evidence-based Strategy: Explain the	Hands on labs will ensure teachers are using relevant, recent, and aligned data to plan customized lessons to support students mastery needs. Continuous adjustments to instruction, plans, and instructional delivery as new data becomes available.

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.

By 9/2 Facilitation of weekly collaborative planning meetings will begin to deliver standards-based curriculum best practices using appropriate pedagogy/instructional materials/ resources that reflect DI instruction.

Person Responsible Tracy Cartwright-Rind (tcartwright@dadeschools.net)

By 9/16 teachers will utilize Science Baseline data and trackers to appropriately group students for hands on Essential Labs.

Person Responsible Tracy Cartwright-Rind (tcartwright@dadeschools.net)

By 9/30 the Leadership Team will conduct walkthroughs to ensure fidelity on hands on labs and teachers instruction is implemented to differentiate instruction per data results.

Person Responsible Kevin Williams (pr4001@dadeschools.net)

By 10/14 Hands on labs activities implementation will reflect tested benchmarks mastery of district and state assessments per progress monitoring data collection and review.

Person Responsible Kevin Williams (pr4001@dadeschools.net)

11/4 teachers will meet with science liaison as needed to regroup students based on progress monitoring data to intervene and remediate the lowest tested benchmarks and customize lessons to meet students needs.

Person Responsible Tracy Cartwright-Rind (tcartwright@dadeschools.net)

12/2 Leadership Team will continue to conduct walkthroughs to ensure fidelity of hands on labs and teachers instruction is implemented to differentiate instruction per data results.

Person Responsible Kevin Williams (pr4001@dadeschools.net)

Positive Culture & Environment

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

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

Norwood addresses building positive school culture and the environment by maintaining supportive interactions, meaningful adult connections through hosting activities, creating protocols to foster professional relationships and effective collaborations. Our Strengths within School Culture are in Relationships, Physical & Emotional Safety and Support, Care, and Connections. Our school creates experiences and team building activities throughout the year to engage with parents and families and ensures they have necessary information to support their children. Students are supported through in-house mentorship programs and our Peer Power Program. Staff are provided opportunities to take part in Team-Building activities and social seminars where we come together to share celebrations of success.

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

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principal, Content Liaisons, Teacher Leaders and Counselors (our School Leadership Team). The Principal's role is to monitor and oversee all the school's initiatives and respond to concerns with morale by planning Team-building and morale boosting activities. The Assistant Principals will monitor the mentorship programs and assist in ensuring all information is shared with stakeholders in a timely manner. Teacher leaders and content liaisons 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. This promotes a positive culture and environment at Norwood where mutual respect, honest communication/feedback, and respect for others are held to high standards.