

Miami-Dade County Public Schools

Charles David Wyche, Jr Elementary School



2022-23 Schoolwide Improvement Plan

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Charles David Wyche, Jr Elementary School

5241 NW 195TH DR, Miami Gardens, FL 33055

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

Demographics

Principal: Thayla Watkins

Start Date for this Principal: 8/12/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students Hispanic Students Economically Disadvantaged Students
School Grades History	2021-22: B (57%) 2018-19: C (46%) 2017-18: C (47%)
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	ATSI
* 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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Charles David Wyche, Jr Elementary School

5241 NW 195TH DR, Miami Gardens, FL 33055

<http://cdwyche.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	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		C	C

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SIP Authority

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Charles D. Wyche, Jr. Elementary is charged to increase the proficiency of all students by allowing them the opportunity to expand their knowledge and skills through learning opportunities valued by students, parents, and the community. More specifically, the mission at Charles Wyche Elementary is to serve all children regardless of their capacity to learn, and according to each child's individual needs, by certified professionals in specialized areas in an enriched environment that promotes high academic standards of achievement and empowers children to lead productive and fulfilling lives as lifelong learners and responsible citizens in a technological, global society.

Provide the school's vision statement.

The desired future of Charles D. Wyche, Jr. Elementary is one in which teachers and administrators live in harmony as a professional learning community by celebrating the teaching of and learning from children, within the school's boundary, every day in a multitude of ways. In nurturing the gifts within teachers and students, and honoring parents, and staff, the community anticipates that it will find varied ways to capture learning gains that transcend test scores on high stakes measures; a result, that will be grounded in high expectations, a sense of responsibility, success, and respect from everyone involved in educating students.

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
Watkins, Thalya	Principal	Principal, ensures that faculty is aware of RtI through creating continuous professional development opportunities, adjusting the allocations of school resources as needed, holding leadership team meetings on a regular basis, conducting on-going data chats with teachers, gathering and analyzing data related to student achievement, conducting needs assessments, conducting walk-throughs on an ongoing basis, and communicating regularly with staff members.
Medina, Sandra	Assistant Principal	Assistant Principal, assists in analyzing data for the use of interventions and academic needs for Pre-Kindergarten through Fifth grade, conducting walk-throughs on an on going basis, holding regular meetings with grade level chairpersons, supervising the RtI process, providing support and setting expectations, ensuring fidelity to the academic programs and interventions, supervising SPED and ensuring ELL, Title I and III compliance.
Paula, Yadary	Math Coach	Math Coach, leads and evaluates school core content standards and program, collects data and analyzes information to construct a focus plan to improve student achievement, assists in developing and monitoring intervention programs in Mathematics, assists with whole school screening programs that provide early intervention services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, participates in the design and delivery of professional development, assists with the implementation of differentiated instruction, and provides support for assessment and implementation monitoring.
Ysidro, Matilda	Reading Coach	Reading Coach, leads and evaluates school core content standards and program, collects data and analyzes information to construct a focus plan to improve student achievement, assists in developing and monitoring intervention programs in English Language Arts, assists with whole school screening programs that provide early intervention services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, participates in the design and delivery of professional development, assists with the implementation of differentiated instruction, and provides support for assessment and implementation monitoring.
Sayre, Barbara	Teacher, PreK	Actively participates in school leadership meetings, disseminates information from meetings to other members, engages grade level members in professional development promoting hands-on activities and strategies, monitoring student achievement, and participates in data chats.
Torres, Maria	Teacher, K-12	Actively participates in school leadership meetings, disseminates information from meetings to other members, engages grade level members in professional development promoting hands-on

Name	Position Title	Job Duties and Responsibilities
		activities and strategies, monitoring student achievement, and participates in data chats.

Demographic Information

Principal start date

Wednesday 8/12/2020, Thayla Watkins

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.

15

Total number of teacher positions allocated to the school

39

Total number of students enrolled at the school

487

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

3

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

2

Demographic Data

Early Warning Systems

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	69	83	80	78	87	75	0	0	0	0	0	0	0	472
Attendance below 90 percent	0	0	8	6	8	6	9	0	0	0	0	0	0	37
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	10	8	2	4	0	0	0	0	0	0	0	25
Course failure in Math	0	1	10	14	7	2	0	0	0	0	0	0	0	34
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	13	25	12	0	0	0	0	0	0	0	50
Level 1 on 2022 statewide FSA Math assessment	0	0	0	12	28	15	0	0	0	0	0	0	0	55
Number of students with a substantial reading deficiency	0	1	17	28	28	13	0	0	0	0	0	0	0	87

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	1	10	17	20	13	0	0	0	0	0	0	0	61

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	7	13	0	0	0	0	0	0	0	0	0	21
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Monday 8/29/2022

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	50	68	72	92	58	102	0	0	0	0	0	0	0	442
Attendance below 90 percent	11	28	18	19	6	22	0	0	0	0	0	0	0	104
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	6	13	0	0	0	0	0	0	0	37
Course failure in Math	0	0	4	7	8	13	0	0	0	0	0	0	0	32
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	12	0	0	0	0	0	0	0	12
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	10	0	0	0	0	0	0	0	10
Number of students with a substantial reading deficiency	0	21	33	55	14	46	0	0	0	0	0	0	0	169
	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	
	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	
	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	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	6	13	5	21	0	0	0	0	0	0	0	45

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	1	0	0	14	0	0	0	0	0	0	0	0	0	15
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	50	68	72	92	58	102	0	0	0	0	0	0	0	442
Attendance below 90 percent	11	28	18	19	6	22	0	0	0	0	0	0	0	104
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	6	13	0	0	0	0	0	0	0	37
Course failure in Math	0	0	4	7	8	13	0	0	0	0	0	0	0	32
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	12	0	0	0	0	0	0	0	12
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	10	0	0	0	0	0	0	0	10
Number of students with a substantial reading deficiency	0	21	33	55	14	46	0	0	0	0	0	0	0	169
	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	
	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	
	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	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	6	13	5	21	0	0	0	0	0	0	0	45

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	1	0	0	14	0	0	0	0	0	0	0	0	0	15
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	47%	62%	56%				48%	62%	57%
ELA Learning Gains	67%						51%	62%	58%

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Lowest 25th Percentile	60%						52%	58%	53%
Math Achievement	43%	58%	50%				44%	69%	63%
Math Learning Gains	68%						41%	66%	62%
Math Lowest 25th Percentile	77%						40%	55%	51%
Science Achievement	35%	64%	59%				45%	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	46%	60%	-14%	58%	-12%
Cohort Comparison		0%				
04	2022					
	2019	44%	64%	-20%	58%	-14%
Cohort Comparison		-46%				
05	2022					
	2019	44%	60%	-16%	56%	-12%
Cohort Comparison		-44%				

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	43%	67%	-24%	62%	-19%
Cohort Comparison		0%				
04	2022					
	2019	48%	69%	-21%	64%	-16%
Cohort Comparison		-43%				
05	2022					
	2019	28%	65%	-37%	60%	-32%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-48%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	40%	53%	-13%	53%	-13%
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	20	55	57	37	72	83	29				
ELL	41	63	58	42	73	85	29				
BLK	65	75		54	53		62				
HSP	46	69	63	42	74	81	32				
WHT	17			17			20				
FRL	46	66	60	41	68	77	35				
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	25	40	42	40	63	44	62				
ELL	35	56	58	39	56	38	55				
BLK	41	15		41	46		29				
HSP	40	49	52	42	59	40	62				
WHT	27			27							
FRL	38	42	48	40	56	46	57				
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	29	51	54	38	51	53	13				
ELL	41	51	53	41	48	49	39				
BLK	47	50		43	28		42				
HSP	49	52	52	45	42	44	47				
WHT	46	50		46	50						
FRL	48	51	53	44	41	39	45				

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)	ATSI
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	57
Total Points Earned for the Federal Index	454
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	50
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	56
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	62
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	58

Hispanic Students	
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	18
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	1
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	56
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?

The school to district comparison shows an increase in the achievement gap widening from 3rd to 5th grade in ELA , Math and Science.

ELA proficiency achievement levels increased by 9 percentage points (10 percentage points below District).

ELA Learning Gains increased by 23 percentage points (5 percentage points above District).

ELA Learning Gains L25 increased by 3 percentage points.

Math proficiency achievement increased by 5 percentage points (12 percentage points below District).

Math Learning Gains increased by 14 percentage points (2 percentage points above District).

Math Learning Gains L25 increased by 29 percentage points.

Science proficiency achievement levels decreased by 21 percentage points (13 percentage points below District).

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

ELA and Math subgroup achievement levels have increased, however they are 10 or more percentage points below District proficiency levels. Science proficiency decreased by 21 percentage points and is 13 percentage points below District proficiency levels.

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

For the last 2 years, we have been focusing on implementing standards-based instruction in all classrooms. We have struggled with consistency of standards-based instruction across all classrooms and grade levels. In some of our classrooms, instruction does not meet the depth of the standard or access pre-requisite knowledge. In addition, many teachers have been moved into new grade levels and must learn a new set of standards and may lack familiarity with new standards. We will begin to incorporate new development opportunities per grade level and content area to align appropriate resources and instructional activities. In addition, collaborative planning will support these efforts and will incorporate a greater focus on the standards and standards-based resources provided by the district.

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

ELA Learning Gains increased from 44 percentage points in 2021 to 67 percentage points on the 2022 FSA. Math Learning Gains increased from 54 percentage points in 2021 to 68 percentage points on the 2022 FSA. Math Learning Gains L25 increased from 48 percentage points to 77 percentage points on the 2022 FSA.

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

Collaborative planning schedule included planning for small group instruction. Administrators attended weekly collaborative planning sessions and used walkthroughs ensure resources identified during planning were being implemented during small group instruction.

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

Data-driven Instruction, Differentiated Instruction, Extended Learning Opportunities, Standards-Based Collaborative Planning, 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 sessions and job-embedded sessions on using data to drive instruction, Aligning resources to small group instruction and Tackling OPM data (November 8, 2022). Continuous data chats with individualized feedback and next steps (ongoing) will be conducted. 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.

Extended learning opportunities will be provided such as before and after school tutoring and interventions as well as T.A.L.E.N.TS. , and science 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 Small Group Instruction**Area of Focus****Description and Rationale:**

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

Based on the data review our school will implement the Targeted Element of Small Group Instruction in ELA and Mathematics. More than 50% of our students in grade 3, 4, and 5 scored below level 3 on the 2022 statewide, ELA and Mathematics assessments. Based on 2021-2022 i-Ready AP3 progress monitoring, 50% of students in kindergarten through grade 2 are not on track to reach proficiency on statewide progress monitoring in ELA and Mathematics. In order to meet the needs of these students we will provide meaningful small group instruction and implement with fidelity.

Measurable**Outcome:**

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

If we successfully implement Small Group Instruction, there will be an increase of 5 percentage points for the overall third - fifth grade students reaching proficiency levels on statewide progress monitoring for English Language Arts. In addition, there will be an increase of 5 percentage points for the Mathematics overall proficiency for students in grades three-five.

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

The Leadership Team will conduct data chats during collaborate planning, adjust groups based on current data in real time, and follow-up with regular walkthroughs to ensure quality instruction is taking place. Administrators will review lesson plans for indication of small group instruction for students. Data Analysis of formative assessments will be reviewed monthly to monitor progress. Extended learning opportunities will be provided to those students who are not showing growth on bi-weekly Progress Monitoring.

Person responsible for monitoring outcome:

Sandra Medina (scmedina@dadeschools.net)

Evidence-based**Strategy:**

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

Within the Targeted Element of Small Group Instruction, our school will focus on the evidence-based strategy of: Data-Driven Instruction. Data-Driven instruction will assist in accelerating the proficiency of our students as it is a systematic approach of instruction to meet the students' needs. Data-Driven instruction will be monitored through the use of data trackers to drive instructional planning and data driven conversations to include OPMs.

Rationale for Evidence-based**Strategy:**

Explain the rationale for selecting this specific strategy. Describe the

Small group instruction will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

**resources/
criteria used for
selecting this
strategy.**

Action Steps to Implement

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

8/22-10/14 Teachers will develop classroom systems that are conducive to small group instruction such as allocated space, student folders, and posted groups.

Person Responsible Matilda Ysidro (mysidro@dadeschools.net)

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

Person Responsible Matilda Ysidro (mysidro@dadeschools.net)

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

Person Responsible Yadary Paula (ypaula@dadeschools.net)

8/22-10/14 Teachers will implement the use of data trackers to track ELA Progress Monitoring and Math Topic Assessment results.

Person Responsible Yadary Paula (ypaula@dadeschools.net)

10/31-12/16 Instructional coaches will have data chats with ELA and Math teachers to discuss iReady AP! results, ELA Progress Monitoring and/or Math Topic Assessment results. Teachers and coaches will create a plan for remediation of low performing standards.

Person Responsible Matilda Ysidro (mysidro@dadeschools.net)

10/31-12/16 Teachers will have data chats with students to review AP1 results, ELA Progress Monitoring and Math Topic assessment results.

Person Responsible Yadary Paula (ypaula@dadeschools.net)

#2. ESSA Subgroup specifically relating to White**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 Collaborative Planning. We selected Collaborative Planning based on our findings that demonstrated student proficiency rates for Math and ELA FSA (White students subgroup - 18%) are below the 41% District and State proficiency rates. In order to meet the needs of all learners, Literacy Coaches will facilitate weekly standards - based Collaborative Planning.

Measurable**Outcome:**

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

If we successfully implement Collaborative Planning, then our students will increase by a minimum of 5 percentage points as evidenced by the 2023 ELA and Math State Assessment results.

Monitoring:

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

During Collaborative Planning, teachers will identify grade level standards, instructional strategies and resources that will be implemented during instruction. Teachers will review assessment materials for backwards planning, and review assessment data results to monitor student proficiency.

Person responsible for monitoring outcome:

Sandra Medina (scmedina@dadeschools.net)

Evidence-based**Strategy:**

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

Within the Targeted Element of Collaborative Planning our school will focus on the evidence-based strategy of: Standards-Based Collaborative Planning. Standards-based Collaborative Planning will assist in accelerating the proficiency of our students as it is a systematic approach of instruction to meet the students' needs.

Rationale for Evidence-based**Strategy:**

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

Teachers will collaborate and learn from each other to create lesson plans that will lead to improvements in standards-aligned lesson quality, instructional effectiveness, and student achievement.

Action Steps to Implement

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

8/22 Provide a schoolwide Collaborative Planning schedule to facilitate best practices to encourage teachers to learn from each other and create standard-based lesson plans.

Person Responsible Sandra Medina (scmedina@dadeschools.net)

8/22-10/14 During Collaborative Planning, teachers will develop lesson plans for whole group instruction and identify the resources that align with the intended rigor of the required (weekly/bi-weekly) standards maximizing student learning.

Person Responsible Matilda Ysidro (mysidro@dadeschools.net)

8/22-10/14 Administration will conduct walkthroughs to provide teachers with feedback on instructional delivery and student engagement, pacing and use of resources identified during collaborative planning.

Person Responsible Sandra Medina (scmedina@dadeschools.net)

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

Person Responsible Yadary Paula (ypaula@dadeschools.net)

10/31-12/16 During Collaborative planning, teachers will analyze bi-weekly ELA Progress Monitoring results and/or Math Topic assessment results to identify low performing standards. Teachers and coaches will determine the resources that will be used for the remediating the standards during small group instruction.

Person Responsible Matilda Ysidro (mysidro@dadeschools.net)

10/31-12/16 In order to provide clearer criteria for measuring mastery of grade-level standards, teachers will identify assignments that are aligned to grade-level standards. The assignments will then be used to assess student mastery and become part of the student's weekly grade.

Person Responsible Yadary Paula (ypaula@dadeschools.net)

#3. Positive Culture and Environment specifically relating to Celebrating Success for Staff and Student Morale

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 2022-2023, School Climate Survey feedback, school data indicates that 14% of students strongly disagree with the statement, I like coming to my school. In addition, Staff School Climate Survey feedback indicates 48% of disagree with the statement, staff morale is high at our school. This data indicates there is a critical need to increase staff morale.

Measurable Outcome:

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

If we celebrate student and staff successes, then 2022-2023 School Climate Survey results will show a 5% decrease in the amount of students that disagree with the statement, I like coming to my school and the amount of staff members that disagree with the statement, staff morale is high at our school.

Monitoring:

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

A monthly calendar will be created to encourage grade-level teams to plan and host student engagement activities and team-building events for staff.

Person responsible for monitoring outcome:

Sandra Medina (scmedina@dadeschools.net)

Evidence-based

Strategy:

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

Within the Area of Focus of Positive School Culture and Environment, we will focus on celebrating successes to ensure staff and student accomplishments are given special recognition and achievements are publicly celebrated allowing for encouragement from all stakeholders.

Rationale for Evidence-based Strategy:

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

We want to increase student and staff morale by celebrating their successes. Recognition of accomplishments and team-building events for staff will provide opportunities to improve student and staff morale.

Action Steps to Implement

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

8/22-10/14 Develop calendar to encourage grade-level teams to plan and host student/family engagement activities throughout the 2022-2023 school year.

Person Responsible Maria Torres (torres@dadeschools.net)

8/22-10/14 Develop a calendar to encourage team-building activities for staff to increase staff morale.

Person Responsible Sandra Medina (scmedina@dadeschools.net)

8/22-10/14 To reinforce character development, each month teachers will submit a Student of The Month nominee based on the characteristics of the Value Matters Miami initiative.

Person Responsible Maria Torres (torres@dadeschools.net)

8/22-10/14 Spotlight on Successes - Teachers/staff will spotlight a colleague expressing gratitude for their assistance/collaboration. The words of gratitude will be shared via morning announcements and/or social media.

Person Responsible Sandra Medina (scmedina@dadeschools.net)

10/31-12/16 Instructional Coaches will celebrate the students that score 70% or better on Topic Assessments or Progress Monitoring Assessment. Coaches will post the names of those students that score 70% or better on charts by classroom door.

Person Responsible Yadary Paula (ypaula@dadeschools.net)

10/31-12/16 School Leadership Team will recognize homerooms with 100% attendance for the week and the homerooms will receive a treat.

Person Responsible Sandra Medina (scmedina@dadeschools.net)

#4. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs**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 School Climate survey and the review of the Core Leadership Competencies, our school will focus on Specific Teacher Feedback/Walkthroughs. We feel our teachers will benefit from scheduled and impromptu walkthroughs with specific and constructive feedback. Teachers will have an opportunity to effectively reflect on their practice, and make continuous improvements that lead to student success.

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 Specific Teacher Feedback/Walkthroughs, there will be an increase of at least 10% of teachers indicating that they receive weekly walkthroughs and timely feedback, as reflected on the 2023 School Climate Survey.

Monitoring:

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

The Leadership Team will plan and conduct weekly walkthroughs. These interactions will provide feedback and support to the instructional staff of our school.

Person responsible for monitoring outcome:

Sandra Medina (scmedina@dadeschools.net)

Evidence-based Strategy:

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

Within the Targeted Element of Specific Teacher Feedback/Walkthroughs our school will focus on the evidence - based strategy of: Promoting the Morale and Performance of the Team. By planning instructional walkthroughs that will provide developmental feedback, clear expectations, progress towards the goal and a description of the behavior and support, we hope to increase professional growth through regular feedback.

Rationale for Evidence-based Strategy:

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

Providing teachers with consistent, explicit, and developmental feedback will assist in gaining new skills and expanded knowledge as well as continuous improvement in instructional practices. Throughout this process, teachers will reflect on the feedback received resulting in a positive impact on student achievement.

Action Steps to Implement

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

8/22-10/14 Focused classroom walkthroughs will be conducted to ensure that teachers are implementing instructional strategies and providing explicit instruction that aligns with the intended rigor of the standards.

Person Responsible

Sandra Medina (scmedina@dadeschools.net)

8/22-10/14 Leadership team will conduct focused classroom walkthroughs to ensure that teachers provide ongoing, timely, and specific feedback to student work products and the opportunity for students to make corrections.

Person Responsible Sandra Medina (scmedina@dadeschools.net)

8/22-10/14 Administration will conduct walkthroughs with a focused lens. The focus will review with details such components as: differentiated small group instruction, DI folders, Intervention, Intervention folders, Tier 1 Instruction, Standards-based grading, student feedback, student engagement, student work folders, etc.

Person Responsible Sandra Medina (scmedina@dadeschools.net)

8/22-10/14 Leadership Team will provide teachers with ongoing, timely, and specific feedback to promote professional growth.

Person Responsible Sandra Medina (scmedina@dadeschools.net)

10/31-12/16 Leadership team will conduct focused classroom walkthroughs to ensure that teachers provide ongoing, timely, and specific feedback to student work products and the opportunity for students to make corrections.

Person Responsible Sandra Medina (scmedina@dadeschools.net)

10/31-12/16 Focused classroom walkthroughs will be conducted to ensure that teachers are implementing instructional strategies and providing explicit instruction that aligns with the intended rigor of the standards.

Person Responsible Sandra Medina (scmedina@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

The Area of Focus (Instructional Practice specifically relating to Reading/ELA) for first and second grade is Intervention. Reading Horizons Intervention provides solid, systematic instruction using proven Direct Instruction techniques.

71% of first grade students scored below the 50th percentile on the 2022 SAT Reading

76% of second grade students scored below the 50th percentile on the 2022 SAT Reading

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

The Area of Focus (Instructional Practice specifically relating to Reading/ELA) for first and second grade is Intervention. Reading Horizons Intervention provides solid, systematic instruction using proven Direct Instruction techniques.

64% of third grade students did not meet proficiency levels on the 2022 FSA ELA

57% of fifth grade students did not meet proficiency levels on the 2022 FSA ELA

Measurable Outcomes:

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

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

Grades K-2: Measureable Outcome(s)

If we successfully implement Intervention, student proficiency in first grade will increase by 10 percent on the FAST statewide progress monitoring. If we successfully implement Intervention, student proficiency in second grade will increase by 10 percent on the FAST statewide progress monitoring.

Grades 3-5: Measureable Outcome(s)

If we successfully implement Intervention, student proficiency in third grade will increase by 10 percent on the FAST statewide progress monitoring. If we successfully implement Intervention, student proficiency in fifth grade will increase by 10 percent on the FAST statewide progress monitoring.

Monitoring:

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

The Instructional Coaches will conduct weekly collaborative meetings with ELA and Interventionists to plan and monitor intervention delivery and data, The Administration Team will conduct walk-throughs with the coaches to ensure Intervention is taking place with fidelity. Intervention checkpoints will be completed and monitored, this will lead to increased overall student performance on the FAST PM3 assessment.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Medina, Sandra, smedina@dadeschools.net

Evidence-based Practices/Programs:

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

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

The evidenced based strategy that we are focusing on is Intervention/RTI which is aligned to the BEST ELA standards and the K-5 Reading Plan.

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?

Reading Horizons Intervention is an early identification and support for students with learning needs. The program is a research based program that provides solid, systematic instruction using proven Direct Instruction techniques, universal screening of students and on-going student monitoring.

Action Steps to Implement:

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
8/22-8/26 The Leadership Team will make sure of the following: *Intervention Kits have been delivered to teachers *Tier 2 & Tier 3 students have been identified and coded for Intervention *Tier 2 & 3 students have completed the initial digital Intervention assessment	Grimm, Star, sgrimm@dadeschools.net
8/22-10/14 The ELA Instructional Coaches will meet with Intervention teachers on a bi-weekly basis to review the Intervention pacing guide to ensure reading intervention is still on pace and review checkpoint data.	Ysidro, Matilda, mysidro@dadeschools.net
8/29-10/14 Teacher will conduct intervention checkpoints by the following the assessment calendar embedded in the pacing guides to collect data.	Ysidro, Matilda, mysidro@dadeschools.net
8/29-10/14 The Leadership Team will conduct walk-throughs to ensure intervention instruction is taking place with fidelity.	Medina, Sandra, scmedina@dadeschools.net
10/31-12/16 Review iReady AP1 results to identify students needing Tier 2 and Tier 3 intervention. Update groups as needed, code students for intervention and administer intervention diagnostic as needed	Ysidro, Matilda, mysidro@dadeschools.net
11/8-11/8 Select Teachers will attend the Reading Horizons Level II Intervention Training. This next level of training will help to further develop Intervention instructional delivery.	

Positive Culture & Environment

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

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

Our strengths within School Culture are in Relationships, Physical & Emotional Safety and Support, Care, and Connections. Our school creates experiences throughout the year to engage with parents and families and ensures they have necessary information to support their children. Students are supported throughout the building by our staff. Staff are provided opportunities to take part in Team-Building activities where we come together to share celebrations of success. Staff and students have the opportunity to provide feedback and suggestions to school leaders. We schedule informal conferences with staff and students to garner information about their educational/professional experience at our school. We also ensure information is provided to all stakeholders through our Week at a Glance and Monthly calendars. We

continue to build our skill-set in ensuring our classrooms are highly engaging and foster the highest level of engagement and learning.

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

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principals, Instructional Coaches, 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 Principal will monitor the Team - Building activities and assist in ensuring all information is shared with stakeholders in a timely manner. Teacher leaders and instructional coaches assist in providing and responding to feedback from stakeholders. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families.