Parkway Elementary School

2022-23 Schoolwide Improvement Plan

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Parkway Elementary School

1320 NW 188TH ST, Miami, FL 33169

http://pwe.dadeschools.net/

Demographics

Principal: Maria Fernandez

Start Date for this Principal: 6/19/2013

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)	English Language Learners Black/African American Students Economically Disadvantaged Students
School Grades History	2021-22: C (53%) 2018-19: C (48%) 2017-18: C (52%)
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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Parkway Elementary School

1320 NW 188TH ST, 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	96%

School Grades History

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

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The faculty and staff of Parkway Elementary School believe that success in life is a product of positive attitude and action. Through this belief, we will provide students with the skills needed to achieve academic and behavioral excellence and become lifelong readers and learners. Through the use of technology and a direct instruction approach to literacy, Parkway Elementary School provides the foundation and skills needed for students to excel in all curriculum areas in elementary school and beyond.

Provide the school's vision statement.

Parkway Elementary School students will accept and meet the challenges of the 21st century by empowering students to develop critical thinking skills, literacy skills, and technology intuitiveness.

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
Fernandez, Maria	Principal	-Monitoring the Instructional Programs and School Operations. -Attend Professional Development sessions. -Analyze data. -Maintain a safe learning environment. -Through the School's Advisory Committee, the leader collaborates in the school's decision-making process.
DaCosta, Althea	Assistant Principal	-Monitoring the Instructional Programs and School Operations. -Attend Professional Development sessions. -Analyze data. -Maintain a safe learning environment. -Through the School's Advisory Committee, the leader collaborates in the school's decision-making process.
Leon, Geraldine	Instructional Coach	-Provide Reading support to teachers. -Analyze and disseminate data. -Attend Professional Development sessions. -Through the School's Advisory Committee, the leader collaborates in the school's decision-making process.
Edwards, Andrea	Instructional Coach	-Provide Math support to teachers. -Analyze and disseminate data. -Attend Professional Development sessions. -Through the School's Advisory Committee, the leader collaborates in the school's decision-making process.

Demographic Information

Principal start date
Wednesday 6/19/2013, Maria Fernandez

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.*
0

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.*
6

Total number of teacher positions allocated to the school
11

Total number of students enrolled at the school
196

Identify the number of instructional staff who left the school during the 2021-22 school year.
5

Identify the number of instructional staff who joined the school during the 2022-23 school year.
4

Demographic Data

Early Warning Systems

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	27	43	34	39	39	29	0	0	0	0	0	0	0	211
Attendance below 90 percent	0	8	6	12	8	4	0	0	0	0	0	0	0	38
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	2	14	19	8	0	0	0	0	0	0	0	43
Course failure in Math	0	0	1	7	10	8	0	0	0	0	0	0	0	26
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	9	8	7	0	0	0	0	0	0	0	24
Level 1 on 2022 statewide FSA Math assessment	0	0	0	8	15	10	0	0	0	0	0	0	0	33
Number of students with a substantial reading deficiency	0	0	4	22	20	12	0	0	0	0	0	0	0	58

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	0	2	14	17	13	0	0	0	0	0	0	0	46

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	2	9	0	0	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	2	1	0	0	0	0	0	0	0	0	3

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	29	36	32	55	27	38	0	0	0	0	0	0	0	217
Attendance below 90 percent	4	10	10	12	4	4	0	0	0	0	0	0	0	44
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	4	19	6	1	0	0	0	0	0	0	0	31
Course failure in Math	0	2	3	18	10	21	0	0	0	0	0	0	0	54
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	1	0	0	0	0	0	0	0	1
Number of students with a substantial reading deficiency	1	8	21	36	7	15	0	0	0	0	0	0	0	88

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	2	2	4	19	6	4	0	0	0	0	0	0	0	37

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	2	2	4	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

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	29	36	32	55	27	38	0	0	0	0	0	0	0	217
Attendance below 90 percent	4	10	10	12	4	4	0	0	0	0	0	0	0	44
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	4	19	6	1	0	0	0	0	0	0	0	31
Course failure in Math	0	2	3	18	10	21	0	0	0	0	0	0	0	54
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	1	0	0	0	0	0	0	0	1
Number of students with a substantial reading deficiency	1	8	21	36	7	15	0	0	0	0	0	0	0	88

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	2	2	4	19	6	4	0	0	0	0	0	0	0	37

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	2	2	4	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

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	38%	62%	56%				58%	62%	57%
ELA Learning Gains	58%						45%	62%	58%
ELA Lowest 25th Percentile	67%						52%	58%	53%
Math Achievement	44%	58%	50%				62%	69%	63%
Math Learning Gains	70%						55%	66%	62%
Math Lowest 25th Percentile	67%						28%	55%	51%
Science Achievement	25%	64%	59%				35%	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	61%	60%	1%	58%	3%
Cohort Comparison		0%				
04	2022					
	2019	53%	64%	-11%	58%	-5%
Cohort Comparison		-61%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	51%	60%	-9%	56%	-5%
Cohort Comparison		-53%				

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	69%	67%	2%	62%	7%
Cohort Comparison		0%				
04	2022					
	2019	45%	69%	-24%	64%	-19%
Cohort Comparison		-69%				
05	2022					
	2019	60%	65%	-5%	60%	0%
Cohort Comparison		-45%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	31%	53%	-22%	53%	-22%
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
ELL	40	64		45	79						
BLK	39	57	73	44	72	83	26				
HSP	40			40							
FRL	39	60	67	46	73	67	23				
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
ELL	21			26							

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
BLK	35	32		25	10		45				
HSP	40			40							
FRL	35	39		26	9		47				

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	67			58							
ELL	42			50							
BLK	58	47	61	62	56	31	35				
FRL	58	49	55	62	54	27	33				

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	52
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	48
Total Points Earned for the Federal Index	417
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	55
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	

Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	55
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	40
Hispanic Students Subgroup Below 41% in the Current Year?	YES
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	53
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?

Learning gains were evident across all grade levels and subject areas, specifically with the L-25 subgroups. In third-grade Reading, 70% of the students made learning gains. In fourth grade Reading, 39% of the students made learning gains. In fifth grade Reading, 69% of the students made learning gains. In third-grade Mathematics, 82% of the students made learning gains. In fourth grade Mathematics, 70% of the student made learning gains. In fifth grade Mathematics, 69% of the students made learning gains. No learning gains in Mathematics and Reading for the 2020-2021 school year due to having less than 10 students. However, when comparing L-25's learning gains from previous years, the trend shows an increase.

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

The greatest need for improvement will be the fourth grade students' proficiency in Reading and Mathematics. The proficiency for the third grade class in 2021-2022, in Reading and Mathematics were 45% and 48%, respectively as compared to 25% in Reading and 16% in Mathematics in 2020-2021.

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

Professional Development was needed to increase the efficacy of the new Reading Interventions Program. In Mathematics, Differentiated Instruction was needed so that students could remediate the lowest standards. For Mathematics, we will need to provide Professional Development opportunities in order for our teachers to build capacity with the new B.E.S.T standards. For Reading, provide Professional Development to enhance Differentiated Instruction and intervention.

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

Fourth grade Reading and Mathematics students had the highest proficiency level, 46% and 63%, respectively. Seventy-one percent of the third grade L-25% subgroup made learning gains. In fifth grade, 83% of the L-25 subgroup made learning gains. In Mathematics, 67% of the third grade subgroup made learning gains. In fifth grade, 71% of the students made learning gains in comparison to the 2020-2021 school year when no students were identified as L-25 due to having less than 10 students in that category.

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

The fourth-grade class was self-contained, thereby allowing the teacher to focus on Interventions and Differentiated Instruction, thereby having the highest proficiency level in the accountability group. To provide continuity and continue the momentum, the fourth grade cohort remained with the same teacher in fifth grade.

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

Teachers will participate in Professional Development on the B.E.S.T. standards, thus increasing the proficiency levels. We will also provide enrichment opportunities for students on or above grade level.

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

The Professional Development will focus on the B.E.S.T standards. Additionally, the Framework of Effective Instruction will be utilized as an instructional tool to improve instructional delivery and engagement.

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

Students will be able to participate in extended learning opportunities. We will offer After school tutoring, including the TALENTS Programs, Saturday Academy, and Spring Break Academy. Additionally, school-wide attendance will be a priority for the 2022-2023 school year. Incentives will be provided for Homerooms that have perfect attendance. Students with perfect attendance will be honored at the End of the Year Ceremonies.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Hispanic	
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 2021-2022 data, 40% of the Hispanic subgroup in grades 3-5 were proficient. Intervention and Differentiated Instruction will be implemented to remediate skills in order to increase proficiency. Students reading below grade level will receive targeted intervention and DI with the appropriate resources. Additionally, they will be provided with extended learning opportunities.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	With the implementation of differentiation, the Hispanic subgroup in grades 3-5 will increase Reading proficiency by at least 5 percentage points for a total of 45%, as demonstrated by Ongoing Progress Monitoring, i.e., bi-weekly assessments, Topic assessments, i-Ready data, and FAST progress monitoring results.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The area of focus will be monitored by data conversations, collaborative planning, student work, standards-based student grades, classroom walkthroughs, formal observations, parent/teacher home connections, i-Ready reports, Performance Matters reports, student engagement, and FAST assessments results.
Person responsible for monitoring outcome:	Maria Fernandez (pr4341@dadeschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	An evidenced-based strategy being implemented for this area of focus is Differentiated Instruction. This involves providing students with tiered lessons in order for all students to learn effectively, regardless of differences in ability.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.**	Differentiated Instruction allows re-teaching and remediation based on the students' deficiencies. The strategy is research-based and was selected because it is effective in remediating Reading and Mathematics deficiencies.

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.

The LEP committee will identify ELL students and convene to determine an appropriate academic plan of action to address the needs of the students. This will occur on an ongoing basis based on their DEUSS entry date.

Person Responsible	Althea DaCosta (adacosta@dadeschools.net)

Beginning on August 17, 2022, the Transformation Reading Coach will schedule Collaborative Planning Meetings on a weekly basis to support the teachers with best practices for ELL students as outlined in the pacing guide focused on Di.

Person Responsible	Geraldine Leon (gvallecillo@dadeschools.net)

Beginning on August 17, 2022, the administrators will conduct classroom walkthroughs to ensure that instructional delivery is consistent with the lesson plans that are created during Collaborative Planning. We will assess the quality of the instruction and provide feedback based on information gathered through data tracking.

Person Responsible   Althea DaCosta (adacosta@dadeschools.net)

Students who have been identified as ELL will be provided added support through the use of Imagine Learning platform on a weekly basis.

Person Responsible   Geraldine Leon (gvallecillo@dadeschools.net)

Starting October 24, 2022, an ELL Support Specialist will provide support to the ELL students on a weekly basis.

Person Responsible   Althea DaCosta (adacosta@dadeschools.net)

The Reading Coach will monitor the use of Imagine Learning by the ELL students on a weekly basis.

Person Responsible   Geraldine Leon (gvallecillo@dadeschools.net)

#2. 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 2022 FSA ELA data, 45% of the current fourth grade students and 46% of the current fifth grade students are proficient in reading. Small group instruction, i.e., intervention, is essential in remediation of skills in order to increase proficiency. It provides students with additional opportunities to acquire content knowledge. Students reading below grade level will receive targeted interventions with the appropriate resources. Additionally, they will be provided with extended learning opportunities. Small group instruction is a high yield strategy that increases student achievement by remediating students who are reading below grade level. During collaborative planning, teachers will disaggregate the Topic Assessments and the Progress Monitoring data and plan for the remediation of the lowest standards. This is an increased compared to the 2020-2021 school year.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	All students will increase Reading proficiency by at least 5 percentage points as demonstrated by the Ongoing Progress Monitoring, i.e., bi-weekly assessments, i-Ready diagnostics, F.A.S.T. Star, and F.A.S.T. CAI. Current fourth grade students will increase by at least 5 percentage points for a total of 50% proficiency in reading and the current fifth grade students will increase by at least 5 percentage points for a total of 51% proficiency in reading.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The area of focus will be monitored through a variety of different tools. By establishing a collaborative planning schedule and holding data chats monthly in which we discuss Performance Matters reports, FAST progress monitoring reports, and i-Ready reports, we will be able to monitor student progress. Analyzing student work, standards-based student grades, and student engagement with learning outcomes will assist in monitoring the area of focus. Classroom walkthroughs, formal observations, and parent/teacher home connections will also assist in monitoring the desired outcome. Additionally, intervention logs and student intervention journals will be monitored, weekly.
Person responsible for monitoring outcome:	Maria Fernandez (pr4341@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being	The Gradual Release of Responsibilities Model will be implemented during instruction as students are guided through the learning process with clear statements about the purpose and rationale for learning the new skill. Reading Horizons will be utilized as the Interventions program for students reading one or more grade levels below.

implemented for this Area of Focus.

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

The Gradual Release of Responsibilities Model provides opportunities for modeling, practice, and collaboration among students, which eventually requires students to demonstrate mastery of the learning target independently. Reading Horizons will be utilized as the Interventions program for students reading one or more grade levels below. Based on the students' deficiencies, remediation is necessary, and the strategies are all research-based in increasing reading proficiency.

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.

Beginning on August 17, 2022, during collaborative planning, teachers will plan for instructional delivery that are aligned with the GRRM and ensure interventions are aligned with the District's Pacing Guides and framework. Teachers will plan for "checks for understanding".

Person Responsible Geraldine Leon (gvallecillo@dadeschools.net)

Beginning on August 17, 2022, teachers will monitor students' work by checking for understanding by accessing prior knowledge and building on what students already know. Checking for understanding also provides the teachers with identifying learning goals and alignment of guided instruction.

Person Responsible Maria Fernandez (pr4341@dadeschools.net)

Beginning in October 2022, during extended learning opportunities we will reteach the skills not achieved in DI. These include After-School Tutoring, Saturday Academy, Spring Break Academy, and the Science Academy.

Person Responsible Althea DaCosta (adacosta@dadeschools.net)

Effective August 17, 2022, data from I-Ready, progress monitoring assessments, topic assessments, and OPMs will be analyzed and used to target individual student needs for planning purposes. As data is collected, Professional Development opportunities will be available in order to continue building teacher capacity.

Person Responsible Althea DaCosta (adacosta@dadeschools.net)

Starting October 17, 2022, an interventionist began to support teachers during Tier 2 Intervention as well as provide assistance during Differentiated Instruction.

Person Responsible Geraldine Leon (gvallecillo@dadeschools.net)

During weekly Collaborative Planning, iReady usage and pass rates will be monitored to highlight areas of concerns. By doing so, teachers will identify the lessons which students have not passed and address those skills.

Person Responsible   Andrea Edwards (amedwards@dadeschools.net)

#3. Positive Culture and Environment specifically relating to Early Warning Systems

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

In 2021-2022, the percent of students who had 16 or more absences was 29%. In 2020-2021, the percent of students who had 16 or more absences was 22%. There was an increase in truancy of 7 percentage points. Through precise analysis of the data, it became apparent that students with five or more absences are not making adequate progress for proficiency.

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

During the 2022-2023 school year, we will decrease truancy by 4 percentage points for a total of 25%. By implementing the Targeted Element of Student Attendance, learning opportunities will be maximized to full potential. In turn, this will improve student achievement as they strive towards proficiency in their academic learning.

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

The Attendance Review Committee (ARC) will meet monthly to address the needs of students who have excessive absences. Parents will be involved in the conversations regarding their child's attendance. Truancy documents will be completed for students who have 15 or more unexcused absences.

Person responsible for monitoring outcome:

Maria Fernandez (pr4341@dadeschools.net)

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

Within the Targeted Element of Student Attendance, our school will focus on the evidence-based strategies of Attendance Initiatives, Celebrating Successes, Students of the Month, monthly ARC Meetings, and communicating with stakeholders. Student absences will be monitored on a daily basis to prevent a pattern of excessive absences.

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

The initiatives will provide a systematic approach to identify and monitor attendance issues. The daily attendance reports, School Messenger, and Early Warning System Indicators Report, as well as the Targeted Student Status Report are resources used to identify, monitor, and report absences.

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.

Teachers will monitor students' attendance daily and will report student absences via the Student Case Management System after three, five, ten, and fifteen absences. Parents will be contacted regarding absences and late arrivals on a daily basis. We will monitor the attendance monthly of those students with five or more absences and provide tiered attendance interventions, as needed.

Person Responsible   Althea DaCosta (adacosta@dadeschools.net)

Beginning in September and thereafter, teachers will create a support system that include programs specific to strengthening collaboration which ensure that impacted students receive the assistance needed to attend school. Weekly Social Emotional Learning plans supported by the School Counselor and the Mental Health Liaison will occur.

Person Responsible   Maria Fernandez (pr4341@dadeschools.net)

We intend to improve the home-school connections with families by providing additional school-wide activities and incentives to increase student attendance.

Person Responsible   Maria Fernandez (pr4341@dadeschools.net)

Home visits will be conducted, as needed, as well as referring families to outside agencies for assistance in decreasing the truancy rate.

Person Responsible   Maria Fernandez (pr4341@dadeschools.net)

Starting October 24, 2022, an attendance incentive will be implemented. During the morning announcements, students' names are called and asked "Are you here?" to come and receive a treat for being in attendance.

Person Responsible   Maria Fernandez (pr4341@dadeschools.net)

Monthly Attendance Review Committee meetings will be held to track students' attendance and to provide support for parents.

Person Responsible   Andrea Edwards (amedwards@dadeschools.net)

#4. Transformational Leadership specifically relating to Leadership Development

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	In comparing the results of the Professional Development Survey from 2021-2022 (ranked #1) and 2020-2021 (ranked #2), teachers expressed an interest in participating in an RtI/MTSS professional development session. Our goal is to provide teachers with the professional development to increase their knowledge in the RtI/MTSS process. Based on the School Climate results, the teachers indicated that they would like opportunities for them to be engaged in leadership roles to build their capacity. The creation of leadership roles or decision-making opportunities for teachers, students, parents and community members will reinforce a shared vision/mission for the school.
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 Leadership Development, our teachers will feel supported, as well as, provided with the opportunity to contribute to school-wide decisions through our monthly Best Practices Sharing meetings. Teachers are encouraged to share and turn-key information they learned in their Professional Development courses. The percentage of teachers in leadership development will increase by at least 2 percentage points during the 2022-2023 school year.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Leadership Team, along with teachers, will identify specific staff members who are experts in areas and will serve as leaders in the school. Having an inclusive leadership environment provides opportunities of leadership development and creates a shared vision for the school. During the Best Practices Sharing meetings, teachers will support each other and share their knowledge from Professional Development sessions.
Person responsible for monitoring outcome:	Maria Fernandez (pr4341@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	We promote participation in school-site administrator pipelines, such as MINT, SEEDS, BENCH and Project REDI, through advertisements via Weekly Briefings, Workplace, and social media. We provide training and support to all Professional Learning Support Team members through bi-annual conferences, monthly professional development academies, and ongoing communication.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	By maintaining a pattern of supportive interactions which foster positive staff relationships, we can develop future leaders within our school. Resources include District and Region Professional Development opportunities, and by creating model classrooms.

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.

Information regarding Professional and Leadership Development will be shared with teachers by the Leadership Team. The administrators will provide leadership opportunities for teachers and staff.

Person Responsible	Althea DaCosta (adacosta@dadeschools.net)

With Shared Leadership, teachers, staff, parents, and Administrators will work together to solve problems and create an engaging school climate that fosters student learning. By understanding that different leadership styles are needed, we will engage all stakeholders in collaborating towards a shared purpose.

Person Responsible	Maria Fernandez (pr4341@dadeschools.net)

On September 26, 2022, we will offer a Professional Development on the Multi-Tiered System of Support (MTSS) and the Response to Intervention (RtI) process in order to ensure that teachers are knowledgeable of the flowchart and subsequent process.

Person Responsible	Judith Samuels (jsamuels@dadeschools.net)

In February 2023, another Professional Development will be offered on the Multi-Tiered System of Support (MTSS) and the Response to Intervention (RtI) as a follow-up to the first PD.

Person Responsible	Maria Fernandez (pr4341@dadeschools.net)

Teachers will continue to participate in ETO Power Hours and Collaboratories in order to build capacity.

Person Responsible	Andrea Edwards (amedwards@dadeschools.net)

Best practices will be shared among colleagues during collaborative planning as well as the monthly "Best Practices" meetings.

Person Responsible	Maria Fernandez (pr4341@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

According to the 2022 SAT-10, the median percentile for K-2 students was 33% which is represents a Stanine of 3. Based on this data, we will focus on differentiated instruction, as it will target the needs of the students and promote higher levels of proficiency.

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

According to the 2022 FSA ELA proficiency data, 38% of the students in grades 3-5 were proficient. Based on this data, we will focus on differentiated instruction, as it will target the needs of the students and promote higher levels of proficiency.

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

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

With the implementation of differentiated instruction, an additional 5% of the K-2 population will score at a Stanine of 5 or above.

Grades 3-5: Measureable Outcome(s)

With the implementation of differentiated instruction, an additional 5% of the 3-5 population will score at grade level or above in the area of ELA by PM3. Although we increased the ELA proficiency in grades 3-5 from 35% to 38%, our proficiency in 2019-2020 was 58% in ELA, thereby decreasing our trend from previous years.

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

The Leadership Team will conduct data chats, adjust groups based on current data in real time, and follow up with regular classroom walkthroughs to ensure that differentiated instruction is aligned to current data. The data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards. Extended learning opportunities will be provided to those students who are not showing growth on Progress Monitoring assessments. Administrators will provide feedback to teachers after classroom walkthroughs and the coaches will provide support through coaching cycles.

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

Fernandez, Maria, pr4341@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?

Within the Targeted Element of Differentiation, our school will focus on the evidence-based strategy of: Differentiated Instruction. Differentiated Instruction will assist in accelerating the proficiency levels 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 trackers to drive instructional planning.

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?

Through the use of Differentiated Instruction, teachers will be utilizing relevant, recent, and aligned data to plan lessons that are customized to student needs and increase student engagement. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available. For Grades K-2, teachers will utilize standards-aligned lessons to increase the PM3 proficiency.

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
Facilitate weekly collaborative planning meetings to provide teachers with an opportunity to collaborate and brainstorm challenges, needs, and shared best practices to increase student engagement. Teachers will attend collaborative planning and take turns taking the lead and modeling explicit instruction during small groups.	Leon, Geraldine, gvallecillo@dadeschools.net
Teachers will tier students based on assessment data and develop lesson plans that are inclusive of DI instruction in order to provide remediation. During extended learning opportunities, teachers will be able to reteach the skills not mastered in DI. As a result, the ongoing progress monitoring will demonstrate an increase in students' proficiency.	DaCosta, Althea, adacosta@dadeschools.net
Effective August 17, 2022, data from I-Ready, progress monitoring assessments, topic assessments, and OPMs will be analyzed and used to target individual student needs for planning purposes. As data is collected, Professional Development opportunities will be available in order to continue building teacher capacity.	Edwards, Andrea, amedwards@dadeschools.net
Effective August 17, 2022, classroom walkthroughs, specific strategies, and resources shared during Collaborative Planning, will be observed during core instruction. Feedback will also be offered to teachers in order to further improve teaching and learning.	Fernandez, Maria, pr4341@dadeschools.net
Monthly Literacy Team meetings will be held with the team to develop school-wide activities.	Leon, Geraldine, gvallecillo@dadeschools.net
During Collaborative Planning, iReady "Pathway" lessons will be monitored to provide "Teacher Assigned" lessons for remediation.	Leon, Geraldine, gvallecillo@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.

A positive school culture and environment is built around the inclusion of all stakeholders. We provide a learning environment that is safe, equitable, and diverse. Student and staff incentives are provided throughout the year. We continue to place a large emphasis on mental health and wellness, positive behavior intervention and support. The implementation of the Social Emotional Learning initiative is monitored to support and maintain positive relationships among all stakeholders. Teachers and staff consistently communicate with parents to solidify a positive school-home connection. Parents are encouraged to be active participants in the decision-making process for school improvement. The School Advisory Committee provides an open forum for continuous improvement.

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

To promote a positive school culture and environment, the Leadership Team, teachers, staff, students, and parents work together to create a school in which learning is constructive and practical. Reviewing the Code of Student Conduct as well as encouraging students to follow the District and school-wide procedures and protocols will also help to promote a positive school culture and environment. School staff will ensure that students feel safe in their learning environment. The Student Services Team provides counseling services to students while our teachers refer students to the Student Services Team for support. All students and staff are encouraged to utilize the FortifyFL and the SaferWatch applications to report any incidences ("If you see something, say something."). Staff members continue to use the Check and Challenge system for visitors while the Raptor electronic identification system is utilized for all visitors. The school's Safety Committee meets monthly to discuss standing procedures and any concerns. The Threat Assessment Team meets to discuss safety issues and concerns. Finally, monthly situational drills are conducted to increase safety awareness.