Zora Neale Hurston Elementary School

2022-23 Schoolwide Improvement Plan

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Zora Neale Hurston Elementary School

13137 SW 26TH ST, Miami, FL 33175

http://znhurston.dadeschools.net/

Demographics

Principal: Isabel Valenzano G

Start Date for this Principal: 12/15/2010

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	84%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Hispanic Students Economically Disadvantaged Students
School Grades History	2021-22: A (72%) 2018-19: A (63%) 2017-18: A (68%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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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	84%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

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

School Board Approval

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SIP Authority

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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.

Zora Neale Hurston Elementary School prepares students with the academic skills, habits of mind and character traits necessary to perform on or above grade level in middle school and to succeed in rigorous high school courses.

Provide the school's vision statement.

The staff of Zora Neale Hurston Elementary School works diligently each day and often beyond school hours to ensure that the students receive a quality educational program to meet students' academic and socio-emotional needs. Constant interaction with parents is initiated and nurtured by faculty and staff members. The parents and faculty work cooperatively to enhance each child's learning potential. A sense of family exists among administrators, faculty, staff, parents and 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
Valenzano, Isabel	Principal	Oversee the implementation of standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, implement district policies and procedures, administer the budget, hire and evaluate staff and oversee facilities.
Gonzalez, Christopher	Assistant Principal	Assist the Principal in overseeing the implementation of standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, implement district policies and procedures, administer the budget, hire and evaluate staff and oversee facilities.
Dougery, Jonelle	School Counselor	Foster family and community partnerships to support the social/emotional and academic development of all students. Provide preventative education and skill building along with counseling for students during times of transition, separation, heightened stress and critical change.
Valenzuela, Michelle	Instructional Media	Provide support to teachers in the selection of instructional media and their integration to improve student learning.

Demographic Information

Principal start date

Wednesday 12/15/2010, Isabel Valenzano G

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.*

3

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.*

13

Total number of teacher positions allocated to the school

31

Total number of students enrolled at the school

400

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

6

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

1

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	48	59	55	74	71	67	0	0	0	0	0	0	0	374
Attendance below 90 percent	12	14	9	8	6	9	0	0	0	0	0	0	0	58
One or more suspensions	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	2	4	7	6	5	0	0	0	0	0	0	0	24
Course failure in Math	0	1	4	6	5	6	0	0	0	0	0	0	0	22
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	2	18	15	0	0	0	0	0	0	0	35
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	18	9	0	0	0	0	0	0	0	27
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	5	5	8	17	12	0	0	0	0	0	0	0	47

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	3	6	7	2	0	0	0	0	0	0	0	0	0	18
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Friday 7/15/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	48	53	60	67	66	60	0	0	0	0	0	0	0	354
Attendance below 90 percent	12	5	4	7	5	3	0	0	0	0	0	0	0	36
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	9	8	3	6	0	0	0	0	0	0	0	27
Course failure in Math	0	2	4	1	5	13	0	0	0	0	0	0	0	25
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	5	6	19	20	13	12	0	0	0	0	0	0	0	75

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	4	2	9	3	3	6	0	0	0	0	0	0	0	27

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	6	4	9	3	1	1	0	0	0	0	0	0	0	24
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	48	53	60	67	66	60	0	0	0	0	0	0	0	354
Attendance below 90 percent	12	5	4	7	5	3	0	0	0	0	0	0	0	36
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	9	8	3	6	0	0	0	0	0	0	0	27
Course failure in Math	0	2	4	1	5	13	0	0	0	0	0	0	0	25
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	5	6	19	20	13	12	0	0	0	0	0	0	0	75

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	4	2	9	3	3	6	0	0	0	0	0	0	0	27

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	6	4	9	3	1	1	0	0	0	0	0	0	0	24
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	67%	62%	56%				62%	62%	57%
ELA Learning Gains	66%						65%	62%	58%
ELA Lowest 25th Percentile	64%						51%	58%	53%
Math Achievement	81%	58%	50%				73%	69%	63%
Math Learning Gains	80%						67%	66%	62%
Math Lowest 25th Percentile	77%						67%	55%	51%
Science Achievement	69%	64%	59%				53%	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	56%	60%	-4%	58%	-2%
Cohort Comparison		0%				
04	2022					
	2019	52%	64%	-12%	58%	-6%
Cohort Comparison		-56%				
05	2022					
	2019	55%	60%	-5%	56%	-1%
Cohort Comparison		-52%				

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	72%	67%	5%	62%	10%
Cohort Comparison		0%				
04	2022					
	2019	68%	69%	-1%	64%	4%
Cohort Comparison		-72%				
05	2022					
	2019	70%	65%	5%	60%	10%
Cohort Comparison		-68%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	46%	53%	-7%	53%	-7%
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	40	53	54	69	87	70	53				
ELL	58	60	56	79	80	67	61				
HSP	68	67	64	83	80	73	70				
FRL	64	63	67	78	78	77	67				
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	28	44	45	42	31	36	15				
ELL	51	53	67	56	27	29	29				
HSP	62	60	61	61	35	28	49				
FRL	54	53	56	56	29	28	38				
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	24	52	53	50	71	79	29				
ELL	51	55	44	65	61	68	40				
HSP	63	66	52	73	67	67	53				
FRL	57	62	54	70	64	69	48				

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?

2022 Data findings: - The ELA proficiency levels in grades 3-5 increased 6 percentage points from 61% in 2021 to 67% in 2022.
- The Mathematics proficiency levels in grades 3-5 increased 21 percentage points from 60% in 2021 to 81% in 2022.
- The 2022 Science proficiency levels for fifth grade increased by 20 percentage points from 49% in 2021 to 69% in 2022.
-The Learning Gains of the L25 in ELA increased 6 percentage points from 58% in 2021 to 64% 2022.
-The Learning Gains for Mathematics increased 45 percentage points from 32% in 2021 to 77% in 2022.

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

- Our ELA proficiency level of 67% was an improvement of six percentage points from 2021. However, the Learning Gains for our L25 was the area with the least improvement from 58% in 2021 to 64% in 2022. In addition, 3rd and 5th grade showed a decrease in 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?

2022 Data findings: Due to an increase of only six percentage points in learning gains for ELA when comparing FSA data from 2021 to 2022, we recognize ELA as a targeted area for improvement.
For the last 2 years, we have been focusing on implementing standards-based instruction in all classrooms. Some of the factors that contributed to the need for improvement in this area were poor attendance, varying instructional models and physical constraints on teachers when differentiating instruction in small groups due to Covid protocols. We will continue to align teaching to the standard to provide rigorous instruction..

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

2022 Data findings:
- Mathematics Learning Gains for grades 3 - 5 increased by 45 percentage points from 35% in 2021 to 80% in 2022.

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

Data chats were held between teachers and administration, and between teachers and students in which the results of assessment data were discussed. Standards-aligned and data-driven instruction was utilized to aid students' conceptual understanding of mathematical concepts.
New actions that were implemented including before, during and after school interventions for the lowest 25 percent of students in mathematics.

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

Strategies that will need to be implemented in order to accelerate learning include differentiated instruction, Interventions/RTi, Tutoring, Standards Aligned Instruction, English Language Learners Strategies, STEM, Thinking Maps, and implementation of the new B.E.S.T Standards.

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 School Leadership Team will develop and conduct a professional development needs survey to identify staff needs and a PLC will be created to meet those needs. The PLST will develop whole group sessions targeting standards-aligned instruction and differentiated instruction with a focus on professional development on the B.E.S.T Standards for Reading/LA and Mathematics and STEM.

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

Collaborative planning will be scheduled weekly. Quarterly data chats will take place between teachers and administrators. Extended learning opportunities will be provided with before and after-school tutoring, interventions, and STEM-based activities. Thinking Maps, and corrective feedback will be utilized to provide rigorous standards-based instruction.

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 B.E.S.T. Standards

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on the 2022 FSA for ELA, the school will implement Standards-aligned instruction using the B.E.S.T Standards as our area of focus. We have selected this area because the FSA data showed a decrease in proficiency levels for 3rd grade from 62% in 2021 to 51% in 2022; and in 5th grade from 58% in 2021 to 51% in 2022. Based on the data, targeting the B.E.S.T Standards through collaborative planning, professional developments and recurring walkthroughs to address this critical need.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we successfully implement Standards-aligned instruction using the B.E.S.T Standards, then we expect our ELA percentage to increase by 5% points in proficiency in grades 3-5 as demonstrated in the 2022-2023 State assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Monitoring of data by the leadership team, collaborative planning, professional development and walk-throughs by administration will be implemented to ensure that instruction is aligned to the B.E.S.T Standards.
Person responsible for monitoring outcome:	Isabel Valenzano (pr2511@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the targeted area of B.E.S.T Standards, our school will focus on the evidence based strategy of Standards-Aligned Instruction.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Standards-Aligned Instruction will provide opportunities to monitor the implementation of the B.E.S.T Standards. This will facilitate teacher's delivery of planned lessons to guide students through the demands of the standards/learning targets. Students will show evidence of mastering the lesson objective/s through their work samples/tasks.

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.

08/22-10/21- Facilitate grade level planning sessions, at least once a week, so that teachers can plan for rigorous instruction meeting the B.E.S.T standards.

Person Responsible   Isabel Valenzano (pr2511@dadeschools.net)

08/12-10/21- Present an overview of the B.E.S.T Standards to teachers and provide opportunities to participate in B.E.S.T Standards professional development throughout the school year to ensure implementation of instructional standards.

Person Responsible   Isabel Valenzano (pr2511@dadeschools.net)

10/17-10/21- Implement quarterly instructional reviews with teachers and the leadership team to monitor evidence of the implementation of the B.E.S.T. Standards in daily instruction and opportunities for reflection and feedback.

Person Responsible   Isabel Valenzano (pr2511@dadeschools.net)

08/17-10/21- Provide rigorous and standards-aligned instruction through Thinking Maps and STEM activities to promote higher-order thinking strategies across the curriculum in writing and content.

Person Responsible   Isabel Valenzano (pr2511@dadeschools.net)

10/31-12/16- Teachers will implement a quarterly Science, Technology, Engineering, and Math (STEM) activity which integrates the STEM standards.

Person Responsible   Isabel Valenzano (pr2511@dadeschools.net)

10/31-12/16- Teachers will implement a Cambridge Global Perspectives Challenge at the end of the semester which integrates rigorous content area standards.

Person Responsible   Isabel Valenzano (pr2511@dadeschools.net)

#2. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Based on the 2022 FSA for ELA, our school will implement differentiated instruction as a tool to aid students in making learning gains in our area of focus. We have selected this area because the FSA data showed a decrease in proficiency levels for 3rd grade from 62% in 2021 to 51 % in 2022; and in 5th grade from 58% in 2021 to 51% in 2022.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	If we successfully implement differentiated instruction, then we expect students to increase learning gains by 5% points.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The leadership team will conduct quarterly data chats and instructional reviews, adjust groups based on current data, provide interventions for students in the lowest 25% and 35%, and follow up with regular walkthroughs to ensure quality instruction is being implemented.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Within the targeted element of differentiated instruction, our school will focus on the evidence based strategy of data-driven instruction. Data-driven instruction will assist in accelerating the proficiency levels and learning gains of our students. Evidence of data-driven instruction will be monitored quarterly through data chats, instructional reviews, monitoring of student data for lowest 25% and 35% and walkthroughs by administration.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Differentiated instruction will ensure that teachers are using relevant and timely data to plan lessons that are differentiated to meet student needs. Teachers will continually provide feedback to students and make adjustments to instructional delivery and the grouping of student for remediation as the data becomes available.

Action Steps to Implement

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

09/06- 10/21- Teachers will monitor data from weekly and bi-weekly assessments to target areas of focus for differentiation.

Person Responsible   Isabel Valenzano (pr2511@dadeschools.net)

08/17- 10/21- Instructional walkthroughs by administration will be conducted to ensure that differentiated instruction is being implemented in all classrooms.

Person Responsible   Isabel Valenzano (pr2511@dadeschools.net)

10/10-10/14-Quarterly data chats between administration and grade levels will be conducted to drive instruction and allow teachers to share best practices.

Person Responsible   Isabel Valenzano (pr2511@dadeschools.net)

10/03-10/21- Interventions will be delivered with fidelity to all Tier 2 and Tier 3 students. In addition, select students in the lowest 25% will receive before and after school tutoring.

Person Responsible   Isabel Valenzano (pr2511@dadeschools.net)

10/31-12/16- Interventionist will provide daily I-Ready and IXL Lab time for students in the lowest 25% in grades 2-4.

Person Responsible   [no one identified]

10/31-12/16- ELL students in grades 2-4 will receive before/after school Reading and Mathematics for two hours per week through the Title III Supplemental Tutoring Academy for English Learners.

Person Responsible   Isabel Valenzano (pr2511@dadeschools.net)

#3. Transformational Leadership specifically relating to Instructional Leadership Team

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Results of the 2021-2022 School Climate Survey showed that 65 % of staff felt overloaded and overwhelmed on the job. The school did not have a reading/instructional coach during the 21-22 school year and less support was available for teachers. This impacted staff morale in a negative way.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we successfully increase the support to teachers/staff by adding the media specialist to the leadership team, implement a Leadership Survey and allow teachers to contribute to school-wide decisions through team meetings where they will present ideas, discuss concerns and solve problems, teachers and staff will feel more supported and less overwhelmed on the job. The percentage of teachers in leadership roles will increase by 5% during the 2022-2023 school year.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The administrative team will monitor this area of focus by collaborating with the leadership team and the grade levels to provide support. Teachers/staff will be given the opportunity to express concerns and ideas for improvement to the leadership team and suggestions will be considered prior to implementing school poiicies and procedures. Teachers and staff members will be recognized for their positive contributions.
Person responsible for monitoring outcome:	Isabel Valenzano (pr2511@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the targeted area of transformational leadership, our school will increase the members of the leadership team to provide additional support to teachers/staff and decrease the percent of teachers who feel overloaded and overwhelmed by five percentage points.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Transformational Leadership, with a focus on building a strong leadership team will increase the support to teachers/staff and decrease the percent of teachers who feel overloaded and overwhelmed, ultimately improving staff morale and improving the school culture.

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.

08/12-08/19- Teachers/Staff will complete a Leadership Survey to determine who is interested in serving in leadership roles. Assignments will be made using survey results.

Person Responsible	Isabel Valenzano (pr2511@dadeschools.net)

09/06-10/21- Leadership Team will meet with grade levels monthly for planning, data chats, pd and the sharing of information. Each meeting will include an agenda item to allow for requests, suggestions and concerns. Grade level chairs will be asked to discuss this item with their team prior to the monthly meeting and be prepared to share out.

Person Responsible	Isabel Valenzano (pr2511@dadeschools.net)

08/30- 10/21- The Media Specialist will be available to provide support to teachers/staff with interventions, research, STEM implementation, technology, iReady, Reflex, IXL, and other intitiatives.

Person Responsible	Michelle Valenzuela (334823@dadeschools.net)

09/06- 10/21- School will continue to implement a Shout Out Board for the recognition of teachers and staff on a weekly basis.

Person Responsible	Isabel Valenzano (pr2511@dadeschools.net)

10/31-12/16- The counselor will Implement a Wellness Club to improve the social and emotional well-being of students and improve the overall school culture.

Person Responsible	Jonelle Dougery (jdougery@dadeschools.net)

10/31-12/16-The school will implement the following clubs: Drama, Soccer, Robotics and Chorus in order to meet the social and emotional needs of students and improve the overall school culture.

Person Responsible	Isabel Valenzano (pr2511@dadeschools.net)

#4. Positive Culture and Environment specifically relating to The Attendance	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Based on the continued impact of COVID-19 pandemic, the number of students with 5 or more absences increased from in 2021 to in 2022. Results of the 2021-2022 School Climate Survey also showed that only 48 % of staff liked working at the school. This indicates a negative Culture and Environment which impacts staff attendance and ultimately student attendance.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	If we successfully implement Attendance Initiatives, students with 15 or more absences will decrease by 5 percentage points. Based on 2022 data 21% of our students have 15 or more absence. This will decrease by 5 percentage points in 2023.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The leadership team will monitor this area of focus by reviewing attendance reports weekly, contacting parents, setting up attendance meetings, initiating attendance contracts and providing incentives for teachers, students, and homerooms classrooms with improved attendance. Feedback and recognition will be provided to staff in order to positively impact the school culture and improve attendance.
Person responsible for monitoring outcome:	Isabel Valenzano (pr2511@dadeschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Within the targeted area of attendance, our school will focus on the attendance initiative strategies to foster our school attendance therefore increase our attendance by 5%.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Strategic Attendance Initiatives involves the teachers closely monitoring attendance and reporting consecutive absences to the Attendance Review Committee. Calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies as well as incentives for students with perfect attendance will be implemented to improve attendance.

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.

09/06-10/21- Leadership team will meet with grade level teams monthly to discuss school wide provide quarterly incentives for students with perfect attendance and for classrooms that meet a set goal.

Person Responsible	Isabel Valenzano (pr2511@dadeschools.net)

10/21-10/28- Leadership team will provide quarterly incentives for teachers whose classes receive the highest percent of perfect attendance for the quarter.

Person Responsible	Isabel Valenzano (pr2511@dadeschools.net)

08/29- 10/21- Parents will receive weekly messenger calls from administration with school information for the week including attendance information and reminders to keep parents informed. Daily attendance will be monitored by the Attendance Review Committee using district reports. The committee will communicate with parents about attendance through letters, reminds, phone calls, and in-person meetings. Attendance contracts will be implemented to improve attendance.

Person Responsible   Isabel Valenzano (pr2511@dadeschools.net)

09/06-10/21- Weekly nominations to Values Matter in order to improve overall school culture and attendance.

Person Responsible   Christopher Gonzalez (cglez@dadeschools.net)

10/31-12/16-Parents will be reminded of attendance expectations through Messenger and Remind.

Person Responsible   Christopher Gonzalez (cglez@dadeschools.net)

10/31-12/16-Teachers will recognize students who demonstrate the Cambridge attributes (responsibility, innovative, confident, engaged, and reflective) in their classroom. Students will also be recognized on the morning announcements.

Person Responsible   Michelle Valenzuela (334823@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.

Our strengths within school culture are in Relationships, Engaging Learning Environments, Care, Connections and Clearly Defined Expectations. Our school creates experiences throughout the year to engage parents and families and ensure they have the necessary information to support their children. Parent meetings are conducted monthly by grade level teacher groups or the Parent Academy. Opportunities for both staff and students to provide ongoing feedback and suggestions to school leaders is ongoing. Classrooms are highly engaging and foster the highest level of engagement and learning. Parents are informed about the happenings in the school through the use of REMIND, Class DOJO, Messenger, and other modes of communication.

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

The stakeholders involved in building a positive school culture and environment are the principal, assistant principal, media specialist, counselor and teachers. The principal's role is to monitor and oversee all of the school's initiatives and respond to concerns with morale by planning Team-building and morale boosting activities. The assistant principal will monitor the mentorship programs and assist in ensuring all information is shared with stakeholders in a timely manner. Teacher leaders 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.