

Miami-Dade County Public Schools

# David Fairchild Elementary School



## 2022-23 Schoolwide Improvement Plan

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# David Fairchild Elementary School

5757 SW 45TH ST, Miami, FL 33155

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

## Demographics

**Principal: Lucy Amengual**

Start Date for this Principal: 7/15/2022

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	No
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	42%
<b>2021-22 ESSA Subgroups Represented</b> (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 White Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: A (71%) 2018-19: B (61%) 2017-18: A (63%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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](http://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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## David Fairchild Elementary School

5757 SW 45TH ST, Miami, FL 33155

<http://davidfairchild.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	No	42%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	80%

### School Grades History

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

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### SIP Authority

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

### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement.**

The David Fairchild Elementary staff, parents and community will nurture each child's academic, social, physical and emotional growth in a safe environment that supports the development of lifelong learners and citizens who are prepared to be productive in a multicultural, technological enhanced world.

**Provide the school's vision statement.**

Every child will learn and become an active contributing member of the school and society.

### School Leadership Team

**Membership**

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Amengual, Lucy	Principal	The Principal, Ms. Lucy Amengual and Assistant Principal, Ms. Veronica Recio share roles and responsibilities of serving as the LEA and monitoring ongoing data. They conduct classroom walk throughs, monitor interventions and Exceptional Student Education. They attend grade level meetings and conduct data chats with the teachers regularly.
Recio, Veronica	Assistant Principal	The Principal, Ms. Lucy Amengual and Assistant Principal, Ms. Veronica Recio share roles and responsibilities of serving as the LEA and monitoring ongoing data. They conduct classroom walk throughs, monitor interventions and Exceptional Student Education. They attend grade level meetings and conduct data chats with the teachers regularly.
Curbelo, Nancy	Teacher, K-12	Ms. Nancy Curbelo is a classroom teacher who also serves as the Professional Development Liaison. She attends meetings and workshops and shares the information with the staff during grade level meetings, faculty meetings or scheduled professional developments.
Cohen, Jennifer	Teacher, K-12	Ms. Jennifer Cohen is a classroom teacher who also serves on the PLST. She attends meetings and workshops and shares the information with the staff during grade level meetings, faculty meetings or scheduled professional developments.
Dammert-Sosa, Denise	Teacher, K-12	Ms. Denise Dammert-Sosa is a classroom teacher who also serves on the PLST. She attends meetings and workshops and shares the information with the staff during grade level meetings, faculty meetings or scheduled professional developments.
Thompson, Alicia	Teacher, K-12	Ms. Alicia Thompson is a classroom teacher who also serves on the PLST. She attends meetings and workshops and shares the information with the staff during grade level meetings, faculty meetings or scheduled professional developments.

## Demographic Information

### Principal start date

Friday 7/15/2022, Lucy Amengual

**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.*

4



**Total number of teacher positions allocated to the school**

30

**Total number of students enrolled at the school**

436

**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.**

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	69	77	73	72	74	71	0	0	0	0	0	0	0	436
Attendance below 90 percent	1	0	0	0	1	1	0	0	0	0	0	0	0	3
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	3	3	4	1	0	0	0	0	0	0	0	12
Course failure in Math	0	0	2	3	2	2	0	0	0	0	0	0	0	9
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	1	8	8	0	0	0	0	0	0	0	17
Level 1 on 2022 statewide FSA Math assessment	0	0	0	1	13	6	0	0	0	0	0	0	0	20
Number of students with a substantial reading deficiency	0	1	3	5	11	10	0	0	0	0	0	0	0	30

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	2	1	8	5	0	0	0	0	0	0	0	17

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	2	1	0	0	0	0	0	0	0	0	0	4
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**

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	79	73	79	79	73	82	0	0	0	0	0	0	0	465
Attendance below 90 percent	2	2	2	3	4	1	0	0	0	0	0	0	0	14
One or more suspensions	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	5	1	3	1	0	0	0	0	0	0	0	10
Course failure in Math	0	0	0	2	1	1	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
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	0	4	19	17	9	12	0	0	0	0	0	0	0	61

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

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

**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	1	0	0	0	0	0	0	0	0	0	2
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	79	73	79	79	73	82	0	0	0	0	0	0	0	465
Attendance below 90 percent	2	2	2	3	4	1	0	0	0	0	0	0	0	14
One or more suspensions	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	5	1	3	1	0	0	0	0	0	0	0	10
Course failure in Math	0	0	0	2	1	1	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
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	0	4	19	17	9	12	0	0	0	0	0	0	0	61

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

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

#### 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	1	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	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	79%	62%	56%				76%	62%	57%
ELA Learning Gains	76%						60%	62%	58%
ELA Lowest 25th Percentile	58%						47%	58%	53%
Math Achievement	76%	58%	50%				75%	69%	63%
Math Learning Gains	68%						65%	66%	62%
Math Lowest 25th Percentile	74%						35%	55%	51%
Science Achievement	66%	64%	59%				69%	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	84%	60%	24%	58%	26%
Cohort Comparison		0%				
04	2022					
	2019	68%	64%	4%	58%	10%
Cohort Comparison		-84%				
05	2022					
	2019	71%	60%	11%	56%	15%
Cohort Comparison		-68%				

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	73%	67%	6%	62%	11%
Cohort Comparison		0%				
04	2022					
	2019	77%	69%	8%	64%	13%
Cohort Comparison		-73%				
05	2022					
	2019	71%	65%	6%	60%	11%
Cohort Comparison		-77%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	68%	53%	15%	53%	15%
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	44	52	40	47	73	64	31				
ELL	73	68		68	68		40				
BLK	64			45							
HSP	78	75	54	76	69	81	64				
WHT	89	84		83	68		85				
FRL	70	69	53	67	64	75	58				
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	42	32	40	38	23	7	15				
ELL	71	46		56	38		38				
BLK	55			40							
HSP	78	53	43	65	37	22	53				
WHT	87	55		78	55		68				
FRL	66	28	31	51	19	18	33				
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	33	30	30	26	32	26					
ELL	57	41	38	66	47	42	44				
BLK	40			60							
HSP	75	60	50	75	61	33	68				
WHT	85	62		80	78		74				
FRL	63	48	43	63	50	30	52				

### ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	71
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	71
Total Points Earned for the Federal Index	568
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	52
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	65
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	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	71
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	82
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	67
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?

ELA Proficiency increased by one percentage point.  
 Math Proficiency increased by ten percentage points.  
 Science Proficiency increased by 11 percentage points.

ELA Learning Gains and Learning Gains L25 increased.  
 Math Learning Gains and Learning Gains L25 increased.

#### 2021-2022 FSA Data

ELA Proficiency - 79%  
 ELA Learning Gains - 76%  
 ELA Learning Gains - Low 25% - 58%  
 Math Proficiency - 76%  
 Math Learning Gains - 68%  
 Math Learning Gains - Low 25% - 74%  
 Science Proficiency - 66%  
 SWD ELA Proficiency - 44%  
 SWD Math Proficiency - 47%  
 ELL ELA Proficiency - 73%  
 ELL Math Proficiency - 68%  
 Black ELA Proficiency - 64%  
 Black Math Proficiency - 45%  
 Hispanic ELA Proficiency - 78%  
 Hispanic Math Proficiency - 76%  
 White ELA Proficiency - 89%  
 White Math Proficiency - 83%  
 ED ELA Proficiency - 70%  
 ED Math Proficiency - 67%

#### 2020-2021 FSA Data

ELA Proficiency - 78%

ELA Learning Gains - 53%  
ELA Learning Gains - Low 25% - 38%  
Math Proficiency - 66%  
Math Learning Gains - 41%  
Math Learning Gains - Low 25% - 22%  
Science Proficiency - 55%

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

2021 ELA Proficiency in SWD was 42% as compared to the 2022 SWD ELA Proficiency at 44%, a 2 percentage point increase. 2021 Math Proficiency in SWD was 38% as compared to the 2022 SWD Math Proficiency at 47%, a 9 percentage point increase. 2021 ELA Proficiency in the Black Subgroup was 55% as compared to the 2022 Black Subgroup ELA Proficiency at 64%, a 9 percentage point increase. 2021 Math Proficiency in the Black Subgroup was 40% as compared to the 2022 Black Subgroup Math Proficiency at 45%, a 5 percentage point increase. Although both of these subgroups increased in proficiency levels, they are still lower proficiency levels when compared to other subgroup data and overall proficiency data.

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

Our proficiency levels in ELA, Math and Science show sustained scores or increased overall scores; including subgroups. More targeted differentiation and intervention must be provided to the subgroups that are not showing larger increases in proficiency. In addition, professional development in B.E.S.T. standards for teachers to plan for and provide standards-based instruction.

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

Our Learning Gains and Lowest 25% in ELA and Math show an increase. Our proficiency levels in ELA, Math and Science show sustained scores.

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

For the last 4 years, we have been focusing on implementing differentiated instruction in all classrooms. We have struggled with consistency of data-driven instruction across all classrooms and grade levels. We will begin to incorporate new development opportunities per grade level and content area to unwrap the new B.E.S.T. standards and align appropriate resources and instructional activities as well as intro planning for differentiated instruction that addresses students' gaps in the new standards. 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 strategies will need to be implemented in order to accelerate learning?**

Data-driven Instruction, Differentiated Instruction, Standards-Based Collaborative Planning, Interventions- RTI, Universal Design for Learning (UDL)

**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 a whole group session on using data to drive instruction and the tools available through iReady (September Faculty Meeting). Aligning resources to small group instruction



during grade level planning, Schoology professional development will be offered (November 8), and continuous data chats with individualized feedback and next steps (ongoing).

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

Collaborative planning will be scheduled weekly and a member of the Leadership Team will attend to ensure fidelity to the strategies being implemented school-wide that are aligned to the goals.

### **Areas of Focus**

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

:

**#1. Instructional Practice specifically relating to Differentiation****Area of Focus Description and Rationale:**

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

Our 2021-2022 FSA Data is ELA Proficiency 79%, ELA Learning Gains – 76%, ELA Learning Gains – Low 25% - 58%, Math Proficiency - 76%, Math Learning Gains – 68%, Math Learning Gains – Low 25% - 74%, and Science Achievement – 66%. SWD ELA Proficiency - 44% SWD Math Proficiency - 47%

Based on the data review, our school will implement the Targeted Element of Differentiation. We selected the overarching area of Differentiation based on our findings that demonstrated ELA Proficiency for the SWD subgroup did not increase as much as the other subgroups. We are not meeting the unique needs of all learners therefore it is evident we must improve our ability to differentiate instruction based on the levels of the students we serve. We will provide the scaffolding necessary for the SWD subgroup to access grade-level content to make learning gains and move towards proficiency.

**Measurable Outcome:**

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

With the implementation of differentiation, the SWD subgroup will increase an additional 6 percentage points for a total of 50% proficient in area of ELA as measured by 2022-2023 state assessment by June 2023.

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

The Leadership Team will conduct data chats, 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 indications of differentiation and attend weekly grade-level meetings. Data analysis of formative assessments of SWD students will be reviewed monthly to observe progress. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on targeted standards.

**Person responsible for monitoring outcome:**

Lucy Amengual (pr1761@dadeschools.net)

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

Differentiated Instruction is a framework for effective teaching that involves providing students with targeted instruction that is tailored to students' different learning needs. By providing our students with differentiated instructions students, students individual learning needs will be met and will increase learning gains and move these students towards increased proficiency.

**Rationale for Evidence-based Strategy: Explain the rationale for**

Differentiation was selected to continue to make progress in the learning gains made by our subgroups which will move them towards proficiency. Teachers will create their small groups based on Data Chat information. They will use their student data to monitor their student progress to make instructional decisions regarding small groups and differentiated instruction. Data-driven instruction will ensure teachers are using

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

relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually adjust their instruction, plans, and instructional delivery as new data becomes available.

**Action Steps to Implement**

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

09/14/2022 - Teachers will receive professional development focusing on the use of historical data in i-Ready to determine trends, establish groups for differentiated instruction and using the Teacher Toolbox on i-Ready Toolbox to plan for instruction during DI. As a result, teachers will utilize the Florida Best Standards Report to develop lessons plans that reflect differentiation that is specific to student need.

**Person Responsible** Lucy Amengual (pr1761@dadeschools.net)

8/31/2022-10/14/2022 - Teachers will develop lesson plans that are inclusive of DI Instruction. As a result, teachers will have a DI schedule, student groups, appropriate resources, and lesson plans that reflect DI instruction.

**Person Responsible** Lucy Amengual (pr1761@dadeschools.net)

8/31/2022-10/14/2022 - Facilitate weekly collaborative planning meetings to provide teachers with an opportunity to collaborate and brainstorm challenges, needs, and shared best practices. As a result, teachers will attend collaborative planning and take turns taking the lead and modeling explicit instruction during small groups.

**Person Responsible** Lucy Amengual (pr1761@dadeschools.net)

8/31/2022-10/14/2022 - Administration will conduct classroom walk throughs during the time that differentiated instruction is scheduled to take place. As a result, administration will provide feedback and have constructive conversations with teachers regarding the implementation of differentiated instruction.

**Person Responsible** Lucy Amengual (pr1761@dadeschools.net)

11/1/2022 - 11/4/2022 - Teachers will conduct data chats with students and implement the use of data trackers. As a result, teachers will provide students with feedback and have constructive conversations with their students.

**Person Responsible** Veronica Recio (reciobuonocore@dadeschools.net)

11/7/2022 - 11/10/2022 - Administration will conduct data chats with classroom teachers. As a result, administration will provide feedback and have constructive conversations with teachers regarding the implementation of differentiated instruction.

**Person Responsible** Lucy Amengual (pr1761@dadeschools.net)

**#2. Instructional Practice specifically relating to Student Engagement**

<b>Area of Focus Description and Rationale:</b> Include a rationale that explains how it was identified as a critical need from the data reviewed.	Our 2021-2022 FSA Data is ELA Proficiency 79%, ELA Learning Gains – 76%, ELA Learning Gains – Low 25% - 58%, Math Proficiency - 76%, Math Learning Gains – 68%, Math Learning Gains – Low 25% - 74%, and Science Achievement – 66%. SWD ELA Proficiency - 44% SWD Math Proficiency - 47%  Based on the data review, our school will implement the Targeted Element of Student Engagement. We selected the overarching area of based on our findings that although our ELA, Math and Science proficiency levels increased, we would like to see further increases across all subject areas and subgroups . The actions that can be taken to improve these areas would be to include hands on and interactive activities. Our student population would benefit from an increase in STEAM activities.
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**Measurable****Outcome:****State the****specific****measurable****outcome the****school plans****to achieve.****This should****be a data****based,****objective****outcome.**

With increased student engagement in math and science, an additional 4% for a total of 80% of students will score proficient area of mathematics, an additional 4% in the area of science for a total of 70%, an additional 1% in the area of ELA for a total of 80% as measured by 2022-2023 state assessment by June 2023.

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

Administration will attend grade-level meetings weekly and conduct walk throughs to monitor for increased student engagement. Progress monitoring data will be reviewed and discussed during quarterly data chats.

The Leadership Team will conduct quarterly data chats to ensure quality instruction, increased student engagement and hands-on activities are taking place. Administrators will review weekly lesson plans for indication of hands-on activities and attend weekly grade-level meetings. Data Analysis of formative assessments of students will be reviewed monthly to observe progress. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on standards taught.

**Person****responsible****for monitoring****outcome:**

Lucy Amengual (pr1761@dadeschools.net)

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

Student engagement is the belief that learning improves when students are curious, interested, or inspired, and that learning is negatively impacted when students are dispassionate, bored, or otherwise disengaged. Increasing student engagement is through the use of hands-on learning activities include students carrying out physical activities, rather than just listening to a lecture or watching a demonstration. This includes using manipulatives to teach mathematical concepts. Planning and delivering lessons that incorporate student engagement and hands-on learn will provide students with the opportunity to increase interest in learning and therefore increase student achievement.

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

Teachers will incorporate a variety of learning strategies to engage students in hands-on activities and collaborative activities. These activities will lead to increased student engagement and increased 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.

8/31/2022-10/14/2022 – Teachers will have weekly common planning time during which they will use the pacing guide and collaborate in developing lessons. As a result, teachers will collaborate and create lessons and incorporate strategies that have increased student engagement (hands-on activities, manipulatives, collaborative conversations).

**Person Responsible** Lucy Amengual (pr1761@dadeschools.net)

8/31/2022-10/14/2022 - Teachers will plan lessons that use manipulatives for mathematics instruction and weekly hands-on science activities. As a result, student engagement will increase which will increase student achievement.

**Person Responsible** Jennifer Cohen (jcohen@dadeschools.net)

8/31/2022-10/14/2022 – Teachers will plan lessons that incorporate the use of collaborative conversations amongst students across all content areas. As a result, student engagement will increase which will increase student achievement.

**Person Responsible** Nancy Curbelo (ncurbelo@dadeschools.net)

8/31/2022-10/14/2022 - Administration will conduct classroom walk throughs focused on student engagement look-fors. As a result, administration will provide feedback and have constructive conversations with teachers regarding student engagement.

**Person Responsible** Lucy Amengual (pr1761@dadeschools.net)

10/31/2022 - 12/9/2022 - Teachers will incorporate the scientific process in their lessons leading to the completion of the Science Fair schedule of activities. As a result, student engagement will increase which will increase student achievement.

**Person Responsible** Lucy Amengual (pr1761@dadeschools.net)

12/9/2022 - David Fairchild Elementary will hold a Science Fair Night and results of the science fair judging will be shared and awards presentation will take place. As a result, student engagement will increase which will increase student achievement.

**Person Responsible** Veronica Recio (reciobuonocore@dadeschools.net)

**#3. Positive Culture and Environment specifically relating to Celebrate Success**

<b>Area of Focus</b> <b>Description and Rationale:</b> <b>Include a rationale that explains how it was identified as a critical need from the data reviewed.</b>	<p>According to the 2021-2022 School Climate Survey feedback from staff, 17% of teachers Strongly Agreed that staff morale is high at our school, in comparison to 34% during the 2020-2021 School Climate Survey feedback, this indicates a decrease of 17 percentage points. In addition, the 2021-2022 School Climate Survey feedback from students indicated that 29% of students Strongly Agree that the overall climate of their school is positive and helps them learn, in comparison to 32% during the 2020-2021 School Climate Survey feedback this is a decrease of 3 percentage points. This data indicates that there is a need to increase staff morale and positive climate. Staff morale and positive climate will be increased through celebrating success activities.</p>
<b>Measurable Outcome:</b> <b>State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.</b>	<p>If we successfully implement Celebrate Success, our staff morale will increase 10 percentage points for a total of 27% strongly agree in the 2022-2023 Climate survey by June 2023. In addition, our overall positive climate for students will increase 10 percentage points for a total of 39% strongly agree in the 2022-2023 Climate survey by June 2023.</p>
<b>Monitoring:</b> <b>Describe how this Area of Focus will be monitored for the desired outcome.</b>	<p>The Leadership Team will work to connect with with students and staff to create a positive school culture. Social committee will plan activities outside of school so staff can build rapport. Every staff meeting will begin with an opportunity for recognition and spotlight staff achievements. Students accomplishments will be recognized and celebrated during morning announcements and assemblies.</p>
<b>Person responsible for monitoring outcome:</b>	<p>Lucy Amengual (pr1761@dadeschools.net)</p>
<b>Evidence-based Strategy:</b> <b>Describe the evidence-based strategy being implemented</b>	<p>Celebrate Successes is when staff and student accomplishments are given public recognition for their achievements. It is important to provide opportunities for encouragement from all stakeholders including parents. By providing students and staff members with recognition and celebrating their successes, staff morale and a positive school climate for students will increase.</p>



**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.**

We want to celebrate the successes of our teachers and students through various school activities and recognition ceremonies. This will provide all staff, students and parents the opportunity to participate in acknowledging the success of our staff and students and therefore create a positive school climate where staff morale is high.

**Action Steps to Implement**

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

8/31/2022-10/14/2022 – Spotlight staff members achievements, creative ideas or innovative teaching strategies in our monthly faculty meetings. As a result, staff will feel recognized for their accomplishments.

**Person****Responsible**

Lucy Amengual (pr1761@dadeschools.net)

8/31/2022-10/14/2022 – Social committee will coordinate after school activities to provide staff members the opportunity to build rapport and celebrate progress being made this school year. As a result, staff morale will be increased.

**Person****Responsible**

Denise Dammert-Sosa (ddammert-sosa@dadeschools.net)

8/31/2022-10/14/2022 – Each homeroom teacher will select a Student of the Month. Each student of the month will receive a certificate and be featured on the morning announcements. As a result, students positive behaviors will be celebrated.

**Person****Responsible**

Alicia Thompson (aliciamaria@dadeschools.net)

10/14/2022 - Recognize students that have achieved 100% of their AR goal. Each student will received their 100 charm and participate in a recognition celebration. As a result, the students who met their goal will feel recognized and celebrated.

**Person****Responsible**

Lucy Amengual (pr1761@dadeschools.net)

11/14/22- Recognize students that have achieved Honor Roll, Superior Honor Roll and Principal's Honor Roll. Each student will receive a certificate and be recognized during Honor Roll Ceremony. As a result, the students who met their goal will feel recognized and celebrated.

**Person****Responsible**

Veronica Recio (reciobuonocore@dadeschools.net)

10/31/2022-12/16/2022 – Spotlight staff members with perfect attendance for the month in our monthly faculty meetings. As a result, staff will feel recognized for their accomplishments.

**Person****Responsible**

Lucy Amengual (pr1761@dadeschools.net)

**#4. 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.

According to the 2021-2022 School Climate Survey feedback from staff, 34% of teachers Strongly Agreed that their ideas were listened to, in comparison to 49% during the 2020-2021 School Climate Survey feedback, this indicates a decrease of 15 percentage points. Based on this data, we want to use the Targeted Element of Instructional Leadership Team. Some teachers in the building didn't feel that they had a voice in the decision-making process, therefore we want to develop teacher leaders by involving them in school-wide initiatives and ensuring they are informed and feel as though they have membership to the school community. By involving them in school-wide initiatives and allowing them the opportunity to further their learning, student success is positively impacted.

**Measurable Outcome:**

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

If we successfully implement the Targeted Element of Instructional Leadership Team, our teachers will be provided the opportunity to contribute to school-wide decisions through monthly meetings. This will be realized through teachers participating in the logistical elements of meetings, presenting ideas to solve issues that arise, etc. The percentage of teachers indicating that their ideas are listened to and considered on the staff climate survey will increase by at least 10% for a total of 44% on the 2022-2023 School Climate Survey.

**Monitoring:**

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

The Leadership Team will identify specific staff members that are experts in areas that will serve as leads with new initiatives and development. By involving teachers, we hope to create an environment of shared leadership. This initiative will be evident by teacher leaders providing support and development to their colleagues in various areas. To ensure we are on the right track, teachers who receive support will share the knowledge they have gained during faculty meetings.

**Person responsible for monitoring outcome:**

Lucy Amengual (pr1761@dadeschools.net)

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

Within the Targeted Element of Instructional Leadership Team, we will focus on the evidence-based strategy of: Shared Leadership. Shared Leadership involves systems designed to develop leadership capacity among all members of the school community. In Shared Leadership, teachers, staff, parents, and principals work together to solve problems and create an engaging school climate that fosters student learning. This can be achieved by understanding that different leadership styles are needed, engaging all stakeholders in working together towards a shared purpose, and ensuring all participants share responsibility and accountability.



**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.**

Shared leadership will involve staff in the decision making and implementation of action steps in our school. Involving Staff will assist in integrating the talents of teachers within the building to carry out the vision, the mission, and problem solve. Throughout this process the Leadership Team will create buy in and bring creative and innovative solutions to the forefront.

### **Action Steps to Implement**

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

8/31/2022-10/11/2022 – Spotlight staff members achievements, creative ideas or innovative teaching strategies in our monthly faculty meetings. As a result, staff will feel recognized for their accomplishments.

**Person  
Responsible** Lucy Amengual (pr1761@dadeschools.net)

8/31/2022-10/11/2022 – Provide teachers with the opportunity to share knowledge learned in professional developments with the staff during monthly faculty meetings. As a result, teachers will have the opportunity to share information with their colleagues.

**Person  
Responsible** Lucy Amengual (pr1761@dadeschools.net)

8/31/2022-10/11/2022 – Administration will review the minutes of grade level meetings in Microsoft Forms and provide feedback to each grade level. As a result, the needs and concerns of each grade level will be heard and addressed.

**Person  
Responsible** Lucy Amengual (pr1761@dadeschools.net)

08/31/2022 - Administer Staff Professional Development Needs Assessment Survey to get input regarding professional development needs. As a result, the School Leadership Team can develop professional development that targets the needs of our teachers.

**Person  
Responsible** Nancy Curbelo (ncurbelo@dadeschools.net)

11/8/2022 - Teachers will participate in Schoology 101 and Schoology 102 professional development provided at David Fairchild Elementary. As a result, the teachers will be able to use the platform to increase student and staff learning.

**Person  
Responsible** Lucy Amengual (pr1761@dadeschools.net)

10/31/2022-12/16/2022 – Administration will review the minutes of grade level meetings in Microsoft Forms and provide feedback to each grade level. As a result, the needs and concerns of each grade level will be heard and addressed.

**Person Responsible** Veronica Recio (reciobuonocore@dadeschools.net)

## RAISE

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

### Area of Focus Description and Rationale

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

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

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

N/A

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

N/A

### Measurable Outcomes:

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

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

### Grades K-2: Measureable Outcome(s)

N/A

### Grades 3-5: Measureable Outcome(s)

N/A

**Monitoring:**

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

N/A

**Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

**Evidence-based Practices/Programs:**

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

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

N/A

**Rationale for Evidence-based Practices/Programs:**

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

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

N/A

**Action Steps to Implement:**

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

**Action Step****Person Responsible for Monitoring**

N/A

**Positive Culture & Environment**

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

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

Our 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. These events include Spaghetti Dinner, Halloween Family Fun Day, holiday activities, Family Fun Day, school sponsored clubs and activities such as Botany Club, WKID, Twiglet Bank, Safety Patrol, FEA, Student Council and Chorus. Staff are provided opportunities to take part in Team-Building activities and social seminars where we come together to share celebrations of success during informal meet-ups. The administration and school leadership team have an open door policy and encourage all stakeholders to share their concerns and ideas. We also ensure information is provided to all stakeholder through our website, social media and our Schoology page for staff and sections set up by department to connect with one another consistently. 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, Teacher Leaders and Counselor (our School Leadership Team). The Principal's role is to monitor and oversee all the school's initiatives and respond to concerns with morale by planning Team-building and morale boosting activities. The Assistant Principals will monitor the school sponsored 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.