

Miami-Dade County Public Schools

Gloria Floyd Elementary School



2022-23 Schoolwide Improvement Plan

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Gloria Floyd Elementary School

12650 SW 109TH AVE, Miami, FL 33176

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

Demographics

Principal: Christine Smith M

Start Date for this Principal: 8/8/2022

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	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	82%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students Hispanic Students Economically Disadvantaged Students
School Grades History	2021-22: A (77%) 2018-19: B (54%) 2017-18: B (59%)
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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<http://gloriafloyd.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	82%
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	A		B	B

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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.

Our mission at Gloria Floyd Elementary, in cooperation with the parents and the community, is to provide a well-rounded education, in a safe learning environment which will enable all of our students to reach their highest potential.

Provide the school's vision statement.

At Gloria Floyd Elementary School, we envision our students receiving a state of the art educational experience, in a multicultural setting, which will nurture and encourage them to become effective communicators, critical thinkers, and productive citizens.

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
Dovale, Mayte	Principal	Oversee and manage all programs.
Garcia, Natalie	Assistant Principal	Oversee multiple programs throughout the school year. Facilitate and plan Leadership team meetings. Lead and develop colleagues. Provide for an safe and clean learning environment. Welcome a climate of engaging, highly qualified teachers, positive support systems with agoal focused on student achievement.
Murali, Latha	Teacher, K-12	Meet and Plan with teachers in ELA, Science and Mathematics. ESSAC Chairperson and member is a part of the School Leadership Team (SLT).
Navarro, Laura	Teacher, K-12	Meet and plan with teacher in ELA. Schoolwide Intervention Liaison.
Smith, Christine	Principal	Oversee and manage all programs in the school.

Demographic Information

Principal start date

Monday 8/8/2022, Christine Smith M

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.*

2

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.*

10

Total number of teacher positions allocated to the school

30

Total number of students enrolled at the school

338

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

2

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

5

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	54	66	60	51	45	54	0	0	0	0	0	0	0	330
Attendance below 90 percent	0	15	7	7	3	5	0	0	0	0	0	0	0	37
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	5	10	6	2	4	0	0	0	0	0	0	0	27
Course failure in Math	0	6	4	4	2	5	0	0	0	0	0	0	0	21
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	4	8	11	0	0	0	0	0	0	0	23
Level 1 on 2022 statewide FSA Math assessment	0	0	0	2	5	9	0	0	0	0	0	0	0	16
Number of students with a substantial reading deficiency	0	6	14	11	12	15	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	8	7	5	6	10	0	0	0	0	0	0	0	36

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	9	7	2	3	2	0	0	0	0	0	0	0	23
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

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	43	53	58	43	63	60	0	0	0	0	0	0	0	320
Attendance below 90 percent	4	4	12	6	7	4	0	0	0	0	0	0	0	37
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	2	2	2	10	0	0	0	0	0	0	0	16
Course failure in Math	0	0	1	1	3	10	0	0	0	0	0	0	0	15
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	5	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Number of students with a substantial reading deficiency	0	9	26	17	9	18	0	0	0	0	0	0	0	79

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	2	2	2	6	0	0	0	0	0	0	0	13

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	3	1	0	0	0	0	0	0	0	0	5
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	50	61	56	44	59	59	0	0	0	0	0	0	0	329
Attendance below 90 percent	9	10	6	4	3	2	0	0	0	0	0	0	0	34
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	10	8	3	8	2	0	0	0	0	0	0	0	31
Course failure in Math	0	8	2	3	9	16	0	0	0	0	0	0	0	38
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	11	10	8	0	0	0	0	0	0	0	29
Level 1 on 2019 statewide FSA Math assessment	0	0	0	7	9	12	0	0	0	0	0	0	0	28
Number of students with a substantial reading deficiency	0	15	12	13	18	18	0	0	0	0	0	0	0	76

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	11	6	10	12	14	0	0	0	0	0	0	0	53

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	0	9	7	2	3	2	0	0	0	0	0	0	0	23
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	70%	62%	56%				68%	62%	57%
ELA Learning Gains	87%						55%	62%	58%
ELA Lowest 25th Percentile	68%						32%	58%	53%
Math Achievement	76%	58%	50%				70%	69%	63%
Math Learning Gains	87%						59%	66%	62%
Math Lowest 25th Percentile	89%						38%	55%	51%
Science Achievement	60%	64%	59%				55%	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	69%	60%	9%	58%	11%
Cohort Comparison		0%				
04	2022					
	2019	69%	64%	5%	58%	11%
Cohort Comparison		-69%				
05	2022					
	2019	56%	60%	-4%	56%	0%
Cohort Comparison		-69%				

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	81%	67%	14%	62%	19%
Cohort Comparison		0%				
04	2022					
	2019	75%	69%	6%	64%	11%
Cohort Comparison		-81%				
05	2022					
	2019	56%	65%	-9%	60%	-4%
Cohort Comparison		-75%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	51%	53%	-2%	53%	-2%
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	41	71	55	59	88		50				
ELL	71	84		81	97		58				
BLK	52	86		61	71						
HSP	73	87	73	78	90	92	62				
WHT	90			90							
FRL	69	87	68	75	87	89	57				
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	23	18		33	18	10	22				
ELL	56	35		49	22		42				
BLK	31	18		24	9		9				
HSP	62	38		56	29		50				
WHT	60			50							
FRL	49	28	20	41	23	10	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	46	35	33	43	41	25	21				
ELL	65	54	35	73	62	47	48				
BLK	48	52	33	42	32	7	27				
HSP	71	54	26	74	65	57	60				
WHT	90			70							
FRL	65	50	24	69	53	29	51				

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	75
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	63
Total Points Earned for the Federal Index	600
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	59
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	76
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	68
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	78
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	90
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	75
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?

In grades 3rd-5th there was an overall increase in student proficiency, learning gains and specifically learning gains in the L25 subgroup. Student proficiency increased in: ELA from 56% to 70%; Math from 50% to 76%; Science from 42% to 60%. There were significant learning gains noted in the following areas: ELA from 33% to 87% and Math from 23% to 87%. The L25 subgroup demonstrated the most gains. In the ELA L25 subgroup, gains increased from 23% to 68%. The Math L25 subgroup indicated the largest gain from 8% to 89%. In the primary grades K-2 there is room for improvement.

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

Based on progress monitoring, the 2022 SAT scores and iReady diagnostic assessments the greatest need for academic improvement is in first and second grade. In Kindergarten, 79% of students are proficient in ELA, 39% of the first grade students are proficient in ELA, and 57% of the second grade students are proficient in ELA.

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

Contributing factors include but are not limited to: inconsistent differentiated instruction, limited learning gains due to inexperienced teacher, student behavioral concerns and lack of parental involvement.

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

The most significant improvement was noted in the subject area of Mathematics. The Math L25 subgroup indicated the largest gain from 8% to 89%.

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

The contributing factors were: A Math Coach was assigned to Gloria Floyd Elementary. The Math Coach facilitated push-in classroom support, participated in collaborative planning, and analyzed data in order to determine areas of need.

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

Strategies include, but are not limited to: unpacking new B.E.S.T. standards, consistent data chats with students and staff members, monitor topic assessments to identify weakest standards, targeted differentiated instruction, targeted systematic and explicit instruction, and tier 2 and tier 3 intervention.

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.

School administration and the leadership team will facilitate professional development for the teachers referencing the B.E.S.T. standards and the new Math textbook series, Big Ideas Math.

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

The Math Coach will continue to provide classroom support to all classroom teachers, participate in collaborative planning and analyze assessment data. Additionally, an hourly reading support specialist will provide support to classroom teachers during the ELA instructional block focusing on differentiated 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 Differentiation**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 2022 FSA proficiency data, 70% of third, fourth and fifth grade students are proficient in ELA. Additionally, 87% of students demonstrated learning gains in ELA. The ELA L25 subgroup results indicate that 68% of the students made gains. The 2021 FSA proficiency data results indicate that 56% of third, fourth and fifth grade students were proficient in ELA. Additionally, 42% of students demonstrated learning gains in ELA. The ELA L25 subgroup results indicate that 21% of the students made gains. In order to increase levels of proficiency and learning gains, Differentiation will be targeted and implemented with fidelity.

Measurable**Outcome:**

State the

specific

measurable

outcome the

school plans to

achieve. This

should be a

data based,

objective

outcome.

If we successfully implement differentiation, student proficiency in ELA will increase to 72% in the 2023 State Assessment.

Monitoring:

Describe how

this Area of

Focus will be

monitored for

the desired

outcome.

The Leadership Team will conduct quarterly data chats, adjust groups based on current data in real time, and follow-up with regular walkthroughs to ensure that differentiated instruction is aligned to current data. Administrators will review bi-weekly lesson plans for indication of differentiated instruction for L25 students, in particular. Progress monitoring of Tier II and Tier III students will be analyzed in order to ensure students are demonstrating growth on remediated standards. Extended learning opportunities will be provided to those students who are not showing growth.

Person

responsible for

monitoring

outcome:

Natalie Garcia (nataliegarcia@dadeschools.net)

Evidence-

based

Strategy:

Describe the

evidence-

based strategy

being

implemented

for this Area of

Focus.

Within the targeted element of differentiation, our school will focus on the evidence-based strategy of: differentiated instruction. This will be a systematic approach of instruction to meet the students' needs. Data-Driven instruction will be monitored through the use of data trackers to drive instructional planning and data driven conversations.

Rationale for

Evidence-

based

Strategy:

Explain the

rationale for

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

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

Action Steps to Implement

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

August 22 - October 14

Facilitate biweekly collaborative planning sessions to provide teachers with an opportunity to review data and realign instructional materials based on data findings. As a result, teachers will have posted groups, appropriate resources will be implemented, and lesson plans will reflect individual student needs.

Person Responsible Natalie Garcia (nataliegarcia@dadeschools.net)

August 22 - October 14

Students will be provided with individual whiteboards that will serve as an instructional tool. During the "We Do" portion of instruction, students will work out mathematical problems and/or ELA responses and immediately share with the teacher. As a result, teachers will check for understanding and provide student specific feedback. Teachers will pull small groups based on the students who struggled during the whole group portion of the lesson.

Person Responsible Natalie Garcia (289901@dadeschools.net)

August 22 - October 14

Secondary benchmarks will be taught daily through the use of bellringers, instructional coaches and teachers will decide based on the most recent assessment data the areas of most concern. Students will review bell ringers in small group during the TLC portion of their rotation.

Person Responsible Laura Navarro (lnavarro30@dadeschools.net)

August 22 - October 14 Students take ownership of their own data by tracking weekly assessments in an OPM tracker. Teacher will realign groups to address the lowest tested benchmarks. Student groups will remain flexible and fluid as they progress weekly through benchmark assessments.

Person Responsible Rosanna Munoz (munozese@dadeschools.net)

October 31- December 16 The Content Leaders will be available for differentiated instruction support on the Wednesdays that faculty meetings and collaborative planning sessions are not taking place. Teachers will have the opportunity to meet with them and receive targeted support in the area of differentiated instruction. The Content Leaders will keep a log of the teachers they provided support to.

Person Responsible Laura Navarro (lnavarro30@dadeschools.net)

October 31 - December 16 The School Leadership Team will host a a professional development activity on November 8th. The professional development will focus on data driven instruction to plan for differentiation.

Person Responsible Rosanna Munoz (munozese@dadeschools.net)

#2. Positive Culture and Environment specifically relating to Student 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 2021-2022 schoolwide attendance data, it is evident that there is a direct correlation between attendance and the academic progress of students. Specifically, attendance deficiencies negatively impacting the learner progress of the students in the L25 subgroup. In 2021 the percentage of students absent 6-10 days was 5 percent. In 2022 students absent 6-10 days increased to 16 percent. Our school will focus on Culture and Environment, specifically relating to 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 the attendance protocols and incentives, the percent of students being absent 6-10 days will decrease by 5 percent by June 2023.

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

Homeroom teachers will monitor daily attendance and report to the attendance committee any student that exceeds 5 absences. Student absences will be monitored on a weekly basis and action steps to prevent excessive absences will be implemented with fidelity.

Person responsible for monitoring outcome:

Natalie Garcia (nataliegarcia@dadeschools.net)

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

Within the Area of Focus of Positive Culture and Environment, we will focus on improving student attendance. The evidence based strategy used will be Rewards/ Incentives. Administration and the School Leadership team will create awards and incentive programs to promote student attendance.

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

Attendance initiatives will assist in decreasing the number of students that have 6-10 absences. The initiatives will provide the Attendance Review Committee with a systematic approach to pinpoint attendance and academic 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.

August 22 - October 14 The Attendance Team will develop a schoolwide attendance plan. As a result of the school wide attendance plan, the Attendance Team will train instructional staff on monitoring of students. Teachers will monitor student attendance and report findings to the attendance team.

Person Responsible Christine Smith (christinesmith1@dadeschools.net)

August 22 - October 14 Administration will create a visual display that will be showcased in each homeroom class in order to increase student attendance. When the homeroom is 100% present, the class will color in one letter of the words "Perfect Attendance." Once the class completes the chart, the homeroom will receive an incentive.

Person Responsible Natalie Garcia (289901@dadeschools.net)

August 22 - October 14 The attendance committee will monitor official daily attendance and track students who have more than 5 absences. As a result, interventions will be implemented as needed and truancy meetings will be held accordingly.

Person Responsible Natalie Garcia (nataliegarcia@dadeschools.net)

August 22 - October 14 In order to promote perfect attendance, Administration will announce homerooms with perfect attendance from the previous day during morning announcements.

Person Responsible Christine Smith (christinesmith1@dadeschools.net)

October 31 - December 16 The Attendance Review Committee will identify and provide ongoing support to the 10 students with the most absences. Support will include: Attendance Contracts, referrals to outside agencies, transportation, TALENTS program etc.

Person Responsible Natalie Garcia (nataliegarcia@dadeschools.net)

October 31 - December 16 Ms. Smith will select the Truancy Child Study Team Members to be contacted by the outside agencies who are providing services to truant students who have been referred with parent consent.

Person Responsible Christine Smith (christinesmith1@dadeschools.net)

October 31 - December 16 Administration will identify students with 100% attendance during the first 9 week marking period. The students will receive school wide recognition for attending school daily on the televised morning announcements. Additionally, they will participate in a culminating activity.

Person Responsible Natalie Garcia (nataliegarcia@dadeschools.net)

#3. 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.

According to the 2021-2022 School Climate Survey, 12% of teachers agreed that the principal was supportive of teachers. This is a decrease of 41 percentage points. As a result, we will focus on leadership development in order to increase instructional support and extend our principal's reach through the various leaders in the building.

Measurable**Outcome:**

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

With the implementation of Leadership Development, an additional 10% of the staff will agree that the principal is supportive of teachers as evidenced by the 2023 School Climate Survey.

Monitoring:

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

Administration will monitor grade level meetings using minutes of the meeting. The leadership team will reflect at their leadership team meetings. Feedback will be considered when making school wide decisions based on grade level meetings held from previous weeks.

Person responsible for monitoring outcome:

Christine Smith (christinesmith1@dadeschools.net)

Evidence-based**Strategy:**

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

When teachers feel supported by the principal, there is an increase in commitment to the students and school. Promoting morale and performance of the team will lead to an increase in productivity as members of the staff are being supported in the classroom.

Rationale for**Evidence-based****Strategy:**

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

Having the leadership team provide support to the teachers in the classroom, during collaborative planning and professionally will increase the reach of the principal's unwavering support. The leadership team will carryout the principal's vision in offering support to the classroom teachers. Simultaneously empowering, motivating and inspiring others to share with and support each other. This will in turn increase and promote morale and performance of the team.

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.

August 22 - October 14 Ongoing opportunities "Experts in My Building" will be provided with opportunities to lead targeted school-wide initiatives such as afterschool tutoring, teacher recruitment and retention efforts, and coordinate professional development for instructional staff. As a result, there will be an increase leadership development.

Person Responsible Latha Murali (murali@dadeschools.net)

August 22 - October 14 The leadership team will develop a survey to garner feedback from teachers who may benefit from additional support. As a result, the principal and the leadership team will review the results and develop an action plan to meet the needs for support of the teachers.

Person Responsible Latha Murali (murali@dadeschools.net)

August 22 - October 14 The principal will encourage grade level chairpersons to share ideas during the faculty meetings. As a result, teachers will have opportunities for additional support and development.

Person Responsible Latha Murali (murali@dadeschools.net)

August 22 - October 14 Administration will participate in grade level meetings. Ideas will be shared and documented throughout the meeting. Ideas will be listened to and feedback amongst the grade level will be discussed. As a result, these ideas will be brought to the next week's leadership team meeting for further analysis and implementation.

Person Responsible Natalie Garcia (289901@dadeschools.net)

October 31 - December 16 The School Leadership Team will host a a professional development activity on November 8th. The professional development will be developed by teachers "Experts in My Building".

Person Responsible Laura Navarro (lnavarro30@dadeschools.net)

October 31 to December 16 The PLST members will present information obtained during the PLST Conference to the faculty during a monthly meeting in order to disseminate the information obtained during the conference.

Person Responsible Latha Murali (murali@dadeschools.net)

#4. Instructional Practice specifically relating to Collaborative Planning**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 our 2022 data review, our school will continue to implement the targeted element of Collaborative Planning. We selected the overarching area of Collaborative Planning based on the need to implement BEST standards-based planning and planning for interventions and differentiated instruction with fidelity. Teachers need to work collaboratively to align standards across grade levels and develop a deep understanding of what is required in other grade levels. As the 2022 data indicated, 70% of our students are proficient ELA. The leadership team will provide the support necessary to implement vertical planning that is BEST standards-based and end-goal driven.

Measurable**Outcome:**

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

If we successfully implement Collaborative Planning, then our overall proficiency in both reading and math will increase by 5 percentage points and our science achievement scores will increase by 5 percentage points as evidenced by the FAST third progress assessment.

Monitoring:

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

The leadership team will create invites, agendas, and documentation for all collaborative planning sessions that will be aligned to a standards-focused goal. Administration will attend collaborative vertical planning sessions, conduct walkthroughs, review lesson plans, and check student authentic student work folders to ensure implementation and effectiveness of planning.

Person responsible for monitoring outcome:

Christine Smith (christinesmith1@dadeschools.net)

Evidence-based

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

Within the Targeted Element of Collaborative Planning, our school will focus on the evidence-based strategy of Standards-Based Collaborative Planning. Implementing standards-based approach with the BEST standards will ensure that lessons are targeted, goal-oriented, and meeting the needs of students in achieving learner progress.

Rationale for Evidence-based Strategy:

Collaborative Planning will ensure that teachers are prepared, using data to make decisions for student progress, are meeting standards-aligned goals, and can collaborate for the most effective outcomes. By engaging in cross-grade discussions,

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

teachers will be able to brainstorm instructional ideas that will assist teachers in the primary grades better prepare their students.

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.

August 22 - October 14 Teachers will keep a curriculum/data binder for planning and all materials necessary for an efficient process. As a result, all teachers will use data and standards-based support materials for thoughtful standards-based lesson plans.

Person Responsible Natalie Garcia (nataliegarcia@dadeschools.net)

August 22 - October 14 Administrative participation and walkthroughs to ensure implementation of protocols and effective planning. As a result, teachers will use appropriate materials and make decisions based on data with fidelity.

Person Responsible Natalie Garcia (289901@dadeschools.net)

August 22 - October 14 The curriculum leadership team will create a schedule for collaborative planning by grade level. As a result, teachers will have structured time for planning collaboratively.

Person Responsible Natalie Garcia (nataliegarcia@dadeschools.net)

August 22 - October 14 The instructional coaches will review and implement collaborative planning protocols to ensure "end-in-mind" planning. As a result, teachers will have appropriate materials and standards-based goals which will be reflected in lesson plans.

Person Responsible Natalie Garcia (289901@dadeschools.net)

October 31 - December 16 The School Leadership Team will host a a professional development activity on November 8th. The professional development will focus on using data driven instruction during collaborative planning.

Person Responsible Rosanna Munoz (munozese@dadeschools.net)

October 31 to December 16 Administration, Content Leaders and Experts in the Building attending ICADS will share collaborative planning resources with Schoology Managers. In turn, the resources will be accessible to all teachers on the school's resource page on Schoology.

Person Responsible Latha Murali (murali@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 school creates experiences throughout the year to engage with parents and families and ensures that they have necessary information to support their children. During EESAC meetings we provide opportunities for staff, parents, and students to provide ongoing feedback and suggestions to school leaders. We continue to build our skill-set in ensuring our classrooms are highly engaging and foster the highest level of engagement and learning. Communication is very important. Information is communicated to all stakeholders through the school website, ClassDojo, flyers, and other social media outlets. Faculty and staff are provided opportunities to come together to share celebrations of success during monthly faculty meetings and in-service development. Additionally, conferences with staff and students are conducted to provide information regarding academic growth at school.

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

The Principal, Assistant Principals, Instructional Coaches, Teacher Leaders and Counselors (our School Leadership Team) are stakeholders empowered with building a positive school culture and environment. The Principal's role is to monitor and oversee all the school's initiatives and respond to concerns with morale by planning team-building and morale boosting activities. The Assistant Principal will monitor the mentorship programs and assist in ensuring all information is shared with stakeholders in a timely manner. Teacher leaders and instructional coaches assist in providing and responding to feedback from stakeholders. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families.