Miami-Dade County Public Schools

Coral Terrace Elementary School

2022-23 Schoolwide Improvement Plan

Table of Contents

Coral Terrace Elementary School

6801 SW 24TH ST, Miami, FL 33155

http://cte.dadeschools.net

Demographics

Principal: Eva Ravelo N

Start Date for this Principal: 8/1/2010

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	93%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Hispanic Students Economically Disadvantaged Students
School Grades History	2021-22: A (70%) 2018-19: A (65%) 2017-18: A (69%)
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.

Table of Contents

Coral Terrace Elementary School

6801 SW 24TH ST, Miami, FL 33155

http://cte.dadeschools.net

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	93%

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

School Grades History

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

School Board Approval

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

SIP Authority

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission for Coral Terrace Elementary School is to provide students with the essential skills necessary to perform on or above grade level in order to achieve academic excellence, while continuing to foster responsible citizenship for our community.

Provide the school's vision statement.

The vision for Coral Terrace Elementary team is committed to providing an environment where our students' needs, academically, emotionally, and socially are the driving force for all decisions.

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
Ravelo, Eva	Principal	The Principal ensures the safety and academic success of all students by providing a positive learning environment for all students by ensuring that teachers have the academic tools and methods necessary for success. The Principal monitors student achievement, encourages parent involvement, implements policies and procedures, as well as oversees the operations of the facilities.
Nunez, Vivian	Assistant Principal	Provides assistance by monitoring school-wide behavioral expectations and policies, fostering relationships with parents and community, as serving as an instructional leader by implementing strategies to support student achievement.
Bello, Susana	Teacher, K-12	Supports Mathematics and Science teachers by sharing and modeling instructional strategies, innovative teaching techniques, technological resources and materials to improve instructional practices and student achievement in Math and Science.
Simmons, Kimberly	Teacher, K-12	Supports Reading teachers by providing instructional resources and materials, modeling lessons, and analyzing data (i-Ready, formative assessments, district and state assessments) to identify trends and assist with the implementation of strategies to close learning gaps amongst students.
Rodriguez, Analeslie	Teacher, K-12	Enhances educators' professional growth by determining the professional learning needs of the staff and proposing professional development activities to improve instructional practices in the classroom.

Demographic Information

Principal start date

Sunday 8/1/2010, Eva Ravelo N

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.*

29

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.*

2

Total number of teacher positions allocated to the school

31

Total number of students enrolled at the school

458

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.

3

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	72	69	90	78	71	0	0	0	0	0	0	0	434
Attendance below 90 percent	0	10	11	14	6	4	0	0	0	0	0	0	0	45
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	3	6	6	7	0	0	0	0	0	0	0	22
Course failure in Math	0	0	2	6	6	3	0	0	0	0	0	0	0	17
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	4	16	17	0	0	0	0	0	0	0	37
Level 1 on 2022 statewide FSA Math assessment	0	0	0	3	13	12	0	0	0	0	0	0	0	28
Number of students with a substantial reading deficiency	0	0	7	20	18	18	0	0	0	0	0	0	0	63

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	2	5	13	13	0	0	0	0	0	0	0	33

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	1	4	2	0	0	0	0	0	0	0	0	8
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	50	65	83	66	61	66	0	0	0	0	0	0	0	391
Attendance below 90 percent	4	9	10	6	6	7	0	0	0	0	0	0	0	42
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	2	6	4	4	0	0	0	0	0	0	0	16
Course failure in Math	0	0	4	3	3	4	0	0	0	0	0	0	0	14
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
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	4	35	29	19	23	0	0	0	0	0	0	0	110
Level 1 on 2021 statewide FSA ELA	0	0	0	0	11	19	0	0	0	0	0	0	0	30
Level 1 on 2021 statewide FSA Math	0	0	0	0	21	25	0	0	0	0	0	0	0	46

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	4	5	2	7	0	0	0	0	0	0	0	18

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	1	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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	50	65	83	66	61	66	0	0	0	0	0	0	0	391
Attendance below 90 percent	4	9	10	6	6	7	0	0	0	0	0	0	0	42
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	2	6	4	4	0	0	0	0	0	0	0	16
Course failure in Math	0	0	4	3	3	4	0	0	0	0	0	0	0	14
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
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	4	35	29	19	23	0	0	0	0	0	0	0	110
Level 1 on 2021 statewide FSA ELA	0	0	0	0	11	19	0	0	0	0	0	0	0	30
Level 1 on 2021 statewide FSA Math	0	0	0	0	21	25	0	0	0	0	0	0	0	46

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	4	5	2	7	0	0	0	0	0	0	0	18

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	0	1	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	

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	64%	62%	56%				60%	62%	57%
ELA Learning Gains	80%						60%	62%	58%
ELA Lowest 25th Percentile	60%						55%	58%	53%
Math Achievement	69%	58%	50%				69%	69%	63%
Math Learning Gains	83%						77%	66%	62%
Math Lowest 25th Percentile	79%						72%	55%	51%

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
Science Achievement	57%	64%	59%				60%	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	55%	60%	-5%	58%	-3%
Cohort Comparison		0%				
04	2022					
	2019	64%	64%	0%	58%	6%
Cohort Comparison		-55%				
05	2022					
	2019	53%	60%	-7%	56%	-3%
Cohort Comparison		-64%				

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	68%	67%	1%	62%	6%
Cohort Comparison		0%				
04	2022					
	2019	64%	69%	-5%	64%	0%
Cohort Comparison		-68%				
05	2022					
	2019	66%	65%	1%	60%	6%
Cohort Comparison		-64%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	54%	53%	1%	53%	1%
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	33	73	55	46	68		25				
ELL	57	80	65	72	85	83	61				
HSP	65	80	58	69	82	78	57				
FRL	64	79	60	69	82	79	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	24	57		34	36		30				
ELL	48	58	64	49	33	10	48				
HSP	54	63	62	53	40	15	59				
FRL	54	64	64	52	42	15	58				
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	9	38	40	28	68	71	29				
ELL	54	56	46	68	77	71	62				
HSP	60	59	53	70	77	71	61				
FRL	59	59	53	68	76	72	58				

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	69
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	62
Total Points Earned for the Federal Index	554
Total Components for the Federal Index	8

ESSA Federal Index	
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	51
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	71
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	69
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	69
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?

According to the results of the 2022 Florida Standards Assessment (FSA), there was an increase in proficiency in both English Language Arts (ELA) and Mathematics. The data indicates that students in Grades 3-5 demonstrated an increase of 10 percentage points in ELA and 16 percentages points in Mathematics. There was a slight decrease (1 percentage point) of students demonstrating proficiency in Science. Students belonging to lowest 25th percentile (L25) showed an increase in learning gains by 64 percentage points in Mathematics, but decreased by 4 percentage points in ELA.

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

The data results of the 2022 FSA indicate an overall decrease of three percentage points in ELA learning gains by students belonging to the L25 subgroups. Hispanic students belonging to the lowest 25th percentile decreased in learning gains by four percentage points, and students with Free or Reduced Lunch (F/RL) also decreased by four percentage points.

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

The Leadership Team determined that there was a lack of fidelity with the implementation of scaffolded instruction and differentiated instruction across the curriculum and throughout grade-levels. As a result, we will increase professional learning opportunities across subject areas and grade-levels to enhance instructional practices, improve standards-aligned planning, and increase data-driven instruction and decision-making to effectively address students' varying needs.

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

The results of the 2021-2022 i-Ready AP3 Diagnostic Assessment illustrated that 67% of students performed on or above grade-level in Reading compared to 24% on AP1/Window 1. In Mathematics, 60% of students performed on or above grade-level compared to 14% on AP1. Additionally, a comparative data analysis between 2021 and 2022 FSA results indicated an increase of 10 percentage points in ELA proficiency and 16 percentage points in ELA learning gains on the 2022 FSA. In Mathematics, there was a 16 percentage point increase in proficiency and 41 percentage point increase in learning gains on the 2022 FSA assessment.

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

Through the successful implementation of data-driven and standards-aligned instruction, we were able to strategically address the academic needs of our students. During collaborative planning sessions, teacher used data to determine what areas their lowest-performing students needed assistance with, worked with interventionists to monitor student progress, and identified students for morning and/or afterschool tutoring. Additionally, administrators conducted data chats to address areas of need and provided resources aligned with standards-based instruction.

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

In order to accelerate learning, we will implement Title III morning and afterschool tutoring to address the needs of our English Language Learners (ELL). Additionally, we will provide support personnel (paraprofessionals and interventionists) to teachers and students to reinforce strategies and skills both individually and in small groups.

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.

Select personnel will participate in iCADs professional development sessions and provide teachers with support and resources aligned with standards-aligned instruction. Additionally, teachers will be provided with the opportunity to share best practices during faculty meetings and collaborative planning sessions. To improve scaffolded instruction across grade-levels, school-wide schedules were designed to include vertical planning sessions amongst grade-levels and departments.

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

Additional services that will be implemented to ensure sustainability of improvement will be to provide teachers will the opportunity to participate in instructional rounds to observe best practices of select teachers. Teachers will also be provided with additional information and resources to improve the Multi-Tiered System of Supports (MTSS) process to ensure the needs of underperforming students are addressed.

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 results of 2022 i-Ready AP3 Diagnostic Assessment, 91% of students in Grade 1 are at or above grade-level in Reading and 74% at or above-grade level in Mathematics, 58% of students in Grade 2 are at or above grade-level in Reading and 46% are at or above grade-level in Mathematics, and 59% of students in Grade 3 are at or above grade-level in Reading and 51% are at or above grade-level in Mathematics. The 2022 FSA results indicate that 56% of students in Grade 4 are proficient in ELA and 71% are proficient in Mathematics, and 65% of students in Grade 5 are proficient in ELA and 73% are proficient in Mathematics. Based on the data results, we will focus on differentiation to meet the varying instructional needs of our students, regardless of differences in ability.
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, an additional 2% students will score at grade or above grade-level in the area of ELA and Mathematics on the 2022-2023 state assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Administrators will attend collaborative and vertical department meetings to ensure instructors are engaged in meaningful planning sessions that target the needs of all learners based on student performance results. Ongoing progress monitoring data will be utilized to evaluate student performance to determine effectiveness of planning and instruction and to ensure differentiation is being implemented with fidelity. Additionally, administrators will conduct quarterly data chats to provide instructional staff with feedback to successfully target areas of concern.
Person responsible for monitoring outcome:	Vivian Nunez (282112@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being	Within the Targeted Element of Differentiation, our school will focus on the evidence-based strategy of: Differentiation. Teachers will use data to drive planning, adapt their lessons to effectively target different styles of learning, and modify resources to strategically address the needs of all student.

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.	Differentiation will ensure that teachers are providing students with opportunities to grow and develop by providing them with a variety of lessons and activities at their instructional level (remediation or enrichment). This systematic approach of instruction uses ongoing progress monitoring data to monitor student progress and tailor instruction to effectively meet the diverse needs of all learners.

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.

Create vertical planning schedules by September 9, 2022 to ensure academic expectations are consistent throughout grade-levels. As a result, teachers will prioritize, focus, and reinforce necessary skills across grade-levels.

Person Responsible	Vivian Nunez (282112@dadeschools.net)

By September 9, 2022, administrators will collaborate with teachers, paraprofessionals, and interventionists to design a schedule that best supports students' academic needs. As a result, students will be provided with more individual attention and ands-on assistance.

Person Responsible	Eva Ravelo (pr1081@dadeschools.net)

By September 1, 2022, teachers will be provided with student data sheets that illustrate student performance on the 2021-2022 SAT-10 exam or that 2022 FSA assessment. As a result, teachers will engage in data-driven planning to set academic goals for individual students.

Person Responsible	Vivian Nunez (282112@dadeschools.net)

By October 14, 2022, teachers will be provided with resources to effectively monitor and address students' academic needs. As a result, teachers will evaluate effectiveness of instruction, modify lessons to target low-performance standards, and reinforce skills to progress towards mastery.

Person Responsible	Vivian Nunez (282112@dadeschools.net)

By December 14, 2022, ELA and Mathematics teachers will participate in data chats with administrators to evaluate the effectiveness of instruction based on various data points. As a result, teachers will be able to determine the greatest areas of academic need and establish new goals to increase individual student proficiency.

Person Responsible	Vivian Nunez (282112@dadeschools.net)

ELA and Mathematics teachers will utilize i-Ready monitoring results to measure growth of students receiving Tier II and Tier III interventions by December 9, 2022. As a result, teachers will be able to assess the effectiveness of instruction and make necessary adjustments to meet the needs of individual students.

Person Responsible Vivian Nunez (282112@dadeschools.net)

#2. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on the outcome of the data review, we determined that Standards-aligned Instruction was needed to improve instruction to effectively address learners' needs. Pursuing this further, the results of the 2022 i-Ready AP3 Reading Assessment indicate that 13% of students in Grade 1 placed below grade-level, 47% of students in Grade 2 placed below grade-level, 45% of students in Grade 3 placed below grade-level, 28% of students in Grade 4 placed below grade-level, and 37% of students in Grade 5 placed below grade-level. The results of the 2022 i-Ready AP3 Mathematics Assessment indicate that 30% of of students in Grade 1 placed below grade-level, 60% of students in Grade 2 placed below grade-level, 52% of students in Grade 3 placed below grade-level, 40% of students in Grade 4 placed below grade-level, and 40% of students in Grade 5 placed below grade-level.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we successfully implement Standards-Aligned Instruction, then 68% (an increase of 2 percentage points) of students will demonstrate proficiency by placing at or above grade-level on the 2023 i-Ready AP2 Reading Diagnostic Assessment and 48% (an increase of 3 percentage points) placing at or above grade-level on the 2023 i-Ready AP2 Mathematics Diagnostic Assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	To effectively increase the likelihood of the desired outcome, Administrators will participate in ongoing grade-level department meetings to ensure plans align with the District's pacing guides. Additionally, formative assessment results will be monitored to ensure students are being properly assessed according to District timelines and to measure student progress based on mastery of standards and achievement trends.
Person responsible for monitoring outcome:	Eva Ravelo (pr1081@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being	Within the Targeted Element of Standards-Aligned Instruction, our school will focus on the evidence-based strategy of: Standards-Aligned Instruction. Standards-Aligned Instruction is crucial to help students learn critical content and achieve mastery of grade-level targets.

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.	Standards-Aligned Instruction provides students opportunities to achieve mastery of learning targets by providing knowledge and skills necessary to achieve it at a progressive pace.

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.

By October 14, 2022, increase schoolwide data-analysis by improving teachers' knowledge of tools available on Performance Matters. As a result, teachers will be able to monitor trends of specific standards across varying assessments.

Person Responsible	Vivian Nunez (282112@dadeschools.net)

By September 16, 2022, provide teachers will Standards-Aligned instructional "look fors." As a result, there will be greater cohesiveness among grade-levels and improve planning and instruction.

Person Responsible	Vivian Nunez (282112@dadeschools.net)

By October 14, 2022, administration will facilitate breakout sessions during Faculty Meetings. As a result, instructional staff will have the opportunity to review and share best practices by subject area.

Person Responsible	Eva Ravelo (pr1081@dadeschools.net)

By October 7, 2022, administration will attend grade-level planning meetings. As a result, administrators will ensure plans include detailed objectives, activities and assessments that evaluate students on the aligned standards-based content.

Person Responsible	Vivian Nunez (282112@dadeschools.net)

By December 2, 2022, teachers will increase their use of Performance Matters to monitor student performance. As a result, teachers will modify instruction to improve student learning and master grade-level standards.

Person Responsible	Vivian Nunez (282112@dadeschools.net)

By December 16, 2022, ELA and Mathematics teachers will collaborate in vertical planning sessions. As a result, teachers across grade-levels will examine how standards, assessments, and instruction align to ensure learning expectations are clear and consistent among grade-levels.

Person Responsible	Vivian Nunez (282112@dadeschools.net)

#3. Positive Culture and Environment specifically relating to School Spirit, Pride, and Branding	
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, there was 42% increase in the number of teachers who felt that there were too many students in their classrooms and 53% percent increase in the number of teachers said they felt overloaded and overwhelmed at their job this year. In addition, the 2021-2022 School Climate Survey feedback from staff indicated that 34% of teachers Agree or Strongly Agree that staff morale is high at school in comparison to 93% on the 2020-2021 School Climate Survey feedback (a 59-percentage point decrease). The data demonstrates the critical need to improve staff morale.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we successfully implement School Spirit, Pride, and Branding, our staff morale will increase 16 percentage points in the 2022-2023 School Climate Survey by June 2023.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	New school committees will be created to plan activities to increase staff engagement both in and outside of school. The committees will additionally collaborate with members and administrators to brainstorm, plan, and implement schoolwide activities to provide all school members with the opportunity to participate in unique school traditions.
Person responsible for monitoring outcome:	Eva Ravelo (pr1081@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 School Spirit, Pride, and Branding to ensure that our teachers have a voice and can participate in the decision-making process.
Rationale for Evidence-based Strategy: Explain the rationale for	We want to improve school morale by providing teachers with the opportunity to collaborate and plan activities aligned with their interests. By including teachers in the problem-solving process, they will have more buy-in and feel more empowered when their suggestions are implemented.

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.

By September 2, 2022, teachers will select to participate in new committees and committee members will be announced. As a result, teachers can begin schedule committee meeting dates to plan quarterly schoolwide activities.

Person Responsible   Vivian Nunez (282112@dadeschools.net)

By September 2, 2022, new school t-shirts will be designed and shared with teachers, staff, and students. As a result, staff members will feel a greater sense of belonging and community.

Person Responsible   Kimberly Simmons (ksimmons@dadeschools.net)

By October 14, 2022, a staff newsletter will be designed and shared with faculty to share events, meetings, birthdays, and celebrate accomplishments. As a result, communication amongst all staff members will improve.

Person Responsible   Vivian Nunez (282112@dadeschools.net)

By September 30, 2022, committees will conduct initial meeting and plan a quarterly activity. As a result, teachers will have the opportunity to collaboratively create a vision and goal, determine actions needed to achieve it, and work together to accomplish it.

Person Responsible   Vivian Nunez (282112@dadeschools.net)

By December 16, 2022, staff members will be recognized during morning announcements during special "Spotlight on Staff" segment. As a result, there will be a boost in morale and school spirit.

Person Responsible   Kimberly Simmons (ksimmons@dadeschools.net)

By November 10, 2022, committees will collaborate to plan activities for school wide celebrations. As a result, teachers and students will have more opportunities to engage in meaningful activities that promote a positive school culture.

Person Responsible   Eva Ravelo (pr1081@dadeschools.net)

#4. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	According to the 2021-2022 School Climate Survey feedback from staff, 59% of teachers feel students are deficient in basic academic skills. This represents a 20% increase point increase since the 2020-2021 School Climate Survey. To increase this percentage, we selected Specific Teacher-Feedback/Walkthroughs to provide frequent and ongoing feedback to improve student learning.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we effectively apply the Targeted Element of Specific Teacher-Feedback/ Walkthroughs, we will improve the quality of classroom instruction and increase our focus on learning goals through consistent dialogue (faculty meetings, data chats, department meetings, emails, post walkthrough discussions) to improve student achievement. As a result, the percentage of teachers reporting that they feel students are deficient in basic academic skills will decrease from 59% to 35% during the 2022-2023 school year.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	To monitor the implementation of the Targeted Element of Specific Teacher-Feedback/Walkthroughs, administrators will document ongoing dialogue with teachers through (but not limited to) agendas, meeting minutes, electronic correspondence, and notes.
Person responsible for monitoring outcome:	Eva Ravelo (pr1081@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the Targeted Element of Specific Teacher Feedback/Walkthroughs, we will focus on the evidence-based strategy of: Consistent, Developmental Feedback. By routinely providing feedback designed to foster professional growth, leaders ensure teachers remain focused on students' progress towards academic goals while providing support to improve instructional practices.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Through the implementation of continuous Specific Teacher-Feedback/ Walkthroughs, teachers will have a clearer understanding of what the school's vision is and prioritize learning goals to collectively achieve schoolwide goals.

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.

By October 14, 2022, administrator will review the results of the 2022 SAT-10, FSA, and i-Ready AP3 Diagnostic assessment during department meetings and discuss lowest-performing standards. As a result, teachers will be able to identify and discuss trends and share best practices to address areas of need.

Person Responsible   Vivian Nunez (282112@dadeschools.net)

By October 7, 2022, department chairs will engage in collegial discussions to identify and share instructional resources associated with improved student achievement with teachers during department meetings. As a result, teachers will receive ongoing support throughout the year to deepen their content knowledge, improve instructional practices, and increase student learning.

Person Responsible   Kimberly Simmons (ksimmons@dadeschools.net)

By October 14, 2022, administrators will conduct walkthroughs and provide teachers with individual and grade-level feedback. As a result, administrators will provide teachers will meaningful feedback aligned with instructional expectations, district pacing guides, and data-driven strategies to improve student learning.

Person Responsible   Vivian Nunez (282112@dadeschools.net)

By September 23, 2022, specific teachers will be identified and praised for their exemplary instructional practices during faculty meetings and/or weekly newsletter. As a result, administrators will build a more positive instructional culture that empowers all stakeholders.

Person Responsible   Eva Ravelo (pr1081@dadeschools.net)

By December 2, 2022, instructional personnel will review best practices shared during the district-wide professional development day. As a result, teachers will play an integral part of creating an environment that fosters collegiality and promotes peer feedback and support.

Person Responsible   Analeslie Rodriguez (alesrodriguez@dadeschools.net)

By December 16, 2022, administrators will share feedback regarding standards-aligned instruction during grade-level and/or department meetings. As a result, administrators and instructional personnel can engage in dialogue focused on improving student achievement.

Person Responsible   Vivian Nunez (282112@dadeschools.net)

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

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

Our strengths within School Culture are focused on building relationships with all stakeholders to work together to develop and achieve a shared school vision. Through continuous collaboration, members of our community work together to promote the social, emotional, and mental well-being of teachers, students, staff, and all stakeholders.

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

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principal, Teacher Leaders, and Counselors. The Principal and Assistant Principal strategically and systematically create teaching and learning conditions that are safe and supportive for all learners. Teacher Leaders improve the learning environment by providing professional support and materials to teachers schoolwide. The Counselors work closely with all stakeholders to help students understand themselves and enable them to reach their academic potential.