

Miami-Dade County Public Schools

Meadowlane Elementary School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	10
Planning for Improvement	14
Positive Culture & Environment	0
Budget to Support Goals	0

Meadowlane Elementary School

4280 W 8TH AVE, Hialeah, FL 33012

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

Demographics

Principal: Maritza Garcia M

Start Date for this Principal: 7/15/2022

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	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Hispanic Students Economically Disadvantaged Students
School Grades History	2021-22: A (74%) 2018-19: A (70%) 2017-18: A (67%)
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

Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	10
Planning for Improvement	14
Title I Requirements	0
Budget to Support Goals	0

Meadowlane Elementary School

4280 W 8TH AVE, Hialeah, FL 33012

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2021-22 Title I School</p> <p>Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>100%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>100%</p>

School Grades History

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

Meadowlane Elementary will provide a learning community that maximizes the academic, creative and personal potential of all its students. In addition, we will provide an educational environment that bridges the gaps between textbook knowledge, practical application and abstract thought, while inspiring and stimulating intellectual curiosity that will guide our learners throughout their lives.

Provide the school's vision statement.

The vision of Meadowlane Elementary is to establish an educational partnership with the home, school, and community that provides an optimal learning environment.

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
Garcia, Maritza	Principal	Responsible for planning, organizing and supervising all functions essential to the operation of an effective, efficient and safe learning environment. The principal is responsible for overseeing areas such as School Improvement Plan (SIP), Curriculum Planning, Implementation and Monitoring, Professional Development, Plant Operations, Certification, Technology, English Language Learners (ELL), Testing, Master Schedule, Attendance, Custodians and Discipline.
	Assistant Principal	Responsible for assisting the principal in planning, organizing and supervising all functions essential to the operation of an effective, efficient and safe learning environment. Assisting the principal with the School Improvement Plan (SIP), Curriculum Planning, Implementation and Monitoring, Professional Development, Plant Operations, Certification, Technology, English Language Learners (ELL). Responsible for assisting the principal for testing, Master Schedule, Attendance, Custodians and Discipline.
Figueroa, Christine	Instructional Coach	The Reading Coach (K-5) will direct instructional services related to ELA for students and provide assistance to teachers. Emphasis will be on utilizing the coaching model to facilitate the successful implementation of research based reading instruction.
Trujillo, Maria	Math Coach	The Mathematics Coach (K-5) will direct instructional services related to mathematics for students and provide assistance to teachers. Emphasis will be on utilizing the coaching model to facilitate the successful implementation of research based mathematics instruction.
Helsper, Michael	Other	This is a professional position responsible for the instruction of one or more subjects to fifth grade students.
Dominguez, Michelle	Other	This is a professional position responsible for the instruction of one or more subjects to fifth grade students.

Demographic Information

Principal start date

Friday 7/15/2022, Maritza Garcia 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.*

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

36

Total number of students enrolled at the school

684

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

6

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

7

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	95	91	98	128	107	114	0	0	0	0	0	0	0	633
Attendance below 90 percent	0	7	8	8	8	5	0	0	0	0	0	0	0	36
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	7	23	6	4	0	0	0	0	0	0	0	41
Course failure in Math	0	2	6	20	5	9	0	0	0	0	0	0	0	42
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	17	23	16	0	0	0	0	0	0	0	56
Level 1 on 2022 statewide FSA Math assessment	0	0	0	14	15	10	0	0	0	0	0	0	0	39
Number of students with a substantial reading deficiency	0	0	9	31	32	21	0	0	0	0	0	0	0	93

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	2	6	24	16	11	0	0	0	0	0	0	0	59

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	2	2	17	1	1	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

Friday 7/15/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	58	69	95	108	105	112	0	0	0	0	0	0	0	547
Attendance below 90 percent	7	5	6	11	3	7	0	0	0	0	0	0	0	39
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	3	15	4	19	0	0	0	0	0	0	0	41
Course failure in Math	0	0	3	16	15	11	0	0	0	0	0	0	0	45
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	3	0	0	0	0	0	0	0	3
Number of students with a substantial reading deficiency	0	6	33	44	21	30	0	0	0	0	0	0	0	134

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	1	17	4	12	0	0	0	0	0	0	0	34

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	12	0	0	0	0	0	0	0	0	0	13
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	82	86	103	123	109	120	0	0	0	0	0	0	0	623
Attendance below 90 percent	7	9	6	10	5	8	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	6	12	19	4	14	0	0	0	0	0	0	0	55
Course failure in Math	0	7	12	15	8	13	0	0	0	0	0	0	0	55
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	3	0	0	0	0	0	0	0	3
Number of students with a substantial reading deficiency	0	6	33	44	21	30	0	0	0	0	0	0	0	134

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	2	6	24	16	11	0	0	0	0	0	0	0	59

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	2	2	17	0	0	0	0	0	0	0	0	0	21
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	65%	62%	56%				65%	62%	57%
ELA Learning Gains	72%						67%	62%	58%
ELA Lowest 25th Percentile	64%						56%	58%	53%
Math Achievement	80%	58%	50%				78%	69%	63%
Math Learning Gains	87%						83%	66%	62%
Math Lowest 25th Percentile	82%						78%	55%	51%
Science Achievement	70%	64%	59%				65%	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	62%	60%	2%	58%	4%
Cohort Comparison		0%				
04	2022					
	2019	62%	64%	-2%	58%	4%
Cohort Comparison		-62%				
05	2022					
	2019	60%	60%	0%	56%	4%
Cohort Comparison		-62%				

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	65%	67%	-2%	62%	3%
Cohort Comparison		0%				
04	2022					
	2019	77%	69%	8%	64%	13%
Cohort Comparison		-65%				
05	2022					
	2019	83%	65%	18%	60%	23%
Cohort Comparison		-77%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	62%	53%	9%	53%	9%
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	23	53	50	42	74	72	30				
ELL	58	74	64	77	87	85	59				
HSP	65	73	65	80	87	83	70				
FRL	63	72	65	79	86	83	69				
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	47	25	26	26	18	18				
ELL	58	65	55	60	54	28	55				
HSP	62	66	52	64	55	26	61				
FRL	59	63	46	61	51	20	57				
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	26	42	38	46	77	69	18				
ELL	63	67	57	78	83	81	65				
HSP	65	67	56	78	83	79	65				
FRL	63	65	57	77	83	77	63				

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	72
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	52
Total Points Earned for the Federal Index	572
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	46
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	70
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	72
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	71
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 Powerbi, across grade levels and subgroups there was an increase in overall proficiency from 2021 to 2022 FSA assessment. According to the 2021 FSA Assessment, ELA Proficiency was 58%, Math Proficiency was 61%, Lowest 25% in ELA was 48%, learning gains in ELA was 64%, Lowest 25% in Math was 26% and Science proficiency was 57%. The 2022 FSA Assessment indicates that ELA Proficiency was 59%, Math Proficiency was 75%, the Lowest 25% in ELA was 64%, Lowest 25% in Math was 82%, and Science proficiency in fifth grade was 67%. Therefore, based on the evidence from the 2021 FSA assessment as compared to the 2022 FSA assessment results, we can concluded that there was an increase in the all subgroups as well.

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

In 2021 FSA assessment the lowest 25% in ELA was 48% as compared to the 2022 FSA assessment was 64%, In addition, the 2021 FSA assessment in the lowest 25% in mathematics was 26% as compared to the 2022 FSA assessment in the lowest 25% was 82%. Therefore, based on the data reviewed from 2021 FSA assessments as compared to the 2022 FSA assessments there was significant growth both in ELA and mathematics. However based on the 2022 FSA assessment although there was growth in all core subjects, the greatest need for improvement continues to be in ELA proficiency which only improved by one percentage point from 58 to 59%.

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

2021 and 2022 School Data Findings:

Factors that contributed most to these needs for improvement are student attendance (in person learning) and student engagement. Also, another contributing factors that led to the need for improvement was lack of differentiated instruction with students who were reading on grade-level or above. New actions that would need to take place to address this need for improvement are the following: Attendance incentives, consistent/effective data chats, and standards-based grading/ instruction.

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

2021 and 2022 School Data findings:

Based off progress monitoring and 2022 FSA assessment, Math showed the most improvement. According to the 2022 FSA data, growth in the lowest 25% in mathematics showed the most

improvement of 82% as compared to 26% in 2021. However it should also be noted that growth in proficiency was also made from 2021 at 61% to 2022 75%,

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

2021 and 2022 School Data findings:

The contributing factors to this improvement were the following: students were provided with interventions for ELA and mathematics for additional support, Reading coach also provided additional interventions to all tier 3 students, in addition the math coach provided interventions for all tier 3 students and a selected amount of tier 2 students. The new actions included, providing virtual interventions for tier 3 students who were unable to participate before or afterschool tutoring.

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

Strategies that will need to be implemented to accelerate learning are as follows: continue to provide teachers with professional development in the B.E.S.T standards for ELA, conduct quarterly data chats with teachers to review and discuss iReady, district assessments and progress monitoring 1 results. Lastly plan collaboratively with ELA and math teachers.

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.

Professional Development opportunities that will be provided at the school to support teachers and leaders include Rtl, interventions, standard aligned instruction and data driven instruction.

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 in next year and beyond will include before school tutoring, after-school tutoring, parent workshops and the implementation of intervention groups with fidelity.

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.

Based on the 2021-2022 FSA Assessment results there was a drop within proficiency rate in ELA third grade students from 58% in 2021 to 53% in 2022. Therefore, our main focus will be on differentiation as a critical area in third grade because of the following components: to close the learning gap of students who are reading one or more grade levels below, targeted students' weaknesses as evident in i-Ready, Topic Assessments, and provide interventions.

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 in ELA , 56% of students in 3rd grade will be proficient by 2022-2023 state assessment.

Monitoring:

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

The Administration will conduct quarterly data chats, weekly walkthroughs and follow up with teachers to ensure that differentiation is aligned to the current data. In addition, teachers will adjust groups based on current data as needed.

Person responsible for monitoring outcome:

Maritza Garcia (pr3141@dadeschools.net)

Evidence-based Strategy:

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

Within the Targeted Element of Instructional Practice, our school will focus on the evidence based strategy of differentiation. Differentiation will ensure that the needs of students are met with a systematic approach of instruction.

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 our teachers are utilizing relevant t and current data to plan for instruction and to create lessons that are student centered and customized to meet their needs.

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.

September 2022 teachers will administer the ELA i-Ready AP1 and ELA PM1 assessment.

Person Responsible Maritza Garcia (pr3141@dadeschools.net)

9/26-10/14- Teachers and instructional coaches will analyze the results of i-Ready AP1 and ELA PM1 assessment during grade level meetings.

Person Responsible Christine Figueroa (cfigueroa@dadeschools.net)

9/26-10/14-Based on the results of i-ready AP 1 and PM1 assessment, teachers will create DI groups for their ELA classes.

Person Responsible Christine Figueroa (cfigueroa@dadeschools.net)

9/26-10/14- Online trackers will be created to monitor OPM data on a bi-weekly basis.

Person Responsible Maritza Garcia (pr3141@dadeschools.net)

10/31-12/16- Extended learning opportunities via intervention pull-out groups will be provided by the reading coach for tier 3 students as measured in i-Ready AP1.

Person Responsible Christine Figueroa (cfigueroa@dadeschools.net)

10/31-12/16 Before and afterschool tutoring groups will be implemented by classroom teachers for selected tier 2 and tier 3 students based on the results of AP1.

Person Responsible Maritza Garcia (pr3141@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.

According to the 2021-2022 FSA proficiency data, there was an increase in the 3-5th grade achievement levels in ELA and Math. In 2020-2021 the ELA proficiency level was 58% as compared to 59% in 2022. In 2021 the proficiency level in math was 61% as compared to 80% in 2022. Even though significant increases were made in both ELA and mathematics as evidenced by the FSA Assessment results, we feel that our students in 3-5th did not make sufficient growth in ELA proficiency. Therefore our main focus will be on Standard-aligned instruction as a critical area because of the following components: new B.E.S.T standards, relatively new curriculum for ELA, relatively new curriculum for reading interventions, and the small growth in the overall ELA proficiency gains.

Measurable Outcome:**State the specific measurable outcome the school plans to achieve.****This should be a data based, objective outcome.****Monitoring:****Describe how this Area of Focus will be monitored for the desired outcome.****Person responsible for monitoring outcome:****Evidence-based Strategy: Describe the evidence-based strategy being**

With the implementation of standard-aligned instruction in ELA, proficiency rates in 3rd-5th grade will increase from 59% to at least 62% as measured by the 2022-2023 state assessments.

The Administration will conduct weekly walkthroughs during the ELA instructional block in grades K-5 and follow up will be provided to teachers as needed. In addition administrators will review bi-weekly lesson plans for indication of standard aligned instruction for all students in their classroom.

Maritza Garcia (pr3141@dadeschools.net)

Within the Targeted Element of instructional practice, our school will focus on the evidence-based strategy of Standard aligned instruction to increase the proficiency level of students, therefore improving student achievement.

implemented for this Area of Focus.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy.

Standard-aligned instruction will ensure that teachers are using relevant and district aligned instruction that are customized to meet the needs of the students.

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.

September 2022 teachers will administer the ELA i-Ready AP1 and ELA PM1 assessment to all 3rd-5th grade students.

Person Responsible Maritza Garcia (pr3141@dadeschools.net)

9/26-10/14- Teachers and instructional coaches will analyze the results of ELA i-Ready AP1 during grade level meetings.

Person Responsible Maritza Garcia (pr3141@dadeschools.net)

10/26- 10/30 During grade level meetings, curriculum coaches will review the district pacing guides in order to assure that teachers are providing standard aligned instructions in Language Arts as outlined in these guides.

Person Responsible Maria Trujillo (mrstrujillo@dadeschools.net)

11/2-11/6- Instructional coaches will meet during grade level meetings with teachers who need additional training in the B.E.S.T standards.

Person Responsible Maritza Garcia (pr3141@dadeschools.net)

10/31-12/16 Classroom teachers will utilize the ELA pacing guides with fidelity to drive instruction and adjust teaching strategies based on students' needs

Person Responsible Maritza Garcia (pr3141@dadeschools.net)

10/31-12/16 Administrators will conduct weekly walkthrough's to monitor the utilization of ELA pacing guides within the ELA blocks.

Person Responsible Maritza Garcia (pr3141@dadeschools.net)

11/8 Instructional coaches will provide in-house professional development on standard aligned instruction and B.E.S.T standards

Person Responsible Maria Trujillo (mrstrujillo@dadeschools.net)

#3. Transformational Leadership specifically relating to Leadership Development

Area of Focus
Description and Rationale: Based on the results of the 2021-2022 School Climate Survey we decided to focus on leadership development to address the needs within our school. The 2021-2022 School Climate Survey revealed that 80% of staff surveyed felt that their ideas were not listened to or considered as compared to 89% in 2020-2021. We realized that teachers wanted to be more involvement in the decision making in the school. By involving staff in important decision making and allowing for opportunities for them to be listened to, school morale will improve professional and personal stakes in the school's success.
Include a rationale that explains how it was identified as a critical need from the data reviewed.

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, our teachers will be provided the opportunities to contribute to school-wide monthly PDs, participation in leadership meetings, will ultimately increase the percentage of teachers who feel that their ideas are listened to and considered by at least 5 percentage points in the 2022-2023

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.
 With the implementation of leadership development, an additional 5% of teachers will agree with the statement that their principal listens to and considers their ideas by the mid-year point of the school year.

Person responsible for monitoring outcome:
 Maritza Garcia (pr3141@dadeschools.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.
 Within the area of Transformational Leadership, we will focus on the evidence based strategy of Leadership development. By extending leadership roles and allowing teachers to participate in the decision making process; leadership development should grow and teachers should feel more involved and appreciated.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
 We decided to focus on Leadership development in order to address the needs within our school. Increasing the leadership development in our school should increase teacher morale and cohesiveness within our staff therefore increasing the percent of teachers who feel that that their concerns and ideas are valued as evident in the 2022-2023 school culture results.

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.

9/19-9/23-A needs assessment survey completed by the teachers will be utilized to gather teacher data for leadership opportunities within the school.

Person Responsible Maria Trujillo (mrstrujillo@dadeschools.net)

8/31-10/14-School Leadership opportunities will be advertised via email for teachers.

Person Responsible Maritza Garcia (pr3141@dadeschools.net)

8/31-10/14- EESAC meeting postings will be placed in more visible spaces throughout the school in order to increase EESAC participation.

Person Responsible Maritza Garcia (pr3141@dadeschools.net)

8/31-9/16-Committees will be created for teachers to participate throughout the school year.

Person Responsible Maria Trujillo (mrstrujillo@dadeschools.net)

10/31-12/16 Teacher will continue to participate in committees throughout the school year in order to continue promoting leadership roles in the school.

Person Responsible Marioly Guerra (mariolyguerra@dadeschools.net)

10/31-12/16 EESAC meeting postings will continue to be placed in more visible spaces throughout the school in order to increase EESAC participation.

Person Responsible Marioly Guerra (mariolyguerra@dadeschools.net)

#4. Positive Culture and Environment specifically relating to Parental Involvement

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 School Climate survey the statement "I feel lack of concern/support from parents" increased from 59% in 2020-2021 to 94%. Studies have proven that parental involvement is a major factor in student outcomes, including closing the achievement gap for students who are performing below grade level.

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

With the implementation of parental involvement , a decrease of at least 10% of teachers should feel that parents have lack of concern or do not support them with the students as measured by the 2022-2023 School Climate Survey in June.

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

The administration will monitor parent participation via sign-in sheets for school events such as workshops, PTA activities, and Open House.

Person responsible for monitoring outcome:

Maritza Garcia (pr3141@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 Parental involvement. Using various family engagement activities the parental involvement rate should improve which in turn will improve student achievement in all areas.

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

We believe that increasing the participation of parental involvement would help close the achievement gap between various groups of students including students who are on or above grade level.

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.

8/31-10/14- The administration use the School messenger on weekly manner to inform parents of important information to keep them informed.

Person Responsible Maritza Garcia (pr3141@dadeschools.net)

10/11-The school will schedule a parent workshop to facilitate the opportunity for parents to become school volunteers.

Person Responsible Christine Figueroa (cfigueroa@dadeschools.net)

8/31-10/14- The school will continue to utilize the parent resource room to assist parents as needed.

Person Responsible Maritza Garcia (pr3141@dadeschools.net)

8/31-10/14- The administration will schedule parent workshops at different times of the day in order to accommodate working parents and various parental schedules.

Person Responsible Maritza Garcia (pr3141@dadeschools.net)

10/31-12/16 The administration will continue to use the School messenger on weekly manner to inform parents of important information to keep them informed.

Person Responsible Marioly Guerra (mariolyguerra@dadeschools.net)

10/31-12/16 The administration will continue to schedule parent workshops at different times of the day in order to accommodate working parents and various parental schedules.

Person Responsible Marioly Guerra (mariolyguerra@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.

The school provides monthly PLCs where teachers have an opportunity to collaborate and share ideas. In addition, the school holds several celebrations throughout the year such as Black History Luncheon, Hispanic Heritage Luncheon, Teacher Appreciation Lunch and End of Year Luncheon.

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

The administration, staff, parents and students work collaboratively in order to provide a positive environment for our students. The administration provides support to the staff in order to empower the members to build capacity within the school.