

Miami-Dade County Public Schools

South Miami Heights Elementary



2022-23 Schoolwide Improvement Plan

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South Miami Heights Elementary

12231 SW 190TH TER, Miami, FL 33177

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

Demographics

Principal: Yolanda Green Samuel D

Start Date for this Principal: 7/15/2018

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 Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (62%) 2018-19: B (61%) 2017-18: A (62%)
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://smhe.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	100%
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 South Miami Heights Elementary is to create a positive learning environment that empowers students, staff, parents, and community to pursue literacy, knowledge, and life skills that will prepare our students for the challenges and expectations of the twenty-first century. "It Takes a Whole Village To Raise a Child." Building upon this concept, each student's strengths and abilities will be nurtured through the following four main components; Promote literacy throughout the school and foster life-long readers. Cultivate students' self-esteem by providing opportunities where they can contribute their cultural values and traditions to their school and community. Implement a school-wide technological program that includes critical thinking, writing and problem-solving strategies. Develop students' personal responsibility to promote decision-making in daily life. By implementing these components, we envision a school in which students are active learners, positive thinkers, and proud citizens of their global village.

Provide the school's vision statement.

The vision of South Miami Heights Elementary is to help students develop into engaged, productive members of society who put knowledge to work. Students are nurtured, challenged and encouraged to reach the extent of their potential. Individual student needs are identified and met in an effort to help each student reach his/her full potential.

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
Samuel, Yolanda	Principal	The Principal is the curriculum leader of the school site. The Principal maintains budget, personnel, and resources for the school and acts as an inspirational educational leader and manager of all school functions.
Valerio, Maria	Assistant Principal	The Assistant Principal supports the Principal in all roles, including curriculum leader, test chair, supervisor, mentor, and developer of teachers and staff. The Assistant Principal also maintains safety, supervision, and schedules of students and staff.
Cabrera, Melanie	Teacher, ESE	The ESE teacher acts as an ESE teacher to provide services for special needs students in an ESE setting. The teacher plans lessons for, instructs, and supervises ESE students
Lambert, Audrey	Teacher, ESE	The ESE teacher acts as an ESE teacher to provide services for special needs students in an ESE setting. The teacher plans lessons for, instructs, and supervises ESE students
Fischer, Molly	Reading Coach	The academic coach supports teachers and students in all aspects of reading by monitoring data, collaborative planning, pulling small groups and modeling lessons.
Rodgers, Diana	Math Coach	The academic coach supports teachers and students in all aspects of math by monitoring data, collaborative planning, pulling small groups and modeling lessons.

Demographic Information

Principal start date

Sunday 7/15/2018, Yolanda Green Samuel D

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

14

Total number of teacher positions allocated to the school

33

Total number of students enrolled at the school

416

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

8

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	47	62	55	71	61	73	0	0	0	0	0	0	0	369
Attendance below 90 percent	14	13	9	11	12	6	0	0	0	0	0	0	0	65
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	2	9	3	3	0	0	0	0	0	0	0	18
Course failure in Math	0	1	3	1	1	2	0	0	0	0	0	0	0	8
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	4	8	14	0	0	0	0	0	0	0	26
Level 1 on 2022 statewide FSA Math assessment	0	0	0	1	8	12	0	0	0	0	0	0	0	21
Number of students with a substantial reading deficiency	6	36	17	11	5	4	0	0	0	0	0	0	0	79

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	4	1	4	6	6	10	0	0	0	0	0	0	0	31

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	6	1	1	4	0	0	0	0	0	0	0	0	0	12
Students retained two or more times	0	0	0	2	0	0	0	0	0	0	0	0	0	2

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	45	50	75	69	67	72	0	0	0	0	0	0	0	378	
Attendance below 90 percent	6	5	5	10	6	6	0	0	0	0	0	0	0	38	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	1	4	2	5	9	0	0	0	0	0	0	0	21	
Course failure in Math	0	2	2	3	2	11	0	0	0	0	0	0	0	20	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2	
Number of students with a substantial reading deficiency	1	8	36	31	13	17	0	0	0	0	0	0	0	106	

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	2	2	2	3	2	8	0	0	0	0	0	0	0	19

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	6	2	0	3	2	0	0	0	0	0	0	0	0	13
Students retained two or more times	0	0	0	1	0	1	0	0	0	0	0	0	0	2

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	45	50	75	69	67	72	0	0	0	0	0	0	0	378	
Attendance below 90 percent	6	5	5	10	6	6	0	0	0	0	0	0	0	38	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	1	4	2	5	9	0	0	0	0	0	0	0	21	
Course failure in Math	0	2	2	3	2	11	0	0	0	0	0	0	0	20	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2	
Number of students with a substantial reading deficiency	1	8	36	31	13	17	0	0	0	0	0	0	0	106	

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	2	2	2	3	2	8	0	0	0	0	0	0	0	19

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	6	2	0	3	2	0	0	0	0	0	0	0	0	13
Students retained two or more times	0	0	0	1	0	1	0	0	0	0	0	0	0	2

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	60%	62%	56%				60%	62%	57%
ELA Learning Gains	71%						55%	62%	58%
ELA Lowest 25th Percentile	65%						56%	58%	53%
Math Achievement	64%	58%	50%				69%	69%	63%
Math Learning Gains	73%						68%	66%	62%
Math Lowest 25th Percentile	59%						65%	55%	51%
Science Achievement	45%	64%	59%				51%	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	57%	60%	-3%	58%	-1%
Cohort Comparison		0%				
04	2022					
	2019	53%	64%	-11%	58%	-5%
Cohort Comparison		-57%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	59%	60%	-1%	56%	3%
Cohort Comparison		-53%				

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	66%	69%	-3%	64%	2%
Cohort Comparison		-65%				
05	2022					
	2019	66%	65%	1%	60%	6%
Cohort Comparison		-66%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	49%	53%	-4%	53%	-4%
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	53	60	47	62	50	19				
ELL	60	74	56	65	66	41	35				
BLK	44	55		52	81	73					
HSP	63	75	61	66	72	52	45				
FRL	60	72	65	63	72	61	44				

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	18	50	70	20	29		7				
ELL	44	53		38	19		27				
BLK	42	31		19	13		7				
HSP	50	56	69	43	21	23	38				
FRL	48	49	63	38	21	26	34				
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	23	45	50	35	58	59	33				
ELL	56	56	59	70	68	84	50				
BLK	44	43	36	48	54	29	31				
HSP	64	59	64	75	70	81	53				
FRL	58	54	55	67	67	64	49				

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	62
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	59
Total Points Earned for the Federal Index	496
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	48
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	57
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	61
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	62
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	62
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?

Based on the data review, our school will implement the targeted element of standards-aligned instruction. The data shows that we are not meeting the needs of all diverse learners and progress monitoring through data tracking is necessary. We selected the overarching area of Standards-aligned Instruction based on our findings that demonstrated Science subgroups proficiency showed a decrease. Proficiency in Science was at 34% in 2021 and is at 45% in 2022. Although this is a gain of 11%, it is not at the acceptable standard of at least 50% proficiency. We are not meeting the needs of all learners, therefore, it is crucial that we align instruction to the standards in order to improve students' academic needs. Planning and instruction that is data driven is essential to student progress and we must move toward learning gains and greater proficiency. Additionally, Math L25 learning gains were at 59% overall. Emphasis must be placed on DI in math for the L25 population. All other academic areas in ELA and Math had significant increases, with the greatest improvement being in overall learning gains in math with the data moving from 20% learning gains in 2021 to 73% in 2022.

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

The greatest need for improvement is in Science, school wide. The 5th grade population achieved only 45% proficiency on the 2022 FCAT assessment. Historically, the students perform above 50%, so this is a deficiency. Science is the greatest need for improvement.

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 contributing factors are: 1. The need for comprehensive early science instruction in the lower grade levels. 2. The need for hands-on science instruction that was limited due to social distancing guidelines. 3. The need for science remediation and intervention.

Science instruction must occur more in depth and with fidelity at the primary grade levels. The use of math/science coach to monitor data and provide instructional support will increase science performance across all grade levels. Also, small group DI or remediation would greatly assist students in academic performance in science.

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

Math learning gains scores on the 2022 FSA showed the most improvement, gaining 53% points from 20% of students making gains in 2021 to 73% making gains in 2022.

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

The contributing factors included the introduction of a District supported and dedicated math coach, district provided professional development, and increased data analysis and small group instruction in math.

Our teachers had a greater emphasis and focus on math remediation and interventions as well as a deep dive into school and student data.

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

Use of the new BEST standards, state adopted textbook materials, and dedicated DI time in math instruction will be necessary to accelerate learning.

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.

Through district supported initiatives such as iCads and in house mentoring, modeling, and data analysis, teachers will identify and target standards for both remediation and acceleration. Learning walks with specific look-fors in mind will reveal both strengths and deficiencies with in the learning environment. After walk through data is collected, collaborative planning sessions with teachers will address areas of concern.

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 are through programs such as Talents, Title 3, Winter break academy and Stem. These additional programs will ensure that students will have the opportunity to have services that will address areas in need of remediation.

Areas of Focus

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

:

#1. Positive Culture and Environment specifically relating to Tolerance/Inclusivity**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, 37% of students agree that bullying is a problem with in the school. This is a 10% increase over the 2020-2021 school year when 27% of students believed bullying was a problem.

Measurable Outcome:

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

If we successfully implement an anti-bullying campaign to increase inclusivity and tolerance, our students will feel safe at school and the percent of students who believe that bullying is an issue will decrease by 10 percentage points on the 2022-2023 Climate survey.

Monitoring:

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

The school leadership team and counselor will provide monthly presentation as part of a bullying campaign. Students in need will be able to have weekly check-ins with the school counselor. Additionally, the bully box will be checked on a daily basis.

Person responsible for monitoring outcome:

Yolanda Samuel (ygreen@dadeschools.net)

Evidence-based Strategy:

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

The counselor will provide peer mediation and conflict resolution which will focus on increased communication between peers.

Rationale for Evidence-based Strategy:

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

Conflict resolution and counseling will ensure that students can communicate effectively and resolve problems in a positive manner.

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.

8/31-10/20-Conduct opening of school anti-bullying counseling presentations which will encourage students to communicate more effectively about their feelings. As a result, discipline issues will occur less frequently.

Person Responsible

Maria Valerio (mvalerio@dadeschools.net)

8/31-10/20- Hold peer mediation and conflict resolution counseling sessions with students in need. The expected shift in behavior will be more positive student interactions. This will help students resolve problems in a positive manner. As a result, student behavior will improve.

Person Responsible

Maria Valerio (mvalerio@dadeschools.net)

8/31-10/20- Infuse "Hello Week" anti-bullying curriculum into weekly instruction. Conduct class assemblies to encourage friendship and respect among peers. As a result, school spirit and open communication between students will improve.

Person Responsible

Maria Valerio (mvalerio@dadeschools.net)

8/31-10/20- Monitor a "bully-box" that is placed in the Media Center for students to privately report incidences of bullying. Counselors will address all cases of reported bullying to mitigate behaviors. As a

result, founded cases will be addressed following the Code of Student Conduct. Bullying incidences should be reduced.

Person Responsible Maria Valerio (mvalerio@dadeschools.net)

10/31-12/16- Conduct Counseling presentations in grades K-5 following the Bullying curriculum. The expected shift in behavior will be fewer negative student interactions and increased use of conflict resolution strategies. As a result, cases of student conflict and bullying will be reduced.

Person Responsible Yolanda Samuel (ygreen@dadeschools.net)

10/31-12/16- increase visibility of counseling staff at arrival, dismissal, and throughout the day within the building to discourage bullying incidents and encourage reporting of incidents. As a result, students will feel more comfortable confiding in trusted adults.

Person Responsible Maria Valerio (mvalerio@dadeschools.net)

#2. 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 feedback from staff, 68% of staff disagree that the principal has good interpersonal skills. This is an increase of 36% when compared to 32% of the staff who disagreed that the principal had good interpersonal skills in 2020-2021.

Measurable**Outcome:**

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

If we successfully implement the targeted leadership development of increased communication and collaboration, our teachers will be provided the opportunity to contribute to school-wide decisions through monthly meetings and teachers observing teachers program. This will be realized through teachers participating in the logistical elements of meetings, presenting ideas to solve issues that arise, etc. The percentage of teachers in leadership roles will increase by at least 5% during the 2022-2023 school year. Additionally, the perception that the principal has good interpersonal skills will improve by at least 10% on the 2023 school climate survey.

Monitoring:

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

With the implementation of Leadership Development, an additional 10% of the staff will agree with the statement that the principal has good interpersonal skills via a survey by the mid-year point of the school year.

Person responsible for monitoring outcome:

Maria Valerio (mvalerio@dadeschools.net)

Evidence-based**Strategy:**

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

Within the Targeted Element of Leadership Development, we will focus on the evidence-based strategy of: collaboration and communication. We will implement bi-weekly faculty meetings, monthly collaborative department meetings, social networking events and weekly shout-outs to staff.

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

We decided to focus on Shared Leadership to address the critical needs within our school. The data reveals 68% of the staff believes the principal does not have good interpersonal skills. To decrease this percentage, we selected collaboration and communication because it will create a positive environment of two way communication between teams of leaders and the faculty.

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.

8/31-10/20-Hold monthly meetings with faculty to provide teachers an opportunity to contribute to school-wide decisions. This will increase communication and camaraderie amongst the staff throughout the 2022-2023 school year. As a result, teachers will feel empowered to contribute to school decision making.

Person Responsible Yolanda Samuel (ygreen@dadeschools.net)

8/31-10/20- Increase implementation of social networking events with the staff by way of a social committee. As a result, teachers and administrators will interact in social environments, improving collaborative communication.

Person Responsible Yolanda Samuel (ygreen@dadeschools.net)

8/31-10/20- Conduct shout-outs to staff to build morale and increase positive interaction with the faculty and staff on an on-going basis. As a result, staff morale and perception of the leadership team will improve.

Person Responsible Yolanda Samuel (ygreen@dadeschools.net)

8/31-10/20- Create an "open door policy" whereby staff and faculty can communicate regularly and freely with the Principal. As a result, staff should feel more connected to Administration and feel openly able to discuss critical school matters.

Person Responsible Yolanda Samuel (ygreen@dadeschools.net)

10/31-12/16- Conduct impact reviews with teachers to explore teaching strategies and best practices with cohorts of teachers. This will increase communication and collegial discussion among teachers and administrators. As a result, increased communication and collaboration will occur among all instructional staff and leaders.

Person Responsible Yolanda Samuel (ygreen@dadeschools.net)

10/31-12/16- Hold monthly grade level and department meetings with administration to disseminate information and hear concerns of the staff. This will increase the flow of information and prevent rumor and speculation from the staff. As a result, the administration will be accessible for conversation and problem solving on a regular basis.

Person Responsible Yolanda Samuel (ygreen@dadeschools.net)

#3. Instructional Practice specifically relating to Science**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 data review, our school will implement the targeted element of science instruction. The data shows that we are not meeting the needs of all diverse learners and progress monitoring through data tracking is necessary. We selected the overarching area of science instruction based on our findings that demonstrated Science subgroups proficiency showed a need for continued improvement. Proficiency in Science was at 34% in 2021 and increased to 45% in 2022. However, we are not meeting the needs of all learners to the expected degree of 50% proficiency across all subgroups. Therefore, it is crucial that we align instruction and remediation to the deficient standards in order to improve students' academic performance. Planning and instruction that is data driven is essential to student progress and must move toward greater proficiency.

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

If we are to successfully implement effective science instruction, then our subgroups in science will demonstrate an increase of at least 5 percentage points in their overall science performance, as evidenced by the 2023 Science state assessment.

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

Through regularly scheduled data chats and collaborative planning, we will utilize data analysis by focusing on the updated data in real time and adjust accordingly using resources intended to track data. This data will be revisited in team meetings and collaborative sessions to plan effectively for our standards-aligned rigorous science instruction.

Person responsible for monitoring outcome:

Yolanda Samuel (ygreen@dadeschools.net)

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

Within science Instruction, we will implement the evidence-based strategy of data driven instruction. Implementing this strategy is essential to guide instructional planning and to track students' progress based on their learning needs. Teachers will utilize a systematic approach that uses assessment, analysis, and actions to meet the needs of all students.

**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.

By utilizing data driven instruction, we will ensure that teachers are creating lessons that are relevant to student needs and align with data. Ongoing monitoring will be done by teachers and/or instructional coaches to drive instructional plans and ensure effective delivery of standards. Students will be provided remediation and intervention as needed for deficient standards.

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.

8/31-10/20- Provide 5th grade 2022 FSA science data to teachers for analysis. Teachers will identify the areas of deficiency across the grade level. As a result, After identifying targeted standards, teachers will plan with the science coach to create a schedule to address weak standards in a small group setting to improve students' achievement.

Person Responsible Diana Rodgers (drodgers@dadeschools.net)

8/31-10/20- After coaches delve deeper into data with grade level in professional learning communities, teachers will use data to guide daily small group instruction, increase student engagement in science, and provide remediation to reinforce weak standards.

Person Responsible Diana Rodgers (drodgers@dadeschools.net)

8/31-10/20- Utilize Edusmart to provide intervention to students performing below the 50% threshold on any standard. As a result, student proficiency in science will increase.

Person Responsible Diana Rodgers (drodgers@dadeschools.net)

8/31-10/20- Utilize essential labs to ensure hands-on science experimentation across all grade levels. As a result, the deficient components of earth/space science and nature of science will show an increase in student performance.

Person Responsible Diana Rodgers (drodgers@dadeschools.net)

10/31-12/16- Use Gizmos to provide opportunities for hands-on exploration and labs in science. As result, students will be able to participate in virtual labs in conjunction with live labs on a regular basis. This will improve performance on science assessments.

Person Responsible Diana Rodgers (drodgers@dadeschools.net)

10/31-12/16- Implement STEM corners in every science classroom to showcase student achievement in science, math, technology, and engineering. As a result, the school will receive a STEM designation and student achievement in science will improve.

Person Responsible Diana Rodgers (drodgers@dadeschools.net)

#4. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>Based on the data review, our school will implement DI for students working below grade level in math. We selected the area of math DI based on our findings that demonstrated that only of 59% of students in grades 3 through 5 in the L25 subgroup made learning gains on the 2022 FSA. Specifically, the 5th grade students were at 59% proficiency, 55% learning gains, and 27% of the L25 made gains. On the 2022 AP3 iReady end of year diagnostic, 46% of Kindergarten through grade 2 students were determined to be below grade level and not on track to score a level 3 or above on the math FSA. Implementing DI and intervention, ongoing progress monitoring, and standards aligned instruction will move students towards proficiency.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>If we successfully implement an effective DI program, our K-5 student performance will increase by 5 percentage points in proficiency for each grade level on the state standardized assessments as evidenced by the 2023 results.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>To ensure that progress is made, quarterly data chats will be conducted to have current and accurate information on student progress. Ongoing progress monitoring via iReady and FAST will encourage teachers to update their DI groups which will help target the specific needs of our learners. Using an online tracking system, such as Performance Matters, TIDE, Renaissance, and i-Ready, data will be analyzed and shared with teachers on a monthly basis. Interventionists will provide updates bi-weekly on progress of Tier 2 and Tier 3 students.</p>
Person responsible for monitoring outcome:	<p>Yolanda Samuel (ygreen@dadeschools.net)</p>
Evidence-based Strategy: Describe the evidence-based strategy being implemented	<p>Staff will implement a response to Intervention (RtI) Multi-Tier System of Supports to create Small Groups to monitor and support students who need remediation in learning. Staff will use high quality instruction that is standards-aligned and data-driven to help teachers improve the decisions they make about their instruction.</p>

for this Area of Focus.

Rationale for Evidence-based

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

To support our lowest students, implementing DI within the classroom environment in addition to Tier 1 instruction will ensure that teachers and interventionists are accurately providing instruction to students who need remediation. As data becomes available, teachers will adjust and collaborate with other teachers to best meet the needs of their unique students by utilizing iReady, Performance Matters, FAST data, and Response to Intervention to track student progress. Small group DI is necessary to remediate low performing students and ensure learning gains.

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.

8/31-10/20- Utilize the new StemScopes intervention materials to provide small group DI/intervention to students who exhibit deficiencies in core standards. As a result, student achievement will improve and students learning gains will increase by at least 5%.

Person Responsible Diana Rodgers (drodgers@dadeschools.net)

8/31-10/20- Collaboratively plan in grade level teams with the math coach to ensure high quality Tier 1 instruction occurs using the Pacing Guide and district resources. As a result, the number of students reaching proficiency will increase by 5% and the number of students needing remediation will decrease.

Person Responsible Diana Rodgers (drodgers@dadeschools.net)

8/31-10/20- Utilize iReady to determine the baseline status of all students in math. Create small groups for DI based on standards deficiencies. As a result, students will be instructed in small groups on targeted standards and performance will improve.

Person Responsible Diana Rodgers (drodgers@dadeschools.net)

8/31-10/20- Utilize IXL to increase math fluency in grades 2-5. As a result, student performance on district and state assessments will improve due to increased processing speed.

Person Responsible Maria Valerio (mvalerio@dadeschools.net)

10/31-12/16- Increase coaching "office hours" to encourage staff to seek support and assistance in math best practices. Teachers will be able to receive modeling and mentoring and turn-key strategies in the classroom. As a result, this will improve math achievement across all grade levels.

Person Responsible Diana Rodgers (drodgers@dadeschools.net)

10/31-12/16- Increase the use of bell ringers to improve math fluency in grades 2 through 5. Students will complete fast facts math bell ringer activities in order to improve processing speed and accuracy in calculations. As a result, students will be able to improve in number and operations on state standardized tests.

Person Responsible Diana Rodgers (drodgers@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

NA

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

NA

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)

NA

Grades 3-5: Measureable Outcome(s)

NA

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.

NA

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?

NA

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?

NA

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
NA	
8/31-10/20- Teachers will develop weekly lesson plans that are inclusive of small group instruction. Interventionists will follow a weekly schedule of small group intervention. As a result, teachers will have student groups, appropriate resources, and lesson plans that reflect differentiated instruction and intervention. The Literacy Leadership Team will meet weekly to discuss curriculum updates, data, and small group instruction. Data points will be collected through on-going progress monitoring to measure student progress.	Samuel, Yolanda , yggreen@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.

South Miami Heights Elementary builds positive school culture and environment by building positive relationships with all stakeholders and encouraging all students to reach their full potential academically, socially, and emotionally. The staff allows open and honest communication and feedback with all stakeholders. We strive to build a cognitively stimulating school environment that informs and engages students. We encourage strong community participation with the school through parent outreach and engagement while providing on going support in a safe and supportive environment. We have an open door policy that encourages constant and consistent communication among the leadership team, staff, students and parents. We strive to establish interpersonal relationships with all stakeholders. We establish norms and expectations of tolerance and inclusivity. We have a mission and vision that aligns with district and state expectations and standards to uphold school priorities of social and emotional well being in an equitable manner.

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

The Principal, Dr. Yolanda Green-Samuel is the chief instructional and inspirational leader who strives to create a positive environment for all stakeholders. She offers opportunities to build capacity of faculty and ensures an equitable learning environment for all students. She is supported and assisted by all members of the Leadership Team. The EESAC is comprised of teachers, parents, and community members who support the vision of the school and assist with realizing the mission by reviewing data, discussing and implementing the school improvement plan, and allocating funds to support school initiatives. The P.T.A. is comprised of parents and teachers who encourage family engagement and collaboration through events, activities and fundraisers.