

Miami-Dade County Public Schools

Bel Aire Elementary School



2022-23 Schoolwide Improvement Plan

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Bel Aire Elementary School

10205 SW 194TH ST, Cutler Bay, FL 33157

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

Demographics

Principal: Yolanda Oliu

Start Date for this Principal: 11/19/2020

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 Economically Disadvantaged Students
School Grades History	2021-22: B (58%) 2018-19: B (61%) 2017-18: A (66%)
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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Bel Aire Elementary School

10205 SW 194TH ST, Cutler Bay, FL 33157

<http://belaireeagles.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	B		B	B

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SIP Authority

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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.

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

Provide the school's vision statement.

We are committed to provide educational excellence for all.

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
Oliu, Yolanda	Principal	The role of the principal is to convene Leadership Team meetings and oversee that all aspects/components are being carried out with fidelity.
Maza, Monica	Assistant Principal	The role of the Assistant Principal is to monitor all curricular programs and initiatives at the school site and assist the principal in ensuring the fidelity of all programs.
Uceta, Maria	Reading Coach	The role of the Reading Coach is to support ELA teachers as they plan the delivery of lessons, differentiated instruction, and interventions for students. Her role is to model lessons when necessary and be a liaison between teachers and the administrative team.
Henry, Tangela	Math Coach	The role of the Math Coach is to serve as liaison between math teachers and the administration. She supports the areas of interventions, core instruction and ensures teachers utilize their data to deliver instruction appropriately.
Rodriguez, Melanie	Teacher, K-12	The role of this grade level chairperson is to serve as the liaison between the administrative team and intermediate teachers to review, discuss and propose best practices for all areas of the curriculum.

Demographic Information

Principal start date

Thursday 11/19/2020, Yolanda Oliu

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.*

1

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.*

5

Total number of teacher positions allocated to the school

18

Total number of students enrolled at the school

300

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

0

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

3

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	64	45	59	53	52	57	0	0	0	0	0	0	0	330
Attendance below 90 percent	22	8	13	5	13	5	0	0	0	0	0	0	0	66
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	5	7	16	19	9	0	0	0	0	0	0	0	56
Course failure in Math	0	1	3	13	20	6	0	0	0	0	0	0	0	43
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	13	23	13	0	0	0	0	0	0	0	49
Level 1 on 2022 statewide FSA Math assessment	0	0	0	18	19	19	0	0	0	0	0	0	0	56
Number of students with a substantial reading deficiency	0	2	10	26	19	13	0	0	0	0	0	0	0	70

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	21	28	19	0	0	0	0	0	0	0	76

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	6	7	4	3	0	0	0	0	0	0	0	21
Students retained two or more times	0	0	0	1	2	1	0	0	0	0	0	0	0	4

Date this data was collected or last updated

Thursday 7/7/2022

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	25	37	42	47	41	41	0	0	0	0	0	0	0	233
Attendance below 90 percent	5	12	19	13	11	8	0	0	0	0	0	0	0	68
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	4	7	14	8	0	0	0	0	0	0	0	33
Course failure in Math	0	0	3	5	13	12	0	0	0	0	0	0	0	33
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
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	0	5	25	26	15	7	0	0	0	0	0	0	0	78

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	2	6	15	11	14	0	0	0	0	0	0	0	49

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	2	1	3	6	2	2	0	0	0	0	0	0	0	16
Students retained two or more times	0	0	0	1	1	2	0	0	0	0	0	0	0	4

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	25	37	42	47	41	41	0	0	0	0	0	0	0	233
Attendance below 90 percent	5	12	19	13	11	8	0	0	0	0	0	0	0	68
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	4	7	14	8	0	0	0	0	0	0	0	33
Course failure in Math	0	0	3	5	13	12	0	0	0	0	0	0	0	33
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
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	0	5	25	26	15	7	0	0	0	0	0	0	0	78

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	2	6	15	11	14	0	0	0	0	0	0	0	49

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	2	1	3	6	2	2	0	0	0	0	0	0	0	16
Students retained two or more times	0	0	0	1	1	2	0	0	0	0	0	0	0	4

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	42%	62%	56%				47%	62%	57%
ELA Learning Gains	58%						53%	62%	58%
ELA Lowest 25th Percentile	61%						82%	58%	53%
Math Achievement	49%	58%	50%				73%	69%	63%
Math Learning Gains	79%						70%	66%	62%
Math Lowest 25th Percentile	68%						71%	55%	51%
Science Achievement	51%	64%	59%				33%	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	47%	60%	-13%	58%	-11%
Cohort Comparison		0%				
04	2022					
	2019	44%	64%	-20%	58%	-14%
Cohort Comparison		-47%				
05	2022					
	2019	43%	60%	-17%	56%	-13%
Cohort Comparison		-44%				

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	66%	67%	-1%	62%	4%
Cohort Comparison		0%				
04	2022					
	2019	78%	69%	9%	64%	14%
Cohort Comparison		-66%				
05	2022					
	2019	65%	65%	0%	60%	5%
Cohort Comparison		-78%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	30%	53%	-23%	53%	-23%
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	24	67		36	100						
ELL	48	65		52	88		50				
BLK	30	43		40	66	54	38				
HSP	51	71		52	89		57				
FRL	42	58	59	48	79	72	53				
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			41							
ELL	40	39		41	24		18				
BLK	29	36		22	21		36				
HSP	43	36		36	17		20				
FRL	39	39		31	20	20	26				
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	25	64		63	91						
ELL	37	63	82	69	59		33				
BLK	48	47		67	73	70	22				
HSP	44	56	90	76	66		38				
FRL	47	53	82	72	69	71	31				

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	58
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	54
Total Points Earned for the Federal Index	462
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	56

Students With Disabilities	
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	60
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	45
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	58
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

According to the School Data Review comparison chart, proficiency in the ELA FSA assessment was 39% in 2021 and 42% in 2022, an increase of 3 percentage points. Data indicates an increase in proficiency levels; however, we have not surpassed our 2019 proficiency levels of 47%.

According to the School Data Review comparison chart, proficiency in the Math FSA assessment was 32% in 2021 and 49% in 2022, an increase of 17 percentage points. Data indicates an increase in proficiency levels; however, we have not surpassed our 2019 proficiency levels of 73%.

According to the School Data Review comparison chart, proficiency in the Science FCAT 2.0 assessment was 28% in 2021 and 51% in 2022, an increase of 23 percentage points. Data indicates an increase in proficiency levels, surpassing our 2019 proficiency levels by 18 percentage points, from 33% in 2019 to 51% in 2022.

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

In grades 3-5, math proficiency is the greatest need for improvement. Results of the 2022 FSA Math Assessment indicate an increase in proficiency from 2021, as demonstrated by 42% in 2022 from 40% in 2021. However, the proficiency in 2019 (pre-Covid) was 73%.

In grades K-2, the greatest need for improvement is 1st-grade math. Eighty-three percent of the first-grade cohort in 2022 were below stanine 5.

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

Due to the pandemic, students began the 2021-2022 school year with major deficits in prerequisite math skills. To address this need we will continue to provide DI with fidelity, push-in support, interventions, and

extended learning opportunities.

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

Fifth Grade 2022 Science assessment results indicate that 51% of the students demonstrated proficiency. This was an increase of 23 percentage points from the results of the 2021 Science assessment of 28%. This data component demonstrated the most improvement.

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

There were numerous contributing factors to the improvement in science results from 2021 to 2022. The school provided targeted students with rigorous and relevant lessons aligned to benchmarks and extended learning opportunities that engaged students in hands-on opportunities in the scientific method. Students completed science experiments and journaled the process. The school also participated in the STEAM designation.

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

The school is committed to providing all grade levels opportunities to be involved in hands-on activities that engage students in experimenting and writing about the experiences to ensure scientific thinking is taking place. The leadership team will observe lessons and provide teachers and students with reflective corrective feedback to positively impact science learning. Students will participate in the district Science Fair to highlight the endeavors at the school site.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The school was challenged to complete the STEAM designation during the 2021-2022 school year. As a result of this and in endeavors to support it, we will provide professional development opportunities and best practices aligned to STEAM practices. The school will continue to support instructional staff through an in-house professional development designed to support our STEAM designation. This will be provided on mandatory PD days provided by the district.

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

In order to ensure sustainability this school year, services that will be implemented this school year will include DI rotations within curricular blocks, Interventions, extended learning opportunities such as TALENTS, Push-in & Pull-out tutoring for ELA and math, and monitoring of data throughout the school year.

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 data review, our school will implement the target element of differentiation. This area was selected based on the results of Learning Gains of the Lowest 25% in both ELA and Mathematics. Results of the 2022 FSA indicate 61% of students reached proficiency in ELA and 68% of students reached proficiency in Mathematics.

Measurable Outcome:

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

If we successfully implement differentiation then our ELA and Mathematics proficiency subgroups will increase by a minimum of five percentage points.

Monitoring:

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

The Leadership Team will conduct data chats after each B.E.S.T. Progress Monitoring assessment & i-Ready data at the end of each quarter. The Leadership Team will conduct daily classroom walk-throughs with specific look-fors to ensure differentiated instruction is successful. Data trackers will be implemented and reviewed biweekly. Additionally, students in need of interventions will be targeted.

Person responsible for monitoring outcome:

Monica Maza (mmaza1@dadeschools.net)

Evidence-based Strategy:

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

Differentiated Instruction is an essential component for effective teaching that involves providing instruction to all students at their instructional level and at grade level with scaffolding. It is used to ensure all students can learn at their own level while still providing them opportunity to gain knowledge at grade level text or topic. Student abilities are recognized and not ignored to help students.

Rationale for Evidence-based Strategy:

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

Differentiation of Instruction was selected to ensure the needs of all learners are met during core and small group instruction on grade level. Scaffolded lessons will be implemented to ensure complex grade level text is addressed appropriately during differentiated instruction.

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.

ELA & Math teachers will attend weekly collaborative planning sessions with the Reading Coach & the Math coach to plan utilizing the Pacing Guide and other resources that ensure plans for Differentiated Instruction include grade level scaffolded lessons.

Person Responsible Maria Uceta (muceta@dadeschools.net)

Results of Progress Monitoring ELA assessments, Math Topic Assessments and Science Topic Assessments (5th Grade) will be discussed during weekly Leadership Team meetings to review trends in

benchmarks and strands and how to best scaffold instruction and maintain student engagement during DI sessions. Leadership team meetings will take place each week beginning in August, 2022 and ending October 14, 2022.

Person Responsible Tangela Henry (tanghenr@dadeschools.net)

Data chats will be implemented to monitor the effectiveness of DI and core instruction. Teacher data chats with the administrative team will take place once every quarter to discuss i-Ready data, Topic Assessment data, Progress Monitoring ELA data, and results of F.A.S.T. PM1 assessments. The first data chat is scheduled for October 1, 2022.

Person Responsible Monica Maza (mmaza1@dadeschools.net)

The administrative team will complete daily walkthroughs to ensure consistent systems for DI are in place throughout all grade levels from August 22, 2022 through October 14, 2022.

Person Responsible Yolanda Oliu (pr0261@dadeschools.net)

During collaborative planning sessions, teachers will select student end product to provide corrective & explicit feedback in student workbooks, journals, and/or intervention assignments between October 31, 2022 and December 16, 2022.

Person Responsible Maria Uceta (muceta@dadeschools.net)

Teachers will select a minimum of three students per day during DI and/or core instruction to provide corrective & explicit feedback between October 31, 2022 and December 16, 2022. This will be evident through administrative walkthroughs.

Person Responsible Monica Maza (mmaza1@dadeschools.net)

#2. Instructional Practice specifically relating to Student Engagement

Area of Focus
Description and Rationale:
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on our data review, our school will target the area of Student Engagement. This area was selected because 2022 data indicates student proficiency levels in both ELA and Mathematics continue to trend low regardless of the gains from the 2021 results. FSA ELA assessment results in grades three through five demonstrate 42% while FSA Mathematics assessment results in grades three through five demonstrate 49% of students met proficiency. The school will have to focus on increasing those rates with strategies that engage students optimally.

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

If we successfully implement student engagement then our ELA and Math subgroups will increase by a minimum of three percentage points as evidenced by 2023 State Assessments from 42% to 45% in 2023 ELA proficiency rates and from 49% to 52% in Math proficiency.

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

The administrative team will conduct daily walkthroughs with specific look-fors to ensure students have high levels of engagement. Look fors will be utilized to ensure manipulatives and high yield strategies are an integral part of the learning environment to ensure student engagement.

Person responsible for monitoring outcome:

Yolanda Oliu (pr0261@dadeschools.net)

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

Student engagement is an integral part of ensuring students are acquiring knowledge. Students that are highly attentive and focused will have better academic results. Students that feel connected to the lessons will have physical, cognitive, emotional and cognitive benefits.

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

Student Engagement was selected as a strategy to support student learning. School attendance records indicate that students that were present and engaged performed best on state assessments.

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.

Individual Students and classes will be recognized for meeting i-ready expectations with a passing rate of 70% or higher. Students' performance will be monitored weekly, and students meeting this criteria will be rewarded with an invitation to the "game room" at the end of each month. (70's club; students passing 70% or higher of their monthly average lessons) Grade levels will be recognized in the Happy Campers Club. The average of passing rate and time on task will be computed for each grade level on a bi-weekly basis. Grade level averages will be posted by grade level on the designated Happy Camper bulletin board. Grade levels in the lead will be recognized over the PA system. The first grade level to meet 500 points will be rewarded with music and a treat during lunch. This will be completed twice a month beginning September 1, 2022.

Person Responsible Maria Uceta (muceta@dadeschools.net)

During weekly collaborative planning sessions, teachers will identify high-yield strategies that are best suited to address the standards of the lessons and optimize student engagement. Collaborative planning sessions will take place every week beginning August 22, 2022 through October 14, 2022.

Person Responsible Maria Uceta (muceta@dadeschools.net)

Classroom teachers will use high yield strategies during instruction to ensure academic success. High yield strategies such as but not limited to the use of manipulatives, opportunities for collaborative conversations between students, and hands on exploration activities in science will be identified during collaborative planning and evident during classroom instruction and optimize student engagement opportunities. Collaborative planning sessions will take place from August 22, 2022 through October 14, 2022.

Person Responsible Monica Maza (mmaza1@dadeschools.net)

The administrative team along with assistance from the Leadership Team will develop "Look Fors" for student engagement as they complete daily walkthroughs in classrooms. "Look Fors" will include strategies for all curricular areas. "Look Fors" will be created during the week of September 12, 2022 through October 14, 2022

Person Responsible Monica Maza (mmaza1@dadeschools.net)

Classroom teachers will continue to use high yield strategies during instruction to optimize learning opportunities and ensure high levels of student engagement from October 31, 2022 through December 16, 2022.

Person Responsible Maria Uceta (muceta@dadeschools.net)

Students will be given the opportunity to complete and/or revise assignments based on corrective feedback received by teachers between October 31, 2022 and December 16, 2022.

Person Responsible Yolanda Oliu (pr0261@dadeschools.net)

#3. Positive Culture and Environment specifically relating to If Attendance**Area of Focus****Description and Rationale:**

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

Based on the data review, our school will implement the Targeted Element of student attendance. According to the attendance summary report on PowerBI for the 2021-2022 school year, the average number of absences is 13. Additionally, 22% of students had 16 or more absences during the 2021-2022 school year. It is evident that attendance is an area of concern for our school.

Measurable**Outcome:**

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

If we successfully implement the targeted element of student attendance, then our students will receive high quality instruction that will be evident in improved student outcomes. With schoolwide student incentives, attendance will improve for students with excessive absences with a decrease from 22% to 18%.

Monitoring:

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

Student attendance will be monitored daily. Students with good attendance will periodically be highlighted over the school's PA system. Teachers and counselors will monitor attendance daily and make phone calls to parents/guardians regarding the absences.

Person responsible for monitoring outcome:

Monica Maza (mmaza1@dadeschools.net)

Evidence-based Strategy:

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

In order to have a healthy attendance status at any school site, several factors must be in place. These factors involve closely monitoring student attendance, calling parents of students with excessive absences, home visits by key stakeholders at the school site and offering services to families that might be in need. Additionally, the most important factor in maintaining a healthy attendance is to reward students that attend with fidelity.

Rationale for Evidence-based Strategy:

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

Utilizing strategic attendance initiatives will provide assistance in ensuring students are motivated to be in school and take advantage of learning opportunities. School age students depend on parents and guardians to go to school and therefore, having community and family support is essential for positive attendance trends.

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.

The school guidance counselor and the student services support specialist provided teachers with a list of excessively absent students from the 2021-2022 school year to monitor attendance habits of these identified students. Lists of at risk students were given to teachers during the week of August 22, 2022 and will continue to be addressed until October 14, 2022.

Person Responsible Monica Maza (mmaza1@dadeschools.net)

The school will provide opportunities to celebrate perfect or improved attendance for students such as highlighting them on the morning announcements. Additionally, students that maintain perfect or good attendance will be recognized and rewarded twice during each quarter. Students meeting perfect or improved attendance will be recognized on October 12, 2022.

Person Responsible Monica Maza (mmaza1@dadeschools.net)

Teachers, clerical staff, and counselors will communicate daily with parents/guardians of students with three or more absences. Daily calls to parents will begin the week of August 22, 2022 through October 14, 2022.

Person Responsible Monica Maza (mmaza1@dadeschools.net)

Homes of students with 10 or more absences will be visited by a member of the leadership team to ensure the family has resources necessary for students to be present at school. Target Student Status reports will be monitored daily to ensure student attendance trends passively. Home visits will take place as necessary. The administrative team will meet with parents of students on the Attendance Targeted Student Attendance report on a quarterly basis to offer resources and/or wrap-around services if needed. Attendance meetings with parents have been scheduled to take place on October 5, 2022.

Person Responsible Monica Maza (mmaza1@dadeschools.net)

The administrative team will meet with the HERO interventionist weekly to discuss truant students with excessive absences and tardies. The team will initiate the truancy process, if applicable, beginning October 31, 2022 through December 16, 2022.

Person Responsible Monica Maza (mmaza1@dadeschools.net)

Conduct biweekly Attendance Review Committee meetings with parents/guardians of students identified with 5 or more unexcused absences from October 31, 2022 through December 16, 2022.

Person Responsible Monica Maza (mmaza1@dadeschools.net)

#4. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs**Area of Focus Description and Rationale:**

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

According to the 2021-2022 staff climate survey, data indicates feedback is a valuable tool and an area of growth for teacher development and student success. Instructional staff has indicated they would like more reflective feedback to ensure instructional delivery and student engagement are aligned to support student learning.

Measurable Outcome:

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

If the administrative team offers explicit reflective feedback to instructional staff after administrative walkthroughs, the level of instructional delivery and student engagement will increase and optimize student learning opportunities.

Monitoring:

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

The administrative team will maintain a schedule of classes visited daily and what high yield strategies have been implemented and offered feedback for.

Person responsible for monitoring outcome:

Yolanda Oliu (pr0261@dadeschools.net)

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

Instructional staff that is offered consistent reflective feedback after their lessons gain perspective as to how their lessons transpire. This is especially evident when the feedback targets specific areas and attributes to professional growth.

Rationale for Evidence-based Strategy:

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

Specific teacher feedback is important as it assists in driving optimal instructional practices. Teachers need to hear what strategies are demonstrating good results for student learning.

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.

The administrative team will give a "post-it" shout out to instructional staff when a best practice utilizing a high yield strategy is observed during daily classroom walkthroughs. These "post-its" will be placed on the desk of the teacher. Instructional staff will be given opportunity to recognize other instructional staff during monthly faculty meetings and will offer a "popper" for a student engagement best practice observed from a fellow peer. Shout outs will begin during the week of September 12, 2022.

Person Responsible

Monica Maza (mmaza1@dadeschools.net)

The administrative team will utilize the Framework for Effective Instruction (FEI) during daily walkthroughs and provide reflective feedback related to high yield strategies used during lessons. The feedback will be in the form of a conversation, written "shout-out" or data chat meeting. Feedback opportunities will begin during the week of August 22, 2022 and go through October 14, 2022.

Person Responsible

Monica Maza (mmaza1@dadeschools.net)

The administrative team will ensure daily walkthroughs take place during core instruction, DI or interventions to gather a variety of opportunities to provide reflective feedback to teachers. Daily walkthroughs will begin during the week of August 22, 2022 through October 14, 2022.

Person Responsible Yolanda Oliu (pr0261@dadeschools.net)

Teachers demonstrating lessons with a high degree of student engagement as evidenced during administrative walkthroughs will be asked to share their best practice during a faculty meeting. Best practices will be shared during faculty meetings beginning September 21, 2022.

Person Responsible Monica Maza (mmaza1@dadeschools.net)

During daily walkthroughs the administrative team will monitor the implementation and utilization of high yield strategies and applicable resources across all content areas to include core, differentiated instruction & interventions from October 31, 2022 through December 16, 2022.

Person Responsible Yolanda Oliu (pr0261@dadeschools.net)

The leadership team will ensure expectations for providing students corrective feedback are evident across grade levels and subject areas from October 31, 2022 through December 16, 2022.

Person Responsible Monica Maza (mmaza1@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

According to the results of the 2022 Stanford Achievement Test (SAT) in Reading/ELA, 31% of students in Kindergarten through 2nd grade are not on track to score a Level 3 or above on the statewide, standardized ELA assessment. According to the SAT ELA results, 23% of students in Kindergarten scored Stanine scores of 1 to 3; 47% of students in First Grade scored Stanine scores of 1 to 3, and 23% of students in Second Grade scored Stanine scores of 1 to 3.

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

According to the results of the 2022 FSA ELA assessment, 58% of students in grades 3 through 5 are not on track to score a Level 3 or above on the statewide, standardized ELA assessment. According to the 2022 FSA ELA assessment, 36% of Third Graders scored Level 3 proficiency levels or above; 32%

of Fourth Graders scored Level 3 proficiency levels or above, and 58% of Fifth Graders scored Level 3 proficiency levels or above.

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)

If the school succeeds in implementing the strategies outlined in the School Improvement Plan, ELA scores for students in Kindergarten through Second grade will increase to 51% proficiency on the new Renaissance state assessment.

Grades 3-5: Measureable Outcome(s)

If the school succeeds in implementing the strategies outlined in the School Improvement Plan, ELA scores for students in Third through Fifth Grade will increase to 51% proficiency on the new F.A.S.T. state assessment.

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.

The area of ELA will monitored for desired outcomes through grade level data chats, monitoring expectations of systems in core instruction, DI and interventions. All areas that support reading will be monitored by the instructional coaches and administration to ensure optimal learning is taking place.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Oliu, Yolanda, pr0261@dadeschools.net

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?

"MakingText Connections is a reading comprehension strategy that helps students find meaning in a text by connecting it to their background knowledge. Text connections can be divided into three categories:

Text-to-Self: The connections readers make to their own knowledge and previous experiences.

Text-to-Text: The connections readers make to another piece of written text.

Text-to-World: The connections readers make to the community and world around them."

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?

Making text connections will play an important role in the learning of our students with reading deficits. It will allow students to understand the connections between text and their experiences. The role of the teacher in this area is key in ensuring these connections are made appropriately.

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
Systems in place for core instruction, DI, and interventions will be monitored daily through administrative walkthroughs. Evidence of data folders for students and teachers, and data communication with parents will assist in ensuring all stakeholders are all aware of the academic needs of students.	Oliu, Yolanda, pr0261@dadeschools.net
All tiered learning opportunities will be monitored weekly to ensure students with learning deficits in reading are addressed in a timely manner. Students requiring additional assistance will be offered tier 2 and tier 3 interventions. Progress will be monitored throughout the school year.	Maza, Monica, mmaza1@dadeschools.net
Systems for DI and interventions will be monitored daily through administrative walkthroughs. Evidence will be found on bulletin boards, student folders, and teacher binders.	Oliu, Yolanda, pr0261@dadeschools.net
Evidence of data folders for students and teachers will be seen through daily administrative walk-throughs.	Maza, Monica, mmaza1@dadeschools.net
Provide additional push in support for tier 3 students during DI sessions.	Uceta, Maria, muceta@dadeschools.net
Identified tier 2 and tier 3 students will be a primary focus during administrative teacher data chats.	Oliu, Yolanda, yolyoliu@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.

The school promotes different safety measures and protocols to ensure student and staff safety. According to the School Climate Survey, staff feels safe at the school site. The school has one point of entrance for employees and the perimeter is locked at all times. The students practice fire drills and emergency drills monthly. Our school also promotes emotional support through the use of our mental health counselor, guidance counselor and the student services support specialist. They are all accessible to students. Our school is small which allows for most students to be know by first name. Our administration promotes leadership and relationships by providing several opportunities for team building activities that foster collegiality. We use social media to showcase our school in a positive manner and encourage school pride.

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

Stakeholders at the school site that support a positive school culture include the Principal, Assistant Principal, Instructional Coaches, Teacher Leaders, and Counselors (our School Leadership Team). The role of the principal is to monitor and oversee all school programs and respond to concerns with morale by planning and implementing team building and collaborative activities. These activities involve celebrating successes for student and staff, shout-out opportunities for both students and staff, and initiatives that promote inclusivity and diversity. The assistant principal will monitor the school's initiatives and assist in ensuring all information is shared with stakeholders in a timely manner. The assistant principal offers support to all staff and community members. Teacher leaders and instructional coaches assist in providing and responding to feedback, conserve relationships, and collaborating with stakeholders. All stakeholders are responsible for fostering, promoting, and maintaining relationships with students, parents, families, and community members.