

Miami-Dade County Public Schools

Golden Glades Elementary School



2022-23 Schoolwide Improvement Plan

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Golden Glades Elementary School

16520 NW 28TH AVE, Opa Locka, FL 33054

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

Demographics

Principal: Jeff Rateau

Start Date for this Principal: 7/26/2021

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 Black/African American Students Hispanic Students Economically Disadvantaged Students
School Grades History	2021-22: C (50%) 2018-19: B (56%) 2017-18: C (52%)
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://gglades.dadeschools.net/>

School Demographics

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

School Grades History

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

Our mission is to provide an environment where all students can learn, achieve, and develop confidence to meet the challenges of a changing and complex society. It is our goal to prepare students to succeed in a global society by providing a personalized and rigorous curriculum through excellence in teaching.

Provide the school's vision statement.

Golden Glades Elementary is dedicated to providing a rigorous educational experience to a diverse community where all students are expected to succeed as innovative thinkers. Our vision, as a community, is to cultivate character and foster life-long learning through a challenging educational experience in a safe environment.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Rateau, Jeff	Principal	The Principal oversees the day to day Operation of the school and monitors curriculum and instruction.
	Assistant Principal	The Assistant Principal assists the principal with the day to day operations of the school, as well as oversees curriculum and instruction.
Braye, Lisa	Math Coach	The Math Coach serves as instructional Support for classroom teachers. She is tasked with assisting teachers with planning lessons, modeling, conducting trainings centered around curriculum, and using data to drive teachers' instruction.
Cherelus, Theodora	Reading Coach	The Literacy Coach serves as instructional Support for classroom teachers in the area of English Language Arts in the intermediate grades. She is tasked with assisting teachers with planning lessons, modeling, conducting trainings centered around ELA curriculum, and using data to drive teachers' instruction.
Jackson, LaVenia	Reading Coach	The Literacy Coach serves as instructional Support for classroom teachers in the area of English Language Arts in the primary grades. She is tasked with assisting teachers with planning lessons, modeling, conducting trainings centered around ELA curriculum, and using data to drive teachers' instruction.
Glass, Akim	Teacher, ESE	This individual is our SPED Facilitator and is tasked with making sure we are in compliance and provide the best possible services to our SPED population. Additionally, She oversees all SPED and Gifted Cases.

Demographic Information

Principal start date

Monday 7/26/2021, Jeff Rateau

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.*

12

Total number of teacher positions allocated to the school

13

Total number of students enrolled at the school

199

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

3

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

5

Demographic Data

Early Warning Systems

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	28	24	33	41	41	33	0	0	0	0	0	0	0	200
Attendance below 90 percent	0	7	8	9	6	5	0	0	0	0	0	0	0	35
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	2	2	7	1	0	0	0	0	0	0	0	12
Course failure in Math	0	0	0	2	2	0	0	0	0	0	0	0	0	4
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	1	7	5	0	0	0	0	0	0	0	13
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	1	7	5	0	0	0	0	0	0	13
Number of students with a substantial reading deficiency	0	0	2	9	16	8	0	0	0	0	0	0	0	35

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

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

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	0	0	1	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Wednesday 9/7/2022

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	12	34	27	25	21	26	0	0	0	0	0	0	0	145
Attendance below 90 percent	3	15	12	9	10	13	0	0	0	0	0	0	0	62
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	2	1	1	3	0	0	0	0	0	0	0	7
Course failure in Math	0	0	2	2	1	8	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Number of students with a substantial reading deficiency	0	4	13	12	4	14	0	0	0	0	0	0	0	47

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

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

The number of students identified as retainees:

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	12	34	27	25	21	26	0	0	0	0	0	0	0	145
Attendance below 90 percent	3	15	12	9	10	13	0	0	0	0	0	0	0	62
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	2	1	1	3	0	0	0	0	0	0	0	7
Course failure in Math	0	0	2	2	1	8	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Number of students with a substantial reading deficiency	0	4	13	12	4	14	0	0	0	0	0	0	0	47

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

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

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	35%	62%	56%				45%	62%	57%
ELA Learning Gains	56%						43%	62%	58%
ELA Lowest 25th Percentile	67%						40%	58%	53%
Math Achievement	42%	58%	50%				65%	69%	63%
Math Learning Gains	62%						77%	66%	62%
Math Lowest 25th Percentile	60%						76%	55%	51%
Science Achievement	30%	64%	59%				44%	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	49%	60%	-11%	58%	-9%
Cohort Comparison		0%				
04	2022					
	2019	50%	64%	-14%	58%	-8%
Cohort Comparison		-49%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	19%	60%	-41%	56%	-37%
Cohort Comparison		-50%				

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	59%	67%	-8%	62%	-3%
Cohort Comparison		0%				
04	2022					
	2019	69%	69%	0%	64%	5%
Cohort Comparison		-59%				
05	2022					
	2019	52%	65%	-13%	60%	-8%
Cohort Comparison		-69%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	41%	53%	-12%	53%	-12%
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	11	64		17	83						
BLK	36	58	80	42	64		32				
FRL	36	58	67	42	60	60	33				

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	23	62		14	23						
BLK	38	67		37	25		36				

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
FRL	37	62		36	27		36				
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	30	22		35	56						
BLK	44	42	40	64	79	76	41				
FRL	45	43	40	65	77	76	44				

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	50
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	
Total Points Earned for the Federal Index	352
Total Components for the Federal Index	7
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	44
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	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	52
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	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
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	51
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?

The trends that emerge across grade levels and core content areas is a proficiency of 44% in 3rd Grade FSA ELA Reading, as compared to 46% in 3rd Grade FSA ELA Reading in 2020-2021. In addition, 3rd Grade FSA Mathematics proficiency was 48% in 2021-2022 as compared to 50% in 2020-2021. Third Grade FSA ELA Reading and Mathematics content is an area of of strength.

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

The greatest need for improvement based off progress monitoring and 2022 state assessments is increasing Science proficiency which was 32% in 2021-2022 and increasing proficiency in ELA Reading based on the 3rd grade proficiency of 44% and 4th grade proficiency of 43% in the next grade level. Furthermore, mathematics proficiency in 3rd Grade was 48% and proficiency in 4th grade was 61% so maintaining proficiency and increasing proficiency will be 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 factors that contributed to this need for improvement was our high SPED and L25% population in 5th Grade. There were also several students with excessive absences and/or tardies.

The new actions that needs to be taken in order to address this need for improvement is monitoring student attendance and training teachers to meet the needs of lower performing students.

We must also continue to disaggregate the data in order to help inform instruction and focus on Tier I instruction by strengthening core instructional delivery and closely monitor student performance on their bi-weekly ongoing progress monitoring assessments and topic assessments. Continuous modeling of the course material by the instructional coaches as needed; the Response to Intervention (RtI) process must be done for students showing no signs of academic progress; classroom assignments and instruction must be scaffolded to meet the needs of the student and/or class; Differentiated Instruction must be done with fidelity; and teachers must continue to use planning cards and question stems; item specs/infographics; and monitoring data with fidelity.

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

Based on the 2022 state assessments, the data component that showed the most improvement is 4th Grade mathematics proficiency results, which was 61% in comparison to 50% in 3rd Grade in 2020-2021.

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

The contributing factors to this improvement was strategic common planning sessions with the instructional coaches and teachers; coaching support; extended learning opportunities such as before and after school tutoring, as well as winter and spring break academy; data chats with teachers/students and monitoring of student data; consistent meetings with L25 students and members of the leadership team; and push-in and pullout support by the instructional coaches.

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

The strategies that will need to be implemented to accelerate learning is mentoring of the L25 students, track student data with electronic data trackers, provide enrichment to Tier 1 and higher achieving students, increase the rigor of instruction during Tier 1 instruction, scaffold assignments and instruction based on student needs, and incorporate student generated work and project-based 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.

The professional development opportunities that will be provided at the school to support teachers and leaders includes, but is not limited to, the RtI process, Growth Mindset, Data Driven Instruction, and the Effective Instructional Strategies.

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

Extended learning opportunities for morning and afterschool tutoring; TALENTS afterschool program; Big Ideas Educational Services; lunch bunch; spring and winter break academy; and mentoring of the L25%

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 Attendance Initiatives

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 student level data in Power BI, 30% of the students had 16-30 Absences and 4.49% had 31 or more absences. Based on this data, the School Leadership Team identified student attendance as a need for improvement. The School leadership Team will employ incentives for student's attendance. The school-wide "Journey To Greater Attendance Challenge" has been implemented to increase student attendance and provide incentives for students and classes achieving perfect attendance. Additionally, mentors at the school site will be assigned to the students who have attendance issues and a history of attendance challenges in the past. Lastly, our attendance specialist will provide intervention and support to the students experiencing challenges with school attendance.

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

According to the student level data in the Power BI Reports, over 34% of the students in 2021-2022 had 16 or more absences as compared to 30% in the 2020-2021 school year. Students displaying 16 or more absences will decrease by 15% after the implementation of the student "Journey to Greater Attendance Challenge."

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

On a daily basis, the homeroom teacher will communicate with the parents of absent students. The school-wide Eagle Attendance Review Committee which consist of the School Counselor, Registrar, H.E.R.O. Attendance Interventionist, CIS, Administrators, will use the portal attendance reports to track and identify students' attendance and provide support.

Person responsible for monitoring outcome:

Jeff Rateau (pr2161@dadeschools.net)

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

The evidence based strategy that that will be implemented for this Area of Focus will be Attendance Initiatives: strategic initiatives involve close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies as well as incentives for students with perfect attendance.

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.

After careful review of the student portion of the Power BI Student Attendance Data, over 34% of the students had 16 or more absences. The H.E.R.O. Attendance Interventionist will provide resources and support from the district and outside agencies. The School Counselor and Student Services Specialist will provide support to students with 3 or more absences by providing counseling services, assigning mentors, and conferencing with parents to identify family needs. Additionally, the Eagle Attendance Review Committee will meet weekly to identify students with 3 or more absences and create action steps to address specific attendance needs.

Action Steps to Implement

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

The "Journey to Greater Attendance" school-wide attendance challenge will be implemented to promote student attendance and provide incentives for the homerooms with 100% attendance. As evidenced by a completed attendance tracker. If the Journey to Greater Attendance challenge is successful, then there will be a 10% decrease in the amount of students with 16 or more absences.

8/22/22- 10/14/22

Person Responsible Jeff Rateau (pr2161@dadeschools.net)

The School Counselor and Student Services Support Specialist will make phone calls to parents/guardians, conduct conferences and home visits, and refer parents/guardians to outside agencies for assistance, for students with 5 or more unexcused absences and/or tardies, and monitor the students with a history of 10 or more absences/tardies during the 2021-2022 school year. Providing the support to students and their parents/guardians should result in a decrease in absences and/or tardies.

8/22/22- 10/14/2022

Person Responsible Jeff Rateau (pr2161@dadeschools.net)

The H.E.R.O. Attendance Interventionist will conduct home visits after 3 or more consecutive absences as evidenced by the daily attendance bulletin. Providing resources and assistance to parents experiencing hardship in getting their children to and from school, will decrease the number of absences.

8/22/22- 10/14/2022

Person Responsible Jeff Rateau (pr2161@dadeschools.net)

The students with perfect attendance will be honored during the morning announcements and quarterly awards ceremonies. Attendance reports will be pulled and analyzed at the end of each grading period to determine the students with perfect attendance. In analyzing the attendance reports quarterly, then there will be a decrease in student absences and an increase in students receiving perfect attendance as

evidenced by the attendance bulletin and honor roll report.

8/22/2022 - 10/14/2022

Person Responsible Jeff Rateau (pr2161@dadeschools.net)

The administrative team will meet with the registrar and student service team to reconcile the actual attendance to the week's daily attendance bulletin.

As a result of meeting with the registrar and reconciling the attendance in the gradebook to the daily attendance bulletin, the administrative team will have a clear and concise outlook on the number of absences and tardies that took place throughout the week. Support

10/31/22- 12/16/22

Person Responsible Jeff Rateau (pr2161@dadeschools.net)

Community Involvement Specialist will collaborate with the registrar and student service team in order to follow up and mentor students that were absent and/or tardy for the current week.

As a result of following up and mentoring students with chronic absences and tardies for the week, it provides the administrative team insight on how to assist students and families on improving student attendance, thus decreasing tardies and absences, while increasing student achievement.

10/31/22- 12/16/22

Person Responsible Jeff Rateau (pr2161@dadeschools.net)

#2. Instructional Practice specifically relating to Standards-aligned Instruction

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

According to the results of the 2021-2022 FSA data, 42% of the third graders, 47% of the fourth graders, and 17% of the fifth graders demonstrated proficiency on the ELA FSA for a total of 35% proficiency. In the area of mathematics, 46% of the third graders, 62% of the fourth graders, and 23% of the fifth graders demonstrated proficiency for a total of 42%, and 30% for science. The 2020-2021 FSA proficiency data showed 46% of the third graders, 32% of the fourth graders, and 35% of the fifth graders as demonstrating proficiency, or 38% collectively. The mathematics results of the 2020-2021 FSA showed 50% of the third graders, 35% of the fourth graders, and 23% of the fifth graders, for a total of 36%, as being proficient, and 38% proficient in science.

The 2021-2022 i-Ready Reading AP3 showed 41% of the kindergartners, 42% of the first graders, and 33% of the second graders demonstrated proficiency. With mathematics, 50% of the kindergartners, 29% of the first graders, and 13% of the second graders were proficient. With the 2020-2021 AP3 Reading Diagnostic scores, 47% of the kindergartners, 35% of the first graders, and 35% of the second graders demonstrated proficiency. In math, 42% of the kindergartners, 38% of the first graders, and 52% of the second graders demonstrated proficiency.

Based on the data, we at Golden Glades Elementary will focus on standards aligned instruction in kindergarten thru fifth grade as an area of focus.

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

With the successful implementation of standards aligned instruction, the targeted proficiency in ELA and Math will be evident based on the results from the state wide assessment.

The specific measurable outcome the school plans to achieve based on the statewide assessment is 45% proficiency on the FAST PM3 in ELA Reading in comparison to 35% on the statewide assessment in 2021-2022 and 50% proficiency on the FAST PM3 Mathematics in comparison to 42% on the 2021-2022 statewide assessment. This data is based on the 2021-2022, 3rd and 4th grade reading and mathematics statewide assessments.

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

The leadership team will monitor instruction through weekly walkthroughs, student performance will be tracked on electronic data trackers, collaborative planning will be conducted weekly with fidelity with the instructional coaches and teachers to which administration will sit in on the sessions, and data chats will be conducted following each progress monitoring assessment and topic assessment.

Person responsible for monitoring outcome:

Jeff Rateau (pr2161@dadeschools.net)

Evidence-based

The evidence-based strategy that will be implemented for this area of focus is standards aligned instruction. Standards aligned instruction is ensuring the alignment between what's

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

being taught in the classroom, with the standard(s) of focus.

Through ongoing progress monitoring, student data will be tracked and analyzed biweekly using electronic data trackers which will then be debriefed during collaborative planning to discuss the next steps with regards to remediation of a standard as needed.

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

After analyzing the data from the 2021-2022 FSA in reading and math, as well as the 2021-2022 SAT-10 results, continuously monitoring student progress and aligning instruction and materials to the standards will contribute to the overall improvement and success of student proficiency in grades kindergarten thru fifth.

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.

On-going weekly focused and strategic ELA/Mathematics collaborative planning sessions.

The instructional coaches will train and model for the teachers on how collaborative planning is conducted. Such training and modeling will be tailored to meet the individualized needs of each teacher (setting up norms, introduction/implementation of resources, dissecting the standards, breaking down the pacing calendar, etc.) As a result of the modeling and trainings, teachers will be comfortable coming to collaborative planning with the resources they intend to utilize during the upcoming week.

8/22/2022 - 10/14/2022

Person Responsible Theodora Cherelus (tcherelus@dadeschools.net)

Teachers will provide on-going standards aligned instruction during differentiated instruction.

Teachers will utilize the upcoming Progress Monitoring Assessment to create end product questions that mirror the assessment format as well as pulling resources for DI based on the weakest standard for the Topic Assessment. As a result of the following action, there will be an increase in OPM data.

08/22/2022 - 10/14/2022

Person Responsible LaVenja Jackson (lmjackson@dadeschools.net)

Transformational Coaches will provide on-going coaching support and modeling throughout the school year with classroom teachers.

Teachers will be able to take notes of the strategies that the coaches utilized while modeling the lesson and incorporate them during their instructional delivery.

8/22/2022 - 10/14/2022

Person Responsible Theodora Cherelus (tcherelus@dadeschools.net)

Instructional coaches will conduct mini PDs throughout the year on standards aligned instruction.

Coaches will review the B.E.S.T Standards for ELA and Mathematics in order to ensure that teachers are effective in transitioning from FSA to B.E.S.T. Administrative walkthroughs will be conducted with the use of a checklist provided by the instructional coaches.

08/22/2022 - 10/14/2022

Person Responsible Jeff Rateau (pr2161@dadeschools.net)

Instructional coaches will receive support from their CSS with standards aligned instruction

As a result, the instructional coaches will be able to turnkey information and provide support to teachers with aligning the standards to their instruction.

10/31/22- 12/16/22

Person Responsible Yashyawa Teague (yteague@dadeschools.net)

Product reviews will be held during collaborative planning to check for alignment to the standards.

As a result, the instructional coaches and teachers will have discussions on the effectiveness of assignments that were assigned. The instructional coaches will also be able to determine if there was a clear alignment to the standard and the desired outcome.

10/31/22- 12/16/22

Person Responsible [no one identified]

#3. Transformational Leadership specifically relating to Leadership Development

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

After reviewing the results of the school climate survey for the staff, it indicated that 60% agreed or strongly agreed that students were deficient with basic academic needs in 20-21 versus 50% that agreed or strongly agreed in 21-22. This decline indicates a need to provide ongoing professional development focused on managing data systems and processes to increase academic knowledge.

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

Based on managing data systems and processes, professional developments and support will be provided throughout the year, resulting in 30% of the staff or less agreeing or strongly agreeing that "the students were deficient with basic academic needs" as evidenced by the School Climate Survey, in comparison to 50% in 21-22. A 20% decrease from the 2021-2022 school year.

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

The Area of Focus that will be monitored for the desired outcome is weekly collaborative planning and administrative walkthroughs focusing on data systems and processes. Scheduled data chats, ongoing product reviews, and weekly leadership team grade level data analysis will be ongoing.

Person responsible for monitoring outcome:

Jeff Rateau (pr2161@dadeschools.net)

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

The evidence-based strategy being implemented for this Area of Focus is Managing Data Systems & Processes, involves setting expectations and practices around the ongoing examination of data to evaluate the effectiveness of instruction to improve student outcomes.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.

The rationale for selecting this specific strategy is primarily based on 50% of the "staff agreed or strongly agreed that the students were deficient with basic academic needs as evidenced by the 2021-2022, School Climate Survey." Therefore, Power BI, i-Ready AP3 Data, Performance Matters Data, and statewide assessment data were the resources used to select Managing Data Systems & Processes. These data resources allowed us to identify students performance on Topic Assessments, Progress Monitoring Assessments, i-Ready, and statewide assessments and the specific students current academic levels.

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.

During collaborative planning, the Instructional Coaches will provide professional learning opportunities to teachers on how to conduct effective data chats with students.

Coaches will model how to analyze data and how to breakdown the data to students. As a result, teachers will be comfortable scheduling and conducting data chats with their students in order to come up with a plan of action on how to remediate or enrich a standard/skill.

8/22/2022 - 10/14/2022

Person Responsible Jeff Rateau (pr2161@dadeschools.net)

Students and teachers will create data folders/binders to keep track of their data throughout the school year.

Student data folders will contain trackers in which they will be accountable for tracking their progress on their bi-weekly PMAs, Topic Assessments, performance on i-Ready, as well as the F.A.S.T. PM data. Teacher data binders will contain student statewide assessment results from the 2021-2022 school year, data from student PMAs and Topic Assessments, i-Ready data, and F.A.S.T PM data. As a result of the data folders, students will be able to monitor how they are performing academically. Teachers will use their data binders as an ongoing tool to continuously identify and meet the needs of their students. The administrators will monitor the data folders/binders on a weekly basis to ensure tracking is being conducted with fidelity.

8/22/2022 - 10/14/2022

Person Responsible Jeff Rateau (pr2161@dadeschools.net)

Scheduled data chats with teachers and members of the leadership team

Quarterly data chats will take place using past and present data to evaluate the effectiveness of instruction and to further help guide instruction. As a result of the data chats, teachers will be able to make the necessary shifts in their instruction to improve student proficiency and the leadership team will be better informed of the progress being made towards our school proficiency goals.

8/22/2022 - 10/14/2022

Person Responsible Jeff Rateau (pr2161@dadeschools.net)

Focused and strategic walkthroughs conducted by the administrative team will take place weekly.

Focused walkthroughs will take place in order to monitor data trackers, differentiated instruction folders, flexible grouping, lesson plans, usage in the RWC and math textbook, and ongoing progress monitoring based on the secondary standard to ensure that the teachers are managing the data systems and processes in a timely manner.

8/22/2022 - 10/14/2022

Person Responsible Jeff Rateau (pr2161@dadeschools.net)

A School-Wide Assessment Action Plan will be created and distributed to all instructional staff.

As a result of putting in place the school-wide assessment plan, the School Leadership team will assure at least 95% of students are tested on each administered assessment and the leadership team is able to review data in order to determine the type of support needed for all learners.

10/31/22- 12/16/22

Person Responsible Yashyawa Teague (yteague@dadeschools.net)

On a weekly basis, the Curriculum Council Team will meet to discuss PMA and Topic Assessment data in order to provide next steps for coaching support in ELA and Math.

As a result of reviewing assessment data for PMAs and Topic assessments, the Curriculum Council will be able to determine the support needed for each teacher by the instructional coaches, identify students who will generate proficiency for each grade level and ultimately for the school, and make the necessary adjustments to the Data on the board as we move towards our school goals.

10/31/22- 12/16/22

Person Responsible Yashyawa Teague (yteague@dadeschools.net)

#4. 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 Differentiated Instruction as a need for review. We selected this area of focus based on our findings which showed 35% of the students demonstrated proficiency in ELA and 42% of the students demonstrated proficiency in Math for grades 3-5 on the 2022 FSA. We compared the current 2022 ELA FSA data of 35% and 42% in reading and math respectively, with the 2021 FSA data of 38% in ELA and 36% in Math.

Therefore, we will create and review primary standards for our tier 1, tier 2, and tier 3 students during D.I.

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

If we successfully implement DI, students will increase ten percentage points to achieve 45% proficiency on the FAST PM3 (Spring 2023) in ELA Reading in comparison to 35% on the statewide assessment in 2021-2022 and an increase of eight percentage points to achieve 50% proficiency on the FAST PM3 (Spring 2023) Mathematics in comparison to 42% on the 2021-2022 statewide assessment.

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

This area of focus will be monitored through weekly on-going progress monitoring that remediates the weakest standard. Administrators will conduct data chats to evaluate student performance and plan for next steps with the teachers. Walkthroughs will be conducted to ensure there is an alignment between what was planned.

Person responsible for monitoring outcome:

Jeff Rateau (pr2161@dadeschools.net)

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

Data driven decision making will be implemented during collaborative planning to determine the secondary standard for Differentiation. Weekly check for understandings will occur through on-going progress monitoring to monitor the effectiveness of the strategies that were implemented.

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

Data-Driven Decision making was a strategy selected because our Coaching team and teachers will rely heavily on data to inform instruction in the classroom; this will be evident through an increase in student proficiency on District and school-wide assessments.

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.

Monitor student success through the use of electronic data trackers.

Based on the data reports in Performance Matters, teachers will upload their Progress Monitoring Assessment and Topic Assessment data onto the schoolwide electronic data tracker. Data trackers will reflect the most current data in Performance Matters.

8/22/2022 - 10/14/2022

Person Responsible Jeff Rateau (pr2161@dadeschools.net)

Discuss student performance during collaborative planning and data chat sessions weekly in order to make informed decisions to determine what standards need to be addressed.

Instruction should reflect teachers have planned and gathered the appropriate resources based on the data including ensuring that the systems for providing effective DI are in place in order to meet the specific learning needs based on the data.

8/22/2022 - 10/14/2022

Person Responsible Jeff Rateau (pr2161@dadeschools.net)

Teachers will provide explicit instruction during the TLC to assist with remediating the secondary standard.

Teachers will utilize resources aligned to the data that was discussed during collaborative planning as evidenced through the TLC packet.

8/22/2022 - 10/14/2022

Person Responsible Jeff Rateau (pr2161@dadeschools.net)

Assist teachers with using the pacing guide to plan and to retrieve the necessary resources that are needed during D.I. based on the student's Tier or individualized level.

Administrators will conduct product reviews to ensure alignment with what was planned.

8/22/2022 - 10/14/2022

Person Responsible Jeff Rateau (pr2161@dadeschools.net)

On-going Mini Professional Development will be provided for teachers on differentiated instruction to address the areas of deficiency among students.

As a result, teachers will be able to take information learned and apply it with students in the classroom
10/31/22- 12/16/22

Person Responsible Lisa Braye (208010@dadeschools.net)

Teachers will utilize reports on performance matters to identify the weakest benchmark for remediation.

As a result, teachers will be able to target learning and use data to drive instruction to meet the needs of students.

10/31/22- 12/16/22

Person Responsible Yashyawa Teague (yteague@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

The 2021-2022 i-Ready AP3 reading diagnostic scores showed 41% of the kindergartners, 42% of the first graders, and 33% of the second graders demonstrated proficiency. This data was compared to that of the 2020-2021 school year in which 47% of the kindergartners, 35% of the first graders, and 35% of the second graders demonstrated proficiency on the i-Ready AP3 reading diagnostic. With the current data, there is a 6% and 2% decrease in proficiency with grades kindergarten and second, while first grade had a 7% increase in proficiency.

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

Based on the results of the 2021-2022 FSA data for reading, our findings showed that 35% of the students in grades 3-5 demonstrated proficiency. In 3rd grade, we had a total of 42% proficiency, 4th grade 47%, and 5th grade had 17% proficiency.

The current data of 35% was compared to the data from the 2020-2021 school year which showed 38% of the students in grades 3-5 as being proficient. There were 46%, 32%, and 35% proficiency for 3rd, 4th, and 5th grade respectively. Based on this information, there was a 3% decrease in the amount of students in grades 3-5 that were proficient on the reading component of the FSA.

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)

By developing, delivering, and monitoring Tier 1 instruction in grades kindergarten thru second grade, then our ELA proficient students will increase by 5%.

Grades 3-5: Measureable Outcome(s)

If we continue to develop, deliver, and monitor Tier 1 instruction, then our ELA proficient students in 3rd thru 5th grade will increase by a minimum of five percentage points as evident by the 2022-2023 F.A.S.T PM3.

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 instructional coaches will facilitate weekly collaborative planning sessions with teachers to which administration will sit in on the sessions. Targeted weekly walkthroughs and debriefings will be conducted to ensure that there is an alignment between what was planned for during planning and what is being taught. Explicit feedback will continue to be provided weekly not only to teachers, but to the students as well. Transformation coaches will continue to collaboratively plan with teachers by utilizing instructional resources that defines the expectations and outcomes of each standard and benchmark. Observational data will continue to be utilized to adjust planning and instruction. Data analysis of bi-weekly progress monitoring assessments, as well as product reviews, will be used to track and monitor student progress and determine the effectiveness of the teacher's instructional delivery.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Teague, Yashyawa, yteague@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?

The evidence-based practice being implemented to achieve the measurable outcome in each grade level is the Gradual Release of Responsibilities Model (GRRM). By focusing on the GRRM during Tier 1 instruction, teachers will get an opportunity to model and scaffold a benchmark before students are released to attempt it on their own. Teachers will model the skill/strategy, students will get a chance to try the skill/strategy alongside the teacher, students will then get to try the skill/strategy with a partner(s), and finally, the students will get an opportunity to try the skill/strategy alone. By allowing the student to go through the GRRM, the teacher not only helps build confidence within the student, but the teacher allows the students to learn from and with each other.

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?

By focusing on the GRRM during Tier 1 instruction, teachers will get an opportunity to model and scaffold a benchmark before students are released to attempt it on their own. Teachers will model the skill/strategy, students will get a chance to try the skill/strategy alongside the teacher, students will then get to try the skill/strategy with a partner(s), and finally, the students will get an opportunity to try the skill/strategy alone. By allowing the student to go through the GRRM, the teacher not only helps build confidence within the student, but the teacher allows the students to learn from and with each other. With reviewing student end products, product reviews will be conducted during collaborative planning.

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
<p>Literacy Leadership: The literacy leadership team will conduct walkthroughs and observations to determine if classroom teachers are implementing the Gradual Release of Responsibility Model with fidelity. As a result of classroom walkthroughs and observations, implementation of the GRRM will be evidenced by teachers modeling and guiding students through a lesson before releasing them to complete a task without assistance.</p> <p>8/22/22-10/14/22</p>	<p>Cherelus, Theodora, tcherelus@dadeschools.net</p>
<p>Literacy Leadership: The literacy leadership team will plan a professional learning opportunity centered around the Gradual Release of Responsibility Model. As a result of the professional learning opportunity, teachers will be able to confidently navigate through the steps of the GRM as evidenced through their instructional delivery.</p> <p>8/22/22-10/14/22</p>	<p>Jackson, LaVenía, lmjackson@dadeschools.net</p>
<p>Literacy Coaching: The literacy coaches will model a lesson while going through the Gradual Release of Responsibility Model for teachers. As a result of the coach modeling a lesson, teachers will be able to provide instruction that guide students through collaboration then releases them to successfully complete the learning target independently.</p> <p>8/22/22-10/14/22</p>	<p>Cherelus, Theodora, tcherelus@dadeschools.net</p>
<p>Literacy Coaching: The literacy coaches will debrief with the teacher and schedule a time and date for a follow-up after modeling a lesson with the Gradual Release of Responsibility Model. As a result, the teacher will instruct, allow the learners to practice what was taught collaboratively, and complete a task independently as a check for understanding.</p> <p>8/22/22-10/14/22</p>	<p>Teague, Yashyawa, yteague@dadeschools.net</p>
<p>Assessment: Student performance on their bi-weekly progress monitoring assessments will be monitored by the students and teachers. As a result of monitoring bi-weekly assessments, the teacher is able to remediate the weakest standard in order to ensure students are proficient in each standard.</p> <p>10/31/22- 12/16/22</p>	<p>Cherelus, Theodora, tcherelus@dadeschools.net</p>
<p>Assessment: Teachers will check for understanding using student end product questions. As a result of checking for responses on end product questions, teachers will be able to gauge the learners' understanding and ensure that they know the process by which to dissect a question as well as arrive at the correct answer.</p> <p>10/31/22- 12/16/22</p>	<p>Jackson, LaVenía, lmjackson@dadeschools.net</p>

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 Leadership Team will address building a positive school culture and environment by being an example to both staff, students, and the community. The Vision, Mission, and Eagle Call will be read on the P.A. All stakeholders are challenged with a "Journey to Greater Things" while making sure students learn and commit the Eagle Call to memory. Additionally, positive affirmations are posted around the building to encourage and instill an "I can" spirit. Moreover, Stakeholders and Community- Based Partners are asked to make donations of incentives to teachers and students for our "Eagles' Mart" that promotes academic achievement, model behavior, and "Spotting Success."

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

Administrators, teachers, counselors, instructional coaches, parents, and the community are all stakeholders. They will promote a positive and professional culture and environment in the school by fostering positive interactions among stakeholders.