Springview Elementary School

2022-23 Schoolwide Improvement Plan

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Springview Elementary School

1122 BLUEBIRD AVE, Miami Springs, FL 33166

http://svelem.dadeschools.net/

Demographics

Principal: Catalina Flor

Start Date for this Principal: 7/15/2013

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	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	69%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Hispanic Students Economically Disadvantaged Students
School Grades History	2021-22: A (77%) 2018-19: A (67%) 2017-18: A (69%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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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	No	69%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

School Grades History

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

School Board Approval

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SIP Authority

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

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Springview Elementary is committed to developing the physical and mental well-being of all stakeholders and creating lifelong learners in a climate of excellence through school, family and community.

Provide the school's vision statement.

The staff and community at Springview Elementary School is committed to the belief that all children should be encouraged to grow, learn and become productive members through involvement in a continuous progression of meaningful learning experiences that incorporates the physical and mental well-being of all stakeholders. We believe that our school's purpose is to challenge all students to apply high levels of critical and creative thinking in achieving academic and social skills. The staff and parents accept and share responsibility for personal, academic, and social growth as well as positive participation in the learning process of their children.

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
Flor, Catalina	Principal	Manage the physical, financial, and human resources of the school. • Build an effective school-community partnership. • Become informed and effective change agents. • Understand the interpretation and application of data to drive school improvement. • Provide instructional leadership to increase the quality of teaching and learning at the school site. • Provide vision and leadership to foster a culture of high expectations for all students. • Become part of a professional community of practice. • Provide a model of strong instructional leadership capable of transforming school cultures.
Castro-Hernandez, Sylvia	Instructional Media	Manage the physical and financial resources of the media center. Reading Contact for the school, I-Ready facilitator, Assist with the School Improvement Plan. As the Designated Site Person, duties include coordination of deliveries with service providers, communicate with site based technician regarding repair issues, oversee the distribution of devices to teachers & students & manage the circulation and inventory of devices through the ATMS. United Way Representative.
Jimenez, Tania	Teacher, K-12	PD Liaison, proposes professional development activities for the school, Fourth Grade ELA and Science teacher, Fourth Grade Chairperson and assists with the writing and monitoring of the implementation of the School Improvement Plan.
Storr, Gayla	Teacher, K-12	Second Grade teacher, Second Grade Chairperson, Gradebook Manager and assists with the writing and Implementation of the School Improvement Plan.
Gomez-Lugo, Irene	Assistant Principal	Assist the principal with: Manage the physical, financial, and human resources of the school. • Build an effective school-community partnership. • Become informed and effective change agents. • Understand the interpretation and application of data to drive school improvement. • Provide instructional leadership to increase the quality of teaching and learning at the school site. • Provide vision and leadership to foster a culture of high expectations for all students. • Become part of a professional community of practice. • Provide a model of strong instructional leadership capable of transforming school cultures.

Name	Position Title	Job Duties and Responsibilities
Vizcaino, Jill	Teacher, K-12	Second Grade teacher, EESAC Chairperson, Substitute Locator, PTA teacher Representative and assists with the writing and Implementation of the School Improvement Plan.

Demographic Information

Principal start date
Monday 7/15/2013, Catalina Flor

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.*
12

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.*
10

Total number of teacher positions allocated to the school
17

Total number of students enrolled at the school
267

Identify the number of instructional staff who left the school during the 2021-22 school year.
4

Identify the number of instructional staff who joined the school during the 2022-23 school year.
0

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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	30	45	38	58	47	50	0	0	0	0	0	0	0	268
Attendance below 90 percent	0	2	0	3	1	2	0	0	0	0	0	0	0	8
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Course failure in Math	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	2	2	4	0	0	0	0	0	0	0	8
Level 1 on 2022 statewide FSA Math assessment	0	0	0	2	2	5	0	0	0	0	0	0	0	9
Number of students with a substantial reading deficiency	0	1	1	15	9	5	0	0	0	0	0	0	0	31

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

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

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

Date this data was collected or last updated

Friday 7/15/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	32	32	56	46	57	37	0	0	0	0	0	0	0	260
Attendance below 90 percent	2	0	3	1	2	3	0	0	0	0	0	0	0	11
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	0	0	0	0	0	0	0	0	0	3
Course failure in Math	0	0	0	1	1	4	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	1	1	15	9	5	5	0	0	0	0	0	0	0	36

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

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

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	0	2	1	0	0	0	0	0	0	0	0	0	5
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	32	32	56	46	57	37	0	0	0	0	0	0	0	260
Attendance below 90 percent	2	0	3	1	2	3	0	0	0	0	0	0	0	11
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	0	0	0	0	0	0	0	0	0	3
Course failure in Math	0	0	0	1	1	4	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	1	1	15	9	5	5	0	0	0	0	0	0	0	36

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

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

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	0	2	1	0	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	85%	62%	56%				77%	62%	57%
ELA Learning Gains	73%						61%	62%	58%
ELA Lowest 25th Percentile	48%						43%	58%	53%
Math Achievement	88%	58%	50%				81%	69%	63%
Math Learning Gains	84%						75%	66%	62%
Math Lowest 25th Percentile	81%						63%	55%	51%
Science Achievement	77%	64%	59%				71%	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	77%	60%	17%	58%	19%
Cohort Comparison		0%				
04	2022					
	2019	71%	64%	7%	58%	13%
Cohort Comparison		-77%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	74%	60%	14%	56%	18%
Cohort Comparison		-71%				

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	78%	67%	11%	62%	16%
Cohort Comparison		0%				
04	2022					
	2019	79%	69%	10%	64%	15%
Cohort Comparison		-78%				
05	2022					
	2019	78%	65%	13%	60%	18%
Cohort Comparison		-79%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	69%	53%	16%	53%	16%
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	56	60		63	73						
ELL	72	57		76	90	91					
HSP	84	71	45	86	83	81	73				
WHT	100			100							
FRL	82	72	50	85	87	93	75				

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
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	46	40		46	40		30				
ELL	72			50							
HSP	80	66	50	66	48	25	71				
WHT	100			91							
FRL	76	68	60	58	50		59				

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
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	43	43	40	43	64						
ELL	65	55	35	73	73	65	62				
HSP	76	60	39	80	75	64	69				
WHT	86	70		93	70						
FRL	68	58	46	72	69	64	58				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	77
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	78
Total Points Earned for the Federal Index	614
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	63
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	77
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	75
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	100
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	78
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 show that the 2022 FSA ELA percent proficient is 85% in grades 3 - 5. The trends that emerge show that the 2022 FSA Math percent proficient is 88% in grades 3 - 5.
ELA:
The ELL and Whites ELA subgroups achievement increased. The SWD, HSP, and FRL ELA subgroups achievement decreased. All ELA subgroups learning gains increased by an average of 4 percentage points. All ELA subgroups L25 learning gains decreased by an average of 2 percentage points.

Math:
All Math subgroups achievement increased by 20 percentage points. All Math subgroups learning gains increased by 36 percentage points and L25 learning gains increased by 56 percentage points.

Science:
All Science subgroups achievement increased by 4 percentage points.

The trends that emerge show that the 2022 FSA ELA achievement gap is slowly closing as we improved in the overall percent proficient from 82% proficient in 2021 to 85% proficient in 2022. This shows a 3 percentage point increase.

The trends that emerge show that the 2022 FSA Math achievement gap is slowly closing as we improved from 68% in 2021 to 88% in 2022. This shows a 20 percentage point increase.

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

2021 data findings:

The greatest need for improvement is in the area of Mathematics. The school decreased in Math achievement from 81% in 2019 to 68% in 2021,this is a 13 percentage point difference. The Math learning gains decreased from 75% in 2019 to 48% in 2021, this is a 27 percentage point difference. The Math learning gains of the lowest 25 decreased from 63% in 2019 to 25% in 2021, this is a 38 percentage point difference.

2022 data findings:

The majority of our ELA Subgroups Learning Gains L25 decreased by at least 2 percentage points. Students with Free and Reduced lunch decreased by 25 percentage points, black students decreased by 30 percentage points and SWD students decreased by 32 percentage points.

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

For the last 3 years, we have been focused on implementing standards-based instruction in all classrooms. This year, our focus will continue to support all data-driven instruction and focus on learning in ELA. We will continue to develop teachers using strategies that focus on scaffolding and intervention for lower performing students to help them access grade level content. We will be strategic with aligning

resources and include Ongoing Progress Monitoring (OPM) in our data chats. We will also use the F.A.S.T. Progress Monitoring (PM) report and use the essential skills for review.

The main contributor for the decrease in the area of ELA L25 was not meeting students needs in the Differentiated Instruction (DI) groups. Data shows that students learn and perform best in the area of ELA when instruction is conducted using progress monitoring data in small group instruction.

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

In 2021, students in ELA Learning Gains showed 8 percentage points improvement when comparing 2019 FSA score of 61% to 2021 FSA score of 69%.

2022 data findings: ELA Learning Gains increased from 69 percentage points in 2021 to 73 percentage points on the 2022 FSA.

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

Our improvement is due to the fidelity of our intervention program, our ESE and resource teachers enhanced the instruction by collaborating with the classroom teacher. Additionally, we created collaborative planning schedules that allotted time to plan for Differentiated Instruction (DI) and we offered Extended learning opportunities (before/after school tutoring).

Administrators attended weekly collaborative planning sessions and contributed to conversations with individual departments to carefully align resources utilizing digital platforms.

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

Data-driven instruction, Differentiated Instruction, Extended Learning Opportunities, Standards-Based Collaborative Planning, Response to Intervention (RTI).

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.

Our i-Ready Representative will continue to conduct grade level specific data chats to align resources to small group instruction and make adjustments to groups based on data. The first i-Ready data chat is on 10-13-22.
Teachers will attend Schoology professional development training in September.

Continuous data chats with individualized feedback and next steps or revisions to DI groups will be ongoing throughout the school year. Math, ELA and Science Liaisons will continue to attend District Professional Development during 08/17/22-10/21/22. These Liaisons will then meet with their respective subject area teachers to disseminate information.

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

Collaborative planning will be scheduled weekly and a member of the Leadership Team (LT) will attend to ensure fidelity. This will include school-wide strategies being implemented that are aligned to the goals. K-3 Reading tutor will assist with small group instruction during the Reading block. Extended Learning opportunities will be provided with before and after school tutoring and interventions.

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, the 2022 FSA ELA L25 percent proficient is 48% in grades 3 - 5 compared to 50% proficient in 2021, this a -2% difference. Our school will implement the Instructional Practice related to Differentiation Instruction in Reading. We are not meeting the unique needs of all learners; therefore, it is evident that we must improve our ability to differentiate instruction based on the levels of the students we serve. We will provide the scaffolding necessary for the L25 subgroup to access grade level content in order to make learning gains and move towards proficiency.
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 Instructional Practice related to Differentiation in Reading, then our percent proficient in Reading will increase to 53% in grades 3-5 by a minimum of 5 percentage points as evidenced by the June 2023, PM3.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Leadership Team will conduct data chats, adjust groups based on current data in real time, and follow-up with regular walkthroughs to ensure quality instruction is taking place. Administrators will review lesson plans for indication of differentiation. Extended learning opportunities will also be provided to students who are not showing growth.
Person responsible for monitoring outcome:	Catalina Flor (pr5361@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the Targeted Element of Differentiation, our school will focus on the evidence-based strategy of : Data-Driven Instruction. Data-Driven Instruction will assist in accelerating the learning gains of students as it is a systematic approach of instruction to meet the student's needs.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the	Data-Driven Instruction will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

**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.

Teachers will examine the FAST PM1 and i-Ready AP1 data by October 21, 2022 and utilize it for data driven instruction such as their individual DI groups during the 2022-2023 school year.

Person Responsible	Catalina Flor (pr5361@dadeschools.net)

Teachers will have student data chats and set expectations and goals for their individualized i-Ready lessons and differentiate instruction during 09/19/22-10/21/22.

Person Responsible	Catalina Flor (pr5361@dadeschools.net)

Teachers will establish clear daily classroom routines that will allow them to successfully have small groups for differentiation during 08/22/22-10/14/22.

Person Responsible	Catalina Flor (pr5361@dadeschools.net)

Teachers will utilize i-Ready reports, STAR reports and any other assessment tool to show mastery of skills taught and individualize lessons to ensure mastery of the skills in each domain during 09/19/22-10/21/22.

Person Responsible	Catalina Flor (pr5361@dadeschools.net)

Resource teachers will use the push-in model in the Reading classes in order to assist the ELA L25 percent with differentiation from 10-31-22 through 12-16-22.

Person Responsible	Catalina Flor (pr5361@dadeschools.net)

The K-3 Reading Tutor will work with selected students during the ELA block using the Sadlier books to unwrap the Florida's BEST Standards from 10-31-22 through 12-16-22.

Person Responsible	Catalina Flor (pr5361@dadeschools.net)

#2. Instructional Practice specifically relating to ELA	
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 Instructional Practice related to Small Group Instruction in ELA L25. We selected the area of ELA based on our findings that demonstrated that our Learning Gains for the L25 decreased. According to the 2022 FSA ELA our L25 Learning Gains decreased from 50% in 2021 to 48% in 2022. We are not meeting the unique needs of all learners therefore it is evident that we must improve our ability to differentiate instruction based on the levels of the students we serve. We will provide the scaffolding necessary for the L25 subgroup to access grade-level content in order to make learning gains and move towards proficiency.
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 Instructional Practice related to Small Group Instruction in ELA, then our percent proficient in ELA will increase to 87% in grades 3-5 by a minimum of 2 percentage points as evidenced by the June 2023, PM3.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Leadership Team will conduct data chats, adjust groups based on current data in real time, and follow-up with regular walkthroughs to ensure quality instruction is taking place. Administrators will review lesson plans for indication of differentiation for students. Teacher will conduct Data Analysis of formative assessments of L25 students, this will be reviewed monthly to observe progress. Extended learning opportunities will be provided to those students who are not showing growth.
Person responsible for monitoring outcome:	Catalina Flor (pr5361@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the Targeted Element of Instructional Practice related to Small Group Instruction in ELA, our school will focus on the evidence-based strategy of Data-Driven Instruction. Data-Driven instruction will assist in accelerating the learning gains of our L25 as it is a systematic approach of instruction to meet the students' needs. Data-Driven instruction will be monitored through Reports in Power BI to drive instructional planning and data driven conversations.
Rationale for Evidence-based Strategy:	Data-Driven Instruction will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

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

Action Steps to Implement

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

i-Ready representative will conduct training and provide support to all K-5 Grade teachers in order to review AP1 and AP2 data. The i-Ready toolkit will be provided as an additional resource to enhance data driven instruction targeting specific deficiencies. i-Ready will also provide support to teachers in order to desegregate data after AP1 to guide teachers on assigning individual student lessons. The first i-Ready data chat will be on 10-13-22.

Person Responsible   Catalina Flor (pr5361@dadeschools.net)

Teachers will attend District professional development, which will allow each grade level/department to share best practices through digital platforms during 08/22/22-10/14/22.

Person Responsible   Catalina Flor (pr5361@dadeschools.net)

Teachers will have the opportunity to attend monthly ICAD meetings for ELA during 08/22/22-10/14/22.

Person Responsible   Catalina Flor (pr5361@dadeschools.net)

Individualized i-Ready skill based lessons will be assigned from 8/22/22-10/14/22 in order to assist students in understanding their areas of success and areas of improvement.

Person Responsible   Catalina Flor (pr5361@dadeschools.net)

Resource teachers will use the push-in model in the Reading classes in order to assist the ELA L25 percent with differentiation from 10-31-22 through 12-16-22.

Person Responsible   Catalina Flor (pr5361@dadeschools.net)

The K-3 Reading Tutor will work with selected students during the ELA block using the Sadlier books to unwrap the Florida's BEST Standards from 10-31-22 through 12-16-22.

Person Responsible   Sylvia Castro-Hernandez (scastro-hernandez@dadeschools.net)

#3. Positive Culture and Environment specifically relating to Early Warning Signs	
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 in the PowerBI attendance report, our school will implement the targeted element of student attendance. The overall attendance during the 2020-2021 school year reflected 97.1% compared 2021-2022 94.6%. Through our data review, we noticed the students who struggle with daily attendance are also the students who are not meeting expectations for learning gains as well as proficiency.
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 Early warning Systems, our students will receive quality instruction that will contribute to improve student outcomes. With consistent student incentives, our attendance will increase to 97% by June 2023. This is a 2.4 percentage point increase.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The LT will work to connect with families who struggle with attendance and identify the root cause for absences and create a plan of action to ensure students are able to be present daily. Teachers will monitor their daily attendance. To ensure we are on track to meeting the outcome above, this data will be discussed during data chats with teachers and students and parental contact will be made when necessary.
Person responsible for monitoring outcome:	Catalina Flor (pr5361@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the targeted Element of Early Warning Systems, our school will focus on the evidence-based strategy of: attendance initiatives. Attendance initiatives will assist in narrowing the absence gap amongst our students. Student absences will be monitored on a weekly basis to prevent a pattern of excessive absences.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Attendance initiatives will assist in decreasing the number of student absences. The initiatives will provide the LT with a systematic approach to identify attendance issues, remediation, and rewards.

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.

Counselor will call parents once the child has three absences during 08/22/22-10/14/22.

Person Responsible   Olga Siddons (osiddons@dadeschools.net)

Classes with 100% attendance during 08/22/22-10/14/22, will be announced on morning announcements in order to continue to motivate all students.

Person Responsible	Sylvia Castro-Hernandez (scastro-hernandez@dadeschools.net)

Students with five absences or more will be referred to the school's social worker during 08/22/22-10/14/22.

Person Responsible	Olga Siddons (osiddons@dadeschools.net)

An Attendance agreement will be created for students who have five or more absences during 08/22/22-10/14/22.

Person Responsible	Olga Siddons (osiddons@dadeschools.net)

Refer students with more than five absences to I 3 Attend Intervention Program during 10-31-22 through 12-16-22. Subsequently, refer said students to the Attendance Review Committee (ARC) meeting.

Person Responsible	Olga Siddons (osiddons@dadeschools.net)

During 10-31-22 through 12-16-22, the Glad You Are Here program will be implemented every morning to highlight students with 100% attendance.

Person Responsible	Olga Siddons (osiddons@dadeschools.net)

#4. 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.	Based on the qualitative data from the 2022 School Climate Survey, 20% of our school personnel agree that they work together as a team as compared to 67% in 2021. This is a decrease of 47%. We want to use the Targeted Element of Instructional Leadership Team, so that we have 85% participation in leadership responsibilities. We want to develop teacher leaders by involving them in school-wide initiatives and ensuring they are informed and feel as though they are invested in the school community. By involving them in school-wide committees such as grade level chairs and department heads.
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 Leadership development, our teachers will be provided the opportunity to contribute to school-wide decisions through monthly meetings. By June 2023, 85% of our school personnel will agree that they work together as a team as evidenced in the School Climate Survey.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Leadership Team will identify specific staff members that are experts in areas that will serve as leads with initiatives. By involving teachers, we hope to create an environment of shared leadership. Teachers who receive support will share the knowledge they have during grade level/department meetings.
Person responsible for monitoring outcome:	Catalina Flor (pr5361@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the Targeted Element of Leadership Development, we will focus on the evidence-based strategy of: Involving Staff in the decision making process. We hope to increase shared leadership by involving teachers that are experts. Experts in the building will keep us updated in faculty meetings.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy.	Involving Staff will allow the expertise of teachers to carry out the school's vision and mission with fidelity and allow for a community feel.

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.

Teachers will have the opportunity to sign up for school-wide committees and before/after school activities during 08/22/22-10/14/22. Teachers can lead within their grade level and departments.

Person Responsible	Catalina Flor (pr5361@dadeschools.net)

The Leadership Team will meet monthly during 08/22/22-10/14/22, in order to allow teachers to take on more active leadership roles in the school such as Grade level chairperson, Committee Chairperson for Hispanic Heritage, Safety Committee, etc.

Person Responsible	Catalina Flor (pr5361@dadeschools.net)

Teachers will take on a leadership role by disseminating information at their weekly grade level meetings during 08/22/22-10/14/22.

Person Responsible	Catalina Flor (pr5361@dadeschools.net)

Teachers are able to present information at the monthly faculty meetings during 08/22/22-10/14/22, in order to take a more leadership role.

Person Responsible	Catalina Flor (pr5361@dadeschools.net)

Teacher liaisons will disseminate information acquired at the monthly ICAD meetings during 10-31-22 through 12-16-22.

Person Responsible	Catalina Flor (pr5361@dadeschools.net)

Facilitate the opportunity for all staff and faculty to express suggestions and ideas at monthly EESAC meetings during 10-31-22 through 12-16-22.

Person Responsible	Catalina Flor (pr5361@dadeschools.net)

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

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

Our strengths within School Culture are in Relationships, Physical & Emotional Safety and Engaging Learning Environment. Our school creates protocols which allow for honest communication and feedback amongst all stakeholders through schoolwide online platforms (School Webpage, Classdojo, Phone Messenger, school Twitter) to provide opportunities between staff, students and families to create meaningful connections and to elicit feedback and suggestions about their educational/professional experiences. We also ensure that students and parents understand the safety protocols established to support their physical and emotional safety. Staff, families and students are notified prior to the various safety drills to review the monthly scenarios in order to alleviate anxiety. Our counselor and security staff, including the resource officer, are accessible to ensure the emotional stability of our students and families. Springview continues to celebrate the success of students and staff by emphasizing collaboration and accomplishments. Staff and students are recognized through Values Matters to highlight achievements within our engaging learning environment. These factors are the foundation of our effective school culture.

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

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principals, Instructional Coaches, Media Specialist, Teacher Leaders and Counselors (our School Leadership Team). The Principal's role is to monitor and oversee all the school's initiatives and respond to concerns with morale by planning Team-building and morale boosting activities. The Assistant Principal will monitor the mentorship programs and assist in ensuring all information is shared with stakeholders in a timely manner. Teacher leaders and instructional coaches assist in providing and responding to feedback from stakeholders. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families.