Brentwood Elementary School

2022-23 Schoolwide Improvement Plan

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Brentwood Elementary School

3101 NW 191ST ST, Miami Gardens, FL 33056

http://brentwood.dadeschools.net/

Demographics

Principal: Tamika Robinson   Start Date for this Principal: 1/18/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students Hispanic Students Economically Disadvantaged Students
School Grades History	2021-22: B (60%) 2018-19: B (59%) 2017-18: B (58%)
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	ATSI
* 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	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

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

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.

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.

At Brentwood Elementary School, we strive to provide the highest quality education to ensure every student experiences both academic and life-lessons in a nurturing environment where all stakeholders strive to exceed academic and professional expectations to empower students to lead productive and fulfilling lives as life-long learners and responsible citizens.

Provide the school's vision statement.

Brentwood Elementary School is committed to educational excellence and acceleration for all stakeholders where we exceed standards and expectations; breaking down all barriers to learning day-by-day and child-by-child.

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
Robinson, Tamika	Principal	The role of the Principal is to utilize a variety of management theories to facilitate the operations of the school. Additionally, as the school leader, she develops goals for academic success and collaborates with her Leadership Team, teachers, students, and other stakeholders to strategically address the needs of all learners.
Homidas, Solomon	Assistant Principal	The duties and responsibilities of the Assistant Principal is to oversee the school-wide curriculum and instruction, school operations, and monitor teachers to ensure they are providing standards-based instruction with multiple levels of complexity to support the needs of all learners.
Stepney, Nneka	Reading Coach	The duties and responsibilities of the Intermediate Reading developing lesson plans that are aligned to the curriculum and Florida State Standards. Additionally, she supports teachers with creating an engaging classroom environment that encompasses rigorous instruction.
Byrd, Nakesheae	Reading Coach	The duties and responsibilities of the Primary Reading Coach include working collaboratively with Pre-K - 2nd grade teachers with developing best practices and instructional strategies to support the needs of all learners.
Williams, Augrel	Math Coach	The role of the Math Coach is to plan and provide instructional support to teachers using Florida's B.E.S.T. Standards for Mathematics. Additionally, she supports teachers in planning, delivering, and assessing quality math instruction.

Demographic Information

Principal start date
Thursday 1/18/2018, Tamika Robinson

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.*
8

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.*
23

Total number of teacher positions allocated to the school
36

Total number of students enrolled at the school
401

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.
4

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	46	61	70	78	76	66	0	0	0	0	0	0	0	397
Attendance below 90 percent	0	19	22	18	14	16	0	0	0	0	0	0	0	89
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	3	10	20	5	7	0	0	0	0	0	0	0	45
Course failure in Math	0	1	6	20	14	3	0	0	0	0	0	0	0	44
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	23	12	18	0	0	0	0	0	0	0	53
Level 1 on 2022 statewide FSA Math assessment	0	0	0	18	15	12	0	0	0	0	0	0	0	45
Number of students with a substantial reading deficiency	1	3	14	30	18	21	0	0	0	0	0	0	0	87
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	3	7	26	16	13	0	0	0	0	0	0	0	65

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	4	8	22	1	0	0	0	0	0	0	0	0	35
Students retained two or more times	0	0	0	1	7	0	0	0	0	0	0	0	0	8

Date this data was collected or last updated
Monday 8/22/2022

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	37	73	68	116	48	66	0	0	0	0	0	0	0	408
Attendance below 90 percent	18	36	28	50	17	10	0	0	0	0	0	0	0	159
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	7	12	33	11	19	0	0	0	0	0	0	0	82
Course failure in Math	0	2	5	33	11	12	0	0	0	0	0	0	0	63
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	6	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Number of students with a substantial reading deficiency	5	16	35	78	21	26	0	0	0	0	0	0	0	181

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	12	8	13	43	13	14	0	0	0	0	0	0	0	103

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	12	8	4	34	10	0	0	0	0	0	0	0	0	68
Students retained two or more times	0	0	1	9	1	2	0	0	0	0	0	0	0	13

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	37	73	68	116	48	66	0	0	0	0	0	0	0	408
Attendance below 90 percent	18	36	28	50	17	10	0	0	0	0	0	0	0	159
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	7	12	33	11	19	0	0	0	0	0	0	0	82
Course failure in Math	0	2	5	33	11	12	0	0	0	0	0	0	0	63
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	6	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Number of students with a substantial reading deficiency	5	16	35	78	21	26	0	0	0	0	0	0	0	181

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	12	8	13	43	13	14	0	0	0	0	0	0	0	103

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	12	8	4	34	10	0	0	0	0	0	0	0	0	68
Students retained two or more times	0	0	1	9	1	2	0	0	0	0	0	0	0	13

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	40%	62%	56%				45%	62%	57%
ELA Learning Gains	63%						58%	62%	58%
ELA Lowest 25th Percentile	57%						51%	58%	53%
Math Achievement	52%	58%	50%				70%	69%	63%
Math Learning Gains	84%						74%	66%	62%
Math Lowest 25th Percentile	83%						62%	55%	51%
Science Achievement	39%	64%	59%				51%	55%	53%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	35%	60%	-25%	58%	-23%
Cohort Comparison		0%				
04	2022					
	2019	52%	64%	-12%	58%	-6%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-35%				
05	2022					
	2019	42%	60%	-18%	56%	-14%
Cohort Comparison		-52%				

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	71%	67%	4%	62%	9%
Cohort Comparison		0%				
04	2022					
	2019	65%	69%	-4%	64%	1%
Cohort Comparison		-71%				
05	2022					
	2019	67%	65%	2%	60%	7%
Cohort Comparison		-65%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	47%	53%	-6%	53%	-6%
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	16	40	50	17	80		13				
ELL	36	80		64	90						
BLK	40	62	57	51	84	85	38				
HSP	35	73		59	91						
FRL	39	63	57	51	86	86	40				

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	19	60		23	20						
BLK	35	49	63	34	17	7	28				
HSP	29			21							
FRL	35	49	63	34	16	7	31				

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	11	31		33	46						
ELL	24	44		60	82						
BLK	46	58	55	70	72	61	51				
HSP	38	60		72	89						
FRL	44	57	51	72	75	65	51				

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)	ATSI
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	73
Total Points Earned for the Federal Index	491
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	69
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	60
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	65
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	63
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?

Across grade levels and content areas, there has been an increase in learning gains. However, our content area proficiency rates are significantly below the state averages.

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

Based on 2022 state assessments, the greatest need for improvement would be to increase learning gains in our ELA L25 population.

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

Students independent reading levels ranging between KG and 1st first grade were a significant factor. Although there was evidence of growth, this impeded their ability to comprehend grade level content. There will be a realignment of instructional personnel to match the needs of learners. Additionally, funds will be allocated for interventions to target specific learning deficiencies.

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

Based on progress monitoring and 2022 state assessments, math showed the most improvement. According to the 2021-2022 FSA Math Assessment, 84% of students demonstrated learning gains. This is a 68 percentage points increase.

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

The contributing factors that led to the improvement were Differentiated Instruction (DI), extended learning opportunities, and consistent monitoring of instructional practices and data.

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

In an effort to ensure students continue to accelerate learning in all core subjects, teachers will implement DI and Tier 2/3 interventions. Additionally, extended learning opportunities will be provided by support staff for students who are working 2 or more years below grade level.

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.

On August 15, 2022 teachers were provided a Mandatory Professional Development workshop that covered the B.E.S.T. standards for ELA and Math, Science best practices, pacing guides, DI, and intervention.

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

To ensure the sustainability of improvement, additional services will include progress monitoring through the Florida Assessment of Student Thinking (F.A.S.T.) Progress Monitoring Assessments, i-Ready, pull-out support for the L25/bubble students, and implementation of the new B.E.S.T. Standards for Math curriculum.

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 ELA	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Our goal is to increase our reading proficiency to 50%. According to the 2021-2022 FSA data results, only 40% of our students have achieved this goal. Based on data, differentiated instruction and intervention have been proven to increase reading proficiency. As a result, we will use differentiated instruction and intervention to improve reading achievement and make the appropriate changes as new data becomes available.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	With the implementation of differentiated instruction and intervention, there will be an increase of 10 percentage points in grades 3-5 ELA on the 2022-2023 state assessment.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Administrators will monitor through walkthroughs, formal observations, and data chats.
Person responsible for monitoring outcome:	Tamika Robinson (pr0461@dadeschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	The evidence-based strategy that will be implemented for this Area of Focus includes differentiated instruction and ongoing progress monitoring based on bi-weekly progress monitoring data, and i-Ready weekly utilization and passage rates to provide opportunities for re-teaching deficient skills.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	The rationale for this specific strategy is to reteach deficient reading and language arts skills in 3-5 ELA. The resources that will be utilized include i-Ready, McGraw-Hill Wonders, Reading Horizons, Reading Elevate, and News ELA.

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 instructional coach will meet with teachers bi-weekly through collaborative planning and assist with grouping students based on their academic data from August 22 - October 14, 2022.

Person Responsible   Nneka Stepney (302915@dadeschools.net)

The instructional Coach will support teachers weekly with planning and selecting resources to remediate students' instructional academic needs including students with disabilities from August 22 - October 14, 2022.

Person Responsible   Nneka Stepney (302915@dadeschools.net)

The instructional coach will oversee the implementation and utilization of i-Ready and conduct weekly data chats with teachers to ensure they are using the data to guide instructional decisions. This will occur from August 22 - October 14, 2022.

Person Responsible   Nakesheae Byrd (njbyrd@dadeschools.net)

The instructional coach will conduct observations to ensure the information/best practices discussed and planned during collaborative planning sessions are transferred to the classroom from August 22 - October 14, 2022.

Person Responsible   Nneka Stepney (302915@dadeschools.net)

The instructional coach will provide pull-out support during D.I. to focus on increasing vocabulary and reading comprehension skills with the L25 and bubble students from October 31 – December 16, 2022.

Person Responsible   Nneka Stepney (302915@dadeschools.net)

The instructional coach will implement a Data-At-A-Glance tracking system for the L25 and bubble students. Using a variety of high-yield reading strategies with grade-level reading passages, remediation of the weakest benchmarks will occur based on data analysis from October 31 – December 16, 2022.

Person Responsible   Nneka Stepney (302915@dadeschools.net)

#2. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	The 2022 FSA data indicated that 36% of SWD were below 41% proficiency. This is the 3rd consecutive year this subgroup has demonstrated a deficiency in reading. As a result, there is a need to strategically target the resources and instructional practices being utilized for small-group instruction and make the necessary adjustments as new data becomes available.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	If we strategically target the resources and instructional practices being utilized for small-group instruction, there will be an increase of 15 percentage points in grades 3-5 ELA on the 2022-2023 state assessment.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Administrators will monitor by conducting walkthroughs, formal and informal observations, and data chats.
Person responsible for monitoring outcome:	Solomon Homidas (shomidas@dadeschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	The evidence-based strategy that will be implemented for this Area of Focus is differentiated instruction. This will provide students with multiple opportunities to explore, learn, and master grade-level content.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	The rationale for this specific strategy is to ensure that what is discussed in collaborative planning transfers to the classroom so SWD acquires the skills needed to master academic grade-level content.

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 Reading Coach will dissect data from Bi-Weekly Progress Monitoring Assessments, and i-Ready with teachers during collaborative planning sessions to address the needs of SWD from August 22 - October 14, 2022.

Person Responsible	Solomon Homidas (shomidas@dadeschools.net)

In order to close the achievement gap with SWD, the Reading Coach will conduct weekly coaching cycles and support select teachers with identifying resources to implement data-driven instruction from August 22 - October 14, 2022.

Person Responsible	Solomon Homidas (shomidas@dadeschools.net)

Florida's B.E.S.T. Standards for Language Arts will be utilized during weekly collaborative planning sessions to assist teachers in aligning their lessons to accommodate the needs of all learners from August 22 - October 14, 2022.

Person Responsible   Solomon Homidas (shomidas@dadeschools.net)

Weekly collaborative planning sessions will consist of the Reading Coach supporting teachers with the implementation of differentiated instruction and interventions from August 22 - October 14, 2022.

Person Responsible   Solomon Homidas (shomidas@dadeschools.net)

The ESE teacher will collaborate with the general education teacher to dissect Bi-Weekly Progress Monitoring Assessments. They will identify areas of weakness and reteach those skills using multiple reading strategies to support SWD from October 31 – December 16, 2022.

Person Responsible   Solomon Homidas (shomidas@dadeschools.net)

The ESE teacher will meet with the instructional coach to identify and gather additional instructional resources to meet the specific needs of SWD from October 31 – December 16, 2022.

Person Responsible   Solomon Homidas (shomidas@dadeschools.net)

#3. Transformational Leadership specifically relating to Instructional Leadership Team

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The 2021-2022 FSA data demonstrated that Grade 3-5 ELA increased from 35% to 40% as compared to the 2020-2021 FSA data which is a 5 percentage points difference. Although there was an increase, we are still below the state average of 55% 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 Instructional Leadership Team, our teachers will be provided more opportunities to participate in making school-wide decisions and creating a school climate that fosters student learning. There should be an increase in leadership roles by at least 5% during the 2022-2023 school year.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	After classroom observations, administration will meet with teachers during data chats to debrief findings and make recommendations for continuous improvements.
Person responsible for monitoring outcome:	Tamika Robinson (pr0461@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The evidence-based strategy we will employ for this Area of Focus is shared leadership, which contends that all members of the school community will be encouraged to acquire leadership skills. Faculty and staff, parents, and principals collaborate to find solutions to issues and establish a learning-friendly environment in the classroom. We will achieve this task by acknowledging the need for diverse leadership philosophies, which will require all stakeholders to coordinate activities to achieve a shared goal.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	The rationale for this specific strategy is to include all stakeholders in the decision-making process and encourage more active involvement to increase student achievement.

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 Leadership Team will provide opportunities for grade-level chairs to participate in Leadership Team meetings to collaborate and provide input on school-wide business from August 22 - October 14, 2022.

Person Responsible	Solomon Homidas (shomidas@dadeschools.net)

The Leadership Team will build capacity in teachers by allowing them to facilitate and/or lead data chats from August 22 - October 14, 2022.

Person Responsible	Solomon Homidas (shomidas@dadeschools.net)

The Leadership Team will assign select teachers to attend district-provided ICADS to build their pedagogy and present the information learned at Faculty Meetings and/or collaborative planning sessions from August 22 - October 14, 2022.

Person Responsible	Tamika Robinson (pr0461@dadeschools.net)

The Leadership Team will select teachers to participate in classroom walk-throughs to identify best practices and highlight those teachers during faculty meetings from August 22 - October 14, 2022.

Person Responsible	Tamika Robinson (pr0461@dadeschools.net)

The Leadership Team will select teachers to participate in a school-wide product review to ensure instruction and student work products are aligned with pacing guides and debrief findings from October 31 - December 16, 2022.

Person Responsible	Tamika Robinson (pr0461@dadeschools.net)

The Leadership Team will build capacity in teachers by allowing grade-level chairs to assist in identifying students requiring remediation. Together we will develop a plan of action, such as formulating an updated intervention schedule from October 31 - December 16, 2022.

Person Responsible	Solomon Homidas (shomidas@dadeschools.net)

#4. Positive Culture and Environment specifically relating to Staff Morale

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	According to the 2021 - 2022 School Climate Survey, 67% of staff members feel their ideas are not listened to or considered. Although this is a 2 percentage points (65%) increase from the 2020 - 2021 school year, this is more than half of the staff, and therefore needs to be addressed.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The administration will organize quarterly social events to provide staff members opportunities to build stronger relationships. In addition, administration will conduct grade-level surveys to gather a consensus on staff ideas as it relates to school events.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Leadership Team will analyze the gathered data and take staff recommendations into consideration for future school events.
Person responsible for monitoring outcome:	Tamika Robinson (pr0461@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the Area of Focus of Positive Culture and Environment, we will focus on Empowering Teachers and Staff to ensure that our teachers have a voice and can participate in the decision-making process.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	We want to empower teachers in our school by involving them in the decision-making process. Leading different initiatives will provide leadership opportunities for teachers while also considering their input on what initiatives to implement.

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 administration will send out grade-level surveys to allow teachers to express their ideas for staff events. The events will occur from August 22 - October 14, 2022.

Person Responsible	Tamika Robinson (pr0461@dadeschools.net)

Select teachers will display artifacts of events on school social media accounts as evidence that the staff outings occurred from August 22 - October 14, 2022.

Person Responsible	Solomon Homidas (shomidas@dadeschools.net)

The Leadership Team will host an afternoon of Painting with a Twist to encourage team building during the period of August 22 - October 14, 2022.

Person Responsible	Tamika Robinson (pr0461@dadeschools.net)

The Leadership Team will organize a bowling outing to boost morale and promote teamwork during the period of August 22 - October 14, 2022.

Person Responsible	Solomon Homidas (shomidas@dadeschools.net)

The Leadership Team will coordinate a night of fun on the Jungle Queen to further improve the school climate during the period of October 31 - December 16, 2022.

Person Responsible   Solomon Homidas (shomidas@dadeschools.net)

The Leadership Team will provide a suggestion box to allow teachers to express their ideas about maintaining a positive school culture during the period of October 31 - December 16, 2022.

Person Responsible   Tamika Robinson (pr0461@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 SAT-10 data demonstrated that 52% of students were proficient in reading, which is a 13 percentage point increase from the 2020-2021 school year which reflected 39% proficiency. This area was identified as a critical need because 48% of students are lacking the prerequisite skills needed to effectively comprehend grade-level text.

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

The 2021-2022 FSA data demonstrated that Grade 3-5 ELA increased from 35% to 40% as compared to the 2020-2021 FSA data which is a 5 percentage points difference. Although there was an increase, we are still below the state average of 55% proficiency. This area was identified as a critical need because 60% of students are lacking the prerequisite vocabulary and comprehension skills needed to effectively master grade-level content.

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)

After the administration of the K-2 F.A.S.T. STAR Assessment, we will determine if 48% or more students are not on track to pass the statewide ELA assessment. The primary reading coach will continue to work collaboratively with teachers to implement a plan that will increase the level of rigor during whole group instruction using the Reading Writing Companion (RWC).

Grades 3-5: Measureable Outcome(s)

After the administration of the 3-5 F.A.S.T. PM1 Assessment, we will determine if 60% or more students are not on track to pass the statewide ELA assessment. The intermediate reading coach will continue to work collaboratively with teachers to implement a plan that will increase the level of rigor during whole group instruction using the Reading Writing Companion (RWC).

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

The Area of Focus will be monitored through close analysis of bi-weekly progress monitoring assessments, i-Ready passage rates, i-Ready Progress Monitoring (AP1 and AP2), and F.A.S.T. PM Assessments.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Robinson, Tamika, pr0461@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. §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 programs that will be used include McGraw-Hill bi-weekly progress monitoring assessments, i-Ready passage rates, i-Ready Progress Monitoring (AP1 and AP2), and F.A.S.T. PM Assessments. These practices are aligned with the B.E.S.T. ELA Standards.

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?

The rationale for selecting these programs is that they address the overall results, emphasize placement by domain, and provide a summary of needs analysis by grade, class, or report groups.

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
The instructional coaches will meet with teachers to disaggregate data bi-weekly through collaborative planning and co-teach with select teachers to accommodate the needs of students who fall in the lowest 25% percent quartile from August 22 - October 14, 2022.	Stepney, Nneka, 302915@dadeschools.net
The Leadership Team will provide professional development opportunities for teachers during collaborative planning sessions to share best practices that will support the needs of all learners from August 22 - October 14, 2022.	Byrd, Nakesheae, njbyrd@dadeschools.net
The instructional coaches will model best practices for select teachers to ensure the standards are taught with rigor and fidelity from August 22 - October 14, 2022.	Stepney, Nneka, 302915@dadeschools.net
The instructional coaches will closely monitor the instructional practices of teachers to ensure they are utilizing the Framework Of Effective Instruction from August 22 - October 14, 2022.	Byrd, Nakesheae, njbyrd@dadeschools.net

Positive Culture & Environment

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

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

The Leadership Team builds a positive school culture and environment by planning quarterly staff outings to allow team building. During faculty meetings or morning announcements, administration acknowledges staff birthdays and perfect attendance. Verbal shout-outs for student achievements are provided over the public address system. Additionally, teachers are celebrated annually for Teacher's Appreciation Week.

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

Teachers, parents, students, and members of the Leadership Team are among the stakeholders that help to promote a positive school culture and environment at the school. The Leadership Team has planning sessions for all school operations that foster a sense of shared decision-making. Teachers use incentives to encourage students to work at their full potential during class assignments and assessments. Through quarterly EESAC meetings, all stakeholders work together to discuss and plan programs and incentives to promote student achievement.