

Miami-Dade County Public Schools

Joe Hall Elementary School



2022-23 Schoolwide Improvement Plan

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Joe Hall Elementary School

1901 SW 134TH AVE, Miami, FL 33175

<http://joehall.dadeschools.net>

Demographics

Principal: Yamberli Cruz N

Start Date for this Principal: 7/15/2022

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)	91%
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 (66%) 2018-19: A (70%) 2017-18: A (62%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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<http://joehall.dadeschools.net>

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	91%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

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

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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.

The mission of Joe Hall Elementary community is to create a dynamic learning environment of the highest quality in which all students will acquire the knowledge, skills, and desire to become life-long learners and successful participants in the global community.

Provide the school's vision statement.

Joe Hall Elementary School is committed to providing students with exemplary instruction that will prepare them to become productive members of society in the 21st century.

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
Abreu, Cathay	Principal	Successfully leads and supports the implementation of the school improvement plan. Engage stakeholders and encourage collaborations in the school's decision-making process.
Aguiar, Zusel	Assistant Principal	Successfully leads and supports the implementation of the school improvement plan. Engage stakeholders and encourage collaborations in the school's decision-making process.
Esquivel, Kelly	Teacher, ESE	Serve as an instructional leader and the implementation of the school improvement plan. Engage stakeholders and encourage collaborations in the school's decision-making process.
Kelly, Georgina	ELL Compliance Specialist	Serve as an instructional leader and the implementation of the school improvement plan. Engage stakeholders and encourage collaborations in the school's decision-making process.

Demographic Information

Principal start date

Friday 7/15/2022, Yamberli Cruz N

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.*

27

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

38

Total number of students enrolled at the school

349

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.

3

Demographic Data

Early Warning Systems

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	58	60	51	69	53	58	0	0	0	0	0	0	0	349
Attendance below 90 percent	0	11	8	10	5	6	0	0	0	0	0	0	0	40
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	2	5	1	0	0	0	0	0	0	0	0	9
Course failure in Math	0	0	2	2	1	0	0	0	0	0	0	0	0	5
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	3	5	8	0	0	0	0	0	0	0	16
Level 1 on 2022 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	0	1	4	7	11	13	0	0	0	0	0	0	0	36

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

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	55	52	63	63	56	64	0	0	0	0	0	0	0	353
Attendance below 90 percent	9	10	9	8	6	3	0	0	0	0	0	0	0	45
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	5	3	0	0	0	0	0	0	0	0	0	9
Course failure in Math	0	1	0	2	0	1	0	0	0	0	0	0	0	4
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	2	0	0	0	0	0	0	0	2
Number of students with a substantial reading deficiency	0	10	25	21	9	12	0	0	0	0	0	0	0	77
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

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	1	2	0	2	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	55	52	63	63	56	64	0	0	0	0	0	0	0	353
Attendance below 90 percent	9	10	9	8	6	3	0	0	0	0	0	0	0	45
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	5	3	0	0	0	0	0	0	0	0	0	9
Course failure in Math	0	1	0	2	0	1	0	0	0	0	0	0	0	4
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	2	0	0	0	0	0	0	0	2
Number of students with a substantial reading deficiency	0	10	25	21	9	12	0	0	0	0	0	0	0	77
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

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	1	2	0	2	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	68%	62%	56%				71%	62%	57%
ELA Learning Gains	72%						71%	62%	58%
ELA Lowest 25th Percentile	50%						71%	58%	53%
Math Achievement	74%	58%	50%				78%	69%	63%
Math Learning Gains	80%						79%	66%	62%
Math Lowest 25th Percentile	65%						55%	55%	51%
Science Achievement	54%	64%	59%				62%	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	63%	60%	3%	58%	5%
Cohort Comparison		0%				
04	2022					
	2019	81%	64%	17%	58%	23%
Cohort Comparison		-63%				
05	2022					
	2019	73%	60%	13%	56%	17%
Cohort Comparison		-81%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	66%	67%	-1%	62%	4%
Cohort Comparison		0%				
04	2022					
	2019	89%	69%	20%	64%	25%
Cohort Comparison		-66%				
05	2022					
	2019	83%	65%	18%	60%	23%
Cohort Comparison		-89%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	62%	53%	9%	53%	9%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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	35	59	54	45	55	50	15				
ELL	64	72	50	71	85	80	47				
HSP	67	72	50	74	80	65	55				
FRL	69	74	50	75	81	65	57				
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	38	41	50	38	27	27	26				
ELL	67	63	77	57	34	27	43				
HSP	68	62	59	61	32	28	49				
FRL	66	61	67	59	30	29	46				
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	46	57	63	55	74	62	39				
ELL	63	69	64	72	77	53	48				
HSP	71	72	70	78	79	55	60				
FRL	67	69	70	74	75	55	52				

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	65
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	57
Total Points Earned for the Federal Index	520
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	45
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	66
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	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	
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	66
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 school to district comparison shows a growth increase difference from 3rd through 5th grade in ELA, Math, and Science. From 2021-2022, ELA proficiency increased by 3 percentage points, Math proficiency increased by 15 percentage points and Science proficiency increasing by 11 percentage points.

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

Progress monitoring and the 2022 State Assessment Scores data in ELA indicates students in grade 3 showed the least amount of proficiency. The 2022 3rd grade i-Ready Final Diagnostic demonstrates 13% of students placed three or more grade levels below. The 3rd grade 2022 FSA ELA had the lowest proficiency achieved with 60%.

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

Insufficient opportunities for recreational reading, targeted phonics/phonological awareness instruction during DI and vocabulary enrichment. DI will be administered with fidelity.

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

Progress monitoring and 2022 State Assessment Scores data in ELA indicate students in grade 4 showed the greatest amount of proficiency. The 4th grade i-Ready Final Diagnostic in 2022 showed 74% of students were proficient. Moreover, the 4th grade Math FSA demonstrates 87% of our students are proficient.

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

Collaborative planning by the 4th grade team was a contributing factor in the increased ELA and Math progress monitoring scores and the 2022 State Assessment Scores.

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

Data Driven Instruction, Differentiated Instruction, Extended Learning Opportunities, Standards Based Collaboration Planning, Interventions-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.

The PLST will continue to develop whole group sessions and job-embedded sessions on using data to drive instruction. Aligning resources and intervention strategies to small group instruction. Addressing OPM data chats with individualized feedback.

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

Meet as a Leadership Team biweekly. Leadership Team will meet monthly to conduct data conferences with grade levels. Collaborative planning will be scheduled weekly and a member of the Leadership Team will attend to ensure fidelity to the strategies being implemented school-wide that are aligned to the goals. Increased learning opportunities will be provided during interventions in addition to enrichment activities for proficient students.

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.

Based on the data review, our school will implement the Targeted Element of ELA. We selected the overarching area of intervention based on our finding that demonstrated learning gains for the 2022 L25 subgroup were decreasing. In 2021, 61% of our students in ELA L25 subgroup demonstrated learning gains as compared to 51% in 2022. To meet the unique needs of all learners, therefore it is evident we must improve our ability to provide intervention 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 intervention with fidelity, then our overall student achievement in grades 3 through 5 will increase by a minimum of 3 percentage points, as evidenced by the 2023 ELA FAST assessment.

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 and follow-up with regularly scheduled classroom walkthroughs.

Person

responsible for monitoring outcome:

Zusel Aguiar (zaguiar@dadeschools.net)

Evidence-based

Strategy:

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

Within the Targeted Element of ELA Instruction, our school will focus on the evidence-based strategy of Differentiated Instruction. Teachers will provide all learners with opportunities to acquire content regardless of differences in abilities.

Rationale for

Evidence-based

Strategy:

Explain the rationale for

Differentiated Instruction will assist in targeting the evidence based strategy of intervention to increase student achievement and meeting students' needs. Progress monitoring will be used for data analysis in grade levels, classrooms and individual students.

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

Action Steps to Implement

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

8/22-10/14 Teachers will identify intervention groups, develop classroom systems with student folders. As a result, administration and teachers will have a system in place to monitor students' academic growth.

Person Responsible Zusel Aguiar (zaguiar@dadeschools.net)

8/22-10/14 Teachers will use appropriate resources for intervention instruction. As a result, teacher, will have resources that reflect research based intervention practices.

Person Responsible Zusel Aguiar (zaguiar@dadeschools.net)

8/22-10/14 Teachers will track data to monitor student progress and adjust as necessary. As a result, student needs will be met.

Person Responsible Zusel Aguiar (zaguiar@dadeschools.net)

08/22-10/14 Teachers will use i-Ready Reading Diagnostic AP1 data and the K-5 Assessment Curriculum Decision Tree to make necessary changes within the intervention groups. As a result, students needs will be met.

Person Responsible Zusel Aguiar (zaguiar@dadeschools.net)

10/31-12/16 Administration will meet with teachers individually to discuss an administrative walkthrough that was designed to look for evidence of differentiated instruction. As a results, teachers will receive feedback to identify strengths as well as areas in need of improvement.

Person Responsible Cathay Abreu (pr2341@dadeschools.net)

10/31-12/16 Data trackers will be used to monitor assessment outcomes, and student progress. Differentiated teaching activities will be kept in students' D.I. folders. As a results, teachers and administration will have assessable current data to accurately inform academic decisions for each student.

Person Responsible Cathay Abreu (pr2341@dadeschools.net)

#2. Instructional Practice specifically relating to Math**Area of Focus****Description and Rationale:**

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

Based on the data review, our school will implement the Target Element of Math Instruction. Our students were proficient in Math by 61 percentage points, as evidenced in the 2021 State Assessment as compared to 75 percentage points in 2022. We are meeting the unique needs of most learners, but it is evident that we must continue with the processes and actions already implemented along with enrichment for proficient students.

Measurable**Outcome:**

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

If we successfully implement Differentiated Instruction with fidelity, then our students will increase proficiency by a minimum of 3 percentage points, as evidenced by the 2023 FAST assessment.

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 and follow-up with regularly scheduled walkthroughs.

Person responsible for monitoring outcome:

Cathay Abreu (pr2341@dadeschools.net)

Evidence-based Strategy:

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

Within the Targeted Element of Math Instruction, our school will focus on the evidence-based strategy of Data Driven Instruction. Data Driven Instruction allows teachers to utilize data to inform instructional planning and delivery.

Rationale for Evidence-based Strategy:

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

The skillful implementation of Data Driven Instruction, along with district pacing guides, will ensure teachers align lessons to meet student needs effectively and close learning gaps.

Action Steps to Implement

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

8/22-10/14 Teachers will develop classroom systems designed for small group instruction such as allocated space, student folders and identify DI groups. As a result, administration and teachers will have a system in place to monitor students' academic growth.

Person Responsible Cathay Abreu (pr2341@dadeschools.net)

8/22-10/14 Teachers will use appropriate resources for DI instruction. As a result, teachers will have resources that reflect research based DI.

Person Responsible Cathay Abreu (pr2341@dadeschools.net)

8/22-10/14 Teachers will develop lessons inclusive of DI. As a result, teachers will have lesson plans which reflect DI.

Person Responsible Cathay Abreu (pr2341@dadeschools.net)

8/22-10/14 Teachers will track data to monitor student progress and adjust as necessary. As a result, student needs will be met.

Person Responsible Cathay Abreu (pr2341@dadeschools.net)

10/31-12/16 i-Ready progress monitoring, will be used to inform and adapt instruction. As a result, teachers will implement personalized lessons and differentiated instruction with fidelity.

Person Responsible Cathay Abreu (pr2341@dadeschools.net)

10/31-12/16 Data chats will be held with administration, to provide support in response to teacher needs as it pertains to students' academic growth, differentiated instruction, and intervention. As a result, students will be assigned targeted lessons to help close learning gaps.

Person Responsible Cathay Abreu (pr2341@dadeschools.net)

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

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

Based on FTE Period 4 Principal's Report on Attendance, attendance was at 91%, therefore our school will implement the Target Element of Attendance to track and decrease student absences.

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 Attendance, our students will receive quality instruction which will contribute to improved student outcomes. With consistent student incentive, our student attendance will increase by one percentage point, as evidenced by the FTE Period 4 Principal's Report on Attendance in June 2023.

Monitoring:

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

The Leadership Team and the Community Involvement Specialist will work to connect with families who struggle with attendance and identify the root cause for absences and provide support.

Person responsible for monitoring outcome:

Cathay Abreu (pr2341@dadeschools.net)

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

Within the Targeted Element of Attendance, 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 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 Attendance Action Plan will provide the Leadership Team a systematic approach to identify attendance issues, provide support, 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.

08/22-10/14 Leadership Team will develop an Attendance Action Plan. As a result, the Attendance Action Plan will be implemented and student attendance will improve.

Person Responsible

Cathay Abreu (pr2341@dadeschools.net)

08/22-10/14 Leadership Team will review attendance data and track student absences. As a result, the Leadership Team will involve the counselor and CIS to follow-up with student absences.

Person Responsible

Cathay Abreu (pr2341@dadeschools.net)

08/22-10/14 Counselor and CIS will connect with families, identify root cause of absences and provide support. As a result, root causes will be identified and families will be provided support to increase student attendance.

Person Responsible

Cathay Abreu (pr2341@dadeschools.net)

08/22-10/14 Classrooms with 100% attendance will be recognized on morning announcements. The class with the most 100% attendance will receive a popsicle party at the end of each quarter. As a result, student attendance will improve.

Person Responsible Zusel Aguiar (zaguiar@dadeschools.net)

10/31-12/16 Continue with district established procedures and protocols for monitoring attendance on a daily/weekly/monthly basis including parent contact. As a result, student attendance will improve.

Person Responsible Cathay Abreu (pr2341@dadeschools.net)

10/31-12/16 Students with 100% attendance during the 2nd quarter will be recognized, receive a popsicle party and a dance party. As a result student attendance will improve.

Person Responsible Cathay Abreu (pr2341@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 quantitative data from the School Climate survey, our school will implement the Targeted Element of Leadership Development. In 2022 only 90% of our teachers agreed school personnel work together as a team compared to 97% in 2021. To increase this percentage, we selected Leadership Development because this will create committees of leaders which will help promote the school's vision and mission in a positive manner with the staff.

Measurable**Outcome:**

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

If we successfully implemented the Targeted Element of Leadership Development, teacher leaders assigned to each of the committees will provide faculty members the opportunity to participate in at least one committee. Teachers will have the opportunity to work together as a team. The percentage of teachers in leadership roles and teambuilding will increase by at least two percentage points, as evidenced by the 2023 climate survey.

Monitoring:

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

The Teacher Leaders/Committee Chairpersons will communicate monthly with all stakeholders the initiatives and Action Plan which their committees will implement during the school year.

Person responsible for monitoring outcome:

Cathay Abreu (pr2341@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 evidenced based strategies of Make Meetings Matter. Teachers Leaders and committee members will meet monthly with and develop an Action Plan which will include; timelines, goals, and implementation steps.

Rationale for Evidence-based**Strategy:**

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

Involving faculty to participate in the Leadership Committees/Make Meetings Matter will provide leadership roles and opportunities for school personnel to work together as a team to carry out the vision and mission of the school. Leadership teams will ensure meeting times are used effectively and productively.

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.

08/22-10/14 Teachers will sign up to be teacher leaders and committee members. As a result, teachers leaders will emerge.

Person Responsible Cathay Abreu (pr2341@dadeschools.net)

08/22-10/14 The committees will meet to develop goals and timeline. As a result, there will be increased teacher involvement.

Person Responsible Cathay Abreu (pr2341@dadeschools.net)

08/22-10/14 The committees will meet to develop and Action Plan. As a result, the committee timeline and goals will be met.

Person Responsible Cathay Abreu (pr2341@dadeschools.net)

08/22-10/14 The committees will implement their Action Plan and report back to all stakeholders. As a result, there will be an increase sense of collegiality and collaboration amongst the teachers.

Person Responsible Cathay Abreu (pr2341@dadeschools.net)

10/31-12/16 The committee leaders will meet and discuss feedback given by all stakeholders, review the action plan and adjust accordingly. As a result, committee leaders will be well-informed and operate cohesively in order to further advance the school's vision and mission in a positive manner with the staff.

Person Responsible Cathay Abreu (pr2341@dadeschools.net)

10/31-12/16 Committee leaders and administration will meet to discuss how to forge a more collective commitment from all teachers. As a result, all teachers will engage fully with improving learning for all students.

Person Responsible Cathay Abreu (pr2341@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 strength is within our school's shared vision, mission, and practices to build a positive school culture and environment. Our school provides ample opportunities to demonstrate shared vision and mission through the initiatives put forth by the family, staff, and student engagement committee. Family Engagement is provided through various activities such as Literacy Night, Science Demonstration Night, and Young Author's Showcase. We acknowledge and honor all students' growth and successes through morning announcements. Honor Roll, Student of the Month, i-Ready Super Joeys, and Accelerated Reader Celebrations also contribute to a positive environment within our school.

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 Administration, Leadership Team, Teacher Leaders, Counselor and Support Staff. The administration will monitor and oversee the school's initiatives and continue to promote a positive school culture. The Leadership Team will facilitate and promote the implementation of the administration's initiatives. The Teacher Leaders, Counselor and Support Staff are responsible for making specific efforts to connect and build relationships with students, parents and families.