

Miami-Dade County Public Schools

Citrus Grove K 8 Center



2022-23 Schoolwide Improvement Plan

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Citrus Grove K 8 Center

2121 NW 5TH ST, Miami, FL 33125

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

Demographics

Principal: Jennifer Savigne D

Start Date for this Principal: 8/1/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
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)	93%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students Economically Disadvantaged Students
School Grades History	2021-22: C (53%) 2018-19: C (51%) 2017-18: B (55%)
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)
Combination School PK-8	Yes	93%
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	C		C	C

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<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.

Citrus Grove Elementary School's mission is to work with the community to provide students with a quality education that focuses on values and academic achievement.

Provide the school's vision statement.

Citrus Grove Elementary is committed to providing Educational Excellence for all.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Savigne, Jennifer	Principal	As the instructional leader, the principal directs and manages the instructional program utilizing data driven decisions to ensure the academic success of all students. The principal provides a clear vision and mission to all faculty, staff, and students by working towards improving the teaching and learning at the school. The power of teacher leaders is unmeasurable; therefore, cultivating leadership in others is fundamental to the position. The principal oversees compliance with district policies and operation of the campus.
Rodriguez, Maria	Assistant Principal	To assist the principal in the leadership, coordination, supervision, and management of the school program with an emphasis on curriculum and instruction. The assistant principal serves as the MTSS Coordinator responsible for implementing and monitoring a three-tiered program and behavioral interventions. The assistant principal is a resource to teachers, supports students, responds to parents, and assists in the managing of the daily school operations.
Fernandez, Sonia	Instructional Coach	The Math Coach develops curricular plans with teachers, models best teaching strategies, and supports the mathematics instructional program at the school. The Math Coach provides support with math assessments and interventions.
Lopez, Ivette	Teacher, ESE	The ESE teacher is responsible for providing support to General Education teachers with regards to the education of students with disabilities. The duties include, scheduling parent conferences, re-evaluations, assist with onsite in service training, and ensures compliance with district and state guidelines.
Mejia, Miguel	Instructional Coach	The Reading Coach works with teachers to enhance classroom learning, implementing best teaching practices, developing curricular plans with teachers, and monitoring student progress. Ensuring fidelity to the implementation of interventions and monitoring of student progress is central to the job responsibilities of the Reading Coach.

Demographic Information

Principal start date

Monday 8/1/2022, Jennifer Savigne D

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.*

14

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.*

4

Total number of teacher positions allocated to the school

72

Total number of students enrolled at the school

805

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

14

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

8

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	87	152	136	195	110	125	0	0	0	0	0	0	0	805
Attendance below 90 percent	0	47	38	50	23	20	0	0	0	0	0	0	0	178
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	3	20	47	32	8	0	0	0	0	0	0	0	110
Course failure in Math	0	3	22	40	14	9	0	0	0	0	0	0	0	88
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	49	33	31	0	0	0	0	0	0	0	113
Level 1 on 2022 statewide FSA Math assessment	0	0	0	35	31	37	0	0	0	0	0	0	0	103
Number of students with a substantial reading deficiency	0	3	37	109	46	35	0	0	0	0	0	0	0	230

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	4	19	59	40	31	0	0	0	0	0	0	0	153

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	10	50	1	0	0	0	0	0	0	0	0	65	
Students retained two or more times	0	0	0	3	2	0	0	0	0	0	0	0	0	5	

Date this data was collected or last updated

Monday 8/1/2022

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	66	99	109	161	104	162	0	0	0	0	0	0	0	701	
Attendance below 90 percent	12	39	40	52	15	44	0	0	0	0	0	0	0	202	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	6	38	5	20	0	0	0	0	0	0	0	69	
Course failure in Math	0	0	5	27	6	27	0	0	0	0	0	0	0	65	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	22	0	0	0	0	0	0	0	22	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	15	0	0	0	0	0	0	0	15	
Number of students with a substantial reading deficiency	1	36	76	115	48	82	0	0	0	0	0	0	0	358	

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	0	3	42	5	33	0	0	0	0	0	0	0	84

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	0	33	0	0	0	0	0	0	0	0	0	35	
Students retained two or more times	1	0	0	1	0	1	0	0	0	0	0	0	0	3	

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	139	131	148	162	120	183	0	0	0	0	0	0	0	883
Attendance below 90 percent	45	36	41	41	21	50	0	0	0	0	0	0	0	234
One or more suspensions	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Course failure in ELA	0	16	21	65	8	36	0	0	0	0	0	0	0	146
Course failure in Math	0	15	17	49	9	52	0	0	0	0	0	0	0	142
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	85	32	83	0	0	0	0	0	0	0	200
Level 1 on 2019 statewide FSA Math assessment	0	0	0	65	39	99	0	0	0	0	0	0	0	203
Number of students with a substantial reading deficiency	1	29	69	98	33	93	0	0	0	0	0	0	0	323

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	11	19	92	32	83	0	0	0	0	0	0	0	237

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	9	54	1	0	0	0	0	0	0	0	0	65
Students retained two or more times	1	0	0	5	1	3	0	0	0	0	0	0	0	10

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	37%	62%	55%				44%	63%	61%
ELA Learning Gains	62%						57%	61%	59%
ELA Lowest 25th Percentile	68%						51%	57%	54%
Math Achievement	42%	51%	42%				57%	67%	62%
Math Learning Gains	63%						62%	63%	59%
Math Lowest 25th Percentile	65%						51%	56%	52%
Science Achievement	31%	60%	54%				34%	56%	56%
Social Studies Achievement		68%	59%					80%	78%

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	36%	60%	-24%	58%	-22%
Cohort Comparison		0%				
04	2022					
	2019	38%	64%	-26%	58%	-20%
Cohort Comparison		-36%				
05	2022					
	2019	34%	60%	-26%	56%	-22%
Cohort Comparison		-38%				
06	2022					
	2019					
Cohort Comparison		-34%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

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	54%	67%	-13%	62%	-8%
Cohort Comparison		0%				
04	2022					
	2019	52%	69%	-17%	64%	-12%
Cohort Comparison		-54%				
05	2022					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	46%	65%	-19%	60%	-14%
Cohort Comparison		-52%				
06	2022					
	2019					
Cohort Comparison		-46%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	28%	53%	-25%	53%	-25%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-28%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

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	33	59	64	42	65	47	36				
ELL	34	64	71	41	61	60	24				
BLK	12			18							
HSP	38	63	70	43	64	64	31				
FRL	37	62	69	41	63	66	31				
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	35	30	24	35	38	27	34				
ELL	33	42	33	25	19	14	24				
BLK	23			25							
HSP	37	39	32	29	20	17	24				
FRL	37	39	34	28	19	13	26				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	41	54	46	56	67	47	31				
ELL	40	56	50	54	60	45	32				
BLK	58			79							
HSP	43	57	51	55	62	50	34				
FRL	44	58	52	58	62	52	34				

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	53
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	57
Total Points Earned for the Federal Index	425
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	48
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	52
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	15
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
Hispanic Students	
Federal Index - Hispanic Students	54

Hispanic Students	
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	53
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?

In Reading, there is a notable decline across grade levels, while in math, there is a significant decline across grade levels, as evidenced by the 21-22 end-of-year state assessments data summary, which shows that all grade levels are below 50% in proficiency. State assessment scores show that only 15% of the African-American student population demonstrated proficiency as compared to other peer demographic groups.

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

Increase high standard reading test scores above 37% and 42% in math in grades 3, 4, and 5.

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

Contributing factors to academic regression in the 2021-2022 school year include lack of fidelity with interventions and small group instruction due to staff shortages and absenteeism. New actions to be taken in the 2022-2023 school year include a greater focus on progress monitoring in order to identify and target individual student needs and instruction. Additionally, teacher-directed interventions, push-in support, and support facilitation will be delivered with fidelity.

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

Learning gains improved to 62% in ELA and 63% in math, evidenced by the 21-22 end-of-year state assessments data summary.

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

Return to the physical classroom so students could receive in-person instruction and a greater focus on progress monitoring in order to identify and target individual student needs and instruction.

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

Provide additional pull-out and push-in support for L25 and bubble students with fidelity.

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.

Provide professional and job-embedded development focusing on B.E.S.T. practices, progress monitoring data analysis, iReady data analysis, social-emotional learning, and behavior. PD opportunities will be offered during collaborative planning meetings on a weekly ongoing basis throughout the school year. School based PDs are offered during Professional Development days (8/15/22 and 11/8/22.)

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

Provide opportunities for teachers to observe peers during instruction, provide push-in and pull-out support with fidelity and create opportunities for instructional coaches to model B.E.S.T. practices. Extended learning opportunities will be offered via after school tutoring and Saturday Academy.

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.

According to the 2022 FSA proficiency data, 37% of the students are proficient in ELA. The 2021 FSA proficiency data shows that 37% of the students are proficient in ELA. The proficiency rate remained stagnant in the area of ELA. A focus will be placed on data analysis to address this critical need.

Measurable Outcome:

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

According to the 2022 proficiency data, 37% of the students are proficient in ELA. Through the delivery of differentiated instruction with fidelity, students will demonstrate a minimum proficiency increase of 10%, as evidenced by the 2023 State Assessment.

Monitoring:

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

To ensure the delivery of differentiated instruction with fidelity, collaborative planning, including targeted resources, will be collected and shared with teachers so that D.I. can be delivered uniformly across grade levels.

Person responsible for monitoring outcome:

Jennifer Savigne (pr0801@dadeschools.net)

Evidence-based Strategy:

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

Utilizing data chats after assessments will provide opportunities to analyze data and develop a strategic plan that will improve learning outcomes.

Rationale for Evidence-based Strategy:

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

Data conversations will allow teachers and students to reflect on the data, set goals, and develop a plan which, in turn, will increase proficiency in 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.

On August 16th, 2022, utilizing the Coach Teacher Collaboration model, lessons will be developed collaboratively by grade level using B.E.S.T. practices and technology. Coaches will provide strategies to embed differentiated instruction in daily instruction.

Person Responsible

Miguel Mejia (mmejia786@dadeschools.net)

Between August 17th, 2022, and October 14th, 2022, teachers will utilize the FL B.E.S.T. Standards ELA K-5 handbook to ensure that benchmarks, clarifications, and appendices are carried out and implemented explicitly and with fidelity. As a result, students will demonstrate growth as evidenced in their progress monitoring assessments.

Person Responsible

Miguel Mejia (mmejia786@dadeschools.net)

Administrators will meet with the instructional coaches to review biweekly assessment data, to monitor student progress between August 22nd, 2022, and October 14th, 2022. During common planning, instructional coaches will review biweekly assessments with teachers to ensure appropriate resources are being utilized to plan for Tier 1 activities and differentiated instruction. As a result, teachers can effectively assemble D.I. groups based on the collected data.

Person Responsible Jennifer Savigne (pr0801@dadeschools.net)

Administrators will meet with teachers by October 14th, 2022, after the fall iReady Reading Diagnostic to target specific students and ensure appropriate instructional strategies are being implemented to promote proficiency. Utilizing iReady data, students will be group and instruction will be differentiated in order to best meet individual student needs. As a result, students will demonstrate growth on the iReady AP2.

Person Responsible Jennifer Savigne (pr0801@dadeschools.net)

Between October 31st and December 16th, 2022, instructional coaches will meet with grade level teachers to reorganize DI grouping based on students iReady diagnostic data. As a result students will demonstrate gains on weekly growth monitoring assessments.

Person Responsible Miguel Mejia (mmejia786@dadeschools.net)

Between October 31st and December 16th, 2022, instructional coaches will meet with grade level teachers to identify targeted iReady lessons to be assigned to students based on individual areas for growth. As a result, students will demonstrate growth on individually targeted skills.

Person Responsible Miguel Mejia (mmejia786@dadeschools.net)

#2. Transformational Leadership specifically relating to Black/African-American**Area of Focus
Description and
Rationale:****Include a rationale that explains how it was identified as a critical need from the data reviewed.**

State assessment scores show that only 15% of the African-American student population demonstrated proficiency as compared to other peer demographic groups. A focus will be placed on differentiated instruction to address this critical need.

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

With the implementation of peer tutoring and explicit small group instruction through D.I. a minimum of 10% of the African-American student population will demonstrate growth, as evident in the grade-level state assessment scores for the 2022-2023 school year.

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

Progress monitoring assessments and iReady AP assessments will be used to monitor growth, and teachers will review and compare data during collaborative planning. The data will be used to group students and instruct students via differentiated instructional strategies.

Person responsible for monitoring outcome:

Miguel Mejia (mmejia786@dadeschools.net)

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

Peer tutoring through targeted classroom grouping and explicit small group instruction through D.I. will be implemented in the classroom. Collaborative planning among grade-level teachers will ensure resources are used uniformly.

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

As evidenced by state, standardized assessment scores, only 15% of the African-American student population demonstrated proficiency in Reading. Peer tutoring and grouping have proven effective in helping students reach proficiency and will therefore serve as a strategy to help mitigate this discrepancy. Grouping will allow teachers to meet students at their instructional needs and will allow for differentiation of instruction. Teachers are able to frequently and consistently monitor student growth, making the goal attainable.

Action Steps to Implement

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

On August 22nd, 2022, teachers will be asked to identify students in this group by reviewing state assessment scores. As a result, teachers will be able to begin arranging seating in their classrooms in order to implement suggested peer tutoring strategy and differentiated instruction.

Person Responsible Miguel Mejia (mmejia786@dadeschools.net)

By August 26th, 2022, classroom teachers will have created a seating chart conducive to peer tutoring and will have arranged students in such a way that each of the students lacking proficiency is seated by a classmate who demonstrated proficiency on the state assessment. D.I. strategies will be implemented to meet the needs of all students. As a result, the students lacking proficiency will begin to observe favorable habits and techniques used by their peers.

Person Responsible Miguel Mejia (mmejia786@dadeschools.net)

From August 29th, 2022 through September 2nd, 2022, teachers will note weekly progress monitoring assessment percentages and reflect on the effectiveness of the implemented strategy, and will make seating adjustments as needed. Adjustments will also be made to daily instruction utilizing D.I. strategies. As a result, teachers will have a better understanding of the efficacy of peer tutoring.

Person Responsible Jennifer Savigne (pr0801@dadeschools.net)

By September 2nd, 2022, students will have completed the iReady AP 1 assessment. Teachers will use AP1 assessment data to group students accordingly for D.I. giving precedence to students who originally lacked proficiency by placing them in the intensive group that receives teacher-led activities. As a result, these students will receive individualized attention, instruction, and scaffolding to help them reach proficiency.

Person Responsible Jennifer Savigne (pr0801@dadeschools.net)

By December 16th, 2022, project-based unit assessments will be implemented to promote peer collaboration and peer tutoring. As a result, students will demonstrate gains in their unit assessment percentages.

Person Responsible Miguel Mejia (mmejia786@dadeschools.net)

Between Oct. 31st and Dec. 16th, 2022, students within the identified demographic group will be assigned targeted iReady lessons to be completed as part of their home learning assignments in an effort to improve areas for growth. As a result, students will demonstrate growth in the AP2 assessment taken in January 2023.

Person Responsible Miguel Mejia (mmejia786@dadeschools.net)

#3. Transformational Leadership specifically relating to Teacher Recruitment and Retention**Area of Focus****Description and Rationale:**

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

According to the results of the 2021-2022 School Climate survey, 16% of the teachers who participated in the survey strongly agreed, and 26% agreed that staff morale is high at the school. This is a significant decrease from the previous school year, where 35% strongly agreed, and 45% agreed with the same question. A focus will be placed on empowering teachers and staff to address this critical need.

Measurable Outcome:

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

By implementing school-wide action steps and school-wide initiatives such as team building activities, open communication, collaborative planning meetings, and Coffee Club Fridays, there will be a 10% increase from the 2021-2022 School Climate Survey to the 2022-2023 School Climate Survey in the area of staff morale.

Monitoring:

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

The School Leadership Team will monitor improvements in staff morale through feedback obtained via surveys and collaboration during weekly Grade Level Meetings.

Person responsible for monitoring outcome:

Jennifer Savigne (pr0801@dadeschools.net)

Evidence-based Strategy:

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

Through team-building activities, positive feedback, and open communication, teachers will feel that they are appreciated and valued.

Rationale for Evidence-based Strategy:

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

If staff morale increases, this will lead to an overall positive working environment that will permeate through classrooms, and students will benefit from the impact. Poor teacher morale can negatively affect student achievement and performance, while high teacher morale can boost student performance.

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.

Collaborative efforts will be provided during planning meetings to ensure that teachers are listened to and considered.

Person Responsible Jennifer Savigne (pr0801@dadeschools.net)

Teachers will receive recognition for their efforts and dedication through incentives provided by school administrators. Celebrations will also be held for birthdays and family events.

Person Responsible Jennifer Savigne (pr0801@dadeschools.net)

Administration will send positive feedback messages upon completion of walk-throughs to highlight teachers' lessons, classroom management, and student engagement.

Person Responsible Jennifer Savigne (pr0801@dadeschools.net)

Coffee club Fridays to encourage rapport among staff and build a positive culture throughout the school.

Person Responsible Jennifer Savigne (pr0801@dadeschools.net)

Create an area in the teacher's lounge with post-it notes where others can provide a "shout out" when a colleague has done something positive and impactful.

Person Responsible Jennifer Savigne (pr0801@dadeschools.net)

Create additional social opportunities focusing on national and international holidays as a way to build community among school staff.

Person Responsible Maria Rodriguez (mariayrodriguez@dadeschools.net)

A gardening club will bring staff together and build a partnership priding in the beautification of our campus.

Person Responsible Sonia Fernandez (219639@dadeschools.net)

#4. Positive Culture and Environment specifically relating to Faculty Community**Area of Focus**

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

According to the results of the 2021-2022 School Climate Survey, 58% of the teachers surveyed strongly agreed, and 35% agreed that school personnel works together as a team. This is an improvement from the 2020-2021 School Climate Survey, where 55% strongly agreed, and 31% agreed that school personnel works together as a team. Although there was a three percentage point increase in teachers that strongly agree and a four percentage point increase in teachers that agree, a focus will be placed on team-building strategies in order to increase the amount of teachers that participate in the survey and agree that school work personnel work together as a team.

Measurable**Outcome:**

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

According to the results of the 2021-2022 School Climate Survey, 58% of the teachers surveyed strongly agreed, and 35% agreed that school personnel works together as a team. Through the implementation of team-building initiatives and collaborative planning, there will be an expected increase of 10% in the respondents, indicating strong agreement regarding school personnel working together as a team for the 2022-2023 school year.

Monitoring:

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

Sign-in sheets and agendas from collaborative planning meetings will be used to ensure meetings are taking place and being attended by teachers across all grade levels. Administration will monitor and ensure team-building activities focus on the school's vision and mission.

Person responsible for monitoring outcome:

Maria Rodriguez (mariayrodriguez@dadeschools.net)

Evidence-based

Strategy:

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

Provide team-building activities that solidify the school mission and vision, such as Coffee Club Fridays, utilization of Social Media to communicate best practices, Collaborative planning, and Professional Learning Communities to share ideas and engage in professional dialogue.

Rationale for Evidence-based Strategy:

Team building activities have been demonstrated to increase staff morale and improve upon the school community, leading to collaboration amongst school staff.

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.

Utilize Social Media such as Twitter and Facebook as a means to communicate and recognize what makes our school unique. Teachers and staff will be featured on social media to highlight collaboration among staff, best practices in the classroom, and team building activities throughout the school.

Person Responsible Miguel Mejia (mmejia786@dadeschools.net)

Facilitate weekly collaborative planning meetings to provide teachers with an opportunity to brainstorm ideas and share best practices. Teachers will attend collaborative planning and take turns taking the lead and modeling explicit instruction during small groups.

Person Responsible Maria Rodriguez (mariayrodriguez@dadeschools.net)

Teachers will complete a School Culture Survey. Data will be shared with staff and used to provide incentives for teachers, involve more staff members in the planning and implementation of school-wide initiatives and promote a positive school culture.

Person Responsible Maria Rodriguez (mariayrodriguez@dadeschools.net)

In order to create connections and increase collaboration among teachers, new teachers will be paired with mentor teachers to provide an extra layer of personal and professional support in addition to improving professional practices.

Person Responsible Jennifer Savigne (pr0801@dadeschools.net)

Social gatherings will be initiated in celebration of popular holidays, bringing staff together while building comradery and community.

Person Responsible Maria Rodriguez (mariayrodriguez@dadeschools.net)

A mental health coordinator and mindfulness champion are made available to staff to promote social emotional wellness.

Person Responsible Ivette Lopez (ilopez81@dadeschools.net)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

According to the 2022 SAT-10, the K-2 median percentile for Reading proficiency school-wide is 21%. A focus will be placed on Standards-Based Collaborative Planning to address this critical need.

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

Based on the results of the 2022 ELA FSA for grades 3-5, the median percentile for Reading proficiency school-wide is 34%. A focus will be placed on Standards-Based Collaborative Planning to address this critical need.

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)

At least 10% of K-2 students demonstrating a lack of proficiency will exhibit growth in ELA, as evidenced by growth monitoring assessments and iReady AP assessments.

Grades 3-5: Measureable Outcome(s)

At least 10% of 3-5 students demonstrating a lack of proficiency will exhibit growth in ELA, as evidenced by growth monitoring assessments and i-Ready AP assessments. A focus will be placed on Standards-Based Collaborative Planning to address this critical need.

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.

Student proficiency growth will be monitored by the use of weekly informal assessments, progress monitoring assessments, and iReady AP assessments.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Mejia, Miguel, mmejia786@dadeschools.net

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Standards-Based Collaborative Planning will be implemented across grade levels to improve collaboration among teachers and promote learning. Through the use of McGraw-Hill's weekly progress monitoring assessments, Reading Horizon's quarterly assessments, growth monitoring assessments, and i-Ready AP assessments, student growth percentages will be monitored in compliance with B.E.S.T. practices and state 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?

In an effort to address the students' lack of proficiency, resources, including the Reading Horizons Intervention Program, McGraw-Hill ELA materials, and iReady path and assigned lessons, students will be exposed to numerous resources that will effectively prepare them for related growth monitoring assessments.

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
Beginning on August 22nd, 2022, weekly collaborative planning sessions will begin to take place to streamline instruction and ensure teaching practices are aligned with the standards. Data chats will be held with teachers during collaborative planning to group students, create focus calendars and develop tiered lessons. As a result, teachers will have a better understanding of their student's needs and will more accurately group students for D.I.	savigne, jennifer, jsavigne@dadeschools.net
Between August 22nd, 2022, and October 14th, 2022, Schoolwide data trackers will be utilized to monitor student progress. Buddy teachers will help by providing support to new teachers on data analysis and differentiated instruction. As a result, teachers will be able to monitor student growth and make applicable adjustments in the grouping. Buddy teachers will help new teachers interpret data.	Mejia, Miguel, mmejia786@dadeschools.net
Between August 22nd, 2022, and October 14th, 2022, students will track their own progress on specific learning goals and core subject assessments. Teachers will help students interpret their scores and develop strategies to help improve their future percentages. As a result, students will demonstrate growth by the second round of assessments in the winter.	Rodriguez, Maria, mariayrodriguez@dadeschools.net
Between August 17th, 2022, and October 14th, 2022, job-embedded professional development on standards-based instruction will be delivered by coaches to ensure students meet the demands of the standards. As a result, teachers will use reflection surveys will be utilized to measure their perspectives on how they improved their performance after participating in the CGE professional learning community, allowing them to make applicable changes in instruction.	Mejia, Miguel, mmejia786@dadeschools.net
Beginning on Oct. 31st, instructional coaches will join collaborative, grade level planning meetings to ensure all teachers are effectively administering and reflecting on weekly progress monitoring assessment data as a way to manage DI placement. As a result, students with the lowest scores will receive additional teacher-led center instruction.	Mejia, Miguel, mmejia786@dadeschools.net
Between October 31st and December 16th, teachers will utilize weekly iReady, ELA path data to focus on areas for growth using targeted, assigned lessons. As a result, students will demonstrate growth in their areas of weakness as well as on their AP2 assessment scores.	Mejia, Miguel, mmejia786@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.

Community members including families, volunteers, students, teachers, administrators and business partners will collaborate in EESAC meetings focused on establishing and meeting school improvement goals. A coffee club will bring teachers and staff closer in an attempt to foster a sense of community and social interaction as a school family. A book club will help cultivate literacy and a shared love for reading among teachers and staff that will ultimately transfer to the classroom.

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

Families, volunteers, students, teachers, administrators and business partners will conduct and partake in EESAC meetings in order to discuss and establish school improvement goals. The coffee club will be led by the office and cafeteria staff for teachers and faculty. The book club will be organized by the media specialist highlighting popular literature available to all faculty and staff. Teachers will come together as needed to discuss issues, ideas and solutions experienced in the classroom.