

Miami-Dade County Public Schools

Howard Drive Elementary School



2022-23 Schoolwide Improvement Plan

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Howard Drive Elementary School

7750 SW 136TH ST, Miami, FL 33156

<http://howarddrive.dadeschools.net>

Demographics

Principal: Christina Diaz

Start Date for this Principal: 9/4/2004

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	54%
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 White Students Economically Disadvantaged Students*
School Grades History	2021-22: A (62%) 2018-19: A (62%) 2017-18: C (49%)
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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7750 SW 136TH ST, Miami, FL 33156

<http://howarddrive.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	No	54%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	79%

School Grades History

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

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Howard Drive Elementary students will become contributing members of society by becoming effective communicators, creative problem solvers, critical reflective thinkers and self-directed lifelong learners, developing an understanding of right and responsibilities leading to good citizenship, understanding and respecting differences and diversity among cultures.

Provide the school's vision statement.

The Howard Drive Elementary school staff, parents and the community are committed to provide a supportive environment for each student by promoting a firm academic and technological foundation, including multicultural experiences, and by fostering intellectual, emotional and social development.

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
Diaz, Christina	Principal	Develops and shares a vision of academic success including the allocation of fiscal and human capital resources. Monitors effectiveness of vision through classroom walkthroughs, Instructional Rounds with District Leaders and data analysis to ensure all systems align within the school community in order to improve student achievement. Serves as the Instructional Leader of the building. Leverages resource to provide teachers with the tools to support high quality learning and instruction. Models instructional practices through participation in collaborative planning and school wide professional development. Coordinates the development of an effective Multi-Tiered System of Supports to ensure students with need are provided with additional supports to achieve success.
Diaz, Christina	Assistant Principal	Supports the realization of school wide vision by managing school resources. Provides instructional leadership by providing teachers with up-to-date, research based, effective practices that improve student achievement. Models effective instructional practices and supports teacher growth through observation and feedback through coaching cycles. Identifies and develops school leaders to enhance the impact of high quality instructional practices. Encourages a culture of collaboration, self reflection and growth through participation in collaborative planning sessions, data analysis/ MTSS meetings.
Yngber, Julie	Teacher, K-12	<p>1. Collaborate and problem solve to ensure the implementation of high quality instructional practices utilizing the RtI/MTSS process: at the core (Tier 1) and intervention/ enrichment (Tier 2/3) levels.</p> <p>2. Support the implementation of high quality instructional practices at the core (Tier 1) and intervention/enrichment (Tier 2/3) levels.</p> <p>3. Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal in curricular, behavioral, and attendance domains. 4. Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams.</p>
Greene, Karen	Teacher, K-12	<p>1. Collaborate and problem solve to ensure the implementation of high quality instructional practices utilizing the RtI/MTSS process: at the core (Tier 1) and intervention/ enrichment (Tier 2/3) levels.</p> <p>2. Support the implementation of high quality instructional practices at the core (Tier 1) and intervention/enrichment (Tier 2/3) levels.</p> <p>3. Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal in curricular, behavioral, and attendance domains. 4. Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams.</p>

Name	Position Title	Job Duties and Responsibilities
Ramos, Lindsay	Teacher, K-12	<ol style="list-style-type: none"> 1. Collaborate and problem solve to ensure the implementation of high quality instructional practices utilizing the RtI/MTSS process: at the core (Tier 1) and intervention/ enrichment (Tier 2/3) levels. 2. Support the implementation of high quality instructional practices at the core (Tier 1) and intervention/enrichment (Tier 2/3) levels. 3. Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal in curricular, behavioral, and attendance domains. 4. Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams.
Davis , Deborah	Teacher, ESE	<p>Ms. Davis assists the General Education teachers and SPED department in the coordination, organization and supervision of students with disabilities. Ms. Davis provides information to students, parents and teachers on how to appropriately implement accommodations for students with Individual Educational Plans (IEPs) and Section 504 Plans in the virtual educational environment. Ms. Davis assists in acting as a liaison between the ESE department and other FLVS Departments as well as external district ESE departments, schools, families and students. Ms. Davis keeps abreast of all changes in ESE state regulation, and provides training on ESE strategies and best practices in order to ensure student success and district compliance.</p>

Demographic Information

Principal start date

Saturday 9/4/2004, Christina Diaz

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.*

2

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.*

6

Total number of teacher positions allocated to the school

17

Total number of students enrolled at the school

380

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

2

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

1

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	54	47	49	44	50	64	0	0	0	0	0	0	0	308
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	1	1	1	0	0	0	0	0	0	0	0	5
Course failure in Math	0	2	1	0	2	4	0	0	0	0	0	0	0	9
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	1	3	3	0	0	0	0	0	0	0	7
Level 1 on 2022 statewide FSA Math assessment	0	0	0	1	6	10	0	0	0	0	0	0	0	17
Number of students with a substantial reading deficiency	0	2	2	1	1	0	0	0	0	0	0	0	0	6

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	2	2	1	3	8	0	0	0	0	0	0	0	16

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

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

Saturday 8/13/2022

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	51	49	50	73	73	76	0	0	0	0	0	0	0	372
Attendance below 90 percent	1	4	3	5	7	5	0	0	0	0	0	0	0	25
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	3	4	4	1	3	0	0	0	0	0	0	0	15
Course failure in Math	0	2	0	2	2	5	0	0	0	0	0	0	0	11
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	1	3	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	1	6	0	0	0	0	0	0	0	7
Number of students with a substantial reading deficiency	0	1	12	10	15	10	0	0	0	0	0	0	0	48

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	1	2	1	3	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	0	0	1	0	1	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	51	49	50	73	73	76	0	0	0	0	0	0	0	372
Attendance below 90 percent	1	4	3	5	7	5	0	0	0	0	0	0	0	25
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	3	4	4	1	3	0	0	0	0	0	0	0	15
Course failure in Math	0	2	0	2	2	5	0	0	0	0	0	0	0	11
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	1	3	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	1	6	0	0	0	0	0	0	0	7
Number of students with a substantial reading deficiency	0	1	12	10	15	10	0	0	0	0	0	0	0	48

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	1	2	1	3	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	0	0	1	0	1	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	79%	62%	56%				74%	62%	57%
ELA Learning Gains	70%						60%	62%	58%
ELA Lowest 25th Percentile	48%						56%	58%	53%
Math Achievement	71%	58%	50%				71%	69%	63%
Math Learning Gains	65%						64%	66%	62%
Math Lowest 25th Percentile	41%						46%	55%	51%
Science Achievement	58%	64%	59%				66%	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	81%	60%	21%	58%	23%
Cohort Comparison		0%				
04	2022					
	2019	77%	64%	13%	58%	19%
Cohort Comparison		-81%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	62%	60%	2%	56%	6%
Cohort Comparison		-77%				

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	81%	67%	14%	62%	19%
Cohort Comparison		0%				
04	2022					
	2019	73%	69%	4%	64%	9%
Cohort Comparison		-81%				
05	2022					
	2019	60%	65%	-5%	60%	0%
Cohort Comparison		-73%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	65%	53%	12%	53%	12%
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	57	54	40	47	77	69	47				
ELL	77			85	100						
BLK	63	61	55	37	50	42					
HSP	86	73		78	67	42	67				
WHT	74	67		80	78		57				
FRL	70	65	50	55	64	48	42				

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	30	12	9	40	6		18				
ELL	47			60							
BLK	43			32			30				
HSP	76	58		72	31		53				
WHT	65	57		76	39		64				
FRL	53	25		48	21		39				
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	44	54	52	39	54	44	50				
ELL	62	57		71	62						
BLK	44	53	53	38	53	36	9				
HSP	76	58	64	76	58	50	74				
WHT	84	64		83	74		73				
FRL	61	57	55	58	61	45	69				

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?

ELA proficiency is 79%, an increase of 12 percentage points from 67% in 2019. The SWD subgroup proficiency was 57%, an increase of 13 percentage point from 44% in 2019. The subgroup ELL proficiency was 77%, an increase of 15 percentage points from 62% in 2019. The subgroup FRL proficiency was 70%, an increase of 9 percentage points from 61 percentage points in 2019.

ELA overall learning gains 70%, an increase of ten percentage points from 60% in 2019. The subgroup SWD learning gains was 54%, 0% learning gains from 54% in 2019. The subgroup FRL learning gains was 65%, an increase of 8 percentage points from 57% in 2019.

Lowest 25% learning gains in ELA is 48%, a decrease of eight percentage points from 56% in 2019. The subgroup SWD lowest 25% learning gains in ELA is 52%, an increase of 12 percentage points from 44% in 2019. The subgroup FRL lowest 25% learning gains in ELA is 50%, a decrease of 5 percentage points from 55 in 2019.

Math proficiency is 71%, an increase of four percentage points from 67% in 2019. In the subgroup SWD, Math proficiency is 55%, an increase of 16 percentage points from 2019.

Math overall learning gains 65%, an increase of one percentage points from 64% in 2019.

Lowest 25% learning gains in Math is 41%, a decrease of five percentage points from 46% in 2019.

Science proficiency is 58%, an increase of nine percentage points from 49% in 2019.

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

Math proficiency is 67% which indicates a decrease of 19 percentage points from 2019. In addition, the majority of our fifth grade students did not demonstrate learning gains from third to fifth grade in

2021 FSA Mathematics. The percentage of students with learning gains among students in the lower quartile decreased by 22% percentage points showing an increased need to target this subgroup. The iReady Reading data indicates 16% of students scored one grade level below (yellow) on AP1 compared to 33% AP3. This was an increase of 17 percent. The iReady Reading data indicates 7% of students scored two grade levels below or more (red) on AP1 compared to 13% AP3. This was an increase of 6 percent. The iReady Mathematics data indicates 6% of students scored two grade levels below or more (red) on AP1 compared to 12% AP3. This was an increase of 6%.

The iReady Mathematics data indicates 76% of students scored on grade level (green) on AP1 compared to 37% AP3. This was an decrease of 39% The iReady Mathematics data indicates 18% of students scored one grade level below (yellow) on AP1 compared to 50% AP3. This was an increase of 32%.

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

For the last 3 years, we have been focused on implementing standards-based instruction in all classrooms. We will continue to support this while incorporating differentiated instruction, with fidelity, to help meet the needs of our L25 subgroup. In addition, Standard-aligned, rigorous instruction contributed to the improvement in overall ELA achievement. Implementation of Grade Level Collaborative planning sessions using data to guide instruction and reflecting on effectiveness of teaching strategies contributed to this improvement.

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

2022 data findings for progress monitoring:

All 3-5 grade levels made increases from iReady AP1 to AP3. In ELA, students showed a growth of 11 percentage points in Grade 3, 16 percentage points in Grade 4, and 15 percentage points in Grade 5 when comparing iReady AP1 to AP3 data. Math proficiency in iReady from AP1 to AP3 increased for all students. In Grade 3, it increased by 43 percentage points, in Grade 4 by 35 percentage points, and Grades 23 increased by at 35 percentage points.

The iReady diagnostic results for all students assessed indicated an overall increase in both Reading and Math when comparing AP1 to AP3 in the 2021-2022 school year.

The iReady Reading data indicates 54% of students scored on grade level (green) on AP1 compared to 77% AP3. This was an increase of 23%.

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

For the last three years we have been focused on implementing data driven differentiated instruction to meet the needs of all students. The Leadership Team will continue to provide teachers with support and continue to build capacity through the use of research-based strategies that focus on scaffolding and intervention for lower performing students and subgroups to help them strengthen competency in grade level content.

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

Differentiated Instruction and Data-driven Instruction. New B.E.S.T. Standards and Curriculum/ Resources Utilization, Academic Vocabulary and Technology Integration.

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 facilitate grade level and subject area sessions during grade level meetings that focus on using strategies that check for understanding and ensure lessons are standards-aligned utilizing the B.E.S.T. standards. In addition, continuous data chats with individualized feedback will be held quarterly with teachers to support specific needs.

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

Weekly scheduled common planning time for each grade level will be built into master schedules to facilitate collaborative planning. A member of the leadership team will attend to ensure strategies are being implemented with fidelity and lessons are B.E.S.T. standards-aligned. Extended learning opportunities will be provided with after school tutoring and interventions STEAM-based clubs.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>2022-2023 Data: This data finding is significant because we were able to increase ELA proficiency levels by 12 percentage points from 2019-2020 data. This data signifies the need to continue to utilize Differentiated Instruction and set high expectations to grow and maintain these proficiency levels.</p> <p>In ELA, students in the Lowest 25% made the least gains with 48% of students making learning gains compared to 56% in 2019-2020, an 8 percentage decrease. In Mathematics, students in the Lowest 25% had 41% learning gains compared to 46% in 2019-2020, a 5 percentage point decrease. This data solidifies the need to utilize Differentiated Instruction to increase student learning gains.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>As a result of utilizing Differentiated Instruction in the classroom, students will achieve an average of 70% proficiency on the end of the year assessment.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>The principal and Assistant Principal will have collaborative conversations with teachers during data chats regarding effective utilization of data for Differentiated Instruction.</p>
Person responsible for monitoring outcome:	<p>Christina Diaz (pr2541@dadeschools.net)</p>
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	<p>Teachers and Leadership Team will participate in common planning with a focus on creating highly differentiated lessons based on needs of learners.</p>
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	<p>Differentiated instruction (D.I.) is an approach whereby teachers adjust their curriculum and instruction to maximize the learning of all students: average learners, English language learners, struggling students, students with learning disabilities, and gifted and talented students. Differentiated instruction is not a single strategy but rather a framework that teachers can use to implement a variety of strategies, many of which are evidence-based. We will be utilizing district research-based strategies/ instruction for D.I. as well as i-Ready data. Formal and informal data reveal the majority of instructional time is spent with teachers conducting whole group learning activities.</p>

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.

8/31-10/11-Teachers will conduct on-going formal and informal assessments to better assess areas in need of remediation.

Person Responsible Christina Diaz (pr2541@dadeschools.net)

8/31-10/11-Teachers will informally and formally utilize assessments to determine the needs of their students for small groups (progress monitoring, exit tickets, running records, observation notes, etc). Lesson plans will be kept to monitor the fidelity of the lessons. Staff will use strategic and intensive research based interventions for small group instruction.

Person Responsible Christina Diaz (pr2541@dadeschools.net)

8/31-10/11-Administration will perform formal and informal observations that focus on successful differentiated small group instruction with feedback throughout the year. Administration will conduct monthly data chats with teachers that will include teacher reflection, review of D.I. monitoring, and follow-up observation.

Person Responsible Christina Diaz (pr2541@dadeschools.net)

8/31-10/11-Based on iReady progress monitoring data, teachers will assign lessons based on individual student needs.

Person Responsible Christina Diaz (esevazquez@dadeschools.net)

10/31-12/16/2022: Teachers will collaboratively develop data trackers that can be used to monitor student progress and provide students with individualized learning pathways. As a result, learning gaps will be addressed and students who are proficient will also be challenged.

Person Responsible Christina Diaz (esevazquez@dadeschools.net)

10/31-12/16/2022: Teachers will use data from Topic Assessments to assign differentiated lessons to students' personalized learning paths on i-Ready. As a result, teachers will provide students with targeted instruction that will lead to increased student outcomes.

Person Responsible Christina Diaz (esevazquez@dadeschools.net)

#2. Instructional Practice specifically relating to B.E.S.T. Standards**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 from the 2022 FSA Assessments in both ELA and Mathematics, our school will implement the Targeted Element of B.E.S.T. Standards. We selected this Instructional Practice based on our findings that in review of classroom observations, data gathered by administration, many tasks observed were not aligned to grade level standards. Due to the lack of alignment, tasks were not at the level of rigor required for mastery.

Measurable**Outcome:**

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

During 2022-2023 school year we will have monthly planning sessions with each grade level and conduct classroom walkthroughs to ensure their lessons are aligned to B.E.S.T. instructional standards. By October 2022, classroom lessons taught will be aligned to B.E.S.T. instructional standards as observed by administration walk-throughs 60% of the time. By May 2023, classroom lessons taught will be aligned to B.E.S.T. instructional standards as observed by administration walkthroughs 90% of the time.

Monitoring:

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

Administrators will attend grade level meetings and work with the teachers to identify student needs. Administration will monitor the completion of student data folders. The administration will ensure that teachers are monitoring student data and aligning lesson plans via walkthroughs.

Person

responsible for monitoring outcome:

Christina Diaz (esevazquez@dadeschools.net)

Evidence-based Strategy:

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

Teachers and grade level teams will participate in weekly common planning with a focus on detailed objectives, activities, and assessments that evaluate students on the aligned B.E.S.T. standards-based content. Collaborative planning improves collaboration among teachers and promotes learning, insights, and constructive feedback that occur during professional discussions among teachers. Standards-based lessons, units, materials, and resources, are improved when teachers work together on them collectively.

Rationale for Evidence-based Strategy:

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

Formal and informal data reveals that teachers' lessons are not always aligned to standards. During planning, teachers often did not have the opportunity to develop classroom standards based tasks.

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.

8/31-10/11-Teachers will collaboratively develop data trackers that can be used to track mini-assessments that are aligned to weekly small group instruction. Teachers will use data trackers to monitor student progress and adjust as necessary.

Person Responsible Christina Diaz (pr2541@dadeschools.net)

8/31-10/11-Grade level teams will use pacing guides during common planning to ensure B.E.S.T. standards-aligned planning is taking place (ELA & Math). Teachers will come to planning prepared (read pacing guides with new, B.E.S.T. standards; bring resources needed etc). Each grade level planning will include designing lessons aligned to standards that are engaging and rigorous.

Person Responsible Christina Diaz (pr2541@dadeschools.net)

8/31-10/11-Teachers will create a routine where they use informal assessments to gather feedback at the end of lessons as an informal measure of how well students have understood a concept.

Person Responsible Christina Diaz (pr2541@dadeschools.net)

8/31-10/11-Teachers will implement the gradual release model in their classroom to slowly shift from teacher modeling to joint collaboration between teacher and student and finally to independent practice to allow for application of B.E.S.T. standard-aligned concepts by the learner as evidenced by teacher lesson plans.

Person Responsible Christina Diaz (pr2541@dadeschools.net)

10/31-12/16/2022: Teachers will use Performance Matters reports to identify specific B.E.S.T. standards that need to be revisited, and provide students with remediation and reinforcement during whole group and small group instruction. As a result, students will improve mastery of grade level standards.

Person Responsible Christina Diaz (esevazquez@dadeschools.net)

10/31-12/16/2022: Grade level/Department Chairs will share information pertaining to BEST Standards received during iCAD meetings and/or PD's during monthly faculty meetings. As a result, teachers will provide students with instruction that is aligned to the standards and

Person Responsible Christina Diaz (esevazquez@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 the 2021-2022 Power BI data, our school will implement the Targeted Element of Student Attendance. Through our data review, we noticed the percentage of students with more than 15 absences made up 39%. The correlation between students with a high number of absences and those who are not meeting grade level expectations is apparent.

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 Student Attendance, the percentage of students with 15 or more absences will decrease by 10 percentage points by June 2023.

Monitoring:

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

The school's Leadership Team will monitor student attendance while providing incentives to promote daily attendance and rewards to those who have achieved perfect attendance for each quarter. Student attendance will be monitored by classroom teachers and student services. Outreach efforts will include parent communication, teacher referrals and attendance committee meetings while providing additional resources as needed.

Person responsible for monitoring outcome:

Christina Diaz (pr2541@dadeschools.net)

Evidence-based**Strategy:**

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

Within the Targeted Element of Student Attendance, our school will focus on the evidence based strategy of Attendance Initiative. This strategy will involve monitoring and reporting of student attendance to all stake holders while recognizing those who have earned perfect attendance awards.

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 allow for the reduction of student absences throughout the school year. The Leadership Team will be able to identify those students who exhibit excessive absences and promote consistent student attendance.

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.

8/31-10/11-Monitor attendance bulletins daily, review data and make contact with parents/guardians regarding students with inconsistent attendance.

Person Responsible Christina Diaz (esevazquez@dadeschools.net)

8/31-10/11-Conduct attendance meetings with parents, teachers and administrators to ensure that we are aware of any barriers that are preventing the student/family from being consistent with their attendance.

Person Responsible Christina Diaz (esevazquez@dadeschools.net)

8/31-10/11 Implement quarterly incentives for students with good and improved attendance.

Person Responsible Christina Diaz (esevazquez@dadeschools.net)

8/23-10/11-The School Counselor will connect with at-risk students via with small groups or individually to provide support and encouragement through counseling sessions.

Person Responsible Suanne Moses (smoses@dadeschools.net)

10/31-12/16/2022: Recognize classes that have completed their "Perfects Attendance" banners on the Morning Announcements. As a result, students will develop collective student efficacy to improve attendance which will result in increased learning outcomes.

Person Responsible Christina Diaz (esevazquez@dadeschools.net)

10/31-12/16/2022: Develop an attendance committee comprised of school administrators, school counselor, and school social worker that will meet monthly to review trends in overall and individual student attendance using portal reports and/or attendance bulletins. As a result, students will produce greater learning outcomes.

Person Responsible Christina Diaz (esevazquez@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 data from the School Climate Survey from instructional staff, 77% of instructional staff felt their ideas are listened to and considered. This is impactful because teachers need to feel that their ideas are listened to and considered in order to increase their satisfaction and performance. We want teachers to feel empowered and involved in making important school-wide decisions.

Measurable Outcome:

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

If we successfully implement the Targeted Element of Leadership Development, more than 77% percent of teachers will feel as if they had the opportunity to be considered for leadership roles as evidenced by the 2022-2023 School Climate SIP Survey.

Monitoring:

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

The school leadership team will provide opportunities for staff development to share ideas and concerns via quarterly surveys.

Person responsible for monitoring outcome:

Christina Diaz (pr2541@dadeschools.net)

Evidence-based**Strategy:**

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

Shared Leadership will promote innovative leadership and active participation to reach the school's identified instructional goals.

Rationale for Evidence-based**Strategy:**

Explain the rationale for selecting this specific strategy.

Describe the resources/criteria used for selecting this strategy.

Within the Targeted Element of Leadership Development, we will focus on the evidence based strategy of Shared Leadership. This strategy involves the development of leadership capacity among all stake holders with the purpose of working together to create an engaging school climate where staff members build capacity and develop necessary leadership styles towards the school's shared purpose.

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.

8/31-10/11-Spotlight staff members achievements, creative ideas or innovative teaching strategies in our monthly faculty meetings. As a result, staff will feel recognized for their accomplishments.

Person Responsible

Christina Diaz (pr2541@dadeschools.net)

8/31-10/11– Provide teachers with the opportunity to share knowledge learned in professional developments with the staff during monthly faculty meetings. As a result, teachers will have the opportunity to share information with their colleagues.

Person Responsible

Christina Diaz (esevazquez@dadeschools.net)

8/31-10/11-Administration will review the minutes of grade level meetings in Microsoft Forms and provide feedback to each grade level. As a result, the needs and concerns of each grade level will be heard and addressed.

Person Responsible Christina Diaz (pr2541@dadeschools.net)

8/31-10/11-Regularly administer online surveys to get input from staff regarding professional development needs. As a result, the School Leadership Team can develop professional development that targets the needs of our teachers.

Person Responsible Christina Diaz (pr2541@dadeschools.net)

10/31-12/16/2022: In order to increase the percentage of teachers involved in the instructional decision making process a suggestion box will be placed in the mail room where teachers suggest ideas that they would be willing to help implement. Administrators will review submissions regularly. As a result, teachers will feel more valued and that their ideas are listened to.

Person Responsible Christina Diaz (esevazquez@dadeschools.net)

10/31-12/16/2022: Incorporate the use of team-building activities during monthly faculty meetings to build leadership capacity in faculty members.

Person Responsible Christina Diaz (esevazquez@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 school /teachers provides monthly opportunities for families to engage in activities that will enhance the learning of the students and communicate student progress to their families. The school partners with PTA to provide activities for the families. Family Learning Nights are routinely scheduled with make and take activities to increase parent engagement. Teachers will communicate daily/weekly through student agendas, quarterly parent contact folders and school/classroom newsletters. Conference nights are scheduled four times through the year, to allow the teachers time to share with families about their child's learning gains, progress and concerns. Whole school/classroom attendance will be monitored with fidelity. Strategies and interventions will be put in place to decrease tardies and improve daily attendance of students. Academic and Student Services staff are in place during and after school for students and parents to build relationships, to meet academic, emotional and physical needs.

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

Our stakeholders consist of the following:

EESAC

PTA

School Leadership Team:

Deanna D. Dalby - Principal - communicate with parents, monitor incentives, celebrate success, empower teachers and staff.

Christina V. Diaz- Assistant Principal - communicate with parents, monitor incentives, celebrate success, empower teachers and staff.

Suanne Moses - culture responsiveness, advocacy, consultations relationship building through Core Values, and leadership.

Student Council

Social Committee

Palmetto Bay Police Department

All stakeholders are involved in promoting a positive school culture and environment. Our Parent Teacher Association (PTA) is extremely active within our school and our community as it relates to support, fund raising, and school activities. All of our stakeholders have a responsibility of making an effort to ensure that relationships are built with our students, faculty, staff, families, and community.