

Miami-Dade County Public Schools

# Treasure Island Elementary School



2022-23 Schoolwide Improvement Plan

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# Treasure Island Elementary School

7540 E TREASURE DR, North Bay Village, FL 33141

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

## Demographics

**Principal: Dalia Villar**

Start Date for this Principal: 7/15/2022

|  |  |
|--|--|
| <b>2019-20 Status</b><br>(per MSID File)   | Active   |
| <b>School Type and Grades Served</b><br>(per MSID File)  | Elementary School<br>PK-5  |
| <b>Primary Service Type</b><br>(per MSID File)   | K-12 General Education   |
| <b>2021-22 Title I School</b>  | Yes  |
| <b>2021-22 Economically Disadvantaged (FRL) Rate</b><br>(as reported on Survey 3)  | 93%  |
| <b>2021-22 ESSA Subgroups Represented</b><br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities*<br>English Language Learners<br>Hispanic Students<br>White Students<br>Economically Disadvantaged Students |
| <b>School Grades History</b>   | 2021-22: A (63%)<br>2018-19: B (61%)<br>2017-18: B (59%)   |
| <b>2019-20 School Improvement (SI) Information*</b>  |  |
| <b>SI Region</b>   | Southeast  |
| <b>Regional Executive Director</b>   | <a href="#">LaShawn Russ-Porterfield</a>   |
| <b>Turnaround Option/Cycle</b>   | N/A  |
| <b>Year</b>  |  |
| <b>Support Tier</b>  |  |
| <b>ESSA Status</b>   | ATSI   |
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .   |  |

## 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](http://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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| <b>Title I Requirements</b>           | <b>0</b>  |
| <b>Budget to Support Goals</b>        | <b>0</b>  |

# Treasure Island Elementary School

7540 E TREASURE DR, North Bay Village, FL 33141

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

## School Demographics

|   |   |  |
|---|---|--|
| <p><b>School Type and Grades Served</b><br/>(per MSID File)</p> <p>Elementary School<br/>PK-5</p> | <p><b>2021-22 Title I School</b></p> <p>Yes</p> | <p><b>2021-22 Economically Disadvantaged (FRL) Rate</b><br/>(as reported on Survey 3)</p> <p>93%</p> |
| <p><b>Primary Service Type</b><br/>(per MSID File)</p> <p>K-12 General Education</p>              | <p><b>Charter School</b></p> <p>No</p>          | <p><b>2018-19 Minority Rate</b><br/>(Reported as Non-white on Survey 2)</p> <p>88%</p>               |

## School Grades History

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

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## SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE’s school improvement planning web application located at <https://www.floridacims.org>.

## Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement.**

The mission of Treasure Island Elementary is to develop internationally minded, independent, healthy, life-long learners by creating a global community where teachers, students, staff and families are actively engaged in encouraging one another to positively impact the world in unity and peace.

**Provide the school's vision statement.**

The vision of Treasure Island Elementary is to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

### 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  |
|------------------|---------------------------|--|
| Villar, Dalia    | Principal                 | Monthly Meetings regarding : Safety, Academics, schoolwide operations, progress monitoring, and instructional support. |
| Harvard, Marquis | Assistant Principal       | Instructional support, intervention procedures, schoolwide operations, testing chair                                   |
| Stokes, Susan    | Instructional Coach       | Intervention processes, school wide curriculum coach for ELA, Math and Science, testing chair                          |
| Joseph, Tarese   | Other                     | Create professional development based on staff needs assessment  |
| Torres, Maritza  | ELL Compliance Specialist | Coordinate instructional strategies for ELL students.  |

### Demographic Information

**Principal start date**

Friday 7/15/2022, Dalia Villar

**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.*

35

**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.*

35

**Total number of teacher positions allocated to the school**

17

**Total number of students enrolled at the school**

346

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

1

**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                              | 53          | 56 | 59 | 68 | 50 | 60 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 346   |
| Attendance below 90 percent                              | 0           | 3  | 11 | 8  | 7  | 9  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 38    |
| One or more suspensions                                  | 0           | 0  | 0  | 0  | 0  | 5  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 5     |
| Course failure in ELA                                    | 0           | 0  | 4  | 17 | 3  | 1  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 25    |
| Course failure in Math                                   | 0           | 0  | 1  | 9  | 5  | 1  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 16    |
| Level 1 on 2022 statewide FSA ELA assessment             | 0           | 0  | 0  | 5  | 15 | 15 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 35    |
| Level 1 on 2022 statewide FSA Math assessment            | 0           | 0  | 0  | 3  | 11 | 8  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 22    |
| Number of students with a substantial reading deficiency | 0           | 0  | 9  | 26 | 18 | 18 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 71    |

**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           | 0 | 1 | 6 | 13 | 10 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 30    |

**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           | 3 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 8     |
| Students retained two or more times | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0     |

**Date this data was collected or last updated**

Monday 8/29/2022

**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                              | 53          | 72 | 70 | 70 | 60 | 75 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 400   |
| Attendance below 90 percent                              | 3           | 10 | 10 | 13 | 7  | 14 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 57    |
| One or more suspensions                                  | 0           | 0  | 0  | 0  | 0  | 0  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0     |
| Course failure in ELA                                    | 0           | 1  | 6  | 10 | 2  | 2  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 21    |
| Course failure in Math                                   | 0           | 0  | 3  | 5  | 6  | 7  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 21    |
| Level 1 on 2019 statewide FSA ELA assessment             | 0           | 0  | 0  | 0  | 0  | 3  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 3     |
| Level 1 on 2019 statewide FSA Math assessment            | 0           | 0  | 0  | 0  | 0  | 3  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 3     |
| Number of students with a substantial reading deficiency | 1           | 20 | 27 | 42 | 11 | 14 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 115   |

**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           | 2 | 4 | 11 | 4 | 5 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 26    |

**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     | 3           | 3 | 3 | 13 | 0 | 2 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 24    |
| Students retained two or more times | 0           | 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                              | 53          | 72 | 70 | 70 | 60 | 75 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 400   |
| Attendance below 90 percent                              | 3           | 10 | 10 | 13 | 7  | 14 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 57    |
| One or more suspensions                                  | 0           | 0  | 0  | 0  | 0  | 0  | 0 | 0 | 0 | 0 | 0  | 0  | 0  |       |
| Course failure in ELA                                    | 0           | 1  | 6  | 10 | 2  | 2  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 21    |
| Course failure in Math                                   | 0           | 0  | 3  | 5  | 6  | 7  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 21    |
| Level 1 on 2019 statewide FSA ELA assessment             | 0           | 0  | 0  | 0  | 0  | 3  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 3     |
| Level 1 on 2019 statewide FSA Math assessment            | 0           | 0  | 0  | 0  | 0  | 3  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 3     |
| Number of students with a substantial reading deficiency | 1           | 20 | 27 | 42 | 11 | 14 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 115   |

**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           | 2 | 4 | 11 | 4 | 5 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 26    |

**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     | 3           | 3 | 3 | 13 | 0 | 2 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 24    |
| 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             | 58%    | 62%      | 56%   |        |          |       | 65%    | 62%      | 57%   |
| ELA Learning Gains          | 62%    |          |       |        |          |       | 69%    | 62%      | 58%   |
| ELA Lowest 25th Percentile  | 56%    |          |       |        |          |       | 65%    | 58%      | 53%   |
| Math Achievement            | 63%    | 58%      | 50%   |        |          |       | 69%    | 69%      | 63%   |
| Math Learning Gains         | 77%    |          |       |        |          |       | 68%    | 66%      | 62%   |
| Math Lowest 25th Percentile | 66%    |          |       |        |          |       | 47%    | 55%      | 51%   |
| Science Achievement         | 56%    | 64%      | 59%   |        |          |       | 45%    | 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 | 52%    | 60%      | -8%                        | 58%   | -6%                     |
| Cohort Comparison |      | 0%     |          |                            |       |                         |
| 04                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 80%    | 64%      | 16%                        | 58%   | 22%                     |
| Cohort Comparison |      | -52%   |          |                            |       |                         |
| 05                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 49%    | 60%      | -11%                       | 56%   | -7%                     |
| Cohort Comparison |      | -80%   |          |                            |       |                         |

| 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 | 60%    | 67%      | -7%                        | 62%   | -2%                     |
| Cohort Comparison |      | 0%     |          |                            |       |                         |
| 04                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 79%    | 69%      | 10%                        | 64%   | 15%                     |
| Cohort Comparison |      | -60%   |          |                            |       |                         |
| 05                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 58%    | 65%      | -7%                        | 60%   | -2%                     |
| Cohort Comparison |      | -79%   |          |                            |       |                         |

| SCIENCE           |      |        |          |                            |       |                         |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade             | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 41%    | 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                                       | 33       | 45     | 38          | 22        | 60      | 50           | 27       |         |           |                   |                     |
| ELL                                       | 38       | 61     | 69          | 58        | 67      | 55           | 37       |         |           |                   |                     |
| BLK                                       | 75       | 67     |             | 63        | 75      |              |          |         |           |                   |                     |
| HSP                                       | 54       | 62     | 56          | 61        | 76      | 72           | 53       |         |           |                   |                     |
| WHT                                       | 70       | 60     |             | 76        | 83      |              | 69       |         |           |                   |                     |
| FRL                                       | 55       | 62     | 60          | 64        | 76      | 68           | 50       |         |           |                   |                     |
| 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                                       | 27       | 55     |             | 19        | 27      |              |          |         |           |                   |                     |
| ELL                                       | 50       | 70     |             | 49        | 50      |              |          |         |           |                   |                     |
| BLK                                       | 29       |        |             | 36        |         |              |          |         |           |                   |                     |
| HSP                                       | 58       | 63     | 50          | 51        | 58      |              | 59       |         |           |                   |                     |
| WHT                                       | 68       | 45     |             | 62        | 82      |              | 83       |         |           |                   |                     |
| FRL                                       | 53       | 58     | 50          | 50        | 66      | 60           | 64       |         |           |                   |                     |
| 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                                       | 42       | 56     |             | 48        | 56      |              |          |         |           |                   |                     |
| ELL                                       | 64       | 69     | 62          | 71        | 69      | 50           | 45       |         |           |                   |                     |
| BLK                                       | 69       | 80     |             | 69        | 70      |              |          |         |           |                   |                     |
| HSP                                       | 60       | 65     | 60          | 68        | 64      | 47           | 44       |         |           |                   |                     |
| WHT                                       | 82       | 78     |             | 73        | 83      |              |          |         |           |                   |                     |
| FRL                                       | 63       | 68     | 67          | 67        | 66      | 42           | 47       |         |           |                   |                     |

**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  | 62   |
| 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 | 56   |
| Total Points Earned for the Federal Index                                       | 494  |
| Total Components for the Federal Index  | 8    |
| Percent Tested  | 100% |

**Subgroup Data**

| <b>Students With Disabilities</b>  |     |
|--|-----|
| Federal Index - Students With Disabilities                                     | 39  |
| Students With Disabilities Subgroup Below 41% in the Current Year?             | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32%      | 0   |
| <b>English Language Learners</b>   |     |
| Federal Index - English Language Learners                                      | 55  |
| English Language Learners Subgroup Below 41% in the Current Year?              | NO  |
| Number of Consecutive Years English Language Learners Subgroup Below 32%       | 0   |
| <b>Native American Students</b>  |     |
| 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   |
| <b>Asian Students</b>  |     |
| 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   |
| <b>Black/African American Students</b>   |     |
| Federal Index - Black/African American Students                                | 70  |
| Black/African American Students Subgroup Below 41% in the Current Year?        | NO  |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | 0   |
| <b>Hispanic Students</b>   |     |
| Federal Index - Hispanic Students  | 61  |
| Hispanic Students Subgroup Below 41% in the Current Year?                      | NO  |
| Number of Consecutive Years Hispanic Students Subgroup Below 32%               | 0   |
| <b>Multiracial Students</b>  |     |
| 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   |
| <b>Pacific Islander Students</b>   |     |
| 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   | 72 |
| White Students Subgroup Below 41% in the Current Year?                             | NO |
| Number of Consecutive Years White Students Subgroup Below 32%                      | 0  |
| Economically Disadvantaged Students  |    |
| Federal Index - Economically Disadvantaged Students                                | 61 |
| 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?**

According to the 2021-2022 FSA assessment, ELA scores in grades 3-5 show an overall increase based on scale score and/or performance levels. Learning gains in ELA from 2021 to 2022 show a 5% increase. An area of improvement can be determined in text-based writing scores, 3rd grade Math and 5th grade Science.

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

According to the 2022 state assessments, it shows an area of improvement is needed in L35 Mathematics with a focus on numbers and operations in grades 3 and 4.

**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 this need for improvement include high ELL population, and slight increase of student absences because COVID-19 quarantine procedures. Action needed to address the need for improvement include small group instruction, offering before/after school tutoring opportunities, and celebrating student achievements in Math schoolwide.

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

Progress monitoring and 2022 state assessments in grades 3-5 showed ELA scores increased to 62% Learning Gains, 58% achievement, 56% L25 Learning gains. Mathematics achievement was 63%, 77% Learning gains, 66% L25 Learning gains.

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

Contributing factors to this improvement included before/after school tutoring, implementing winter break academy, conducting teacher data chats, and focusing on specific skill development with an interventionist for Tier 3 students.

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

Strategies to implement in order to accelerate learning include implementing Accelerated Math, establish writing workshops during before/after school tutoring, develop opportunities for additional tutoring for Tier 2 and Tier 3 student in small-group instruction.

**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.**

Professional Development opportunities at our school will be based on areas of need identified through our needs survey and state assessments data. Other professional development opportunities may include: Magnetic Reading, Reading Horizons, Schoology, and I-Ready updates: grade level scaffolding;prerequisite skills report; reading buddies.

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

Sustainability of improvement in the next year and beyond will be supported by maintaining school collaborative processes that focus on student achievement based on progress monitoring, effective classroom instruction with the ongoing use and alignment of new B.E.S.T. standards, intervention supports and early identification of students through the MTSS process.

**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 Standards-aligned Instruction**

Based on the 2021-2022 SAT and FSA data, there is a need of improvement in the area of Mathematics for grades 3 and 4.

**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 SAT 2nd grade data for the 2021-2022 year shows that 67% of students scored at 50th percentile or below in Mathematics. Additionally, 3rd grade FSA Math scores for the 2021-2022 year show that 60% of students scored below Level 3, resulting as not proficient.

Therefore, our area of focus will relate to standards-aligned instruction. New math standards will be integrated throughout instruction through collaborative planning, student progress monitoring, and provide additional supports based on students' needs. Findings during small group instruction will drive teacher decisions and strategies.

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

With the implementation of standard-aligned instruction, an additional 5% (for a total 37%) of our 3rd grade students will score at proficiency in the area of mathematics. Furthermore, an additional 5% of our 4th graders (for a total of 44%) will score at proficiency by the 2022-2023 state assessment.

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

Data will be reviewed by teachers bi-weekly, grade level collaboration meetings will be held monthly with the curriculum coach and administration to analyze data and review necessary support. Data reports and progress monitoring tools will be utilized to close achievement gaps.

**Person responsible for monitoring outcome:**

Susan Stokes (sstokes3@dadeschools.net)

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

The evidence-based strategy to determine standards-aligned instruction is being implemented in Mathematics will be collected through I-Ready Diagnostics and Math topic assessments. Data trackers on assessments will be monitored and utilized to drive instruction.

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

Data collected through I-Ready Diagnostics and Math topic assessments will contribute to findings that support instruction based on students' needs. Teacher self-efficacy in delivering standard align instruction will be monitored by administration as support will be provided as needed.

**Action Steps to Implement**

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

8/22 - 10/14 - Establish a bi-weekly collaborative planning schedule for department/grade level meetings to discuss math instruction.

**Person Responsible**

Susan Stokes (sstokes3@dadeschools.net)

8/22 - 10/14 - Teachers will attend professional developments on the math standards, to create effective lesson plans and instruction.

**Person Responsible**

Marquis Harvard (239895@dadeschools.net)

8/22 - 10/14 - Implement instructional strategies based on Math professional developments to ensure standards-align to instruction.

**Person Responsible** Dalia Villar (daliavillar@dadeschools.net)

8/22 - 10/14 - During grade level/department meetings, school personnel will the opportunity to collaborate with staff, share updates, and share best practices.

**Person Responsible** Dalia Villar (daliavillar@dadeschools.net)

10/31 - 12/16 - Development of tutoring opportunities for after school and Saturday academies that focus on 4th grade Mathematics using ESSER funds.

**Person Responsible** Marquis Harvard (239895@dadeschools.net)

10/31 - 12/16 - Tier 2 and Tier 3 students will be identified and intervention groups/scheduling will be implemented. Intervention funds will be supplemented through ESSER.

**Person Responsible** Marquis Harvard (239895@dadeschools.net)



**#2. ESSA Subgroup specifically relating to Students with Disabilities**

Based on the 2021-2022 FSA data, there is a need of improvement in the area of Mathematics for grades 3 and 4.

**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 SAT 2nd grade data for the 2021-2022 year shows that 67% of students scored at 50th percentile or below in Mathematics. Additionally, 3rd grade FSA Math scores for the 2021-2022 year show that 60% of students scored below Level 3, resulting as not proficient.

We have determined that small group instruction will benefit Tier 2 and Tier 3 students in grades 3 and 4 Mathematics that require additional support in the subject. 36% of our students with disabilities scored below proficiency on the 2021-2022 2nd grade Mathematics SAT. Whereas, 100% of our students with disabilities scored below proficiency on the 2021-2022 3rd grade Mathematics FSA that

This data will aid the identification of students that require more support.

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

With the implementation of small group instruction for Tier 2 and Tier 3 students, an additional 5% of our 3rd grade students with disabilities will score at proficiency in the area of mathematics. Furthermore, an additional 5% of our 4th grade students with disabilities will score at proficiency by the 2022-2023 state assessment.

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

Administration and teachers will monitor students scores in math topic assessment bi-weekly, while I-Ready Diagnostic progress will be monitored quarterly to determine student performances in AP1, AP2, and AP3. This evidence will create focus on student support needs during collaborative planning, and teachers' lesson plan development.

**Person responsible for monitoring outcome:**

Susan Stokes (sstokes3@dadeschools.net)

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

With the targeted element of small group instruction, our school will focus on the evidence-based strategy of: think-pair-share. In small groups, students will be given an opportunity to state their answer, then work in pairs to create a mutual understanding of a concept with a peer. Teachers will analyze the data findings from the math topic assessment and I-Ready scores to identify area of learning in which students need support.

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

Think-Pair- Share promotes self-efficacy in student responses, but also provides opportunity for students to collaborate in small group with teacher direction. Teacher modeling, the use of manipulatives and technology may support this evidence-based strategy as well.

**used for selecting  
this strategy.**

**Action Steps to Implement**

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

8/22 - 10/14 - Students who require Tier 2 and Tier 3 intervention based on AP3 I-Ready scores will be identified to create small groups.

**Person Responsible** Marquis Harvard (239895@dadeschools.net)

8/22 - 10/14 - Small group lesson plans will be created by the teachers, with administrators monitoring supports needed to ensure students are on track to proficiency.

**Person Responsible** Marquis Harvard (239895@dadeschools.net)

8/22 - 10/14 - Small group instruction will be implemented with fidelity to develop valid progress monitoring.

**Person Responsible** Susan Stokes (sstokes3@dadeschools.net)

8/22 - 10/14 - During collaboration meetings, students who are receiving small group instruction will be reviewed to further inquire supports and progress.

**Person Responsible** Marquis Harvard (239895@dadeschools.net)

10/31 - 12/16 - Tier 3 students who require Requests for Assistance will be identified based on performance data.

**Person Responsible** Marquis Harvard (239895@dadeschools.net)

10/31 - 12/16 - During Tier 1 instruction, students who are performing at proficiency will work alongside Tier 2 and 3 students to support peer collaboration of instruction.

**Person Responsible** Marquis Harvard (239895@dadeschools.net)

**#3. Transformational Leadership specifically relating to Leadership Development**

**Area of Focus**

**Description and**

**Rationale:**

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

Based on the qualitative data from the School Climate survey results from the school year 2021-2022, 14% of teachers that completed the survey indicated they had not been considered for a leadership role at the school. Therefore, we will focus on the Targeted Element of Leadership Development.

**Measurable**

**Outcome:**

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

If we successfully implement Leadership Development, There will be a 5% decrease in the percentage of staff members that indicated a lack of consideration for a leadership role as indicated by the Mid-Year School Climate Survey. Additionally, leadership roles will empower teachers, and in turn, improve student achievements.

**Monitoring:**

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

The Leadership Team will identify key personnel and teacher leaders. Key school personnel and teacher leaders will participate in meetings with administration, department/grade level meetings, and professional development opportunities that support staff.

**Person responsible for monitoring outcome:**

Marquis Harvard (239895@dadeschools.net)

**Evidence-based Strategy:**

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

With the Targeted Element of Leadership Development, our school will focus on the evidence-based strategy of: Shared Leadership. Administration will propose leadership opportunities to teachers quarterly. Opportunities may include becoming a club sponsor, leading an enrichment project that will benefit student learning or leading a professional development. Shared Leadership will promote a growth mindset and increase effectiveness.

**Rationale for Evidence-based Strategy:**

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

Shared Leadership will create leadership opportunities encourages collaboration through and between grade levels. It is important teachers know how imperative they are to the school environment and enrichment.

**Action Steps to Implement**

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

8/22 - 10/14 - At the beginning of the school year, the leadership team will identify teachers that would like a leadership role to increase shared leadership.

**Person Responsible** Dalia Villar (daliavillar@dadeschools.net)

8/22 - 10/14 - At the beginning of the school year, the following leadership roles will be identified: a Grade Level Chairperson, IB Leader, STEAM leaders, Robotics, and Literacy to promote shared leadership.

**Person Responsible** Dalia Villar (daliavillar@dadeschools.net)

8/22 - 10/14 - Monthly, the School Leadership Team will meet with department/grade level chairpersons to ensure shared leadership.

**Person Responsible** Dalia Villar (daliavillar@dadeschools.net)

8/22 - 10/14 - During faculty meeting, department/grade level meetings, and other professional development opportunities, school personnel will have the opportunity to collaborate with staff, in order share best practices and encourage shared leadership.

**Person Responsible** Dalia Villar (daliavillar@dadeschools.net)

10/31 - 12/16 - Teachers who have initiated a leadership role within the school will attend district professional developments that will shared with staff during faculty meetings and/or school professional development days.

**Person Responsible** Dalia Villar (daliavillar@dadeschools.net)

10/31-12/16 - Teachers leading robotics and math & science clubs will recruit students to begin instructional implementation in specified area that support teacher curriculum. Funds to establish these programs will be allocated through ESSER.

**Person Responsible** Dalia Villar (daliavillar@dadeschools.net)

**#4. Positive Culture and Environment specifically relating to planning Parent Involvement**

**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 qualitative data from the Mid-Year parent survey, we recognized only 27 participants for the Mid-Year parent survey. Therefore, we have identified a need for more parent participation in school activities, which will increase student engagement.

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

Measurable outcome will show an increase in the participation with the goal to reach 60 participants of the Mid-Year parent survey for the 2022-2023 school year. Promoting parent participation will encourage student achievement, engagement, and allow discussion that improves school climate among all stakeholders.

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

The school Leadership Team will meet monthly to discuss events that will promote parent participation. We will also be updating our social media accounts weekly to update parents on school initiatives, and student activities.

**Person responsible for monitoring outcome:**

Marquis Harvard (239895@dadeschools.net)

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

With the Target Element of Parent Involvement, our school will focus on the evidence-based strategy of: parent involvement to increase student achievements. Developing a positive culture that includes parents will improve student engagement and participation.

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

Parent involvement to increase student achievement will include approaches that create a positive school culture because all stakeholders are accountable. Besides parents attending school events or initiatives, they will be provided information across our social media platforms that will be updated weekly.

**Action Steps to Implement**

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

8/22-10/14 - Leadership team will meet to discuss parent involvement activities.

**Person Responsible** Dalia Villar (daliavillar@dadeschools.net)

8/22-10/14 - Social Media will be coordinated and updated to notify parents of the volunteer opportunities available at the school.

**Person Responsible** Marquis Harvard (239895@dadeschools.net)

8/22 - 10/14 - Counselor will meet with parents interested in volunteering to assist with adhering to district volunteer approval process.

**Person Responsible** Lourdes Dorvilus (ms.dorvilus@dadeschools.net)

8/22 - 10/14 Our media specialist and administration will follow - up with parents who show an interest in volunteering.

**Person Responsible** Marquis Harvard (239895@dadeschools.net)

10/31 - 12/16 - Parents cleared for volunteering will assist in student activities in all grade levels.

**Person Responsible** Lourdes Dorvilus (ms.dorvilus@dadeschools.net)

10/31 - 12/16 - Parents will be notified of the Mid-Year parent survey as a tool to monitor the effectiveness of increasing the amount student activities being coordinated this school year.

**Person Responsible** Marquis Harvard (239895@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 2021-2022 SAT ELA data, 27% of our first grade students were proficient in ELA.

Based on the data, implementing small group instruction for Tier 2 and Tier 3 students will promote learning gains in areas where students need support based on assessment data.

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

According to the 2021-2022 FSA ELA data, 43% of 3rd grade students were proficient in ELA, Students will receive support from an interventionist that will work on student area of needs weekly. Based on the data. small group instruction will support Tier 2 and Tier 3 student needs.

**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)**

With the implementation of small group instruction, there will be a 3% increase in proficiency of students in 1st grade by June 2023.

**Grades 3-5: Measureable Outcome(s)**

With the implementation of small group instruction, there will be a 3% increase in proficiency of students in 3rd grade by June 2023.

**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.

Administration and curriculum coach will conduct bi-weekly monitoring of student progress based on classroom bi-weekly assessments, FAST assessment scores and I-Ready progress. Administration and curriculum coach will ensure that student usage on I-Ready correlates with district recommended frequency of 45 min. daily. Administration and teachers will follow-up with parents to ensure possible barriers to accessing tools to improve child's progress is addressed.

**Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

Stokes, Susan, sstokes3@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?

Given that 26% of our student population is ELL and about 10% are ESE, we encourage small group instruction to promote the need to identify students who need support through the MTSS process or additional tutoring opportunities for students who are ELL. By developing opportunities for students to enrich vocabulary, and receive specialized instruction (if applicable), student will build self-efficacy when it relates to reading comprehension. Intervention for Tier 2 and Tier 3 groups will be implemented with fidelity.

**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?

Data in I-Ready, bi-weekly assessments and FAST will drive instructional decisions to best support students.

Before school and after school tutoring will support students areas of educational needs. Homework clubs after school will encourage on-going learning throughout the day that aligns with state standards. Teachers implementing small groups with the use of technology will build vocabulary, and understanding within the ELA curriculum.

**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             |
|--|---|
| 8/22 - 10/14 - Literacy Leadership team will be established to discuss strategies to improve student literacy skills.  | Harvard, Marquis,<br>239895@dadeschools.net   |
| 8/22 - 10/14 - Intervention groups will be developed to serve Tier 2 and Tier 3 students in the area of literacy.  | Harvard, Marquis,<br>239895@dadeschools.net   |
| 10/31 - 12/16 - The Literacy Leadership team will meet with teachers to analyze student data in FAST PM1 and I-Ready AP1 to determine students areas of need.                                      | Stokes, Susan,<br>sstokes3@dadeschools.net    |
| 10/31 - 12/16 - The Literacy Leadership team will meet with the district assigned RAISE literacy personnel to create a plan that will support student learning and teacher instruction in reading. | Villar, Dalia,<br>daliavillar@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.

Based on our school climate survey, 100% of students stated that they loved going to school. 96% of students also showed that they were given meaningful homework, and that they had access to enough supplies and resources in school to help them learn. Additionally, students felt the school was clean and also agreed that violence was minimal. The school will continue to address a positive culture by recognizing student achievements, and establishing activities that incentive attendance.

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

Administration will monitor student attendance bi-weekly and provide support as needed. Parent involvement will be encouraged to ensure all stakeholders work towards student success.

The curriculum coach will monitor student progress in academics in order to recognize students achievements.

The professional development liaison will provide professional development opportunities based on our school's needs assessment and areas of improvement.

The ELL specialist will identify students based on the home language survey. They will also monitor student progress and ensure ELL compliance.

The technology coach will provide support during assessment and progress monitoring windows. They will also support teachers in integrating technology instruction in the classroom.