

Miami-Dade County Public Schools

Leewood K 8 Center



2022-23 Schoolwide Improvement Plan

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Leewood K 8 Center

10343 SW 124TH ST, Miami, FL 33176

<http://leewood.dadeschools.net>

Demographics

Principal: Eduardo Bovo M

Start Date for this Principal: 7/29/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	43%
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 (70%) 2018-19: A (68%) 2017-18: A (67%)
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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School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-8	No	43%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	84%

School Grades History

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

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SIP Authority

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Leewood K-8 Center's mission is to prepare our students to become the leaders of tomorrow. Our philosophy is "If you believe....You can 'A'chieve."

Provide the school's vision statement.

Leewood K-8 Center's vision is to strive to develop responsible, productive citizens by providing an optimal educational environment that is conducive to learning today and in the future.

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
Bovo, Eduardo	Principal	Leads teachers and staff, set goals and ensure that students meet their learning objectives.
Boyd, Deanne	Assistant Principal	Deals with issues of school management, student activities and services, personnel and curriculum instruction.
Saliers, Kristina	Other	Media Specialist manages the media center, is responsible for creating and implementing all content on Social Media outlets, and is EESAC Chair.
Margolesky, Denise	Teacher, K-12	Math Liaison and Department Chair for Middle School. Facilitates individual teacher meetings to support goals and collaborates with District Mathematics specialists.
Fields, Wendy	Teacher, K-12	UTD Steward. Monitors provisions under the collective bargaining unit. Required member of EESAC.
Picos, Magda	Teacher, K-12	Responsible for grade level communication and record-keeping.
Jewett, Elizabeth	Teacher, K-12	Middle school representative, ELA.
Ferreyra, Paola	Teacher, K-12	Middle school representative, Science.
Vreones, Staci	Teacher, K-12	Reading Liaison, Elementary School. Facilitates individual teacher meetings to support goals and collaborates with District Reading specialists.
Perry, Kerriane	Teacher, PreK	PreK representative.
Carbot, Charmelle	Teacher, K-12	Elementary representative, 1st grade.
Hernandez, Marlene	Teacher, K-12	STEAM Leader.

Demographic Information

Principal start date

Friday 7/29/2022, Eduardo Bovo M

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.*

1

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.*

17

Total number of teacher positions allocated to the school

40

Total number of students enrolled at the school

603

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

3

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

3

Demographic Data

Early Warning Systems

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	57	72	40	75	64	68	73	52	92	0	0	0	0	593
Attendance below 90 percent	0	9	2	3	4	5	5	7	10	0	0	0	0	45
One or more suspensions	0	0	0	0	0	0	0	8	4	0	0	0	0	12
Course failure in ELA	0	2	3	2	1	2	2	3	2	0	0	0	0	17
Course failure in Math	0	1	1	1	2	2	4	5	3	0	0	0	0	19
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	1	5	16	6	6	3	0	0	0	0	37
Level 1 on 2022 statewide FSA Math assessment	0	0	0	1	7	13	9	10	8	0	0	0	0	48
Number of students with a substantial reading deficiency	0	2	4	5	4	16	15	12	9	0	0	0	0	67

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	2	6	12	4	9	8	0	0	0	0	45

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	2	3	1	1	1	0	0	0	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	0	0	4	0	0	0	0	4

Date this data was collected or last updated

Wednesday 8/31/2022

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	60	46	64	62	67	88	51	89	81	0	0	0	0	608
Attendance below 90 percent	1	3	0	2	5	4	4	4	8	0	0	0	0	31
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	1	1	4	3	2	2	3	0	0	0	0	16
Course failure in Math	0	0	0	1	4	6	5	2	6	0	0	0	0	24
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	1	3	2	0	0	0	0	6
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	3	4	7	0	0	0	0	15
Number of students with a substantial reading deficiency	0	2	5	6	15	8	4	12	18	0	0	0	0	70

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	1	1	1	3	4	5	3	8	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	0	5	1	1	0	2	1	0	1	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	0	1	0	0	0	0	0	0	1

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	60	46	64	62	67	88	51	89	81	0	0	0	0	608	
Attendance below 90 percent	1	3	0	2	5	4	4	4	8	0	0	0	0	31	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	1	1	4	3	2	2	3	0	0	0	0	16	
Course failure in Math	0	0	0	1	4	6	5	2	6	0	0	0	0	24	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	1	3	2	0	0	0	0	6	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	3	4	7	0	0	0	0	15	
Number of students with a substantial reading deficiency	0	2	5	6	15	8	4	12	18	0	0	0	0	70	

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	1	1	1	3	4	5	3	8	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	0	5	1	1	0	2	1	0	1	0	0	0	0	11	
Students retained two or more times	0	0	0	0	0	0	1	0	0	0	0	0	0	1	

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	76%	62%	55%				75%	63%	61%
ELA Learning Gains	67%						66%	61%	59%
ELA Lowest 25th Percentile	54%						53%	57%	54%
Math Achievement	72%	51%	42%				76%	67%	62%
Math Learning Gains	70%						65%	63%	59%
Math Lowest 25th Percentile	55%						43%	56%	52%
Science Achievement	61%	60%	54%				62%	56%	56%
Social Studies Achievement	95%	68%	59%				91%	80%	78%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	74%	60%	14%	58%	16%
Cohort Comparison		0%				
04	2022					
	2019	81%	64%	17%	58%	23%
Cohort Comparison		-74%				
05	2022					
	2019	76%	60%	16%	56%	20%
Cohort Comparison		-81%				
06	2022					
	2019	62%	58%	4%	54%	8%
Cohort Comparison		-76%				
07	2022					
	2019	77%	56%	21%	52%	25%
Cohort Comparison		-62%				
08	2022					
	2019	71%	60%	11%	56%	15%
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	88%	67%	21%	62%	26%
Cohort Comparison		0%				
04	2022					
	2019	89%	69%	20%	64%	25%
Cohort Comparison		-88%				
05	2022					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	75%	65%	10%	60%	15%
Cohort Comparison		-89%				
06	2022					
	2019	60%	58%	2%	55%	5%
Cohort Comparison		-75%				
07	2022					
	2019	75%	53%	22%	54%	21%
Cohort Comparison		-60%				
08	2022					
	2019	23%	40%	-17%	46%	-23%
Cohort Comparison		-75%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	67%	53%	14%	53%	14%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-67%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	56%	43%	13%	48%	8%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	89%	73%	16%	71%	18%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	81%	63%	18%	61%	20%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	36	59	53	24	55	53	31				
ELL	68	73	64	55	67	69	36				
BLK	53	71	56	34	48	43	55				
HSP	78	66	57	75	72	61	58	97	84		
WHT	82	73		83	74		77	100			
FRL	66	67	51	58	73	62	47	86	81		
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	23	36	31	22	20	17	22	33			
ELL	56	59	50	46	37	33	70				
BLK	41	38	24	28	17	5	12	58			
HSP	74	70	57	68	49	42	64	81	40		
WHT	84	69		82	57		76		55		
FRL	57	53	38	48	30	23	47	70	21		
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	33	48	41	33	40	29	10	60			
ELL	58	64	47	53	50	27	60				
ASN	82			73							
BLK	52	64	61	44	49	32	21	69	36		
HSP	79	66	50	82	70	50	71	96	87		
WHT	78	70	64	81	60	40	71	93	85		
FRL	59	62	48	59	57	38	43	83	61		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	71
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	80
Total Points Earned for the Federal Index	713
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	44
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	64
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	51
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	73
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	82
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	68
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?

2022: Learning gains are consistent across core content areas, as evidenced by a school score of 66% in ELA and 69% in Mathematics. Learning gains in the lowest 25% in Math continue to increase, surpassing 50%, as evidenced by an increase from 31% to 55% from 2021 to 2022. Learning gains in the lowest 25% in ELA also increased, as evidenced by a school score of 47% in 2021 and 54% in 2022.

2022: Achievement in core content areas has increased, as evidenced by scores in third grade ELA increasing from 68% to 77%. In seventh grade, scores increased from 73% to 85% and in eighth grade, scores increased from 61% to 81%. Mathematics scores also increased from 61% to 82% in third grade; from 70% to 71% in sixth grade; 68% to 79% in seventh grade; and 40% to 91% in Algebra 1.

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

Learning gains across core content areas demonstrated the greatest need for improvement across all grade levels as demonstrated by only 66% of students achieving learning gains in ELA and 69% of students achieving learning gains in Mathematics.

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

The contributing factors to this need for improvement are the lack of resources and implementation of support programs for the students in need of additional instructional time. Some new actions that would be taken to address the need for improvement are incentive programs for staff and students to participate in before and after school tutoring and enrichment/remediation programs.

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

Progress monitoring demonstrated consistent growth across all core subject areas in grades one through five. 2022 state assessment data demonstrated an 14% growth in learning gains, from 31% to 55% for the lowest 25% in Mathematics.

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

The administration conducted data chats with all Mathematics teachers. The data chats reviewed the iReady Diagnostic AP1 data of current students including the identification of the lowest 25% in each grade level.

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

Differentiated instruction, technology integration, collaboration, critical thinking, performance tasks, interactive lessons, and inclusion.

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 develop whole group and grade level sessions on using data to drive instruction (September/22); aligning resources to small group instruction (October/22); analyzing OPM data (November/December/22); and making adjustments to groups as data becomes available (February 23). Quarterly data chats with individualized feedback will take place with administration (ongoing). Data chats will continue between students and teachers (ongoing).

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

Extended learning opportunities will be provided with before and after school tutoring and interventions, as well as 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 Math**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 data analysis from 2022 FSA, an increase in mathematics proficiency for 4th grade and 5th grade is an area of critical need for improvement. 2022 data showed both grade levels decreased in proficiency as compared to 2021, with 4th Grade Mathematics Proficiency decreasing to 62% and 5th Grade Mathematics Proficiency decreasing to 58%. Sixth and 7th grade math, along with Algebra I, proficiencies showed positive gains from 2021-2022.

Measurable**Outcome:**

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

With the implementation of Ongoing Progress Monitoring (OPM) by the 4th and 5th grade math teachers, there will be a minimum 5 percentage point increase in Mathematics Proficiency in 4th grade, from 62% to 67%, and from 58% to 63% in 5th Grade Math Proficiency by the end of the 2022-2023 school year.

Monitoring:

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

Teachers will hold monthly data chats with their students, pull i-Ready reports, Reflex math reports, and monitor student progress using Topic Assessments data from Performance Matters.

Person responsible for monitoring outcome:

Eduardo Bovo (pr2881@dadeschools.net)

Evidence-based Strategy:

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

Ongoing Progress Monitoring (OPM) is used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. OPM can be implemented with individual students or an entire class. This will help achieve our measurable outcome of increasing 4th and 5th grade math proficiency percentages by a minimum of 5%.

Rationale for Evidence-based Strategy:

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

By implementing an Ongoing Progress Monitoring Strategy, teachers will be able to effectively monitor students' strengths and weaknesses throughout the year.

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.

8/31/22 - 10/14/22 The administration will conduct quarterly Math Data Chats with math teachers. As a result, teachers will be able to share qualitative data with administration specifically focusing on learning gains.

Person Responsible Eduardo Bovo (pr2881@dadeschools.net)

8/31/22 - 10/14/22 Teachers will utilize Performance Matters Assessments and reports to address remediation of students not showing adequate and consistent proficiency scores on formal classroom assessments.

Person Responsible Deanne Boyd (dmboyd@dadeschools.net)

8/31/22 - 10/14/22 Teachers will participate in at least one Vertical Planning Session to enhance learning through scaffolded-based learning. As a result, teachers will be able to target critical need skills that are essential in promoting student understanding and ultimately increase overall student success and proficiency.

Person Responsible Deanne Boyd (dmboyd@dadeschools.net)

8/31/22 - 10/14/22 Teachers will conduct monthly student data chats to review students' strengths and challenges. As a result, teachers will be able to provide differentiated instruction that aims to improve student proficiency and mastery of skills.

Person Responsible Deanne Boyd (dmboyd@dadeschools.net)

10/31/22 - 12/16/22 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 Deanne Boyd (dmboyd@dadeschools.net)

10/31/22 - 12/16/22 Provide support and resources to teachers to familiarize themselves with the materials that are included with the new textbooks for mathematics instruction, and how they align B.E.S.T. to the Florida standards. As a result, teachers will continue to use standard based lesson planning and higher-order questioning to attain optimal academic performance in mathematics.

Person Responsible Eduardo Bovo (pr2881@dadeschools.net)

#2. 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.

According to 2022 Math FSA data, only 56% of 5th grade students demonstrated proficiency thus noting a critical need for improvement.

Measurable Outcome:

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

With the implementation of student-centered learning, 5th grade students will increase by at least 5% in overall mathematics proficiency.

Monitoring:

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

Teachers will hold monthly data chats with their students, pull i-Ready reports, Reflex math reports, and monitor student progress using Topic Assessment data on Performance Matters.

Person responsible for monitoring outcome:

Eduardo Bovo (pr2881@dadeschools.net)

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

The term Student-Centered Learning refers to a wide variety of educational programs, learning experiences, instructional approaches, and academic-support strategies that are intended to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students and groups of students.

Rationale for Evidence-based Strategy:

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

By implementing Student-Centered Learning, teachers will be able to provide opportunities for remediation before and after school. This will increase student proficiency.

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.

8/31/22 - 10/14/22 Teachers will utilize reports from Performance Matters Assessments to address remediation of 5th grade students not demonstrating math proficiency.

Person Responsible

Deanne Boyd (dmboyd@dadeschools.net)

8/31/22 - 10/14/22 Presentation of data and information pertaining to student performances in Math, with emphasis on progress monitoring assessments and an increased focus on the instructional needs of 5th grade.

Person Responsible

Eduardo Bovo (pr2881@dadeschools.net)

8/31/22 - 10/14/22 Monitor implementation and delivery of identified strategies, interventions, and supports, based on content of data chats, on a monthly basis.

Person Responsible

Deanne Boyd (dmboyd@dadeschools.net)

8/31/22 - 10/14/22 Increase monitoring and reinforcement of the use of i-Ready at all grade levels, with an increased emphasis on 5th grade mathematics.

Person Responsible Eduardo Bovo (pr2881@dadeschools.net)

10/31/22 - 12/16/22 Implement monthly R.O.A.R. (Revisiting Our Academic Rigor) grade level meetings with administration to discuss best practices in differentiated instruction, including but not limited to, organization and maintenance of student DI folders.

Person Responsible Eduardo Bovo (pr2881@dadeschools.net)

10/31/22 - 12/16/22 i-Ready diagnostic assessment (AP1) identified 48% of students are one grade level below in Math. Grade levels and departments will meet during common planning time to share best practices related to targeting bubble students. Sharing of best practices will provide teachers with strategies to implement prior to AP2 with the goal of pushing identified bubble students into the proficiency level.

Person Responsible Deanne Boyd (dmboyd@dadeschools.net)

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

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

According to the results of the School Climate Survey, less than 40% of teachers feel morale is high and less than 70% of students believe the overall climate is positive. In order to build morale and a positive school climate, students and teachers will be rewarded for meeting goals, completing tasks, and achieving success in all school areas.

Measurable Outcome:

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

With the implementation of student rewards/celebrations, students will be commended and praised by faculty and staff for meeting AR Goals, leveling up on Reflex, and showing growth on i-Ready Diagnostics and/or FAST progress monitoring at the end of each quarter of the 2022-2023 school year.

Monitoring:

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

Teachers and the administrators will collect data from the different platforms to monitor students' improvement and success.

Person responsible for monitoring outcome:

Eduardo Bovo (pr2881@dadeschools.net)

Evidence-based Strategy:

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

Celebrate successes is when staff and student accomplishments are given special recognition and achievements are publicly celebrated allowing for encouragement from all stakeholders.

Rationale for Evidence-based Strategy:

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

When students and teachers achieve their goals, they need to be spotlighted in order to encourage and motivate continued success.

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.

8/31/22 - 10/14/22 The school counselor and homeroom teachers will recognize students on a monthly basis for being good citizens via the Do the Right Thing Program. As a result, faculty and staff will have the opportunity to highlight multiple students who exemplify outstanding citizenship values and manners.

Person Responsible

Karen Silva Haj (ksilvahaj@dadeschools.net)

8/31/22 - 10/14/22 The administration will highlight positive student achievements and recognize teacher achievements/successes on Good Morning Leewood. As a result, teachers and students alike will continue to be motivated to excel and do their best.

Person Responsible

Eduardo Bovo (pr2881@dadeschools.net)

8/31/22 - 10/14/22 The administration will host ice cream socials for students in grades 1-5 who meet their AR goals during the first quarter. This will allow students' hard work and efforts to be celebrated and heighten student motivation for the next quarter.

Person Responsible Kristina Saliers (ksaliers@dadeschools.net)

8/31/22 - 10/14/22 Teachers will provide students with certificates and rewards (tags or bracelets provided by administration) for leveling up on Reflex.

Person Responsible Deanne Boyd (dmboyd@dadeschools.net)

10/31/22 - 12/16/22 Media specialist will implement monthly passive programs (i.e., bookmark challenge, nonfiction punch cards, etc.) that encourage students of all grade levels to visit media center and check out available resources.

Person Responsible Kristina Saliers (ksaliers@dadeschools.net)

10/31/22 - 12/16/22 Teachers will compile a list of students who have shown improvement in their overall grades during the second nine weeks as possible candidates for BUG (Bringing Up Grades) Award to be given at Honor Roll assemblies starting in January.

Person Responsible Karen Silva Haj (ksilvahaj@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 qualitative data from the School Climate survey, the SIP survey and review of the Core Leadership Competencies, we want to use the Targeted Element of Instructional Leadership Team. Forty-four percent of our teachers indicated a desire to continue their professional growth, therefore we want to develop teacher leaders by involving them in school-wide initiatives and ensuring they are informed and feel as though they have membership to the school community. By involving them in school-wide initiatives and allowing them the opportunity to further their learning, student success is positively impacted.

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 experts in my building, our teachers will be provided the opportunity to contribute to school-wide decisions through monthly meetings. This will be realized through teachers participating in the logistical elements of meetings, presenting ideas to solve issues that arise, etc. Given that 44% of our teachers indicated a desire to continue their professional growth, we would like to realize such by increasing the percentage of teachers in leadership roles by at least 5% during the 2022-2023 school year. This will be evidenced by committee and team rosters.

Monitoring:

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

The Leadership Team will identify specific staff members that are experts in areas that will serve as leads with new initiatives and development. By involving teachers, we hope to create an environment of shared leadership. This initiative will be evident by teacher leaders providing support and development to their colleagues in various areas. To ensure we are on the right track, teachers who receive support will share the knowledge they have gained during faculty meetings.

Person responsible for monitoring outcome:

Eduardo Bovo (pr2881@dadeschools.net)

Evidence-

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

Within the Targeted Element of Instructional Leadership Team, we will focus on the evidence-based strategy of: Involving Staff in Important Decisions. By creating an "Experts in My Building" list and involving teachers in the decision making process, we hope to increase the feeling of shared leadership. Experts in the building will provide a summary of support to the LT on a monthly basis to ensure we are on the right track to meeting the outcome above.

Rationale for**Evidence-**

based Strategy: Explain the rationale for selecting this specific strategy.

Involving Staff will assist in integrating the talents of teachers within the building to carry out the vision, the mission, and problem solve. Throughout this process the LT will create buy in and bring creative and innovative solutions to the forefront.

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

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

8/31/22 - 10/14/22 Liaisons for ELA, Mathematics, Science and Social Studies will be identified at elementary and secondary level. Liaisons will also share information distributed from departments with school site instructional staff.

Person Responsible Deanne Boyd (dmboyd@dadeschools.net)

8/31/22 - 10/14/22 Liaisons will attend and/or promote Professional Development opportunities that may become available. As a result, our teachers will be better equipped with up-to-date information that will be reflected in their classroom instruction to improve student achievement.

Person Responsible Deanne Boyd (dmboyd@dadeschools.net)

8/31/22 - 10/14/22 The principal will meet monthly with the leadership team to plan and develop ways to improve student performance and address learning loss. Additional leaders within the building will be invited to attend the meetings and offer input regarding student achievement.

Person Responsible Deanne Boyd (dmboyd@dadeschools.net)

8/17/22 - 10/14/22 Liaisons will spearhead school site social media campaigns highlighting school site academic activities related to subject initiatives and will post the first activity.

Person Responsible Deanne Boyd (dmboyd@dadeschools.net)

10/31/22 - 12/16/22 Instructional staff will be provided with a Leadership Directory. This directory will specify the grade level and department chairs in addition to curriculum liaisons (Mathematics ICAD contact, ELA ICAD contact, Science contact, Social Studies contact, PTSA Liaison, etc). The directory will serve as a starting point when instructional staff needs support and/or has questions.

Person Responsible Eduardo Bovo (pr2881@dadeschools.net)

10/31/22 - 12/16/22 Emphasis for various staff members to participate and/or serve as representatives for various school site Initiatives will be vigorously advertised. Weekly briefings will be shared with all staff regarding these opportunities. Staff members seeking leadership opportunities will be invited to serve on school-site committees by the School Leadership Team.

Person Responsible [no one identified]

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 addresses building a positive school culture and environment by maintaining a pattern of supportive interactions which foster positive staff student relationships; celebrating success of students and staff by emphasizing accomplishments and collaboration; encouraging family and community participation and engagement with the school; creating an environment where everyone feels safe and comfortable sharing thoughts and ideas; and establishing a shared school vision with all stakeholders.

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

Staff, students, and parents are the stakeholders that will be tasked with promoting a positive culture and environment at the school. The staff will be responsible for creating an inviting and safe learning environment to promote inclusivity, student engagement and performance. Staff will also organize and provide opportunities to celebrate student achievements. Students will be responsible for participating as interactive learners while also collaborating with staff to create goals and reach their milestones. Parents will be responsible for maintaining the school to home connection with fidelity.