Jesse J. Mccrary, Jr. Elementary School

2022-23 Schoolwide Improvement Plan

Table of Contents

Jesse J. Mccrary, Jr. Elementary School

514 NW 77TH ST, Miami, FL 33150

http://littleriver.dadeschools.net

Demographics

Principal: Terracish Boynton J

Start Date for this Principal: 7/22/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Economically Disadvantaged Students*
School Grades History	2021-22: C (43%) 2018-19: C (53%) 2017-18: B (54%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Table of Contents

Jesse J. Mccrary, Jr. Elementary School

514 NW 77TH ST, Miami, FL 33150

http://littleriver.dadeschools.net

School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

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

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 Jesse J. McCrary, Jr. Elementary School is to create and develop each child's academic potential to the fullest, while simultaneously instilling a sense of self-worth in a positive, supportive environment which promotes lifelong learning and good citizenship in our diverse society. Our goal is to give our students the tools and inspiration necessary to become outstanding and active participants in our society.

Provide the school's vision statement.

The vision of Jesse J. McCrary, Jr. Elementary School is to provide authentic learning experiences that will enable and empower students to become lifelong learners and productive citizens.

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
Parrish-Gay, Trellany	Principal	Mrs. Trellany Parrish-Gay serves as the School Principal, she provide leadership in developing, implementing and supporting school wide efforts. Her leadership encourages positive school school culture while addressing students academic and social-emotional needs.
Christian, Carla	Instructional Coach	Ms. Carla Christian serves as the Reading Instructional leader, she supports teachers during collaborative planning with effective evidence-based strategies to improve students learning outcomes. She assists teachers with classroom organization, material, and learning activities that support learning targets and objectives.
Robillard, Bony	Instructional Coach	Mr. Bony Robillard serves as the Mathematics Instructional leader, he supports teachers during collaborative planning with effective evidence-based strategies to improve students learning outcomes. He assists teachers with classroom organization, material, and learning activities that support learning targets and objectives.
Boynton, Terracish	Assistant Principal	Mr. Terracish Boynton serves as the Assistant Principal, under the direction of the principal he plans and coordinates the school's decision-making processes to enhance student learning outcomes.

Demographic Information

Principal start date
Friday 7/22/2022, Terracish Boynton J

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Total number of teacher positions allocated to the school

19

Total number of students enrolled at the school

358

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	59	63	39	100	52	41	0	0	0	0	0	0	0	354
Attendance below 90 percent	0	23	6	39	17	11	0	0	0	0	0	0	0	96
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	6	1	37	6	1	0	0	0	0	0	0	0	51
Course failure in Math	0	3	0	9	2	0	0	0	0	0	0	0	0	14
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	28	14	17	0	0	0	0	0	0	0	59
Level 1 on 2022 statewide FSA Math assessment	0	0	0	24	14	17	0	0	0	0	0	0	0	55
Number of students with a substantial reading deficiency	0	6	3	78	8	21	0	0	0	0	0	0	0	116

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	8	1	42	15	15	0	0	0	0	0	0	0	81

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	10	1	30	1	0	0	0	0	0	0	0	0	42
Students retained two or more times	0	0	0	4	5	1	0	0	0	0	0	0	0	10

Date this data was collected or last updated

Friday 7/22/2022

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	24	51	76	82	37	91	0	0	0	0	0	0	0	361
Attendance below 90 percent	8	24	40	31	13	43	0	0	0	0	0	0	0	159
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	3	3	4	18	0	0	0	0	0	0	0	28
Course failure in Math	0	0	2	4	5	13	0	0	0	0	0	0	0	24
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	14	0	0	0	0	0	0	0	14
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	8	0	0	0	0	0	0	0	8
Number of students with a substantial reading deficiency	2	11	49	65	12	45	0	0	0	0	0	0	0	184

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	3	0	4	14	6	24	0	0	0	0	0	0	0	51

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	6	0	1	12	0	0	0	0	0	0	0	0	0	19
Students retained two or more times	0	0	0	7	1	5	0	0	0	0	0	0	0	13

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	24	51	76	82	37	91	0	0	0	0	0	0	0	361
Attendance below 90 percent	8	24	40	31	13	43	0	0	0	0	0	0	0	159
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	3	3	4	18	0	0	0	0	0	0	0	28
Course failure in Math	0	0	2	4	5	13	0	0	0	0	0	0	0	24
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	14	0	0	0	0	0	0	0	14
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	8	0	0	0	0	0	0	0	8
Number of students with a substantial reading deficiency	2	11	49	65	12	45	0	0	0	0	0	0	0	184

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	3	0	4	14	6	24	0	0	0	0	0	0	0	51

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	6	0	1	12	0	0	0	0	0	0	0	0	0	19
Students retained two or more times	0	0	0	7	1	5	0	0	0	0	0	0	0	13

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	31%	62%	56%				37%	62%	57%
ELA Learning Gains	46%						52%	62%	58%
ELA Lowest 25th Percentile	57%						48%	58%	53%
Math Achievement	34%	58%	50%				63%	69%	63%
Math Learning Gains	55%						76%	66%	62%
Math Lowest 25th Percentile	59%						58%	55%	51%
Science Achievement	20%	64%	59%				39%	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	28%	60%	-32%	58%	-30%
Cohort Comparison		0%				
04	2022					
	2019	30%	64%	-34%	58%	-28%
Cohort Comparison		-28%				
05	2022					
	2019	46%	60%	-14%	56%	-10%
Cohort Comparison		-30%				

				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	52%	67%	-15%	62%	-10%
Cohort Comparison		0%				
04	2022					
	2019	65%	69%	-4%	64%	1%
Cohort Comparison		-52%				
05	2022					
	2019	63%	65%	-2%	60%	3%
Cohort Comparison		-65%				

				SCIENCE			
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	36%	53%	-17%	53%	-17%
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	6			12	50						
ELL	31	44	53	34	60	58	20				
BLK	30	47	60	36	55	62	17				
HSP	34	38		30	58		29				
FRL	31	46	57	34	55	59	20				
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	11			21	20						
ELL	40	41		36	41		27				
BLK	30	31	21	28	29	31	21				
HSP	53	58		58	42						
FRL	33	36	27	33	31	38	23				
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	16	31		48	75	73					
ELL	42	52	41	70	78	56	39				
BLK	32	48	48	59	74	54	32				
HSP	58	73		84	88		64				
FRL	36	51	49	64	77	61	38				

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	43
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	41
Total Points Earned for the Federal Index	343
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	23

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	43
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	42
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	40
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	43
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?

2019 to 2022 Data findings
Data analysis for 2022 indicates a decrease in Mathematics State Assessment from 2019 in grades 3-5. Also, all Math Subgroups overall Learning Gains and Learning Gains for the L25 significantly decreased in grades 3-5.
ELA State assessment indicates a decrease from 2019 in grades 3-5 proficiency. All ELA Subgroups learning gains decreased from 2019 to 2022.
Science State assessment indicates a decrease from 2019 to 2022 in grades 5 proficiency.

2021 to 2022 Data Findings
Data analysis from 2022 indicates a decrease in ELA proficiency form 33% in 2021 to 31% in 2022. ELA learning gains was neutral at 36% 2021 and 2022. ELA L25 learning gains increased 25% in 2021 to 57% in 2022.
Data analysis from 2022 indicates a increase in all Mathematics school grade components. Mathematics proficiency increased form 33% in 2021 to 34% in 2022. Mathematics learning gains increased from 31% in 2021 to 55% in 2022. Mathematics L25 learning gains increased from 35% in 2021 to 55% in 2022.
Science proficiency decreased form 23% in 2021 to 22% in 2022

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

2019-2021 data findings:
Based on data from the 2022 administration of the State Assessment, Mathematics proficiency decreased from 63% in 2019 to 34% in 2022, a 29-percentage point difference.
Based on data from the 2022 administration of the State Assessment, Reading proficiency decreased from 34% in 2019 to 30% in 2022, a 4-percentage point difference.
On the 2019 Science assessment, 39% of students demonstrated proficiency as compared to 20% in 2022, this is a 19-percentage point decrease.

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

Over the last three years, our school focused on standards-aligned instruction. Intervention has been a challenge as teachers transitioned to different grade levels. New teachers need to be trained on the new standards and instructional framework. This lack of familiarity with the standards has adversely affected ELA instruction. The new action that we will take is providing professional development opportunities to teachers on the new ELA standards. ELA instruction directly impacts Math and Science proficiency.

The plan of action in mathematics to address this need for improvement is the implementation of mathematics instructional frameworks on a daily basis to include differentiated instruction. In Science, weekly collaborative planning is being conducted to discuss standards aligned instruction and data analysis. Additionally, inquiry-based learning will be implemented to actively engage students in hands-on experiences.

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

Based on data from the 2022 Stata Assessments, ELA L25 learning gains increased from 25 percentage points in 2021 to 57 percentage points on the 2022 FSA, a 32-percentage point increase. Mathematics L25 learning gains and learning gains increased by 24 percentage points in 2021 2022 FSA.

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

New frameworks and systems for DI were implemented and the selection of resources was streamlined. The new action we will focus on is progress monitoring and administration will provide support to promote teacher development by offering relevant professional opportunities and peer teaching observations. Additionally, teachers will be provided with meaningful feedback after classroom observations and walkthroughs.

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

Differentiated instruction, Tier II and Tier III Intervention, Extended Learning opportunities, Collaborative Planning sessions to promote DI and Small group instruction and the implementation of Accelerated Reader.

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 and small group sessions to meet the needs of teachers. The session will be:
a. Tier II and III Intervention materials and framework
b. Writing (Process, Rubric, Genre Writing)
c. Scaffolding Instruction (Gradual Release Process, Targeting Prerequisite Skills, Modeling Process)
d. Differentiated Instruction (Data Analysis, Identifying Resources, Creating Groups)
e. Mathematics BEST Standards Newly Adopted Series
f. Accelerated Reader

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

Weekly Leadership Team meetings to discuss data and develop a plan of action needed to meet the needs of students and teacher support initiatives. Standards aligned instruction training will be conducted to familiarize teachers with upcoming grade level standards. Additionally, extended learning opportunities will be provided to help bridge the achievement gap.

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	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on the Data Analysis Review, our school will focus on the implementation of Standards Aligned Instruction. The data from the 2021 statewide assessment indicates that 66% of our students scored below level 3 compared to 2022 statewide assessment indicates that 69% of students scored below level 3 on the statewide assessment. The implementation of Standards Aligned Instruction was identified as a critical need due to the decrease in ELA proficiency. This data is evident that we must improve instructional practices to move students towards proficiency.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With the successful implementation of Standards Aligned Instruction, there will be a 10% increase in proficiency in all core areas on the 2022-2023 state assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Collaborative Planning will be facilitated by the instructional coaches on a weekly basis with an emphasis on Standards Aligned Instruction. Administrative walkthroughs will be conducted to ensure that Standards Aligned Instruction is implemented with fidelity daily with a focus on delivery of instruction. Additionally, Online Bi-Weekly Assessment Data trackers will be created and monitored to track students' progress. Data analysis will be conducted during leadership team meetings and instructional adjustments will be made as needed. Extended learning opportunities or enrichment will be provided to targeted students before/after and on select Saturdays.
Person responsible for monitoring outcome:	Trellany Parrish-Gay (tparrish@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the Targeted Element of Standards Aligned Instruction: our school will focus on Tier 1 instruction to ensure our teachers are providing explicit instruction that will improve performance through classroom walkthroughs on a daily basis, targeting select instructional look- fors.
Rationale for Evidence-based Strategy:	Strengthening Tier 1 instruction will provide intentional constructive verbal or written feedback provided to assist teachers and students in understanding the areas of success and areas of concern.

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

Action Steps to Implement

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

08/22/22-10/14/22 Provide ongoing PD to instructional personnel on the implementation of standards aligned instruction with an emphasis on instructional delivery and engagement strategies. As a result, teachers will continue to track data on the electronic tracking system and make instructional adjustments as needed.

Person Responsible   Carla Christian (cchristian@dadeschools.net)

08/22/22-10/14/22 Administration will conduct daily walkthroughs with a focus on instructional delivery and engagement strategies. As a result, we will see an increase in bi-weekly assessment data.

Person Responsible   Trellany Parrish-Gay (tparrish@dadeschools.net)

08/22/22-10/14/22 Weekly collaborative planning will take place with a focus on data analysis of the Tier 2 subgroup to determine strengths and weaknesses of the standards. As a result, progress monitoring data will increase on bi-weekly assessment.

Person Responsible   Carla Christian (cchristian@dadeschools.net)

08/22/22-10/14/22 Monitor the effective use of Tier 2 subgroup and data trackers using the online tracker system. This in return will allow administration to monitor student progress and make necessary instructional adjustments as needed to ensure academic success.

Person Responsible   Terracish Boynton (tboynton@dadeschools.net)

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on the Data Analysis Review, our school will focus on the implementation of Differentiation. This is a critical need due to the 4-point decrease from 2021, 34% to 31% in 2022 in the ELA proficiency, and 1 point increase from 33% in 2021 to 34% in 2022 in the Math proficiency. This data indicates that the needs of all learners are not being met.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Differentiated Instruction will be a focus during after school tutoring, whereby teachers will analyze data to determine which standards to reteach along with the alignment of resources. Therefore, proficiency among Hispanic and SWD students will be increase by 10% in all core areas on the 2022-2023 state assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Administrative walkthroughs will be conducted to ensure targeted differentiated instruction (DI) is taking place during the appropriate time. After school tutoring will be planned by the instructional coaches on a weekly basis with a focus on DI. Additionally, instructional support and peer teaching opportunities will be implemented based on outcomes from administrative walkthroughs. Online differentiated instruction OPM Data trackers will be created to monitor student progress and product reviews will be conducted during walkthroughs with a focus on Hispanic and SWD subgroups.
Person responsible for monitoring outcome:	Trellany Parrish-Gay (tparrish@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the Targeted Element of Differentiation: our school will focus on the evidence-based strategy of Differentiated Instruction. Targeted Differentiated Instruction will assist in enhancing proficiency for Hispanic and SWD students as teachers deliver planned lessons to guide students through the demands of the standards and learning targets.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the	Differentiated Instruction will ensure that Hispanic and SWD students will be provided with different avenues to learning to meet their needs. Teachers will be provided feedback based on DI OPM Data and administrative walkthrough observations to make adjustments, as needed.

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.

08/22/22-09/01/2022 Identify Hispanic and SWD students working below grade level for after school tutoring. As a result the identified students will receive extended learning opportunities.

Person Responsible Carla Christian (cchristian@dadeschools.net)

08/22/22-10/14/22 Create an instructional frame work with resources for the after school tutoring program that will meet the needs of the Hispanic and SWD students. As a results the Hispanic and SWD students will receive targeted instruction based their needs.

Person Responsible Carla Christian (cchristian@dadeschools.net)

08/22/22-10/14/22 Conduct collaborative planning with teachers for the after school tutoring program with a focus on differentiated instruction. As a result the teachers will provide small group targeted instruction for the Hispanic and SWD students.

Person Responsible Carla Christian (cchristian@dadeschools.net)

08/22/22-10/14/22 Conduct Administrative walkthroughs to monitor the implementation of the after school tutoring program. As a result, administration will review DI instruction to ensure that teachers are meeting the needs of a Hispanic and SWD Students. Feedback will be given, as deemed appropriate.

Person Responsible Trellany Parrish-Gay (tparrish@dadeschools.net)

08/22/22-10/14/22 Monitor the effective use of DI OPM folders and trackers through classroom walkthroughs to analyze Hispanic and SWD students' data's current performance level and meet with teachers to give constructive feedback. As a result, administration will use this information to provide additional support to the teacher.

Person Responsible Trellany Parrish-Gay (tparrish@dadeschools.net)

#3. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs	
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 data from the SIP survey and a review of the Core Leadership Competencies it is evident that 63 percent of teachers are neutral or disagree that staff morale is high at our school as compared to 35 percent the previous school year. Teachers feel that more opportunities for incentive programs can be provided for positive reinforcement.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	With the successful implementation of Specific Teacher Feedback, we will see a decrease in the number of teachers who are neutral or disagree that staff morale is high at our school.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The leadership team will incorporate Team Building Activities to include all teachers throughout the school year. Additionally, incentives for positive reinforcement will be incorporated during monthly faculty meetings and teachers will have the opportunity to provide feedback with the implementation of a Teacher Feedback Box. The leadership team will Develop the Sunshine and Aspiring Leaders Committee to build capacity and provide opportunities for teachers to be involved in decision making processes at the school.
Person responsible for monitoring outcome:	Trellany Parrish-Gay (tparrish@dadeschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Within the target element of Specific Teacher Feedback, we will focus on the evidence based strategy of: Promoting the moral and performance of the team.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	By incorporating team building activities, incentives, and various committees, we anticipate the a decrease in the percent of staff who are neutral or disagree that staff moral is high at our school.

Action Steps to Implement

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

08/22/22-10/14/22; Team building activities will be implemented throughout the school year to motivate teachers and strengthen morale. In addition, a teacher suggestion box will be created for teachers to anonymously express school-wide concerns and suggestions to build morale at the school. As a result, teacher morale will increase as well as teachers attendance.

Person Responsible   Trellany Parrish-Gay (tparrish@dadeschools.net)

08/22/22-10/14/22 Provide incentives to motivate teachers for performance based on classroom walkthrough observations focusing on preparation, best instructional strategies and student data results. Hence, build confidence and morale.

Person Responsible   Trellany Parrish-Gay (tparrish@dadeschools.net)

08/22/22-10/14/22 Incorporate team building activities aimed toward increasing teacher collaboration and sharing of best instructional practices. As a result, build teacher morale and increase student achievement.

Person Responsible   Trellany Parrish-Gay (tparrish@dadeschools.net)

08/22/22-10/14/22 Empower teachers by providing leadership opportunities to facilitate professional development activities based on the PD Needs Assessment Survey to create structures that support teacher development. As a result, teacher's knowledge will be strengthened and students will perform better.

Person Responsible   Trellany Parrish-Gay (tparrish@dadeschools.net)

#4. Positive Culture and Environment specifically relating to EWI	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Based on the data review, our school will implement the Targeted Element of Early Warning Systems with a focus on attendance initiatives. Our data review revealed that student exhibiting one or more EWIs (Early Warning Indicators) are also the students not achieving proficiency on state assessments.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	With the successful implementation of strategies to decrease Early Warning Indicators we will minimize the number of students exhibiting Early Warning Indicators by 10% points by the end of the 2022-2023 school year.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The school leadership team will review the EWI data and place students in the appropriate classes to receive high-quality instruction. Additionally, the school leadership team will establish the PBS (Positive Behavior Support) to support in the efforts to minimize the number of students exhibiting Early Warning Indicators. Additionally, the attendance interventionist will execute the school-wide attendance plan to conduct home visits for excessive absence. The is allow the school to connect with families and offer resources, as needed.
Person responsible for monitoring outcome:	Trellany Parrish-Gay (tparrish@dadeschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Within the Targeted Element of Early Warning Systems, our school will focus on the evidence-based strategy of: Response to Early Warning Systems with a focus on attendance. EWS will assist in lessening the number of off-track or at-risk students so we can provide targeted interventions and determine patterns and root causes of the indicators.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria**	Early Warning Systems will assist with minimizing the percent of students exhibiting one or more Early Warning Indicators. According to data 22% of our students have 2 or more Early Warning Indicators. Students with excessive absences and tradies will be monitored closely and our school will provide interventions as needed to decrease EWIs.

used for selecting
this strategy.

08/22/22-10/14/22 Leadership team will review the EWI data and place students in the appropriate classes to provide a means of screening and identifying students who are at risk of not graduating from high school and becoming successful citizens. As a result, increase performance results and attendance.

Person
Responsible   Trellany Parrish-Gay (tparrish@dadeschools.net)

08/22/22-10/14/22 Conduct home visits on an as needed basis to connect with families of students with excessive absence and offer wrap around services. As a result, to decrease student absences that in return will improve their academic performance.

Person
Responsible   Trellany Parrish-Gay (tparrish@dadeschools.net)

08/22/22-10/14/22 Conduct grade level assemblies on the Code of Student Conduct and school wide policies and procedures to increase meaningful academic learning, facilitate social and emotional growth, and decrease negative behaviors. As a result, there will be a decrease in student behaviors scams and negative behaviors.

Person
Responsible   Trellany Parrish-Gay (tparrish@dadeschools.net)

08/22/22-10/14/22 Meet with the PBS Committee monthly to review data and attendance documentation. As a result, instructional adjustments will be made to improve performance and students will be identified to partake in incentive activities.

Person
Responsible   Trellany Parrish-Gay (tparrish@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

Based on the Data Analysis, our school will focus on the implementation of Standards Based Collaborative Planning. The implementation of Standards Based Collaborative Planning was identified as a critical need as 31 percent of our rising first grade students are one grade level below, 9% of our students in rising second grade are two grade level below and 53% of our rising third grade students are two or more grade levels below.

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

Based on the Data Analysis, our school will focus on the implementation of Standards Based Collaborative Planning. The implementation of Standards Based Collaborative Planning was identified as a critical need due to the decrease in ELA proficiency. ELA proficiency decreased by 3%, 34% in 2021 to 31% in 2022. This data is evident that we must improve standards-based Collaborative planning to move students towards proficiency.

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)

If we successfully implement standards based collaborative planning, the number of students one or more grade levels below will decrease by 10% by 2022-2023 Statewide assessment.

Grades 3-5: Measureable Outcome(s)

With the successful implementation of standards based collaborative planning, proficiency will increase 5% in grades 3-5 in ELA by 2022-2023 Statewide assessment.

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.

Collaborative standards-based planning will be facilitated by the instructional coaches on a weekly basis with an emphasis on Standards Aligned Instruction. Administrative walkthroughs will be conducted to ensure targeted Standards Aligned Instruction is taking place with fidelity. Additionally, Online Bi-Weekly Assessment Data trackers will be created and monitored to track the progress of all students. Data analysis will be conducted during leadership team meetings and collaborative planning to track data, align resources, share best practices and make instructional adjustments on an as needed basis. Extended learning opportunities or enrichment will be provided to targeted students based on assessment data.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Parrish-Gay, Trellany, tparrish@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?

Within the Targeted Element of ELA: Our school will focus on Standards Based Collaborative Planning. This practice will improve collaboration among teachers and enhance instructional delivery to promote student proficiency on statewide assessments.

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?

Standards Based Collaborative Planning will allow teachers to share practices and review student work to enhance delivery of instruction to promote student learning.

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
08/23/22-10/14/22 Collaborative planning sessions to include data analysis will be facilitated by the instructional coaches on a weekly basis to provide opportunities for teachers to collaborate during the school day to make connections through examining their practice and building instructional capacity. As a result teachers will provide explicit standard aligned instruction.	Parrish-Gay, Trellany, tparrish@dadeschools.net
08/22/22-10/14/22 Leadership Team Meetings will be used to analyze data and develop a plan of action needed to ensure academic success. As a result instructional coaches will provide support based on the needs of the teacher.	Parrish-Gay, Trellany, tparrish@dadeschools.net
08/22/22-10/14/22 Administrative team will join weekly collaborative planning to ensure that teachers are planning for standards aligned instruction, analyzing data, conducting product reviews and sharing best practices. As a result, administrative team will be able to identify teachers that need additional classroom support.	Parrish-Gay, Trellany, tparrish@dadeschools.net
08/22/21-10/14/22 Provide professional development to teachers on the effective implementation of Standards Aligned Instruction and the use of DI OPM trackers to increase teachers expertise as a result, build capacity and confidence. As a result, teachers will be able to use data to drive DI instruction and make adjustments as needed.	Parrish-Gay, Trellany, tparrish@dadeschools.net

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

Our school's strength is Leadership and Relationships, Quality of education, Teaching, and Learning and Assessment. Our school has built a culture of creating experiences from the first day of school and throughout the school year. We have established a Positive Behavior Support plan to celebrate superior accomplishments by students. We celebrate successes of students and staff by acknowledging through the following initiatives: Quarterly Spotlight Teacher initiative, Teacher of the Month, iReady Green Party, Attendance Incentives for students and staff, Honor Roll Celebrations, Class Incentives, Game Room and PBS Incentives. We will continue to build on the these schools-wide initiatives during the 2022-2023 school year.

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

The stakeholders involved in building a positive school culture is the Administrative Team, teachers and community partners. The role of the administrative team is to coordinate the school-wide initiatives that reward superior attendance and work ethic .The role of teachers is to celebrate student successes in their classrooms with PBS Incentives. The role of community partners is to sponsor the incentives for students and staff. All stakeholders have the responsibility of making an effort to ensure that positive relationships are forged with students, staff, parents, and the community at large.