

Miami-Dade County Public Schools

# Hialeah Elementary School



## 2022-23 Schoolwide Improvement Plan

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# Hialeah Elementary School

550 E 8TH ST, Hialeah, FL 33010

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

## Demographics

**Principal: Rosa Iglesias B**

Start Date for this Principal: 1/17/2013

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2021-22 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2021-22: B (61%) 2018-19: A (65%) 2017-18: A (68%)
<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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# Hialeah Elementary School

550 E 8TH ST, Hialeah, FL 33010

<http://hes.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	100%

## School Grades History

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

## School Board Approval

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## SIP Authority

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

## Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

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

The staff, parents, and community of Hialeah Elementary believe that all students can learn and achieve mastery of fundamental skills. Together we will strive to develop each student's academic, social, physical and emotional potential, thus creating productive citizens in our multi-cultural and changing world.

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

We are committed to providing educational excellence to all students, while ensuring that it is also a happy, safe, welcoming and supportive learning environment.

### 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
Iglesias, Rosa	Principal	To lead and guide the school and oversee the activities and daily operations within the school. In addition, job duties and responsibilities include but are not limited to; facilitating and collaborating with all stakeholders while overseeing curriculums and above all ensuring that the school environment is safe for all students and staff members. Inclusive of the job is to work within the given budget, hire, evaluate, and observe instructional staff and encourage staff members and support parental involvement.
Almeida-Fernandez, Madelyn	Assistant Principal	Under the direction of the Principal, the AP assists the principal in planning, coordinating and directing the activities and programs related to curriculum, staff and students. The AP also observes and evaluates teachers and provides viable feedback to assist in improving instruction. In addition, the AP handles discipline, schedules, testing and is knowledgeable about all educational programs that the school adheres to.
Wagner, Natalie	Reading Coach	Collaborates with educators and school administrators to follow curriculum and lesson planning. The reading coach also works with administrators to set goals with teachers and serve as advocates for the literacy program. In addition, the reading coach also mentors new teachers and provides intervention for selected students that are in need of additional support. The reading coach also attends reading curriculum meetings and provides support to ensure all mandated instruction is taking place.
Rijo, Miriam	Math Coach	The primary role of the math coach is to support best practices in using data to drive instruction and to assist and work directly with classroom teachers to improve student learning of mathematics and to provide academic support. The math coach is also aware of the most current teaching practices and keeps the math teachers abreast of what is mandated by the Math Department.
Lassus, Isabel	Other	Secures and assists professional development for teachers and staff members. She also serves as a teacher leader for the intermediate grades. I. Lassus also participates and is an intricate part of the PLST team. She helps lead and support the 4th and 5th grade team.
Menendez, Maria	Teacher, PreK	M. Menendez serves as a teacher leader for the primary teachers and prepares and plans with teachers for effective instruction that supports all learners. She specifically focuses on working and supporting Pre-K, 1st and Kindergarten teachers with school-wide information, planning and activities.
Patterson, Shanna	Teacher, K-12	S. Patterson works closely with all 2nd and 3rd grade teachers. She supports them all with overall school-wide information and resources. She meets weekly to collaborate with both grade levels to ensure effective instruction.

## Demographic Information

**Principal start date**

Thursday 1/17/2013, Rosa Iglesias B

**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.*

5

**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.*

9

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

39

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

663

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

4

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

6

**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	89	112	117	106	105	125	0	0	0	0	0	0	0	654
Attendance below 90 percent	0	17	15	7	7	12	0	0	0	0	0	0	0	58
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	14	12	6	10	0	0	0	0	0	0	0	44
Course failure in Math	0	2	7	5	3	6	0	0	0	0	0	0	0	23
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	17	22	30	0	0	0	0	0	0	0	69
Level 1 on 2022 statewide FSA Math assessment	0	0	0	11	25	23	0	0	0	0	0	0	0	59
Number of students with a substantial reading deficiency	0	5	23	46	32	34	0	0	0	0	0	0	0	140

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:



Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	4	11	19	18	26	0	0	0	0	0	0	0	78

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	6	4	18	0	1	0	0	0	0	0	0	0	29
Students retained two or more times	0	0	0	2	2	0	0	0	0	0	0	0	0	4

Date this data was collected or last updated

Tuesday 8/30/2022

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	59	80	76	104	88	90	0	0	0	0	0	0	0	497
Attendance below 90 percent	7	16	11	16	12	15	0	0	0	0	0	0	0	77
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	3	2	5	4	2	0	0	0	0	0	0	0	16
Course failure in Math	0	5	4	4	4	10	0	0	0	0	0	0	0	27
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	6	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Number of students with a substantial reading deficiency	3	27	42	60	22	30	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	1	8	3	10	3	7	0	0	0	0	0	0	0	32

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	4	9	2	7	1	0	0	0	0	0	0	0	0	23
Students retained two or more times	0	0	0	2	0	1	0	0	0	0	0	0	0	3

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	59	80	76	104	88	90	0	0	0	0	0	0	0	497
Attendance below 90 percent	7	16	11	16	12	15	0	0	0	0	0	0	0	77
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	3	2	5	4	2	0	0	0	0	0	0	0	16
Course failure in Math	0	5	4	4	4	10	0	0	0	0	0	0	0	27
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	6	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Number of students with a substantial reading deficiency	3	27	42	60	22	30	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	1	8	3	10	3	7	0	0	0	0	0	0	0	32

#### 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	4	9	2	7	1	0	0	0	0	0	0	0	0	23
Students retained two or more times	0	0	0	2	0	1	0	0	0	0	0	0	0	3

## 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	59%	62%	56%				65%	62%	57%
ELA Learning Gains	68%						69%	62%	58%
ELA Lowest 25th Percentile	49%						73%	58%	53%
Math Achievement	59%	58%	50%				67%	69%	63%
Math Learning Gains	80%						72%	66%	62%
Math Lowest 25th Percentile	73%						51%	55%	51%
Science Achievement	37%	64%	59%				55%	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	53%	60%	-7%	58%	-5%
Cohort Comparison		0%				
04	2022					
	2019	60%	64%	-4%	58%	2%
Cohort Comparison		-53%				
05	2022					
	2019	56%	60%	-4%	56%	0%
Cohort Comparison		-60%				

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	56%	67%	-11%	62%	-6%
Cohort Comparison		0%				
04	2022					
	2019	64%	69%	-5%	64%	0%
Cohort Comparison		-56%				
05	2022					
	2019	58%	65%	-7%	60%	-2%
Cohort Comparison		-64%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	50%	53%	-3%	53%	-3%
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	13	41	38	24	76	70	10				
ELL	61	69	42	60	82	71	27				
HSP	60	67	46	59	80	72	37				
FRL	59	68	50	59	81	74	35				
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	20		25	50						
ELL	52	60	53	43	41	65					
HSP	53	59	55	44	40	58					
FRL	52	58	50	42	39	60					
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	31	61	76	33	54	38	29				
ELL	65	66	74	68	75	56	60				
HSP	67	69	70	67	72	52	58				
FRL	64	68	73	66	71	51	54				

### 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	60
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	55
Total Points Earned for the Federal Index	480
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	58
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	60
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	60
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Part III: Planning for Improvement

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

In the 2022 FSA ELA, 59% of the students in grades 3-5 showed proficiency which demonstrates an increase from the 2021 school year data results which were 52%. To be specific, between 2021 and 2022 ELA showed an increase of 7 percentage points. Overall learning gains increased from 58% in 2021 to 68% in 2022 and a decrease of 1 percentage point with our L25 with 50% in 2021 and now in 2022 with 49%. In the 2022 FSA Math, 59% of the students in grades 3-5 showed proficiency which demonstrates an increase from the 2021 school year data results which were 42%. To be specific, between 2021 and 2022 Math showed an increase of 17 percentage points. Math learning gains increased from 39% in 2021 to 80% in 2022, showing a 41 percentage point gain; being the greatest increase in all areas. The L25 in Math demonstrated a 16 percentage point increase with 39% in 2021 and 73% in 2022, an overall 16 percentage point increase.

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

There are two data components that demonstrate the greatest need for improvement, 3rd grade ELA and 3rd grade Math. The first area of 3rd grade ELA is for teachers to focus on explicit instruction for Tier 1 and effective and consistent tier 2 and tier 3 intervention. The data shows that overall proficiency of level 3s and above in 3rd grade ELA decreased by 10 percentage points from the previous year with 52% proficient versus 42% proficient in 2022. The other area of concern is 3rd grade Math since there was a decrease of 7 percentage points with overall 3rd grade Math proficiency of level 3's and above. This was a decrease with 48% proficiency in 2021 and 41% in 2022.

#### 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 according to our current data shows that from the tested students, 140 of the students show that they have a substantial reading deficiency. Data also shows that 38% of our students missed between 11-30 days of instruction. To address these contributing factors, intervention is being closely monitored this year by administration and the Reading coach. Instructional staff attached to the student will be responsible for ensuring that instruction in intervention takes place consistently. Attendance will also be addressed by staff members and incentives for attendance will also be looked into.

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

According to the Data Map, FSA Math showed the most improvement overall, increasing from 39% to 80% for learning gains on the Math FSA. That is an increase of 41 percentage points.

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

Strategic planning with schedules were created and Math interventions took place targeting the lowest 35%. Programs used implemented were: I-Ready Math, Reflex Math, Gizmos and IXL. Before and after school tutoring took place and students were pulled throughout the day to receive instruction outside of their math blocks and interventions were monitored on a consistent basis.

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

Reading Intervention will be the focus for ELA as well as comprehension and vocabulary strategies to help close the learning gap. We will also ensure that the basic foundational instruction is securely in place to address the learning loss that has incurred. Collaboration will also continue across all grade levels during collaborative planning times and all instructional staff will be accountable and support ELA teachers in closing the gap. Tutoring will be offered to students before and after school as well.

**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.**

Schoolology, I-Ready and Intervention training will be scheduled and will be offered for all instructional staff to participate.

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

Collaborative Planning will assist with successfully delivering B.E.S.T. Standards instruction and aligning standards to ensure students are adequately prepared for on grade level assignments and assessments. Parental involvement will be used to acquire support of instruction and assist with monitoring of digitally aligned programs assigned to the students.

**Areas of Focus**

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

:



**#1. Instructional Practice specifically relating to Differentiation**

<b>Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.</b>	<p>On the 2022 FSA ELA, 59% of the students in in grades 3-5 showed proficiency which demonstrates no significant increase from the previous year which was 52%. The Lowest 25% showed 1 percentage point less than the previous year with 49%. Additionally, 25% of the students in Kindergarten through 2nd grade, based on the 2021-2022 end of the year screening and progress monitoring data, are not on track to score Level 3 or above on the statewide, standardized grade 3 English Language Arts Assessment. By utilizing B.E.S.T. standards, students will be able to achieve grade level standards and teachers will set high expectations to improve instruction and advance learning. Another major component that will be done with fidelity this year will be intervention and before and after school tutoring. This will provide opportunities for students to achieve academic success regardless of barriers, and to shrink our learning loss gap.</p>
<b>Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.</b>	<p>By consistently monitoring I-Ready to ensure accountability and track progress of goals, all stakeholders will have data readily available. Reports from I-Ready Diagnostics, Progress Monitoring assessments and Performance Matters data from McGraw-Hill will be analyzed carefully to ensure that there is ongoing student academic improvement. (complete from all collected data) By the end of 2022-2023 our students will demonstrate an increase of 5 percentage points in both areas of overall learning gains and L25 for ELA. We aim to have from 2022 68% learning gains to 73% in 2023 and for our L25 we aim to have 54% from 49% in 2022.</p>
<b>Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.</b>	<p>This data will be reviewed and discussed during collaborative planning and bi-weekly FCIM meetings. They will also be shared at EESAC meetings during the school year with all stakeholders. Reports from Performance Matters, I-Ready and Progress Monitoring reports will be utilized for tracking progress or lack of progress to target students for small group instruction and tutoring.</p>
<b>Person responsible for monitoring outcome:</b>	<p>Madelyn Almeida-Fernandez (malmeida@dadeschools.net)</p>
<b>Evidence-based Strategy: Describe the evidence-based strategy being</b>	<p>Our evidence-based strategy utilized will be with B.E.S.T. Sandards Based Learning, will be to ensure that Differentiated Instruction takes place, I-ready is done on a consistent basis and to provide tutoring with direct instruction and digital programs that can be monitored closely. I-ready data can be looked at weekly to track trends for students that are completing their lessons consistently.</p>



**implemented  
for this Area  
of Focus.**

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

This strategy is selected because it will allow us to use data and effectively group students for differentiated instruction. The differentiated lessons will be aligned to the B.E.S.T. standards and address the needs of all of the students in the teacher led centers and overall D.I. Groups.

### **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.

08/31/22 - 10/14/22 Teachers will on a weekly basis monitor their data from I-Ready and Progress Monitoring to determine what steps will be taken to address weaknesses and to re-teach skills that have not met mastery. As a result, we will see small group instruction in the classrooms with reading tutoring which will now be provided for our K-2 teachers.

**Person Responsible** Natalie Wagner (nwagner@dadeschools.net)

8/31/22 -10/14/22 Teachers will participate in ongoing professional development as it relates to the updated Horizons Discovery and Elevate intervention. Teachers will also incorporate B.E. S.T. standards training and best practices and strategies share by District support. As a result, our Tier 2 and Tier 3 intervention groups will demonstrate student growth in their iReady diagnostics and growth monitoring assessments.

**Person Responsible** Madelyn Almeida-Fernandez (malmeida@dadeschools.net)

8/31/22 -10/14/22 Differentiated Instruction will take place during the reading block and will be monitored weekly by the Reading Coach and the Assistant Principal. As a result, students in D.I. Groups will show growth in their progress monitoring assessments.

**Person Responsible** Natalie Wagner (nwagner@dadeschools.net)

8/31/22 -10/14/22 Teachers will collaborate with interventionists and the Reading Coach to ensure intervention groups and differentiated instruction groups are fluid and being changed biweekly according to data. Data includes and is not limited to Tier 1 assessment results, iReady reports, Horizons data and more. As a result, teachers D.I. Groups will be shifting as students gain knowledge and master certain skills along with intervention groups that will be to be modified to ensure students are grouped strategically.

**Person Responsible** Madelyn Almeida-Fernandez (malmeida@dadeschools.net)

**#2. ESSA Subgroup specifically relating to English Language Learners****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 our data, we currently have 258 ELL students ( Levels 1-4) which is 54% of our enrollment that continues to grow day by day. These students do not have the foundational skills that are necessary to support fluency or comprehension.

**Measurable****Outcome:**

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

The leadership team will ensure all ELL students receive the proper intervention according to their ESOL level and years in the country. Some will require Tiered intervention while others need the consistent use of Imagine Learning. Imagine Learning data reports for usage skills along with iReady and Horizons data reports will be analyzed to ensure ELL students are working and progressing appropriately. ESOL students that fall within the ELL subgroup will increase by 4 percentage points from 61% in 2022 to 65% by the end of the 2022-2023 school year.

**Monitoring:**

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

This will be monitored by Imagine Learning data and records that will be checked on a weekly basis. Progress monitoring and I-Ready data will also be used to determine growth and progress on all biweekly and ongoing assessments.

**Person responsible for monitoring outcome:**

Natalie Wagner (nwagner@dadeschools.net)

**Evidence-based  
Strategy:**

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

The evidence-based strategy being implemented for this Area of Focus will be to ensure that students complete the lessons daily and participate in small group instruction during their reading block.

**Rationale for  
Evidence-based  
Strategy:**

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

This specific strategy was chosen because past data shows that students that received small group instruction and tutoring showed improvement in mastery of foundational reading skills and their fluency had increased.

**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 Teachers will share student work during collaborative planning and share best practices. During collaborative planning sessions, teachers will also be planning with guidance from the Reading Coach and then they'll plan individually for their differentiated instruction groups specifically targeting ELL students. The goal is for all teachers to plan using the instructional planning checklist for ESOL students and embed ESOL strategies and WIDA Can Do descriptors. As a result, ELL students will show growth in targeted skills.

**Person Responsible** Madelyn Almeida-Fernandez (malmeida@dadeschools.net)

8/31/22 - 10/14/22 Our ESOL designee and Reading Coach will meet with grade level teachers in both Math and Reading to ensure ESOL strategies are embedded in their instruction daily. As a result, student work and daily teacher-student interactions will reflect evidence from the ESOL Strategy Matrix.

**Person Responsible** Madelyn Almeida-Fernandez (malmeida@dadeschools.net)

8/31/22 - 10/14/22 Our CCHL support personnel/teachers will work closely with all teachers and assist them with all ELL students in subject areas such as Math, Science and Social Studies. As a result, ELL students will at times be supported during regular Tier 1 instruction by both their classroom teacher and the CCHL teacher. This will support them in better understanding what they are learning and set their mind to achieve their daily learning objective.

**Person Responsible** Madelyn Almeida-Fernandez (malmeida@dadeschools.net)

8/31/22 - 10/14/22 Teachers will use the ELL instructional framework to help them guide and pace their daily lessons. Additionally, they will refer to the D.I. Framework for resources to implement for each group. As a result, the administrative team will observe through walkthroughs students in D.I. Groups working on ActiveInspire Flipcharts, ELL approaching readers, iReady or Imagine Learning.

**Person Responsible** Madelyn Almeida-Fernandez (malmeida@dadeschools.net)

**#3. Positive Culture and Environment specifically relating to Attendance Initiatives****Area of Focus****Description and****Rationale:**

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

Due to an increase of students absent with 6 or more days, we need to focus on strategies to mitigate student attendance. In 2022 we had 71% of our students with 6 or more absences, this is an increase of 23 percentage points with having had 48% in 2021 with 6 or more absences.

**Measurable****Outcome:**

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

We would like to see a decrease in the percentage of students missing 6 or more days of school during the 2022-2023 school year by 10 percentage points. We aim to see a decrease from 71% in 2021-2022 school year to at least 61% by the end of the 2022-2023 school year.

**Monitoring:**

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

Attendance bulletin will be posted on a daily basis by members of the leadership team. Each member will be assigned a grade level and they will contact the parents of the absent students daily. By the end of the 2022-2023 school year all students that were absent will be contacted personally by one of the members of the leadership team (in addition to their regular automated call about the absence and their classroom teacher).

**Person responsible for monitoring outcome:**

Madelyn Almeida-Fernandez (malmeida@dadeschools.net)

**Evidence-based****Strategy:**

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

The evidence-based strategy being implemented for this area of focus is Attendance Initiatives such as incorporating interventions including calling parents to inquire on the reason of absence, offer resources and assistance and explain the importance of regular attendance. Incentives provided for classes with the highest rate of attendance.

**Rationale for Evidence-based****Strategy:**

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

Data showed an annual increase in students with 6 or more absences. Therefore, the strategy being used will mitigate absences and yield an increase of attendance through interventions and incentive plan.

**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 Each leadership team member will be assigned to a grade group and will be responsible for contacting parents of absent students daily. As a result, we will have reached out personally to all parents/guardians of absent students to inform them about the importance of being present at school and offer resources if needed.

**Person Responsible** Madelyn Almeida-Fernandez (malmeida@dadeschools.net)

8/31/22 - 10/14/22 Attendance review committee meeting will be held after a students fifth absence. As a result, parents will understand the importance of attendance and see the school team is invested in offering their child the best education possible.

**Person Responsible** Marina Isabel Suarez (marinasuarez@dadeschools.net)

8/31/22 - 10/14/22 Students will have incentives to increase their attendance. As a result, students will feel eager to come to school and not want to miss days.

**Person Responsible** Natalie Wagner (nwagner@dadeschools.net)

8/31/22 - 10/14/22 Incentives and rewards for classrooms when they have 100% perfect attendance for two weeks in a row. As a result, the entire class will motivate one another to come to school knowing their entire class will be recognized.

**Person Responsible** Madelyn Almeida-Fernandez (malmeida@dadeschools.net)

**#4. 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.**

According to the School Climate Survey, 29% of respondents stated that administration conducts instructional walkthroughs weekly and 29% stated that administration conducts instructional walkthroughs monthly. Based on this data, there is a need to increase administrative walkthroughs while providing teachers specific feedback.

**Measurable Outcome:**

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

With the implementation of specific teacher feedback/walkthroughs, an at least 50% of teachers will state that administrative walkthroughs and specific teacher feedback occurred at least bi-weekly. We aim to have this increase of 21 percentage points by the end of the 2022 - 2023 school year.

**Monitoring:**

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

Administration will conduct weekly walkthroughs ensuring that every classroom is visited and feedback is provided to every teacher. At the end of the 2022 - 2023 school year both administrators will have completed classroom visitation logs and evidence of feedback for 50% of teachers or more.

**Person responsible for monitoring outcome:**

Madelyn Almeida-Fernandez (malmeida@dadeschools.net)

**Evidence-based Strategy:**

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

Within Transformational leadership, specific teacher feedback and walkthroughs will increase the presence of administration in the classroom during instructional time.

**Rationale for Evidence-based Strategy:**

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

Weekly walkthroughs will ensure that all classrooms are visited and feedback is provided to all teachers. A system to track classroom visitations and feedback will be created to ensure all classrooms are visited by a member of the administrative team on a weekly basis.

**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 administrative team will meet to develop the purpose walkthroughs. As a result, classroom visitations will be specific and all aspects of learning environment, teaching and learning will be focused on.

**Person Responsible**

Rosa Iglesias (pr2361@dadeschools.net)

8/31/22-10/14/22 Create walkthrough schedule to begin conducting walkthroughs. As a result, teachers will be observed from all grade levels and subjects such as Spanish, Art, etc.

**Person Responsible**

Madelyn Almeida-Fernandez (malmeida@dadeschools.net)

8/31/22-10/15/22 Discuss and develop a plan to deliver feedback following walkthroughs. As a result, teachers will have feedback regarding their classroom visitation.

**Person Responsible**

Madelyn Almeida-Fernandez (malmeida@dadeschools.net)

8/31/22-10/14/22 Implement walkthrough schedule and provide feedback on a weekly basis. As a result, the administrative team will have visited all classrooms prior and after to IPEGS formal observations.

**Person Responsible**

Rosa Iglesias (pr2361@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**

The 2021- 2022 SAT 10 data demonstrated a proficiency of 47% for students in grades Kinder, 1st and 2nd grade. The area of focus will be Differentiated Instruction.

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

The 2021- 2022 FSA ELA data for the lowest 25 percentile showed a decrease of 1 percentage point from 50% in 2021 to 49% in 2022. The area of focus will be Differentiated Instruction.

**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 D.I., then our ELA proficiency will increase by a minimum of 3 percentage points as evidenced by the 2023 PM3 State Assessments.



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

If we successfully implement D.I., then our ELA students in the lowest 25 percentile will demonstrate an increase by a minimum of 5 percentage points as evidenced by the 2023 PM3 State Assessments.

**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.

The leadership team will conduct quarterly data chats, adjust groups based on current data in real time and follow up with regular walkthroughs to ensure quality instruction is taking place. Data analysis of formative assessments of students will be reviewed quarterly to observe progress. Teachers will use trackers to monitor ongoing progress monitoring (OPM) data on a biweekly basis. This data will be analyzed during leadership team meetings to ensure students are demonstrating growth on remediated standards. Extended learning opportunities will be provided to those students who are not showing growth.

**Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

Iglesias, Rosa, pr2361@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?

Data driven instruction will assist in accelerating the learning gains of our students as it is a systematic approach of instruction to meet the students needs. Data driven instruction will be monitored through the use of data trackers to drive instructional planning and data driven conversations.

**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 driven instruction will ensure that teachers are using relevant, recent and aligned data to plan lessons that are customized to students needs. Teachers will continuously make adjustments to their instruction, plans and instructional delivery as new data becomes available.



**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
8/31/22 - 10/14/22 Literacy Leadership: The Reading Coach and District support will meet with grade level teachers to discuss curriculum updates and address solutions to any needs teachers have as it relates to instruction, intervention or D.I. As a result, teachers will have resources and support in all areas and aspects of planning and teaching to ensure their students are offered all levels of tiered instruction as they need.	Wagner, Natalie, nwagner@dadeschools.net
8/31/22 - 10/14/22 Literacy Coaching: The Reading Coach will assist teachers during collaborative planning with collecting resources and interpreting data to plan for D.I. weekly. As a result, differentiated instruction lessons and resources will be reflected on lesson plans and student work samples.	Wagner, Natalie, nwagner@dadeschools.net
8/31/22 - 10/14/22 Assessment: All new progress monitoring will be tracked and used to drive instruction. I-Ready AP and Growth Monitoring assessments, along with Unit Assessments from McGraw Hill will also be monitored. As a result, teachers will have ongoing recent data to drive their D.I. groups and make instructional decisions based on students needs as needed.	Lassus, Isabel, lassus@dadeschools.net
8/31/22 - 10/14/22 Professional Learning: Professional development will be highly encouraged for all instructional personnel and all professional learning that happens will be shared and collaborated by grade level and area of curriculum. As a result, teachers will have additional practices and strategies they can embed into their instructional delivery.	Almeida-Fernandez, Madelyn, malmeida@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.**

It is evident and agreed upon that 95% of the staff of all school personnel work together as a team. This is something that is evident and takes place during collaborative planning and different school committees. Planning together on a weekly basis and signing up for different school committees inevitably creates a positive bond amongst teachers and staff members. As there are grade level chairs that help to communicate information to their peers, there is also a Chair person and Co-Chair for every committee. Mrs. Webb our Community Involvement Specialist, works directly with parents and assists teachers with maintaining contact positively with the parents and all stakeholders.

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

Rosa B. Iglesias, Principal, facilitates and collaborates with all stakeholders while overseeing curriculums and above all ensuring that the school environment is safe for all students and staff members. Madelyn Almeida-Fernandez, Assistant Principal, handles discipline, schedules, testing and is knowledgeable about all educational programs that the school adheres to. Miriam Rijo, Math Coach, assists and works directly with classroom teachers to improve student learning of mathematics. Natalie Wagner, Reading Coach/ EESAC Chair, works with administration to set goals with teachers and serve as an advocate for the literacy program. Marina Suarez, School Counselor, guides the teachers through the Response to Intervention (RTI) process and provides small group counseling to targeted students. Emma Webb, Community Involvement Specialist, serves as the parent liaison and parent/family support with overall needs, questions or concerns. Isabel Lassus, PD Liaison and Department Chair, secures and assists professional development for teachers and staff members, She also serves as a teacher leader for the Intermediate grades. Maythe Delgado, Department Chair for Special Area teachers, serves as a teacher leader for her department. Shanna Patterson, UTD Representative/Department Chair for 2nd and 3rd Grade serves as Union Rep for the staff and a teacher leader for those specified grade levels and supports them all with overall school-wide information, and resources as needed. Maria Menendez, Department Chair/EESAC Secretary, serves as a teacher leader for the primary teachers and prepares and plans with them for effective instruction.