

Miami-Dade County Public Schools

# Dr. Robert B. Ingram Elementary School



## 2022-23 Schoolwide Improvement Plan

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## Dr. Robert B. Ingram Elementary School

600 AHMAD ST, Opa Locka, FL 33054

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

### Demographics

Principal: Cynthia Clay

Start Date for this Principal: 10/16/2013

<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 (60%) 2018-19: C (42%) 2017-18: C (46%)
<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>	N/A
* 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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## Dr. Robert B. Ingram Elementary School

600 AHMAD ST, Opa Locka, FL 33054

<http://drrbi.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		C	C

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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.

We will encourage and empower students to find value and purpose in education to become life long learners.

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

To build a vibrant community of learners through high quality educational opportunities and self-discipline.

### 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
Clay, Cynthia	Principal	To supervise all aspects of the school's operation.
Negron, Kimberly	Assistant Principal	To assist the principal in supervising all aspects of the school's operations.
Bazile, Debra	Reading Coach	Will provide direct instructional services related to literacy for students and provide technical assistance to teachers implementing the K-12 Comprehensive Research based reading plan at the school level for primary. Emphasis will be on utilizing the coaching model to facilitate the successful implementation of research-based literacy instruction.
Wazidali, Bibi	Reading Coach	Will provide direct instructional services related to literacy for students and provide technical assistance to teachers implementing the K-12 Comprehensive Research based reading plan at the school level for Intermediate. Emphasis will be on utilizing the coaching model to facilitate the successful implementation of research-based literacy instruction.
Rodriguez, Adeline	Math Coach	Provide direct instructional services related to mathematics for students and provide technical assistance to teachers implementing the Comprehensive Mathematics plan at the school level. Emphasis will be on utilizing the coaching model to facilitate the successful implementation of research-based mathematics instruction.

### Demographic Information

#### Principal start date

Wednesday 10/16/2013, Cynthia Clay

**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.*

7

**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.*

7

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

14

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

280

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

1

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

4

### 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	39	58	37	58	50	44	0	0	0	0	0	0	0	286
Attendance below 90 percent	9	1	0	23	5	0	0	0	0	0	0	0	0	38
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	5	4	1	17	0	0	0	0	0	0	0	0	0	27
Course failure in Math	9	1	2	14	0	0	0	0	0	0	0	0	0	26
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	31	22	17	0	0	0	0	0	0	0	70
Level 1 on 2022 statewide FSA Math assessment	0	0	0	32	13	25	0	0	0	0	0	0	0	70
Number of students with a substantial reading deficiency	0	0	0	31	22	17	0	0	0	0	0	0	0	70

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	6	1	1	21	0	0	0	0	0	0	0	0	0	29

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	14	0	0	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Monday 8/29/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	30	44	31	49	41	40	0	0	0	0	0	0	0	235
Attendance below 90 percent	13	19	17	26	20	18	0	0	0	0	0	0	0	113
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	6	2	12	17	10	0	0	0	0	0	0	0	47
Course failure in Math	0	6	3	4	11	7	0	0	0	0	0	0	0	31
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	1	7	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	1	7	0	0	0	0	0	0	0	8
Number of students with a substantial reading deficiency	6	15	16	29	20	16	0	0	0	0	0	0	0	102

**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	4	10	5	11	18	13	0	0	0	0	0	0	0	61

**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	10	3	7	15	2	0	0	0	0	0	0	0	43
Students retained two or more times	0	0	0	0	4	2	0	0	0	0	0	0	0	6

**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	30	44	31	49	41	40	0	0	0	0	0	0	0	235
Attendance below 90 percent	13	19	17	26	20	18	0	0	0	0	0	0	0	113
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	6	2	12	17	10	0	0	0	0	0	0	0	47
Course failure in Math	0	6	3	4	11	7	0	0	0	0	0	0	0	31
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	1	7	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	1	7	0	0	0	0	0	0	0	8
Number of students with a substantial reading deficiency	6	15	16	29	20	16	0	0	0	0	0	0	0	102

#### 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	4	10	5	11	18	13	0	0	0	0	0	0	0	61

#### 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	10	3	7	15	2	0	0	0	0	0	0	0	43
Students retained two or more times	0	0	0	0	4	2	0	0	0	0	0	0	0	6

## 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	37%	62%	56%				31%	62%	57%
ELA Learning Gains	63%						42%	62%	58%
ELA Lowest 25th Percentile	74%						52%	58%	53%
Math Achievement	36%	58%	50%				38%	69%	63%
Math Learning Gains	76%						47%	66%	62%
Math Lowest 25th Percentile	91%						62%	55%	51%
Science Achievement	42%	64%	59%				19%	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	32%	64%	-32%	58%	-26%
Cohort Comparison		-28%				
05	2022					
	2019	30%	60%	-30%	56%	-26%
Cohort Comparison		-32%				

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	41%	67%	-26%	62%	-21%
Cohort Comparison		0%				
04	2022					
	2019	29%	69%	-40%	64%	-35%
Cohort Comparison		-41%				
05	2022					
	2019	34%	65%	-31%	60%	-26%
Cohort Comparison		-29%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	18%	53%	-35%	53%	-35%
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	10	50		33	72						
ELL	35	63		65	94						
BLK	35	63	75	32	71	89	45				
HSP	42	63		50	95						
FRL	37	63	74	35	76	91	41				
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	17			11							
ELL	43	58		38	42						
BLK	28	45	70	21	24		21				
HSP	42	63		38	30		35				
FRL	31	51	67	25	26	13	25				
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	17	35		4	35						
ELL	37	40		49	65		43				
BLK	25	42	57	31	43	53	11				
HSP	45	44		55	60		35				
FRL	30	42	52	37	47	62	19				

### ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	63
Total Points Earned for the Federal Index	482
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	41

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	64
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	59
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	63
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?

The school to district comparison shows a decrease in the Achievement gap from 3rd to 5th grade in both ELA and Math.

The trends that emerged across grade levels, subgroups and core content areas are improvement in Achievement, Learning Gains and Learning Gains in L25 students in both ELA and Math.

All ELA Subgroups Achievement increased by 6 percentage points

All ELA Subgroups Learning Gains increased by 12 percentage points.

All ELA Subgroups Learning Gains L25 increased by 7 percentage points.

All Math Subgroups Achievement increased by 11 percentage points

All Math Subgroups Learning Gains increased by 50 percentage points.

All Math Subgroups Learning Gains L25 increased by 78 percentage points.

Science Subgroups Achievement levels increased by 17 percentage points.

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

The data components that demonstrated the greatest need for improvement were Third Grade Reading Proficiency at 31% and Math Proficiency at 20%.

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

The contributing factors to this need for improvement were inconsistent instructional practices and mid-year change in personnel. Collaborative planning, coaching, and monitoring will continue to take place consistently.

We have been focusing on implementing standards-based instruction in all classrooms. We have struggled with consistency of standards-based instruction across all classrooms and grade levels. In some of our classrooms, instruction does not meet the depth of the standard or access pre-requisite knowledge. In addition, many teachers have been moved into new grade levels and must learn a new set of standards and may lack familiarity with new standards. We will begin to incorporate new development opportunities per grade level and content area to understand the standards and align appropriate resources and instructional activities. In addition, collaborative planning will support these

efforts and will incorporate a greater focus on the standards and standards-based resources provided by the district. During collaborative planning, the teachers will demonstrate how lessons will be taught to achieve the depth and rigor of the benchmarks in the new BEST Standards. Coaching Teacher Collaboration will take place as needed to support the effective delivery of instruction.

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

Proficiency in ELA improved from 31% in 2020-2021 to 37% in 2022. Proficiency in Math improved from 25% in 2020-2021 to 36% in 2022. Learning Gains improved in ELA from 51% in 2020-2021 to 63% in 2022. Learning Gains improved in Math from 26% in 2020-2021 to 76% in 2021-2022. ELA L25 Learning Gains improved from 67% in 2020-2021 to 74% in 2022. Math L25 Learning Gains improved from 13% in 2020-2021 to 91% in 2021-2022. Science Proficiency improved from 25% in 2020-2021 to 42% in 2021-2022.

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

The factors that contributed to this improvement were collaborative planning where rigorous lessons planned during collaborative planning were implemented on a consistent basis by coaches and teachers in 4th and 5th grade. Differentiated Instruction and push-in support by Instructional Coaches and Interventionists, and extended learning opportunities were other contributing factors.

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

Strategies that will be implemented to accelerate learning are Standards-Based Collaborative Planning, with a focus on understanding the depth and rigor of the new BEST benchmarks. Differentiated Instruction, push-in support by Instructional Coaches and Interventionists, and extended learning opportunities, and vocabulary building will also be implemented.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Professional Development opportunities will be held each third Wednesday monthly with a targeted focus according to the needs of the teachers. Instructional Coaches will send out a Survey to determine the needs for Professional Development. (September 21, 2022). The PLST will develop whole group sessions and job-embedded sessions on using data to drive instruction (September/22), Aligning resources to small group instruction (October/22), Tackling OPM data (November/December/22), making adjustments to groups as data becomes available (2/22) and continuous data chats with individualized feedback and next steps (ongoing). Coaching cycles will also be implemented individually with teachers to support specific needs (ongoing).

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

Extended learning opportunities will be provided such as before and after school tutoring and interventions as well as Saturday Academies, Spring Break Academy, Winter Academy, and STEM-based clubs.

**Areas of Focus**

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

:

**#1. Instructional Practice specifically relating to B.E.S.T. Standards**

<b>Area of Focus</b> <b>Description and Rationale:</b> <b>Include a rationale that explains how it was identified as a critical need from the data reviewed.</b>	<p>Based on the data, standard-aligned instruction through Collaborative Planning is critical for student achievement because the school proficiency rates for Math and ELA are below 40%. Collaborative Planning has proven successful because teachers need content knowledge of the new B.E.S.T Standards in order to teach effectively. According to the 2022 FSA data overall Reading proficiency was at 37% and Math proficiency was at 36%.</p>
<b>Measurable Outcome:</b> <b>State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.</b>	<p>If teachers practice the delivery of lessons during Collaborative Planning with fidelity, then there will be at least a 5% increase of students being on grade level on the i-Ready AP2 Diagnostic compared to the i-Ready AP1 Diagnostic. The focus point during planning will be to ensure teachers are understanding the new standards and how to effectively deliver instruction.</p>
<b>Monitoring:</b> <b>Describe how this Area of Focus will be monitored for the desired outcome.</b>	<p>Standard-aligned instruction will be monitored through student and teacher assessment trackers and review of daily end products and checks for understanding. Teacher observations and feedback from walkthrough visits.</p>
<b>Person responsible for monitoring outcome:</b>	<p>Cynthia Clay (pr4121@dadeschools.net)</p>
<b>Evidence-based Strategy:</b> <b>Describe the evidence-based strategy being</b>	<p>Implementation of effective standard-aligned instruction taking place in content areas across grade levels through Standards-Based Collaborative Planning. Standard-aligned instruction is the explicit delivery of content by engaging students through accessing prior knowledge, scaffolding questions, and the use of technology and manipulatives.</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.**

If students are provided with effective and purposeful standard-aligned instruction, then students' proficiency rates will increase by 5%. Standards-Based Collaborative Planning refers to any period of time that is scheduled during the school day for multiple teachers, or teams of teachers, to work together. Its primary purpose is to bring teachers together to learn from one another and collaborate on projects that will lead to improvements in standards-aligned lesson quality, instructional effectiveness, and student achievement. Standards-Based lessons should include detailed objectives, activities and assessments that evaluate students on the aligned standards-based content. Collaborative Planning improves collaboration among teachers and coaches and promotes learning, insights, and constructive feedback that occur during professional discussions among teachers. Standards-Based lessons, units, materials, and resources are improved when teachers and coaches work on them collaboratively. During planning the teachers and coaches will discuss new standards and ensure standards are clearly understood for implementation.

**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.

1. From August 22 - October 14, 2022, Collaborative Planning by grade level will be scheduled weekly.

**Person Responsible** Cynthia Clay (pr4121@dadeschools.net)

2. From August 22 - October 14, 2022, the new B.E.S.T. standards will be introduced, analyzed, and modeled during weekly collaborative planning sessions.

**Person Responsible** Cynthia Clay (pr4121@dadeschools.net)

3. From August 22 - October 14, 2022, product reviews will take place during collaborative planning to ensure planned lessons were implemented, review daily end products, checks for understanding, and to determine the next steps for remediation/instruction.

**Person Responsible** Cynthia Clay (pr4121@dadeschools.net)

4. From August 22 - October 14, 2022, Coaching Teacher Collaboration will take place as needed based on walkthroughs, and teacher and administration requests.

**Person Responsible** Cynthia Clay (pr4121@dadeschools.net)

5. From October 31 - December 16, 2022, in ELA grades K-2, planning will include a focus on how to effectively implement the McGraw Hill Word Work framework components through modeling and guided practice. In ELA grades 3-5, planning will include a mini PD on the ELA Expectations and a focus on corrective feedback based on product reviews, followed by the implementation of debriefing protocols for immediate feedback. In Math grades K-5, planning will include a focus on backwards planning using Dig-In target and red questions to ensure alignment between teacher moves and dig-in goals and modeling of the lesson components.

**Person Responsible** Cynthia Clay (pr4121@dadeschools.net)



6. From October 31 - December 16, 2022, in ELA grades K-2, there will be a focus on Grammar lessons to build students' capacity for writing. In grades 3-5, teachers will model a Shared Write during weeks 3-4, and students will complete a Cold Write in weeks 5-6.

**Person Responsible** Cynthia Clay (pr4121@dadeschools.net)

**#2. Positive Culture and Environment specifically relating to of Positive Behavior Intervention**

<b>Area of Focus</b> <b>Description and Rationale:</b> <b>Include a rationale that explains how it was identified as a critical need from the data reviewed.</b>	<p>Based on the 2021-2022 School Climate Survey for Instructional Staff Feedback, the results showed that 54% of the staff agreed that adequate disciplinary measures are used in the school. A school wide positive behavior interventions and supports plan was developed to increase positive students' behavior and empower teachers with strategies to effectively manage students' behavior with support teams.</p>
<b>Measurable Outcome:</b> <b>State the specific measurable outcome the school plans to achieve.</b> <b>This should be a data based, objective outcome.</b>	<p>If the school wide positive behavior interventions and supports plan is implemented effectively, then the School Climate Survey for Instructional Staff Feedback at the end of the year will reflect an increase of 20 percentage points.</p>
<b>Monitoring:</b> <b>Describe how this Area of Focus will be monitored for the desired outcome.</b>	<p>The area of focus that will be monitored for the desired outcome will be the listed expectations on our school wide positive behavior initiative. A staff committee will plan activities outside of school so that teachers can meet with one another and with administrators to build rapport. Every staff meeting will begin with an opportunity for connection and teachers will have a designated speaking time during every meeting to ensure that all input is considered. The leadership team will survey teachers to garner ideas on initiatives/strategies/systems they would like to have implemented in our school. Based on survey responses, teachers will volunteer to lead different initiatives and showcase their leadership skills.</p>
<b>Person responsible for monitoring outcome:</b>	<p>Kimberly Negron (knegron@dadeschools.net)</p>
<b>Evidence-based Strategy:</b> <b>Describe the evidence-based strategy being</b>	<p>Positive Behavior Support (PBS). Based on the 2021-2022 School Climate Survey for Instructional Staff Feedback, the results showed that 54% of the staff agreed that adequate disciplinary measures are used in the school. A school wide positive behavior interventions and supports plan was developed to increase positive students' behavior and empower teachers with strategies to effectively manage students' behavior with support teams.</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.**

Positive Behavior Support (PBS) is one of the foremost advances in schoolwide discipline. Also, it is the emphasis on schoolwide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Instead of using a piecemeal approach of individual behavioral management plans, a continuum of PBS for all students within a school is implemented in areas including the classroom and non-classroom settings (such as hallways, buses, and restrooms). PBS is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs.

### **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.

1. From August 22 - October 14, 2022. Introduce the students to school-wide rules and expectations. Rules and expectations are posted around the school as well as on the morning announcements. Teachers and staff also discuss rules and expectations daily.

**Person Responsible** Kimberly Negron (knegron@dadeschools.net)

2. From August 22 - October 14, 2022. Implement School-wide Positive Behavior Instruction to students according to the scheduled dates. Rules and expectations are posted around the school as well as on the morning announcements. Teachers and staff also discuss rules and expectations daily.

**Person Responsible** Kimberly Negron (knegron@dadeschools.net)

3. From August 22 - October 14, 2022. Reinforce expectations during Morning Announcements.

**Person Responsible** Kimberly Negron (knegron@dadeschools.net)

4. From August 22 - October 14, 2022. Provide rewards and incentives to students for demonstrating positive behaviors.

**Person Responsible** Kimberly Negron (knegron@dadeschools.net)

5. From October 31 - December 16, 2022. A Behavior Contract will be implemented school wide.

**Person Responsible** Kimberly Negron (knegron@dadeschools.net)

6. From October 31 - December 16, 2022. Students will participate in Restorative Justice practices.

**Person Responsible** Cathy Burbank (cdonnely@dadeschools.net)

**#3. Instructional Practice specifically relating to Differentiation****Area of Focus****Description and Rationale:**

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

Based on the data, Differentiation is critical for student achievement because the school proficiency rates for Math and ELA are below 40%. According to the 2022 FSA data overall Reading proficiency was at 37% and Math proficiency was at 36%. If Differentiated Instruction is implemented consistently, then students will be given instruction to address their deficiencies and academic learning gaps will decrease.

**Measurable Outcome:**

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

If teachers provide Differentiated Instruction with fidelity, then there will be at least a 5% increase of students being on grade level on the i-Ready AP2 Diagnostic compared to the i-Ready AP1 Diagnostic.

**Monitoring:**

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

Differentiated Instruction will be monitored bi-weekly through student and teacher Ongoing Progress Monitoring trackers.

**Person responsible for monitoring outcome:**

Cynthia Clay (pr4121@dadeschools.net)

**Evidence-based Strategy:**

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

Implementation of effective Differentiated Instruction taking place in content areas across grade levels.  
Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability.

**Rationale for Evidence-based Strategy:**

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

The purpose of selecting this focus is to address the needs of the students according to their most current data.  
With proficiency being the target this year, our focus is to ensure our bubble students are receiving instruction that will allow them to perform on grade level.

**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.

1. From August 22 - October 14, 2022, Differentiated Instruction Groups will be developed using the most current data.

**Person Responsible**

Cynthia Clay (pr4121@dadeschools.net)

2. From August 22 - October 14, 2022, resources for DI groups will be selected during Collaborative Planning.

**Person Responsible** Cynthia Clay (pr4121@dadeschools.net)

3. From August 22 - October 14, 2022, monitor the implementation of Differentiated Instruction during classroom walkthrough visits. OPMs will be done and reviewed bi-weekly to determine if students are making progress.

**Person Responsible** Cynthia Clay (pr4121@dadeschools.net)

4. From August 22 - October 14, 2022, reteach skills that students were not proficient from the topic assessments during Differentiated Instruction. Instruction will be scaffolded to meet the needs of students utilizing grade level material.

**Person Responsible** Cynthia Clay (pr4121@dadeschools.net)

5. From October 31 - December 16, 2022, in ELA grades K-2 teachers will utilize the i-Ready Foundational Skills Teacher Toolbox lessons during Differentiated Instruction to align appropriate resources to students' needs. In ELA grades 3-5, teachers will utilize the i-Ready Magnetic Readers during Differentiated Instruction, which will be modeled through CTC's (Coaching Teacher Collaboration). DI planning templates will be created for each K-5 Math Topic Assessment.

**Person Responsible** Cynthia Clay (pr4121@dadeschools.net)

From October 31 - December 16, 2022, in ELA grades K-5, the Ongoing Progress Monitoring scores will be tracked consistently by students and teachers.

**Person Responsible** Cynthia Clay (pr4121@dadeschools.net)

**#4. Transformational Leadership specifically relating to Leadership Development****Area of Focus  
Description and****Rationale:**

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

The greatest need for improvement is in the area of school personnel working together as a team. The 2020-2021 data showed that 94% of the staff felt that school personnel worked together as a team as compared to 69% in 2021-2022, with a difference of 25 percentage points.

**Measurable Outcome:**

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

If school personnel work together as a team, then the 2022-2023 Culture Data map will show a 10 percentage point improvement in the category of school personnel working together.

**Monitoring:**

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

The new actions will be to present monthly workshops on team-building activities to address this need for improvement. During faculty meetings, informal dialogues will take place to discuss specific matters and teacher share-outs will be encouraged. This will be monitored by agendas and sign in sheets of meetings.

**Person responsible for monitoring outcome:**

Kimberly Negrón (knegrón@dadeschools.net)

**Evidence-based Strategy:**

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

Promoting the Morale and Performance of the Team. The greatest need for improvement is in the area of school personnel working together as a team. The 2020-2021 data showed that 94% of the staff felt that school personnel worked together as a team as compared to 69% in 2021-2022, with a difference of 25 percentage points.

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

Promoting the Morale and Performance of the Team means that leaders check in with team members regularly and identify the need for boosting morale through positive reinforcement. Motivational efforts are employed regularly to ensure the morale remains high. We decided to focus on school personnel working together to address the critical needs within our school. The data reveals 69% of the staff believes that the staff works well together. To increase this percentage, we selected team-building activities because it will create a positive school culture and environment that will build and enhance opportunities for positive interaction.

**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.

1. From August 22 - October 14, 2022. The leadership team read and/or completed the "5 Languages of Appreciation in the Workplace" survey to identify the preferred form of communication between colleagues.

**Person Responsible**

Kimberly Negrón (knegrón@dadeschools.net)

2. From August 22 - October 14, 2022. A Team Building Workshop was conducted to build capacity in the area of team building with instructional staff and administrators, with a focus on communication, perseverance, motivation, building trust.

**Person Responsible** Kimberly Negrón (knegrón@dadeschools.net)

3. From August 22 - October 14, 2022. School team building activities focused on motivation and building trust will take place once a month during faculty meetings. Staff will provide motivational comments to peers through ice-breaker activities. (9/7/22)

During faculty meetings, staff will engage in activities focusing on how to be highly effective in the classroom, while building positive relationships by collaborating and gathering specific strategies based on the Framework of Effective Instruction.

**Person Responsible** Kimberly Negrón (knegrón@dadeschools.net)

4. From August 22 - October 14, 2022. Grade level teams will work together to develop activities for students and families. Grade level teams will plan monthly non academic activities that will engage all stakeholders to build stronger community bonds.(ex. movie nights, game nights)

**Person Responsible** Kimberly Negrón (knegrón@dadeschools.net)

5. From October 31 - December 16, 2022. The Social Committee will plan after school team building activities such as a staff game night, going to The Escape Room or participating in a scavenger hunt, where staff members will work together to accomplish goals.

**Person Responsible** Kimberly Negrón (knegrón@dadeschools.net)

6. Teachers, students and parents will engage in a STEM activity where they will construct products to solve problems through professional development and STEM Night.

**Person Responsible** Kimberly Negrón (knegrón@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 2021-2022 SAT data review, 37% of students in grade K scored below a Level 5 on the standardized Reading SAT assessment, 68% of students in grade 1 scored below a Level 5 on the



standardized Reading SAT assessment, and 61% of students in grade 2 scored below a Level 5 on the standardized Reading SAT assessment. We will strategically develop, explicitly deliver, and systematically monitor Tier 1 instruction to increase ELA Proficiency.

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

Based on the 2021-2022 FSA data review, 69% of students in grade 3 scored below a Level 3 on the standardized ELA assessment, 63% of students in grade 4 scored below a Level 3 on the standardized ELA assessment, and 58% of students in grade 5 scored below a Level 3 on the standardized ELA assessment. We will strategically develop, explicitly deliver, and systematically monitor Tier 1 instruction to increase ELA 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 develop, deliver, and monitor Tier 1 instruction in grades K-2, then 50% of students will pass the statewide ELA assessment.

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

If we successfully develop, deliver, and monitor Tier 1 instruction in grades 3-5, then our ELA Proficient students will increase by 7 percentage points as evidenced by the 2023 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 participate in weekly collaborative planning, following up with targeted walk-throughs, that monitor the alignment of planning to instructional delivery. Explicit feedback will be provided weekly and instructional shifts in planning will occur based on feedback. Transformation Coaches will collaboratively plan with teachers, utilizing instructional resources that define the expectation of the benchmarks and standards. Collection of observational data and explicit feedback will be used to adjust planning and instruction. Data analysis of bi-weekly Progress Monitoring Assessments, as well as product reviews, will be utilized to track progress and determine the effectiveness of instructional planning and delivery.

#### **Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

Clay, Cynthia, pr4121@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?

Standards-Based Collaborative Planning-Pillar I - Relevant, Rigorous, & Innovative Academics Priority 2: Eliminate the achievement gap while accelerating all students to their full academic potential.

**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 refers to any period of time that is scheduled during the school day for multiple teachers, or teams of teachers, to work together. Its primary purpose is to bring teachers together to learn from one another and collaborate on projects that will lead to improvements in standards-aligned lesson quality, instructional effectiveness, and student achievement. Standards-Based lessons should include detailed objectives, activities and assessments that evaluate students on the aligned standards-based content. Collaborative Planning improves collaboration among teachers and promotes learning, insights, and constructive feedback that occur during professional discussions among teachers. Standards-Based lessons, units, materials, and resources are improved when teachers work on them collaboratively.

**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
August 17, 2022. Collaborative planning by grade level will be scheduled weekly.	Clay, Cynthia, pr4121@dadeschools.net
From August 22 - October 14, 2022. The new B.E.S.T. Standards and Benchmarks will be introduced and analyzed during weekly collaborative planning sessions, and product reviews will also take place. The focus point during planning will be to ensure teachers are understanding the new standards and how to effectively deliver instruction. Data reviews will take place bi-weekly.	Clay, Cynthia, pr4121@dadeschools.net
From August 22 - October 14, 2022. Coaching Teacher Collaborations will take place as needed. The coaches will provide modeling during planning and in the classroom. Mini PDs will also take place during collaborative planning. Additional professional development will take place on the third Wednesday of each month based on the Needs Survey Assessment.	Clay, Cynthia, pr4121@dadeschools.net
From August 22 - October 14, 2022. The data will be reviewed bi-weekly to determine the effectiveness of planned instruction. (Ongoing)	Clay, Cynthia, pr4121@dadeschools.net
From October 31 - December 16, 2022, in ELA grades K-2, planning will include a focus on how to effectively implement the McGraw Hill Word Work framework components through modeling and guided practice. In ELA grades 3-5, planning will include a mini PD on the ELA Expectations and a focus on corrective feedback based on product reviews, followed by the implementation of debriefing protocols for immediate feedback.	Clay, Cynthia, pr4121@dadeschools.net
From October 31 - December 16, 2022, in ELA grades K-2, there will be a focus on Grammar lessons to build students' capacity for writing. In grades 3-5, teachers will model a Shared Write during weeks 3-4, and students will complete a Cold Write in weeks 5-6. In grades K-2 teachers will utilize the i-Ready Foundational Skills Teacher Toolbox lessons during Differentiated Instruction to align appropriate resources to students' needs. In ELA grades 3-5, teachers will utilize the i-Ready Magnetic Readers during Differentiated Instruction, which will be modeled through CTC's (Coaching Teacher Collaboration).	Clay, Cynthia, pr4121@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 strengths within School Culture are in Relationships, Physical & Emotional Safety and Support, Care, and Connections. Our school creates opportunities throughout the year to engage with parents and families

and ensure they have the necessary information to support their children. Students are supported through mentorship programs during school as well as after school. Staff are provided opportunities to take part in Team-Building activities. We provide opportunities for both staff and students to provide ongoing feedback and suggestions to school leaders and we schedule informal conferences with staff and students to garner information about their educational/professional experience at our school. We also ensure information is provided to all stakeholders through our Monday Moments, monthly calendars, school messenger messages, social media outlets, morning announcements. We continue to build our skill set in ensuring our classrooms are highly engaging and foster the highest level of engagement and learning.

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

The stakeholders that are involved in building a positive school culture and environment are: Our security team that greets guests upon entering the building and assisting to make everyone feel welcome. Our school Registrar that welcomes guests, staff, and students into the office. Administration gives greetings to all stakeholders and provides opportunities for all stakeholders to collaborate to strengthen our bond. Administration has an open door policy and addresses matters in a timely fashion. Grade Level Chairpersons communicate with their grade level teams on a daily basis and plans monthly family engagement activities to bring all stakeholders together to build positive relationships. Transformational Coaches meet with teachers on a weekly basis to plan fun and engaging lessons for students. The Educational Excellence School Advisory Committee meets to inform and provide a platform for all stakeholders to offer ideas on how to continue to promote a positive school culture and environment. The Community Liaison Specialist, Counselor, Success Coach and Mental Health Specialist provide resources to families and services to students and staff to reinforce respect, kindness, responsibility, self-control and good mental health. Our community partners provide incentives to keep students and staff motivated. They also provide resources and mentorship to our students.