Miami-Dade County Public Schools

Pine Villa Elementary School

2022-23 Schoolwide Improvement Plan

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Pine Villa Elementary School

21799 SW 117TH CT, Miami, FL 33170

http://pinevilla.dadeschools.net/

Demographics

Principal: Adam Pascual B

Start Date for this Principal: 7/2/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Economically Disadvantaged Students*
School Grades History	2021-22: C (51%) 2018-19: C (41%) 2017-18: B (59%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
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	98%

School Grades History

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

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our mission is to encourage an open, honest and positive climate comprised of passionate stakeholders. Through collaboration and support, we will empower each other with the common purpose of unleashing every child's potential to be successful lifelong learners in a digital society.

Provide the school's vision statement.

Through the passion and commitment of our stakeholders, we will collaboratively work together to build a school culture that will empower our teacher quality, accelerate curricular expertise and promote shared, sustained leadership which will foster lifelong student success.

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
Pascual, Adam	Principal	-Provide leadership, direction and co-ordination within the school. -Develop and maintain effective educational programs within the school and to promote the improvement of teaching and learning. -Create an organization and or climate which fosters student and teacher growth. -Responsible for: (a) the detailed organization of the school; (b) the development of the instructional program; (c) the assignment of duties to and the supervision of members of her staff and: (d) the general operation of the school facility.
Pinkston, Dorothy	Assistant Principal	• Assists the principal in planning and administering the instructional program and in conducting other activities necessary to provide quality instruction. • Assists the principal in providing for the use of student performance data as measured by state • and local assessment required in FSS 229.57. • Assists the principal in working collaboratively with the Educational Excellence School Advisory Council (EESAC) to identify school wide needs and implement plans to meet identified needs which support the school improvement plan • Assists the principal in implementing set procedures as outlined in the labor contract for observation and remediation of instructional personnel • Assists in implementation of the total instructional program, enforcing standards relative to continuous student progress, achievement, and promotion • Assists the principal in focusing on increased student achievement gains for continuous school improvement • Assists the principal in focusing on assessment of student achievement FSS 231.57 • Assists the principal in the development of the master schedule. • Assists with the development and implementation of the school's master schedule • Assists principal in explaining and enforcing policies, methods and procedures. • Meets with staff and individuals as needed to explain rules and procedures • Implements attendance procedures in accordance with Board policies. • Assists in the management of business matters and the physical plant. • Assists the principal with the cleanliness, construction, repair and maintenance, and safety of the building and of the surrounding grounds • Assists the principal with the monitoring of property control inventory • Assists the principal in the ordering of and accounting for all materials and equipment authorized for school. • Assists the principal in insuring that maintenance and repairs are efficiently and expeditiously accomplished. • Assists the principal with the implementation of Board policy related to safety to life issues

Name	Position Title	Job Duties and Responsibilities
		• Works cooperatively with teachers, parents, and community to resolve disciplinary matters to insure • appropriate behaviors within the learning environment. • Assists the principal in working cooperatively with students, parents, staff, and community agencies to insure appropriate behaviors within the learning environment • Assists the instructional staff in self-improvement and keeps them informed of available curriculum materials and staff development services. • Assists the principal with the implementation of an articulation program with the school, feeder • pattern, region, and district • Assists the principal in the assignment, training, supervision, and evaluation of staff. • Serves as a member of the management selection team • Assists the principal with the assessment and selection of employees at the work site • Arranges and conducts in-service activities and meetings at the work site • Assists the principal with the implementation and the determination of the effects of the individualized • professional development plans for all instructional personnel that is linked to improved student performance • Makes suggestions to the principal for improving the curriculum and managing the school site
Smith, Jennifer	Instructional Coach	-Coordinate and monitor teacher planning to support the development of rigorous standards based lessons. -Utilize the coaching model (planning, demonstrating, and providing feedback) with the implementation of evidenced-based instructional strategies to improve students' academic success. -Meets weekly with school-site administration and District's Turnaround staff to develop the weekly coaching calendar, reflect on the impact of coaching support provided and prioritize future support as evidenced through the coaching log. -Provides on-site embedded professional learning opportunities aligned to the needs of students based upon student assessment data. -Spends a minimum of 80 percent of the work week in direct contact with classroom teachers to improve instructional delivery. -Assists the administration in the interpretation of student assessment data to prioritize support. -Assists the classroom teacher in the interpretation of student assessment data and supporting the teacher in planning appropriate lessons to support the academic needs of students. -Supports the coordination and monitoring of intervention services to identified students. -Participates in professional development for Transformation Coaches and implements instructional practices with school-site personnel to improve student outcomes.

Name	Position Title	Job Duties and Responsibilities
Bell, Morgan	Instructional Coach	-Coordinate and monitor teacher planning to support the development of rigorous standards based lessons. -Utilize the coaching model (planning, demonstrating, and providing feedback) with the implementation of evidenced-based instructional strategies to improve students' academic success. -Meets weekly with school-site administration and District's Turnaround staff to develop the weekly coaching calendar, reflect on the impact of coaching support provided and prioritize future support as evidenced through the coaching log. -Provides on-site embedded professional learning opportunities aligned to the needs of students based upon student assessment data. -Spends a minimum of 80 percent of the work week in direct contact with classroom teachers to improve instructional delivery. -Assists the administration in the interpretation of student assessment data to prioritize support. -Assists the classroom teacher in the interpretation of student assessment data and supporting the teacher in planning appropriate lessons to support the academic needs of students. -Supports the coordination and monitoring of intervention services to identified students. -Participates in professional development for Transformation Coaches and implements instructional practices with school-site personnel to improve student outcomes.
Bishop, Cassandra	Instructional Coach	Primary Coach Grades K-2 -Coordinate and monitor teacher planning to support the development of rigorous standard based lessons. -Utilize the coaching model (planning, demonstrating, and providing feedback) with the implementation of evidenced-based instructional strategies to improve students' academic success. -Meets weekly with school-site administration and District's Turnaround staff to develop the weekly coaching calendar, reflect on the impact of coaching support provided and prioritize future support as evidenced through the coaching log. -Provides on-site embedded professional learning opportunities aligned to the needs of students based upon student assessment data. -Spends a minimum of 80 percent of the work week in direct contact with classroom teachers to improve instructional delivery. -Assists the administration in the interpretation of student assessment data to prioritize support. -Assists the classroom teacher in the interpretation of student assessment data and supporting the teacher in planning appropriate lessons to support the academic needs of students. -Supports the coordination and monitoring of intervention services to identified students.
Deveaux, Natasha	School Counselor	-Work closely with all teachers in identifying students needing additional social, emotional and/or academic support. Consistently meet with the

Name	Position Title	Job Duties and Responsibilities
		identified students -Develop a plan of action for students referred by teachers, parents or administrators who are currently experiencing challenges with their behaviors, attendance/punctuality, and academic performance. -Plan and/or promote programs, which enhance the academic, social or emotional growth of students Communicate student progress to parents/ families -Assure that appropriate, accurate information is maintained in each student's permanent, cumulative record -Assist with student scheduling needs
Santiago, Raquel	School Counselor	-Work closely with all teachers in identifying students needing additional social, emotional and/or academic support. Consistently meet with the identified students -Develop a plan of action for students referred by teachers, parents or administrators who are currently experiencing challenges with their behaviors, attendance/punctuality, and academic performance -Plan and/or promote programs, which enhance the academic, social or emotional growth of students -Communicate student progress to parents/families -Assure that appropriate, accurate information is maintained in each student's permanent, cumulative record -Assist with student scheduling needs
Quick, Argentina	Assistant Principal	• Assists the principal in planning and administering the instructional program and in conducting other activities necessary to provide quality instruction. • Assists the principal in providing for the use of student performance data as measured by state • and local assessment required in FSS 229.57. • Assists the principal in working collaboratively with the Educational Excellence School Advisory Council (EESAC) to identify school wide needs and implement plans to meet identified needs which support the school improvement plan • Assists the principal in implementing set procedures as outlined in the labor contract for observation and remediation of instructional personnel • Assists in implementation of the total instructional program, enforcing standards relative to continuous student progress, achievement, and promotion • Assists the principal in focusing on increased student achievement gains for continuous school improvement • Assists the principal in focusing on assessment of student achievement FSS 231.57 • Assists the principal in the development of the master schedule. • Assists with the development and implementation of the school's master schedule • Assists principal in explaining and enforcing policies, methods and procedures. • Meets with staff and individuals as needed to explain rules and procedures

Name	Position Title	Job Duties and Responsibilities
		• Implements attendance procedures in accordance with Board policies. • Assists in the management of business matters and the physical plant. • Assists the principal with the cleanliness, construction, repair and maintenance, and safety of the building and of the surrounding grounds • Assists the principal with the monitoring of property control inventory • Assists the principal in the ordering of and accounting for all materials and equipment authorized for school. • Assists the principal in insuring that maintenance and repairs are efficiently and expeditiously accomplished. • Assists the principal with the implementation of Board policy related to safety to life issues • Works cooperatively with teachers, parents, and community to resolve disciplinary matters to insure • appropriate behaviors within the learning environment. • Assists the principal in working cooperatively with students, parents, staff, and community agencies to insure appropriate behaviors within the learning environment • Assists the instructional staff in self-improvement and keeps them informed of available curriculum materials and staff development services. • Assists the principal with the implementation of an articulation program with the school, feeder • pattern, region, and district • Assists the principal in the assignment, training, supervision, and evaluation of staff. • Serves as a member of the management selection team • Assists the principal with the assessment and selection of employees at the work site • Arranges and conducts in-service activities and meetings at the work site • Assists the principal with the implementation and the determination of the effects of the individualized • professional development plans for all instructional personnel that is linked to improved student performance • Makes suggestions to the principal for improving the curriculum and managing the school site

Demographic Information

Principal start date

Saturday 7/2/2016, Adam Pascual 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.*

0

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.*

6

Total number of teacher positions allocated to the school

12

Total number of students enrolled at the school

169

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.

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	24	40	35	25	22	23	0	0	0	0	0	0	0	169
Attendance below 90 percent	0	17	12	6	8	5	0	0	0	0	0	0	0	48
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	3	11	12	2	7	0	0	0	0	0	0	0	35
Course failure in Math	0	1	4	4	1	5	0	0	0	0	0	0	0	15
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	3	6	5	0	0	0	0	0	0	0	14
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	1	4	0	0	0	0	0	0	0	5
Number of students with a substantial reading deficiency	0	4	13	18	10	11	0	0	0	0	0	0	0	56

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	3	11	7	5	9	0	0	0	0	0	0	0	35

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

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

Date this data was collected or last updated

Thursday 8/25/2022

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	27	41	37	37	27	31	0	0	0	0	0	0	0	200
Attendance below 90 percent	15	18	20	18	5	12	0	0	0	0	0	0	0	88
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	6	10	5	2	13	0	0	0	0	0	0	0	36
Course failure in Math	0	2	6	8	4	13	0	0	0	0	0	0	0	33
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Number of students with a substantial reading deficiency	5	12	27	28	13	21	0	0	0	0	0	0	0	106
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	7	6	10	14	3	16	0	0	0	0	0	0	0	56

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	8	6	5	13	0	0	0	0	0	0	0	0	0	32
Students retained two or more times	0	0	0	5	1	3	0	0	0	0	0	0	0	9

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	27	41	37	37	27	31	0	0	0	0	0	0	0	200
Attendance below 90 percent	15	18	20	18	5	12	0	0	0	0	0	0	0	88
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	6	10	5	2	13	0	0	0	0	0	0	0	36
Course failure in Math	0	2	6	8	4	13	0	0	0	0	0	0	0	33
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Number of students with a substantial reading deficiency	5	12	27	28	13	21	0	0	0	0	0	0	0	106
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	7	6	10	14	3	16	0	0	0	0	0	0	0	56

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	8	6	5	13	0	0	0	0	0	0	0	0	0	32
Students retained two or more times	0	0	0	5	1	3	0	0	0	0	0	0	0	9

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	28%	62%	56%				26%	62%	57%
ELA Learning Gains	61%						41%	62%	58%
ELA Lowest 25th Percentile	67%						73%	58%	53%
Math Achievement	51%	58%	50%				33%	69%	63%
Math Learning Gains	58%						41%	66%	62%
Math Lowest 25th Percentile	67%						57%	55%	51%
Science Achievement	24%	64%	59%				14%	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	30%	60%	-30%	58%	-28%
Cohort Comparison		0%				
04	2022					
	2019	21%	64%	-43%	58%	-37%
Cohort Comparison		-30%				
05	2022					
	2019	20%	60%	-40%	56%	-36%
Cohort Comparison		-21%				

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	39%	67%	-28%	62%	-23%
Cohort Comparison		0%				
04	2022					
	2019	21%	69%	-48%	64%	-43%
Cohort Comparison		-39%				
05	2022					
	2019	28%	65%	-37%	60%	-32%
Cohort Comparison		-21%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					
	2019	15%	53%	-38%	53%	-38%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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	59		38	45		7				
BLK	23	59	73	48	58		21				
HSP	50			58							
FRL	28	61	67	51	58	67	24				

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	8			28							
ELL											
BLK	16	38		42	52		52				
HSP				54							
FRL	13	30		43	45		48				

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	12	36		24	35		9				
BLK	25	38	67	31	36	50	13				
HSP	31	54		47	75						
FRL	26	41	73	33	41	57	14				

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	51
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	
Total Points Earned for the Federal Index	356
Total Components for the Federal Index	7

ESSA Federal Index	
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
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	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	47
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	54
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	51
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 emerging trend from the FSA Spring Reading and Math data is progression. The emerging trend across grade levels is that at least 50% of our students, in grades 3-5, improved in placement from AP1 to AP3, and more than 60% of the students met their annual typical growth goal in ELA. In Mathematics, at least 70% of students in grades 3-5 made increased gains, and more than 60% of students met their annual typical growth goal.

According to the 2022 FSA Reading data results, grades 3-5 demonstrated a 28% proficiency, a 15% increase from 2020-2021 school year. In the area of Mathematics, grades 3-5 demonstrated a 51% proficiency, an 8% increase from the previous year. All ELA subgroups achievement increased by 5 or more percentage points: SWD increased by 5 percentage points; BLK increased by 6 percentage points; and FRL increased by 15 points. Additionally, the school FSA data comparison from 2021 to 2022, shows an overall increase in Math Learning Gains in all subgroups. There was a 6 percentage point increase in the BLK subgroup and a 13 percentage point increase in the FRL subgroup.

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

Based on current iReady AP3 data, 3rd grade Mathematics and 4th grade reading students demonstrate the greatest need for improvement. iReady data showed that 3rd grade math has 57% of students meeting their annual typical growth goal as compared to 4th and 5th, which averaged 70%. Additionally, 57% of 4th grade reading students met their annual typical growth goal as compared to 3rd and 5th grade, which averaged 67%.

According to our 2022 FSA results, the areas of Science and Reading demonstrate the greatest need for improvement.

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

Due to low enrollment, the 3rd grade class went from being departmentalized to self-contained. The teacher that remained in 3rd grade was a first-year teacher, taking over all subjects in an accountable grade level. Keeping accountable grades departmentalized will allow for more focused instruction in each subject, resulting in increased proficiency. In the 4th grade ELA class, the teacher was a seasoned primary teacher who transitioned into an accountable grade for the first time. For improvement in this area, maintaining teachers in their current grade level will allow for more in-depth and consistent teaching practices in their respective subject matter.

During the 2022- 2023 school year we will be implementing BEST Standards aligned, grade level passages during TLC's to increase proficiency. Additionally, Reading IXL will be utilized as a supplemental resource for Differentiated Instruction. We will have ongoing data chats with tier 1, 2, and 3 students to ensure mastery of standards and to monitor proficiency. The use of cross-curricular writing during science instruction will increase the rigor and allow students time to reading complex texts several times, annotate using graphic organizers, and sentence frames, and discuss academic content with peers. Student data chats will utilize data trackers for PMAs and Topic Assessments created during D.I. sessions and extended learning opportunities such as our Breakfast Club Tutoring for mathematics.

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

Based on iReady AP3 current data, 3rd and 5th grade reading showed an increase of 67% of students meeting their annual typical growth goal. Additionally, 70% of 4th and 5th graders met their annual typical growth goal in mathematics. According to the 2022 FSA data results, the components that showed the most improvement were ELA and Mathematics L25 learning gains.

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

The consistent support of coaches and interventionists in the intermediate grades using differentiated instruction and consistently scheduled interventions were the contributing factors to this improvement. These actions were taken to implement consistent intervention and DI support from literacy and math coaches.

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

• Differentiated Instruction
• Instructional Support/ Coaching
• Job-embedded Professional Development
• Data Driven Decision Making/ Instruction
• Standards Aligned Instruction
• Cross Curricular Writing

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

The professional development opportunities that will be provided are will be to help in implementing the new Florida B.E.S.T. Standards, implementing the new FAST Assessment, classroom management and

setting expectations, School Improvement Plan, tips on parental Involvement, and differentiated instruction.

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

Ongoing team meetings, best practice sharing, and subject-area focused support from Transformation Coaches will help teachers better plan and implement lessons that drive students toward proficiency. These will be monitored via administrative observations and Principal data chats.

During the 2022-2023 school year, collaborative science planning will be streamlined in alignment with our Topic Assessments to improve standard mastery. Additionally, Transformation Coaches and district CSS's will provide feedback and modeling sessions to teachers. Administrative walk-throughs will monitor the fidelity of the 5E Model, and the utilization of science resources aligned to benchmarks.

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

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on the 2021 and 2022 data, our school will implement the instructional practice of Standards-Aligned Instruction. Analysis of the student data indicated an overall increase in proficiency for ELA (15%) and Mathematics (8%). ELA L25 increased by 31% and Mathematics L25 showed an increase of 11% in 2022. There was a 26% decline in Science scores from school year 2020-2021 and 2021-2022.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we successfully implement Standards Aligned Instruction, then our students will increase their proficiency by 5 percentage points in Reading, Math, and Science as evidenced on the 2022- 2023 FAST Assessment data and the Statewide Science Assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Ongoing progress monitoring will be done using Text Dependent Questions in ELA grades 3-5, Daily End Products in ELA grades K-2, and Closure in Mathematics and Science Exit Tickets for K-5 to ensure student work aligns to the learning targets. The leadership team will monitor the effectiveness of instructional delivery during regular data chats to ensure that instruction is intentional and standards-aligned.
Person responsible for monitoring outcome:	Adam Pascual (pr4461@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Standards-Aligned Instruction refers to teachers executing lessons based on the standards/learning targets and ensure that all student products and teaching techniques are aligned to the intended standards. Teachers will deliver planned lessons to guide students through the demands of the standards/learning target. Students will show evidence of mastering the lesson objective through their work samples/tasks.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Standards ensure better accountability – holding both students and instructors responsible for learning outcomes. Since many of our teachers are new to the building and the field, this practice will ensure that a higher level of learning is attained by students, and teachers will be guided in the process of assessment and kept on track.

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.

Teachers will use pre-aligned curriculum, such as district pacing guides and the corresponding curricular resources. As a result, teachers will have a well-planned lesson aligned to specific instructional targets and all needed materials to execute the lesson. (August 22, 2022 - October 14, 2022)

Person Responsible Argentina Quick (aquick@dadeschools.net)

During weekly collaborative planning, Transformation Coaches will begin working with teachers, specifically in
ELA, Mathematics, and Science to develop anchor charts. As a result, teachers will leave collaborative planning with a product they can use to guide standards-aligned instruction. (August 22, 2022 - October 14, 2022)

Person Responsible   Jennifer Smith (287660@dadeschools.net)

Teachers will analyze assessment data using FAST PMs, PMAs, Topic Assessments, and quarterly assessments in grade level planning meetings to identify areas in need of strengthening. As a result teachers will be able to choose standards aligned resources to differentiate instruction and meet the needs of all learners. (August 22, 2022- October 14, 2022)

Person Responsible   Adam Pascual (pr4461@dadeschools.net)

The Leadership Team will conduct quarterly data chats focusing on specific standards needing improvement.
As a result, teachers will be able to further analyze student performance data and determine how to use the information to drive instruction. (August 22, 2022- October 14, 2022)

Person Responsible   Adam Pascual (pr4461@dadeschools.net)

During weekly math collaborative planning, the math Transformation Coach will begin role-playing the use of strategies with teachers that were shared during professional development and coaching cycles. As a result, teachers will gain confidence in the use of the new math strategies that promote student proficiency in the curriculum. (October 31, 2022 - December 16, 2022)

Person Responsible   Morgan Bell (329450@dadeschools.net)

During weekly ELA collaborative planning, the ELA Transformation Coaches will begin role-playing the use of strategies with teachers that were shared during professional development and coaching cycles. As a result, teachers will gain confidence in the use of the ELA strategies that promote student proficiency in the curriculum. (October 31, 2022 - December 16, 2022)

Person Responsible   Jennifer Smith (287660@dadeschools.net)

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on the data review, our school was identified as having one ESSA subgroup, Students with Disabilities (SWD). Within the SWD subgroup only 13% of students are at proficiency in ELA, 38% in Mathematics, and 7% in Science. Although there was improvement in the data from the 2020-2021 school year (8% ELA , 28% Math, and N/A for Science) continued improvement for Students with Disabilities is a primary concern and will be targeted my implementing Small Group Instruction.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Using small group instruction will increase proficiency in each subject (ELA, Math, and Science) by a minimum of 5-percentage points as measured by the 2023 FAST PM3 and the Florida Statewide Science Assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Leadership Team will monitor Small Group Instruction through lesson plans, classroom walk-throughs, and evidence of student work using D.I. folders and notebooks. If we successfully implement small group instruction using differentiation, then subject matter proficiency will increase by a minimum of 5 percentage points as evidenced by the 2023 PM3 assessments and the Florida Statewide Science Assessment.
Person responsible for monitoring outcome:	Adam Pascual (pr4461@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Checking for Understanding is part of a formative assessment system in which teachers identify learning goals, provide students feedback, and then plan instruction based on students' errors and misconceptions. Checks for Understanding are embedded in the curricular materials for the 2022-2023 B.E.S.T. Standards, including the pacing guides used to prepare lessons and the required technology programs designed for D.I.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	This strategy will assist teachers in obtaining information during the ELA lesson that can be used to redirect lesson delivery, provide students with feedback, and clear students' errors and misconceptions. Based on the data only 55% of K-2 students and 28% of students in grades 3-5 are proficient in reading. Data-Driven Decision Making will ensure that teachers are targeting specific deficiencies or areas of growth based on the data and implementing lessons that will bridge the gap in student learning, thereby increasing student proficiency.

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

In-class modeling by the Transformation Coaches to train and support teachers' understanding of how to provide appropriate instructional interventions to build students' reading comprehension, fluency, vocabulary, and writing skills. As a result all teachers will learn the correct implementation of a strategy which ensures that the strategy is uniform throughout the grade levels. (August 22, 2022 – October 14, 2022).

Person Responsible   Cassandra Bishop (281128@dadeschools.net)

Teachers and coaches will be sure that students' IEP goals are embedded within the ELA activities and scaffolding is clear and deliberate to meet each students' goals. As a result, teachers will be able to include all students equitably during instruction. (August 22, 2022 – October 14, 2022)

Person Responsible   Natasha Deveaux (deveaux@dadeschools.net)

Teachers will clearly identify the education standards, know where each child is in relation to those standards, and which research-supported instructional practices will help children progress. As a result, teacher will be able to check for understanding throughout the lesson and easily create D.I. groupings (August 22, 2022 – October 14, 2022)

Person Responsible   Argentina Quick (aquick@dadeschools.net)

Teachers will use use effective questioning techniques to help students verbalize their understanding of the concept or topic and then clear up misconceptions or add depth to their thoughts. As a result, students will build confidence in participating and take ownership of their learning. (August 22, 2022 – October 14, 2022)

Person Responsible   Adam Pascual (pr4461@dadeschools.net)

Biweekly, during science, the Transformation Coaches will begin modeling the use of ELA strategies in the classroom. As a result, teachers will gain confidence in the use of the new strategies and understand how to incorporate them into non-ELA subject areas to help promote student reading proficiency. (October 31, 2022 - December 16, 2022)

Person Responsible   Jennifer Smith (287660@dadeschools.net)

Teachers will begin using Level 3 and 4 Depth of Knowledge (DOK) Questioning Stems with the students to build comprehension and thinking. As a result, students will attempt to analyze information and increase their ability to think more deeply about their responses. (October 31, 2022 - December 16, 2022)

Person Responsible   Argentina Quick (aquick@dadeschools.net)

#3. Positive Culture and Environment specifically relating to Student Attendance	
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 attendance data, 16% of our students were absent more than 31 days during the 2021-2022 school year and 25% were absent between 16 and 30 days. To improve academic proficiency, students must attend school on a consistent basis.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	For 2022-2023 we will improve student attendance by 7 percentage points or fewer days absent as compared to the 2021-2022 school year.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The leadership team will monitor attendance bulletins daily and identify students with high absenteeism during weekly leadership meetings. Students with absences with 3 or more absences will be referred to the Attendance Review Committee and the Attendance Interventionist for follow-up.
Person responsible for monitoring outcome:	Adam Pascual (pr4461@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	We will implement Attendance Incentive Programs for students and families recognizing those who have good and/or improved attendance. Incorporating strategic attendance initiatives involves close monitoring and reporting of student absences, calls to parents, and more direct measures such as home visits, counseling, and referrals to outside agencies. We will also provide recognition and incentives for students with good attendance.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	The school will incentivize attendance to take advantage of the fact that students often respond better to concrete rewards than they do to lectures from parents and teachers. Increases in student attendance will provide higher learning outcomes for our students and promote social-emotional development.

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.

During faculty meetings, the Pine Villa Elementary Attendance Review Committee (ARC) members will review the attendance initiatives, incentives, and process for referring students who do not attend school regularly. As a result, teachers will understand referral process and how to support students with inconsistent attendance. (August 22, 2022 - October 14, 2022)

Person Responsible   Raquel Santiago (rasantiago@dadeschools.net)

Teachers will monitor attendance bulletins daily. They will reach out to parents/guardians regarding students with inconsistent attendance and maintain contact logs to use as a reference. As a result, teachers will be able to send referrals to the ARC in a timely manner. (August 22, 2022 - October 14, 2022)

Person Responsible   Raquel Santiago (rasantiago@dadeschools.net)

Utilize the HERO program as provided by the district, which assigns an Attendance Interventionist to our school to assist with truant students. The interventionist will work closely with the Attendance Review Committee to contact parents of students with 3 or more absences or tardies to schedule conferences and/or home visits. As a result, families will be able to discuss the reason for the absenteeism and we may be able to provide assistance to get students in school regularly. (August 22, 2022 - October 14, 2022)

Person Responsible   Adam Pascual (pr4461@dadeschools.net)

As a school, collaboratively define attendance incentives and create a plan of action to acquire incentives and track attendance. As a result, the school will be able to consistently reward students and families who show consistent and/or improved attendance. (August 22, 2022 - October 14, 2022)

Person Responsible   Argentina Quick (aquick@dadeschools.net)

Work with the HERO program to take a deeper dive into the absences of students whose families have already been contacted to follow-up on services and additional resources. As a result, the school will be able to assist in referring agencies that may have resources to assist families. (October 31, 2022 - December 16, 2022)

Person Responsible   Raquel Santiago (rasantiago@dadeschools.net)

Allow students to create or vote on two incentives to reward students for attendance during the second quarter. The ARC will promote the incentive daily on the morning announcements, track attendance and prepare for the implementation of the chosen incentive. As a result, students will take ownership in their personal attendance and aid in limiting the amount of time school is missed. (October 31, 2022 - December 16, 2022)

Person Responsible   Raquel Santiago (rasantiago@dadeschools.net)

#4. Transformational Leadership specifically relating to Teacher Recruitment and Retention	
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 DAS Power BI report, the Staff Level Data for the 2022-2023 school year shows that 33% of the teachers are new to the school, 42% are new to the position or grade level, and 42% are within their first three years of teaching.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By establishing an on-going support structure for new teachers via the evidence based practice of Generating Momentum to Accomplish School and Community Goals, we will see at least an 80% retention rate of instructional personnel at the start of the 2023-2024 school year.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Throughout the year conversations will happen between the Principal and new teachers, coaches and teachers, and the Leadership Team to discuss incentives, professional development and methods of support to offer teachers.
Person responsible for monitoring outcome:	Adam Pascual (pr4461@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Generating Momentum to Accomplish School and Community Goals is a strategy that requires an alignment of team and individual effort. Pathways must be provided to equip others with the right tools for success. Excelling in this area requires enhancing individual performance through professional development, tapping into individual strengths by identifying critical members of the team to harness input, and promoting a common bond and on-going communication so that goals are attainable
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Transformation Coaches will provide teacher-coach relationships to positively impact both teacher practices and student achievement via collaborative goal setting, planning, observations, and reflection.

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.

Provide new teachers with MINT or Buddy Mentors for the 2022-2023 school year and follow-up with quarterly dialog with administration. As a result, new teachers will be able to have one-on-one assistance for navigating the school system, professional development, and receiving personal feedback on their instructional experiences. (August 22, 2022 – October 14, 2022).

Person Responsible   Adam Pascual (pr4461@dadeschools.net)

Extend the opportunity for staff to reflect on teaching and management strategies used in their classrooms by hosting a bi-weekly "Thoughtful Thursdays" event where teachers and coaches can informally discuss what worked and what did not during lessons. As a result, teachers will be encouraged and supported in evaluating practices and pivoting, if necessary. (August 22, 2022 – October 14, 2022)

Person Responsible   Argentina Quick (aquick@dadeschools.net)

Offer "Teacher-Perks" such as free coffee, school swag, extra classroom supplies, certificates and awards, and recognition on newsletters, and social media platforms. As a result we will build a supportive culture of acceptance and inclusiveness. (August 22, 2022 - October 14, 2022)

Person Responsible   Adam Pascual (pr4461@dadeschools.net)

Transformation Coaches will schedule peer observations and embed time for discussions and feedback. As a result, teachers will be able to learn helpful strategies from one another to implement in their own classrooms. (August 22, 2022 – October 14, 2022).

Person Responsible   Cassandra Bishop (281128@dadeschools.net)

Continue sharing information with instructional staff about PD opportunities from the district and begin offering in-house opportunities on school-based needs with master plan points. As a result,
(October 31, 2022 - December 16th, 2022)

Person Responsible   Cassandra Bishop (281128@dadeschools.net)

Data chats with administration during the first week of November and follow-up with coaches and support personnel for all areas of concern and focus. As a result, teachers will be able to collaborate with administration, thoroughly analyze data, set goals, and express their concerns and/or additional needs. (October 31, 2022 - December 16th, 2022)

Person Responsible   Adam Pascual (pr4461@dadeschools.net)

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Based on the data only 55% of K-2 students are proficient in reading. Transformation Coaches will facilitate weekly collaborative planning sessions with K-2 teachers, focusing on Differentiated Instruction during small groups. As a result, teachers will continuously analyze student data to determine the appropriate standard aligned, grade level instruction, to meet student needs.

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

Based on the 2021-2022 school year FSA data, it showed 28% of students in grades 3-5 scored at a proficiency level of 3 or higher in ELA. To target this area of concern we will facilitate weekly collaborative planning sessions focusing on Differentiated Instruction during small groups. As a result, teachers will continuously analyze student data to determine the appropriate standard aligned, grade level instruction, to meet student needs.

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

If we successfully implement Differentiated Instruction during small groups, then reading proficiency in grades K-2 will increase by a minimum of 5 percentage points as evidenced by the 2023 PM assessments.

Grades 3-5: Measureable Outcome(s)

If we successfully implement Differentiated Instruction during small groups, then reading proficiency in grades 3-5 will increase by a minimum of 5 percentage points as evidenced by the 2023 PM 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. During biweekly Leadership Team meetings, the available data will be disaggregated using data trackers to determine how effective differentiated instruction during small groups has been and where we can improve or strengthen.

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

Basulto, Elianeys, ebasulto@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?

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 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?

Based on the data only 55% of K-2 students and 28% of students in grades 3-5 are proficient in reading. This strategy will assist teachers in obtaining information about the effectiveness of the ELA lesson that can be used to redirect lesson delivery, regroup students, and make changes to some instructional resources.

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
Literacy Leadership: The Leadership Team will monitor collaborative planning, instructional delivery, small group lesson plans, and DI student products. As a result, leadership will be involved in the planning of lessons ensuring that they are standards-aligned and on target towards proficiency goals for 2022-2023. (August 22, 2022 - October 14, 2022)	Quick, Argentina, aquick@dadeschools.net
Literacy Coaching: Facilitate weekly collaborative planning sessions focusing on differentiated instruction. As a result, teachers will continuously analyze student data to determine the appropriate standard aligned, grade level instruction to meet student needs. Thereby creating classroom lessons that are clearly aligned to the new standards. (August 22, 2022 - October 14, 2022)	Smith, Jennifer, 287660@dadeschools.net
Assessment: Students and teachers will teachers in grades K-5 will track their scores using Data Trackers and DI folders. As a result, students' scores will be monitored by both the teacher and the student to use during data chats. (August 22, 2022 - October 14, 2022)	Bell, Morgan, 329450@dadeschools.net
Professional Learning: Conduct on-going mini-PDs on the use of pacing guides, organizing D.I., and choosing effective instructional resources. As a result, teachers will plan lessons confidently that target student needs.	Quick, Argentina, aquick@dadeschools.net
Literacy Coaching: Continued facilitation of weekly collaborative planning sessions that focus on differentiated instruction. As a result, teachers will continue to analyze student data to determine the appropriate standard aligned, grade level instruction to meet student needs. As a result, classroom lessons will be clearly aligned to the new standards. (October 31, 2022 - December 16, 2022)	Basulto, Elianeys, ebasulto@dadeschools.net
Assessment: Teachers will use the information from the administrative data chats to plan for instruction and make modifications to the classroom setting. As a result, they will be able to focus on the strengths of students and target individual needs based on assessment results. (October 31, 2022 - December 16, 2022)	Quick, Argentina, aquick@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.

Through the PLST team, Professional Development sessions have been created that focus on team building, protocols for positive dialogue, and content area knowledge. Sessions have been developed for teachers that will facilitate maximum positive learning experiences. Student birthdays are celebrated daily through shout-outs on the morning announcements, employees are highlighted on social media weekly, and quarterly data café sessions have been planned. Mindful-Minute practices will be used daily with one activity school-wide via the morning announcements and follow-up activities implemented in the classroom by instructors.

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

PLST Members and Leadership Team
Basulto- Principal, ensures programs and school practices are facilitated and closely monitored
Quick- Assistant Principal, oversees and explains roles and responsibilities of each team member
Smith- Instructional Coach, CFG Coach, Mentor Buddy
Bell- Instructional Coach, Gradebook Manager
Bishop- Instructional Coach, Mentor Buddy, PD Liaison
McBride- New teacher support mentor, CFG Coach
Carrigan- Technology innovator and website manager
Santiago- Success Coach
Deveaux- Counselor