

Miami-Dade County Public Schools

Phyllis Wheatley Elementary School



2022-23 Schoolwide Improvement Plan

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Phyllis Wheatley Elementary School

1801 NW 1ST PL, Miami, FL 33136

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

Demographics

Principal: Cathy Williams

Start Date for this Principal: 7/16/2013

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* Hispanic Students* Economically Disadvantaged Students*
School Grades History	2021-22: C (48%) 2018-19: B (56%) 2017-18: C (48%)
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	TSI

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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Phyllis Wheatley Elementary School

1801 NW 1ST PL, Miami, FL 33136

<http://pwes.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	95%

School Grades History

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

School Board Approval

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SIP Authority

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

At Phillis Wheatley Elementary School, CHILDREN COME FIRST. We believe all of our students have the right to meet their fullest potential so they may become productive citizens in our society.

Provide the school's vision statement.

At Phillis Wheatley Elementary School, we are preparing students to meet world class standards and are committed to the development of academic excellence with parental and community involvement. Phillis Wheatley Elementary is a "Positive Behavior Support" school with high academic and behavior expectations for our students.

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
Williams, Cathy	Principal	Cathy M. Williams, Principal, will provide a common vision for the use of data-based decision-making, ensure the School Leadership Team is implementing Rtl, conduct assessment of Rtl skills of school staff, ensure implementation of intervention support and documentation, ensure adequate professional development to support Rtl implementation, and communicate with parents regarding school-based Rtl plans and activities.
Izquierdo-Nunez, Tessie	Assistant Principal	Tessie Izquierdo-Nunez, Assistant Principal, will provide guidance on K-12 Comprehensive Reading, Mathematics, and Science Plans; facilitate and support data collection activities; assist in data analysis; provide professional development and technical assistance to teachers regarding data based instructional planning; ensure ESE and ESOL policies and procedures are followed, and support the implementation of Tier 1, Tier 2, and Tier 3 Intervention Plans.
Jean-Mary, Bienicka	Reading Coach	Bienicka Jean-Mary, Reading Coach, will develop, lead, and evaluate school core content standards/program; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches, and identify systematic patterns of student needs while working with district personnel to identify appropriate evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk"; assist in the design and implementation of progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment.
Oates, Sarica	Math Coach	Sarica Oates, Math Coach, will develop, lead, and evaluate school core content standards/program; identify and analyze existing literature on scientifically based curriculum/ behavior assessment and intervention approaches, and identify systematic patterns of student needs while working with district personnel to identify appropriate evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk"; assist in the design and implementation of progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment.
Brown, Iatarra	School Counselor	Iatarra Brown, Guidance Counselor, will provide quality services and expertise on issues ranging from academic, behavioral, and SEL needs of students, as well as facilitate school-wide initiatives, such as Positive Behavior System (PBS) Program, Attendance, Character Education, and Discipline.
Wiener, Stacey	Instructional Media	Stacey Wiener, Media Specialist, will provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/

Name	Position Title	Job Duties and Responsibilities
Garcia, Yusley	Teacher, ESE	<p>intervention/enrichment, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.</p> <p>Yusley Garcia, ESE Teacher, will provide instruction and support to all students and instructional staff to ensure the instructional needs of students are met, at-risk students are identified, and proper documentation for the RtI process are implemented within the appropriate time frame.</p>

Demographic Information

Principal start date

Tuesday 7/16/2013, Cathy Williams

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

1

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

12

Total number of teacher positions allocated to the school

9

Total number of students enrolled at the school

201

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

0

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	38	45	22	48	25	30	0	0	0	0	0	0	0	208
Attendance below 90 percent	0	21	7	18	8	10	0	0	0	0	0	0	0	64
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	3	8	2	0	0	0	0	0	0	0	0	14
Course failure in Math	0	1	2	6	6	1	0	0	0	0	0	0	0	16
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	12	8	11	0	0	0	0	0	0	0	31
Level 1 on 2022 statewide FSA Math assessment	0	0	0	7	5	11	0	0	0	0	0	0	0	23
Number of students with a substantial reading deficiency	0	2	15	23	13	22	0	0	0	0	0	0	0	75

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	0	7	22	12	20	0	0	0	0	0	0	0	61

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	6	13	1	0	0	0	0	0	0	0	0	20
Students retained two or more times	0	0	1	3	2	4	0	0	0	0	0	0	0	10

Date this data was collected or last updated

Monday 8/22/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	32	14	34	44	23	35	0	0	0	0	0	0	0	182
Attendance below 90 percent	11	10	25	17	10	23	0	0	0	0	0	0	0	96
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	3	0	3	7	5	5	0	0	0	0	0	0	0	23
Course failure in Math	4	0	2	3	4	3	0	0	0	0	0	0	0	16
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Number of students with a substantial reading deficiency	8	5	22	22	15	26	0	0	0	0	0	0	0	98

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	6	2	5	8	6	6	0	0	0	0	0	0	0	33

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	4	6	6	3	3	0	0	0	0	0	0	0	30
Students retained two or more times	0	0	1	3	3	3	0	0	0	0	0	0	0	10

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	32	14	34	44	23	35	0	0	0	0	0	0	0	182
Attendance below 90 percent	11	10	25	17	10	23	0	0	0	0	0	0	0	96
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	3	0	3	7	5	5	0	0	0	0	0	0	0	23
Course failure in Math	4	0	2	3	4	3	0	0	0	0	0	0	0	16
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Number of students with a substantial reading deficiency	8	5	22	22	15	26	0	0	0	0	0	0	0	98

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	6	2	5	8	6	6	0	0	0	0	0	0	0	33

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	4	6	6	3	3	0	0	0	0	0	0	0	30
Students retained two or more times	0	0	1	3	3	3	0	0	0	0	0	0	0	10

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	30%	62%	56%				32%	62%	57%
ELA Learning Gains	52%						45%	62%	58%
ELA Lowest 25th Percentile	60%						60%	58%	53%
Math Achievement	42%	58%	50%				52%	69%	63%
Math Learning Gains	67%						79%	66%	62%
Math Lowest 25th Percentile	70%						100%	55%	51%
Science Achievement	16%	64%	59%				23%	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	34%	60%	-26%	58%	-24%
Cohort Comparison		0%				
04	2022					
	2019	38%	64%	-26%	58%	-20%
Cohort Comparison		-34%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	15%	60%	-45%	56%	-41%
Cohort Comparison		-38%				

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	36%	67%	-31%	62%	-26%
Cohort Comparison		0%				
04	2022					
	2019	48%	69%	-21%	64%	-16%
Cohort Comparison		-36%				
05	2022					
	2019	44%	65%	-21%	60%	-16%
Cohort Comparison		-48%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	14%	53%	-39%	53%	-39%
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				15							
ELL	30			40							
BLK	29	58		40	61		16				
HSP	33	36		44	82						
FRL	31	54	60	40	66	70	16				

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				7							
ELL											
BLK	20	32		19	5		11				
HSP	8			23							
FRL	19	35		20	15		13				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD				31							
ELL	20			40							
BLK	29	45		55	85	100	22				
HSP	36			43							
FRL	31	45	60	52	79	100	23				

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)	TSI
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	337
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	8
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3

English Language Learners

Federal Index - English Language Learners	35
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	41
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	49
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	48
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?

When looking at Reading Proficiency, our 2022 FSA ELA Proficiency is 30%. This correlates to our i-Ready Reading AP3 data, 28% of our third-fifth graders demonstrated reading proficiency. This trend is also evident with the incoming third graders, only 26% of our second graders scored proficiency on i-Ready AP3. Therefore implementing Differentiated Instruction, Student Engagement, and Interventions/ Rtl with fidelity are essential to improving students' reading proficiency.

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

The 2022 FCAT 2.0 Science scores indicate the greatest need for improvement. Our 2022 science proficiency was 16%. Proficiency on the FCAT Science 2.0 is typically related to students' reading comprehension skills. Therefore, infusing reading strategies into science instruction is critical to improving science proficiency.

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

Based on the 2021 i-Ready AP1 only 3% of our fifth graders demonstrated reading proficiency. Additionally, fifth graders contributed to the highest percentage of our 2022 L25, ESE, and ESOL subgroups. Therefore, infusing reading strategies into science instruction is critical to improving science proficiency.

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

According to i-Ready AP3 data, the overall math proficiency for grades 3-5 was 38%. This is a 26 percentage points increase from i-Ready AP1 (12%). Our 2022 FSA Math Learning Gains was 67% and our Math L25 was 70%.

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

During the 2021-2022 school year, we hired a Math Interventionist, conducted small group pull-out instruction, and used IXL Math, an instructional software, to remediate students' math skills.

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

Student Engagement is essential to accelerate learning. Increasing students' motivation, attention, curiosity, and interest in learning will be a major focus for achieving both academic, social, and behavior goals.

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.

At the Opening of School Meeting, we will conduct a Refresher Professional Development on Reading Horizons and IXL Math. During the first quarter of the 2022-2023 school year, we will provide professional development on Differentiated Instruction and Integrating Effective Reading & Questioning Strategies through Core & Special Area classes.

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 such as Before School, After School, and Winter/Spring Recess Academies will be implemented to address students' and to provide students opportunities beyond the school day for remediation and enrichment.

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 2022 FSA proficiency data, 30% of our third-fifth grade students are proficient in ELA and 42% were proficient in Mathematics, as compared to 18% proficiency for the 2021 FSA Reading and 19% proficiency for the 2021 FSA Mathematics. This data indicates there is a critical need to increase reading and math proficiency.

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

With the implementation of standards-aligned instruction, an additional 5% of the third, fourth, and fifth graders will score at grade level or above in the 2023 F.A.S.T. Reading PM3, and additional 5% on the 2023 F.A.S.T. Math PM3.

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

Administration will attend collaborative planning sessions to ensure teachers have a deeper understanding of the standards and resources. The Leadership Team will conduct quarterly data chats, adjust groups based on current data in real time, and review lesson plans to ensure standards-aligned instruction is taking place. Data Analysis of formative assessments of all students will be reviewed monthly to observe progress. Administration will create online trackers to monitor OPM data. This data will be analyzed during Leadership Team meetings to ensure all students are demonstrating growth.

Person responsible for monitoring outcome:

Cathy Williams (cwilliams5@dadeschools.net)

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

Our school will focus on the evidence-based strategy of standards-aligned instruction. Standards-aligned instruction will ensure all student products and teaching techniques are aligned to intended standards/learning targets.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific

Standards-aligned instruction will ensure teachers are executing lessons based on targeted standards/learning targets. Teachers will deliver lessons that guide students towards mastery of standards, which will be evident in students' work samples.

strategy.
Describe the
resources/
criteria used for
selecting this
strategy.

Action Steps to Implement

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

On August 16, 2022, the Instructional Coaches will provide professional development. As a result of the professional development, teachers will have a better understanding of the B.E.S.T. Standards, resources, instructional framework, pacing guide, and assessment calendars.

Person Responsible Bienicka Jean-Mary (291872@dadeschools.net)

August 22nd - October 14th, instructional coaches will implement collaborative planning sessions with teachers to develop lesson plans, modeling the delivery of content, and providing feedback on teachers' instructional delivery. As a result of the collaborative planning sessions, teachers will implement lessons that are aligned to intended standards/learning targets.

Person Responsible Tessie Izquierdo-Nunez (247855@dadeschools.net)

By September 30th, the sixth week of the 2022-2023 school year, administration will conduct data chats with instructional coaches, teachers, and students. As a result of the data chats and monitoring all data points, administration will be able to evaluate the effectiveness of whole group instruction, student engagement, and student mastery of standards.

Person Responsible Cathy Williams (cwilliams5@dadeschools.net)

August 22nd - October 14th, administration will conduct weekly walkthroughs. As a result of implementing weekly walkthroughs, administration can ensure instructional strategies developed in collaborative planning sessions are implemented, as well as provide teachers with feedback.

Person Responsible Tessie Izquierdo-Nunez (247855@dadeschools.net)

October 31st - December 16th, the Reading Coach will plan with teachers on how to stack the benchmarks and model the new Instructional Framework. As a result of the professional development, teachers will have a better understanding of the progression of the ELA benchmarks.

Person Responsible Bienicka Jean-Mary (291872@dadeschools.net)

October 31st - December 16th, the Math Coach will plan with teachers on how to stack the benchmarks and model the new Instructional Framework. As a result of the professional development, teachers will have a better understanding of the progression of the mathematics benchmarks.

Person Responsible Sarica Oates (249389@dadeschools.net)

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on the 2022 FSA Proficiency data, 15% of Students with Disabilities (SWD) are proficient in Mathematics and only 30% of English Language Learners (ELL) are proficient in Reading. Data from the 2022 FSA Learning Gains shows that 52% of students in grades 3-5 demonstrated Learning Gains in ELA and 67% demonstrated Learning Gains in Mathematics. Data from the 2022 FSA L25 Learning Gains shows that 60% of the L25 students demonstrated Learning Gains in ELA and 70% of the L25 demonstrates Learning Gains in Mathematics. In addition, based on the 2022 FSA proficiency data, 30% of our third-fifth grade students are proficient in ELA and 42% were in Mathematics, as compared to 18% Proficiency for the 2021 FSA Reading and 19% Proficiency for the 2021 FSA Mathematics. Based on this data, differentiation has been an effective strategy for improving students' proficiency and remediate of ELA and Mathematics standards.

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

With the implementation of differentiation, an additional 5% of SWD students will score at grade level or above and an additional 5% of ELL students will score at grade level or above on the F.A.S.T. Reading PM3 and F.A.S.T. Math PM3.

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

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 to ensure differentiation is aligned to current data. Administrators will review lesson plans for differentiation for SWD & ELL students. Data Analysis of formative assessments of SWD & ELL students will be reviewed monthly to observe progress. We will create online trackers to monitor OPM d+---ing growth on OPMS.

Person responsible for monitoring outcome:

Cathy Williams (cwilliams5@dadeschools.net)

Evidence-based Strategy: Describe the evidence-based strategy being

Within the Targeted Element of Differentiation, our school will focus on the evidence-based strategy of Differentiation. Differentiation will assist in accelerating the learning gains of our SWD & ELL students as it is a systematic approach of instruction to meet students' needs. Data-Driven Instruction will be monitored using data trackers to drive instructional planning and data driven conversations to include OPMs.

**implemented
for this Area
of Focus.**

**Rationale for
Evidence-
based**

Strategy:

**Explain the
rationale for
selecting
this specific
strategy.**

Differentiation will ensure teachers are using relevant, recent, and aligned data to plan lessons that are customized to students' needs. Teachers will continually adjust their instruction, lesson plans, and instructional delivery as new data becomes available.

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

Action Steps to Implement

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

On August 16, 2022, the Reading Coach will provide professional development to teachers. As a result of the professional development, teachers will have a better understanding of the B.E.S.T. Standards, Reading Resources, instructional framework, pacing guide, and assessment calendars.

**Person
Responsible** Bienicka Jean-Mary (291872@dadeschools.net)

By August 29, 2022, the instructional coaches, teachers & interventionists will analyze data and adjust student grouping. As a result of the data analysis and grouping of students, teachers will be able to identify instructional resources that meet the specific needs of ESE and ELL students.

**Person
Responsible** Tessie Izquierdo-Nunez (247855@dadeschools.net)

Throughout the 2022-2023 school year, administration will conduct weekly walkthroughs that will provide ESE & ELL teachers with feedback. This feedback will provide teachers with opportunities to improve their instructional delivery and student engagement.

**Person
Responsible** Cathy Williams (cwilliams5@dadeschools.net)

During the 2022-2023 school year, administration will review data and provide ESE & ELL students will opportunities to participate in extended learning opportunities. As a result of participating in extended learning opportunities, ESE & ELL students will remediate reading and math skills.

**Person
Responsible** Tessie Izquierdo-Nunez (247855@dadeschools.net)

By August 31, 2022, the ESE teachers will provide all general education teachers with copies of their ESE students' IEPs, listing the student's accommodations. The ESE teachers will also provide push-in and pull-out instructional support to ESE students. As a result of receiving accommodations and additional instructional support, ESE students will improve their reading and math skills.

**Person
Responsible** Yusley Garcia (322788@dadeschools.net)

October 31st to December 16th, during collaborative planning sessions, the Reading Coach will work with teachers on identifying appropriate resources for differentiated instruction. This will ensure teachers are using resources that are aligned to the academic needs of ESE and ELL students' academic needs.

Person Responsible Bienicka Jean-Mary (291872@dadeschools.net)

October 31st - December 16th, the ESE teachers will participate in professional development on Support Facilitation and Reading Horizons. As a result of participating in these PDs, ESE teachers will enhance their capacity to effectively collaborate with General Education Teachers and implement Tier 2 and 3 Reading Instruction that assist and addresses the needs of ESE students.

Person Responsible Yusley Garcia (322788@dadeschools.net)

#3. Positive Culture and Environment specifically relating to Attendance Initiatives

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on the data review, our school will implement the Targeted Element of Student Attendance. Student attendance continues to be an area of concern. For the 2021-2022 school year, 13% of our students had 11-15 absences, 28% had 16-30 absences, and 21% had 31 or more absences. We recognize the need to implement effective attendance initiatives to improve students' attendance, address the needs of our students and their families, and the collaborate with community agencies to ensure students are attending school on time and consistently.

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

If we successfully implement the Targeted Element of Student Attendance, our students will receive quality instruction that will contribute to improved student outcomes. With consistent student incentives, our attendance will increase 5 percentage points by June 2023.

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

The Attendance Review Committee (ARC) will work to connect with families who struggle with attendance, identify the root cause for absences, and will create a plan of action to ensure students are able to be present daily. The ARC will mentor individual students who have consistent truancy and connect with them bi-weekly to reward or encourage attendance efforts. The ARC will plan regular student incentives to promote consistent student attendance. Teachers will monitor their daily attendance and submit data to the ARC on a weekly basis with emphasis on attendance trends. To ensure we are on track to meeting the outcome above, this data will be discussed during data chats with teachers and students and parental contact will be made when necessary.

Person responsible for monitoring outcome:

Cathy Williams (cwilliams5@dadeschools.net)

Evidence-based Strategy: Describe the evidence-based strategy being

Within the Targeted Element of Student Attendance, our school will focus on the evidence based strategy of: Attendance Initiatives. Attendance Initiatives will assist in narrowing the absenteeism gap among our students. Student absences will be monitored on a weekly basis to prevent a pattern of excessive absences.

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.

Attendance Initiatives will assist in decreasing the number of student absences. The initiatives will provide the Leadership Team with a systematic approach to identify attendance issues, remediation, and rewards.

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.

Starting August 22, 2022, the Leadership Team will conduct weekly Attendance Review Committee (ARC) Meetings. The ARC Meetings will ensure truancy data is reviewed, truancy meetings are scheduled with parents and/or guardians, and services to improve student attendance are provided to students and families.

Person Responsible Tessie Izquierdo-Nunez (247855@dadeschools.net)

During the summer (July 2022 & August 2022), the Leadership Team will secure community stakeholders to purchase attendance incentives for students. As a result of implementing student attendance incentive, there will be a decrease in the number of students missing ten or more days from school.

Person Responsible Iatarra Brown (ivbrown@dadeschools.net)

On the first day of school (August 17, 2022), the Attendance Review Committee (ARC) will contact parents of No Show students. As the school year processes, the ARC will call parents when students obtain 3 or more unexcused absences. This action step will ensure that poor student attendance is address immediately.

Person Responsible Daline Ornecepe (dalineorn@dadeschools.net)

During the 2022-2023 school year, as new students, who have excessive absences, enter our school, administration will meet with parents. As a result of the meetings, parents will receive an overview of the District's Truancy Program, resources/services available, and steps they can take to improve their child's attendance and academic progress.

Person Responsible Tessie Izquierdo-Nunez (247855@dadeschools.net)

On Nov. 15, 2022, administration will conduct a refresher PD on the procedures outlined in our School-wide Attendance Plan and the District's Truancy Program. As a result of participating in the PD, teachers will have a better understanding of their professional responsibility of monitoring student attendance. This will also assist administration in identifying students and families that need additional support from outside agencies.

Person Responsible Cathy Williams (cwilliams5@dadeschools.net)

October 31st - December 16th, administration will continue to conduct ARC Meetings, complete the paperwork to refer students and families for iAttend Initiative services, and secure community partnerships for attendance incentives. The outcome of conducting ARC Meetings, referring families for services, and implementing attendance incentives is an increase in our school attendance rate.

Person Responsible Tessie Izquierdo-Nunez (247855@dadeschools.net)

#4. Transformational Leadership specifically relating to Leadership Development

Area of Focus

Description and Rationale: Based on the 2021-2022 School Climate Survey responses from staff, 20% of teachers Disagreed that they "Like working at my school." compared to 0% in 2020-2021. This indicates an increase of 20 percentage points. In addition, the 2021-2022 School Climate Survey responses from staff indicated that 33% Disagreed and 13% Strongly Disagreed that "Staff Morale is high.", compared to 0% Disagreed and 6% Strongly Disagreed during the 2020-2021 School Climate Survey. This is a 33 percentage points increase for Disagree and a 7 percentage points increase for Strongly Disagree. This data indicates there is a critical need to increase staff morale.

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

If we successfully implement Shared Leadership, in June 2023, our staff morale will increase by 10 percentage points for the 2022-2023 School Climate.

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

At the Opening of School Meetings, staff will complete a survey outlining interest, goals, and needs. Administration will use the data from the survey to provide professional development opportunities and obtain ideas for school initiatives/strategies/systems. Based on surveys, teachers will volunteer to lead different initiatives/strategies/systems implemented during the school year and showcase their leadership skills. In addition, at each faculty meeting, staff will have an opportunity to connect with peers and provide suggestions for initiatives/strategies/systems.

Person responsible for monitoring outcome:

Cathy Williams (cwilliams5@dadeschools.net)

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

Within the Area of Focus of Transformational Leadership, we will focus on Shared Leadership to ensure our teachers have opportunities to participate in making important decisions related to the school's organization, operation, and academics.

Rationale for Evidence-based Strategy:
Explain the rationale for

We want to empower teachers in our school by involving them in the decision-making process. Leading different initiatives will provide leadership opportunities for teachers while also giving them opportunities to provide suggestions on implementing initiatives our school should implement to improve student achievement, student engagement, student attendance, staff capacity, and staff morale.

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

Action Steps to Implement

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

During the August 12, 2022, Opening of School Meeting, administration will distribute a survey to teachers to obtain information on staff interest, goals, and needs. Results from the survey will be used to provide professional development to staff members.

Person Responsible Cathy Williams (cwilliams5@dadeschools.net)

At the August 16, 2022, Opening of School Meeting, staff members will have an opportunity to join school committees. As a member of various school committees, such as EESAC, Curriculum, PBS/Discipline, Safety/Facilities, Technology, and Grant Writing, staff members will have opportunities to implement and oversee school initiatives, and participate in professional development that are aligned to their needs.

Person Responsible Cathy Williams (cwilliams5@dadeschools.net)

At monthly faculty & EESAC meetings, administration will ensure staff members have an opportunity to provide suggestions on implementing school initiatives for improving staff capacity and staff morale. This action step will assist with staff feeling "their ideas are listened to and considered."

Person Responsible Cathy Williams (cwilliams5@dadeschools.net)

To improve staff morale, during the 2022-2023 school year, at monthly faculty & EESAC meetings, administration will ensure staff members have opportunities to provide suggestions on implementing school initiatives for improving student achievement, student engagement, and student attendance.

Person Responsible Cathy Williams (cwilliams5@dadeschools.net)

October 31st to December 16th, the school's Social Committee will organize team building activities. The purpose of the team building activities is to improve staff morale, cohesiveness, and school culture.

Person Responsible Iatarra Brown (ivbrown@dadeschools.net)

During the month of November 2022, administration will encourage teachers to complete "The 30-Day Happy Teacher Challenge" or "The Teacher Bucket List". These tasks focus on teachers connecting with students, building staff rapport, and highlighting the positive aspect of their jobs.

Person Responsible Cathy Williams (cwilliams5@dadeschools.net)

#5. Instructional Practice specifically relating to Student Engagement**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 2022 FSA proficiency data, 30% of our third-fifth grade students are proficient in ELA and 42% were proficient in Mathematics, as compared to 18% proficiency for the 2021 FSA Reading and 19% proficiency for the 2021 FSA Mathematics. This data indicates there is a critical need to improve Student Engagement. Student engagement will assist with improving students' attention, curiosity, interest, optimism, passion, and motivation to learn new and challenging standards/concepts.

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

As a result of improving student engagement, an additional 5% of the third, fourth, and fifth graders will score at grade level or above on the 2023 F.A.S.T. Reading AP3, and additional 5% on the 2023 F.A.S.T. Math AP3.

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

The Leadership Team will conduct regular walkthroughs to ensure students and teachers are actively engaged in teaching and learning, participating in a range of activities, using a variety of instructional tools, manipulatives, and interactive technology aligned to intended standards. Administrators will review lesson plans to ensure lessons are meaningful, promote active learning, and are aligned to standards/learning targets. Data Analysis of formative assessments of students will be reviewed during Leadership Team meetings to monitor students' mastery of standards and the effectiveness of instruction. Extended learning opportunities will be provided to those students who are not showing growth on formative assessments.

Person responsible for monitoring outcome:

Cathy Williams (cwilliams5@dadeschools.net)

Evidence-based Strategy: Describe the evidence-based strategy being implemented

Our school will focus on the evidence-based strategy of Student Engagement. Student engagement will assist with improving all students' attention, curiosity, interest, optimism, passion, and motivation to learning new and challenging standards/concepts. Student engagement also focuses on the cognitive, behavior, physical, and emotional well-being of all students. Students, teachers, and administrators will use data trackers to monitor student progress. Extended learning opportunities will be provided to students who are not demonstrating adequate process.

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.

Student engagement will ensure teachers are using instructional strategies that motivate students to actively participate in learning and take responsibility for their educational progress. Teachers will continue to adjust their instruction, lesson plans, and instructional delivery to incorporate activities that interesting, enjoyable, and engaging to students.

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.

On August 16, 2022, the math coach will provide professional development to teachers. As a result of the professional development, teachers will have a better understanding of the new reading, math, and science instructional framework, as well as the availability of District Instructional Software they can incorporate within lessons to engage students and address standards.

Person Responsible Sarica Oates (249389@dadeschools.net)

Throughout the 2022-2023 school year, instructional coaches will facilitate weekly collaborative planning sessions. As a result of the weekly collaborative planning sessions, teachers will align appropriate resources and instructional strategies that will actively engage students in meaningful activities that are aligned to targeted standards.

Person Responsible Sarica Oates (249389@dadeschools.net)

By August 22, 2022, administration will establish extended learning opportunities to address students' lack of academic progress. As a result of participating in extended learning opportunity, students will improve their reading and math skills.

Person Responsible Cathy Williams (cwilliams5@dadeschools.net)

August 22nd - October 14th, administration will conduct regular walkthroughs. As a result of implementing regular walkthroughs, administration can verify if students are engaging in a variety of meaningful activities that are aligned to standards/learning targets. Student engagement will be measured by students paying attention, listening, taking notes, asking questions, responding to questions, and working in cooperative groups.

Person Responsible Cathy Williams (cwilliams5@dadeschools.net)

October 31st - December 16th, during collaborative planning, the Reading Coach will model the SPADE strategy and teachers will implement during Whole Group Reading. As a result of teachers implementing the SPADE (Survey, Predict, Annotate, Dissect, and Explain) strategy, students will be able to break apart complex text and used text-based evidence to answer questions.

Person Responsible Bienicka Jean-Mary (291872@dadeschools.net)

October 31st - December 16th, during collaborative planning, the Math Coach will model the use of the MTR Questions and teachers will implement during the Explore portion of the math lesson. As a result of teachers implementing the Mathematical Thinking and Reasoning Questions throughout math lessons, students will gain mastery of mathematical content.

Person Responsible Sarica Oates (249389@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 2022 i-Ready AP3 Reading data, 40% of our second graders scored two or more grade levels below in Reading, 36% of our second graders scored one grade level below in Reading, and 24% of our second graders demonstrated proficiency in Reading. Therefore, for grades K-2, we will implement the Instructional Practice of Standard-Based Collaborative Planning for Reading/ELA. Standards-Based Collaborative Planning involves teams of teachers working 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. Our Standards-Based lessons will include detailed objectives, activities, and assessments that evaluate students on the aligned standards-based content. Collaborative Planning will improve collaboration among teachers and promotes learning, insights, and constructive feedback that occurs during professional discussions among teachers. Standards-Based lessons, units, materials, and resources are improved when teachers work on them collaboratively, which will also improve student learning, engagement, and achievement in Reading.

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

Based on the 2022 FSA Reading data, 30% of our third-fifth graders demonstrated proficiency in Reading. Therefore, for grades 3-5, we will implement the Instructional Practice of Standard-Based Collaborative Planning for Reading/ELA. Standards-Based Collaborative Planning involves teams of teachers working 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. Our Standards-Based lessons will include detailed objectives, activities, and assessments that evaluate students on the aligned standards-based content. Collaborative Planning will improve collaboration among teachers and promotes learning, insights, and constructive feedback that occurs during professional discussions among teachers. Standards-Based lessons, units, materials, and resources are improved when teachers work on them collaboratively, which will also improve student learning, engagement, and achievement in Reading.

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, then at least 35% of our K-2 students will be proficient in Reading on the 2023 State Assessments.

Grades 3-5: Measureable Outcome(s)

If we successfully develop, deliver, and monitor Tier 1 instruction, then our Reading Proficiency for Grades 3-5 students will increase by a minimum of 5 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 walkthroughs to 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 standards. Collection of observational data and explicit feedback will be utilized to adjust planning and instruction. Data analysis of bi-weekly progress monitoring assessments, as well as the review of products, will be utilized to track progress and determine the effectiveness of instructional delivery and planning.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Williams, Cathy, cwilliams5@dadeschools.net

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Within the Targeted Element of ELA, our school will focus on the evidence-based strategy of: Standards-Based Collaborative Planning. Standards based collaborative planning brings teachers together to learn from each other and collaborate on ways to improve teaching and learning within the school. These collaborations will result in improved lesson quality, instructional effectiveness, and an increase in student engagement and achievement. Standards based collaborative planning will be monitored by observation of developed instruction, product reviews, and progress monitoring performance.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

Standards-Based Collaborative Planning will ensure teachers plan rigorous and aligned lessons that translate into effective delivery. Continual feedback related to delivery, product effectiveness, and assessment performance will guide shifts and enhancements in instructional delivery and student performance.

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
During the Opening of School Meeting, on August 16, 2022, teachers will participate in professional development on the B.E.S.T. standards, instructional framework, pacing guide, and resources for Reading/ELA.	Jean-Mary, Bienicka, 291872@dadeschools.net
During the week of August 22, 2022, the Reading Coach will develop professional development for teachers and interventionists on the ELA/Reading series, Reading Elevate/Horizon's Intervention program, pacing guides, and instructional resources. .	Jean-Mary, Bienicka, 291872@dadeschools.net
Starting the week of August 29, 2022 and throughout the school year, teachers will participate in weekly collaborative planning with a focus on standards aligned instruction, stacking of the standards, and instructional resources for Reading/ELA and Reading Intervention.	Jean-Mary, Bienicka, 291872@dadeschools.net
During the summer, administration will create a schedule for weekly collaborative planning sessions for the Reading Coach, teachers, and interventionists.	Izquierdo-Nunez, Tessie, tizquierdo@dadeschools.net
During the week of August 22, 2022, the Reading Coach & teachers will analyze data to create DI and reading intervention groups based on students' needs and adjust groups based on current data.	Jean Mary, Bienicka, bjeanmary@dadeschools.net
Starting the week of August 29, 2022, administration will conduct regular walkthroughs to ensure DI and Reading Intervention instruction is being implemented with fidelity, and provide teachers with feedback.	Williams, Cathy, cwilliams5@dadeschools.net
October 31st - December 16th, teachers will incorporate more corrective feedback in reading books, specifically in the RWC of Respond to Reading. Corrective feedback will help to ensure students have clarification on their responses and are aware of how to properly response to questions in the future.	Jean-Mary, Bienicka, 291872@dadeschools.net
October 31st – December 16th, teachers will implement Daily End Products (DEPs) that are aligned to the ELA benchmarks being taught and the progression of benchmarks. As a result of teachers implementing DEPs, teachers can determine student progress and provide students opportunities to reflect and think critically	Jean Mary, Bienicka, bjeanmary@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 experiences throughout the year to engage with parents and families to ensure they have the necessary information to support their children. Students are supported through our mentorship program, Students with Academic Goals (SWAG) Club. Additionally, all student subgroups are supported through an inclusive learning environment. Both staff and students are given opportunities to provide feedback and suggestions to school leaders and we schedule informal conferences with staff and students to garner information about their educational/professional experiences at our school. We also ensure information is provided to all stakeholders through our parent monthly school calendar and weekly school newsletters for teachers. Additionally, we utilize Teams and GroupMe to remain in constant communication with staff members. Throughout the school year, staff are also provided opportunities to take part in team building activities, various celebrations, and professional development aligned to their interest and job requirements.

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

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principal, Instructional Coaches, Teacher Leaders, and School Counselor (our School Leadership Team). The Principal's role is to monitor and oversee all the school's initiatives and respond to concerns with morale by planning team and morale building and morale activities. The Assistant Principal will monitor the mentorship programs and assist in ensuring all information is shared with stakeholders in a timely manner. Instructional Coaches and Teacher Leaders assist in providing and responding to feedback from stakeholders. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families.