

Miami-Dade County Public Schools

# Francis S.Tucker K 8 Center



## 2022-23 Schoolwide Improvement Plan

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## Francis S.Tucker K 8 Center

3500 S DOUGLAS RD, Miami, FL 33133

<http://tucker.dade.k12.fl.us/>

### Demographics

Principal: Frederlette Pickett

Start Date for this Principal: 7/15/2022

|  |  |
|--|--|
| <b>2019-20 Status</b><br>(per MSID File)   | Active   |
| <b>School Type and Grades Served</b><br>(per MSID File)  | Combination School<br>PK-8   |
| <b>Primary Service Type</b><br>(per MSID File)   | K-12 General Education   |
| <b>2021-22 Title I School</b>  | Yes  |
| <b>2021-22 Economically Disadvantaged (FRL) Rate</b><br>(as reported on Survey 3)  | 100%   |
| <b>2021-22 ESSA Subgroups Represented</b><br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities*<br>English Language Learners<br>Black/African American Students*<br>Hispanic Students<br>Economically Disadvantaged Students |
| <b>School Grades History</b>   | 2021-22: C (49%)<br>2018-19: C (45%)<br>2017-18: A (63%)   |
| <b>2019-20 School Improvement (SI) Information*</b>  |  |
| <b>SI Region</b>   | Southeast  |
| <b>Regional Executive Director</b>   | <a href="#">LaShawn Russ-Porterfield</a>   |
| <b>Turnaround Option/Cycle</b>   | N/A  |
| <b>Year</b>  |  |
| <b>Support Tier</b>  |  |
| <b>ESSA Status</b>   | ATSI   |
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .   |  |

### School Board Approval

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

## SIP Authority

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

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

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

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

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

## Purpose and Outline of the SIP

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

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| <b>Title I Requirements</b>           | <b>0</b>  |
| <b>Budget to Support Goals</b>        | <b>0</b>  |

## Francis S.Tucker K 8 Center

3500 S DOUGLAS RD, Miami, FL 33133

<http://tucker.dade.k12.fl.us/>

### School Demographics

| School Type and Grades Served<br>(per MSID File) | 2021-22 Title I School | 2021-22 Economically Disadvantaged (FRL) Rate<br>(as reported on Survey 3) |
|--|------------------------|--|
| Combination School<br>PK-8                       | Yes                    | 100%   |
| Primary Service Type<br>(per MSID File)          | Charter School         | 2018-19 Minority Rate<br>(Reported as Non-white on Survey 2)               |
| K-12 General Education                           | No                     | 94%  |

### School Grades History

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

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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.**

Frances S. Tucker K-6 provides the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

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

The STArts Magnet program at Frances S. Tucker aims to nurture forward-thinking, action-oriented highly skilled, creative problem solvers who will become global citizens through the integration of Arts and STEM curriculum.

### 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  |
|------------------------|---------------------|--|
| Pickett, Fredrelette   | Principal           | Dr. Pickett's job duties and responsibility consists of meeting with the administrative team to collaborate with teachers in disaggregating, analyzing, and interpreting data. Additionally, Dr. Pickett will conduct walkthroughs in order to provide feedback and information for the appropriate implementation of data-driven instruction and observe student's academic learning needs being met.   |
| Garrido, Marisol       | Assistant Principal | Mrs. Garrido's job duties and responsibilities consist of meeting with the leadership team to disaggregate, analyze, and interpret data from baseline assessments, progress monitoring, and MTSS/RTI progress. Students in the lowest 25 percentile group will be identified and proper interventions will be implemented to meet the student's learning needs and monitor their progress. Additionally, identify and monitor RTI Tier 2 and Tier 3 intervention groups. Scheduling quarterly data chats with coaches and teachers to analyze and reflect data-driven instruction and student's academic growth progress. Weekly walkthroughs to observe standard-aligned instruction and student engagement in the classroom. |
| Salazar, Yaliesperanza | Math Coach          | Ms. Salazar's job duties and responsibilities consist of assisting teachers with the implementation of the mathematics curriculum. Provide support to teachers by following the coaching model. Meeting the leadership team to disaggregate, analyze, and interpret data from baseline assessments, progress monitoring, and MTSS/RTI progress. Identify students working below grade level or lowest 25 percent to coordinate appropriate intervention schedule for MTSS/RTI Tier 2 and Tier 3. Additionally, plan with teachers data driven instruction to meet students' learning needs and encourage teachers to participate in professional development to effectively implement mathematics materials and strategies.    |
| ALFARO, YANELIS        | Reading Coach       | Ms. Alfaro's job duties and responsibilities consist of assisting teachers with the implementation of the K-12 Comprehensive Research-based Reading Plan. Provide support to teachers by following the coaching model. Meeting the leadership team to disaggregate, analyze, and interpret data from baseline assessments, progress monitoring, and MTSS/RTI progress. Identify students working below grade level or lowest 25 percent to coordinate appropriate intervention schedule for MTSS/RTI Tier 2 and Tier 3. Additionally, plan with teachers data driven instruction to meet students' learning needs  |

| Name             | Position Title     | Job Duties and Responsibilities   |
|------------------|--------------------|---|
|                  |                    | and encourage teachers to participate in professional development to effectively implement reading materials and strategies.  |
| Herrera, Jose    | Magnet Coordinator | Mr. Herrera's job duties and responsibilities consist of assisting administration and teachers with implementation and on-going support of the magnet curriculum. He will provide coaching, mentoring, and training to all teachers to ensure student success with the magnet curriculum. Additionally, he will schedule quarterly data chats with the science coach and the teachers to analyze and reflect data-driven instruction and student's academic growth progress.  |
| Basualdo, Anabel | Science Coach      | Mrs. Basualdo's job responsibilities and duties consist of assisting the school's magnet lead teacher and project partners in developing magnet strand-specific curricula, designing authentic, experiential, and interdisciplinary magnet themed projects, and delivering quality content in the specialized magnet classes. She will also integrate computer supported collaborative learning by using design thinking, problem-based learning, and inquiry-based learning as instructional strategies. She will, moreover, assist teachers in implementing the science curriculum and working with the magnet lead teacher in analyzing and reflecting data-driven instruction and student's academic growth progress. |

### Demographic Information

#### Principal start date

Friday 7/15/2022, Frederlette Pickett

**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.*

0

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

18

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

284

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

6



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

3

## Demographic Data

### Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

| Indicator  | Grade Level |    |    |    |    |    |    |   |   |   |    |    |    | Total |
|--|-------------|----|----|----|----|----|----|---|---|---|----|----|----|-------|
|  | K           | 1  | 2  | 3  | 4  | 5  | 6  | 7 | 8 | 9 | 10 | 11 | 12 |       |
| Number of students enrolled                              | 24          | 45 | 36 | 53 | 30 | 45 | 51 | 0 | 0 | 0 | 0  | 0  | 0  | 284   |
| Attendance below 90 percent                              | 5           | 13 | 9  | 11 | 9  | 6  | 7  | 0 | 0 | 0 | 0  | 0  | 0  | 60    |
| One or more suspensions                                  | 0           | 0  | 0  | 0  | 0  | 0  | 0  | 0 | 0 | 0 | 0  | 0  | 0  |       |
| Course failure in ELA                                    | 0           | 2  | 4  | 13 | 6  | 2  | 6  | 0 | 0 | 0 | 0  | 0  | 0  | 33    |
| Course failure in Math                                   | 0           | 2  | 0  | 6  | 2  | 7  | 2  | 0 | 0 | 0 | 0  | 0  | 0  | 19    |
| Level 1 on 2022 statewide FSA ELA assessment             | 0           | 0  | 0  | 14 | 14 | 25 | 0  | 0 | 0 | 0 | 0  | 0  | 0  | 53    |
| Level 1 on 2022 statewide FSA Math assessment            | 0           | 0  | 0  | 9  | 22 | 31 | 0  | 0 | 0 | 0 | 0  | 0  | 0  | 62    |
| Number of students with a substantial reading deficiency | 0           | 0  | 0  | 0  | 0  | 0  | 0  | 0 | 0 | 0 | 0  | 0  | 0  |       |

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 | 1           | 2 | 2 | 13 | 6 | 14 | 14 | 0 | 0 | 0 | 0  | 0  | 0  | 52    |

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     | 3           | 2 | 3 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 17    |
| Students retained two or more times | 0           | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0  | 0  | 0  | 2     |

Date this data was collected or last updated

Tuesday 8/23/2022

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                              | 29          | 36 | 41 | 36 | 43 | 60 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 245   |
| Attendance below 90 percent                              | 15          | 11 | 11 | 14 | 9  | 14 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 74    |
| One or more suspensions                                  | 0           | 0  | 0  | 0  | 0  | 0  | 0 | 0 | 0 | 0 | 0  | 0  | 0  |       |
| Course failure in ELA                                    | 0           | 1  | 0  | 3  | 5  | 1  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 10    |
| Course failure in Math                                   | 0           | 0  | 1  | 0  | 3  | 0  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 4     |
| Level 1 on 2019 statewide FSA ELA assessment             | 0           | 0  | 0  | 0  | 0  | 2  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 2     |
| Level 1 on 2019 statewide FSA Math assessment            | 0           | 0  | 0  | 0  | 0  | 2  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 2     |
| Number of students with a substantial reading deficiency | 1           | 5  | 24 | 17 | 13 | 14 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 74    |

#### 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 | 2           | 1 | 1 | 5 | 4 | 2 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 15    |

#### 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     | 3           | 1 | 1 | 4 | 1 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 10    |
| Students retained two or more times | 0           | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 2     |

#### 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                              | 29          | 36 | 41 | 36 | 43 | 60 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 245   |
| Attendance below 90 percent                              | 15          | 11 | 11 | 14 | 9  | 14 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 74    |
| One or more suspensions                                  | 0           | 0  | 0  | 0  | 0  | 0  | 0 | 0 | 0 | 0 | 0  | 0  | 0  |       |
| Course failure in ELA                                    | 0           | 1  | 3  | 10 | 4  | 2  | 5 | 0 | 0 | 0 | 0  | 0  | 0  | 25    |
| Course failure in Math                                   | 0           | 0  | 1  | 6  | 2  | 7  | 3 | 0 | 0 | 0 | 0  | 0  | 0  | 19    |
| Level 1 on 2019 statewide FSA ELA assessment             | 0           | 0  | 0  | 6  | 14 | 24 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 44    |
| Level 1 on 2019 statewide FSA Math assessment            | 0           | 0  | 0  | 6  | 23 | 30 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 59    |
| Number of students with a substantial reading deficiency | 0           | 6  | 18 | 16 | 20 | 26 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 86    |

#### 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 | 0           | 1 | 5 | 7 | 15 | 21 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 49    |

**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     | 0           | 1 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 7     |
| Students retained two or more times | 0           | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 2     |

**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             | 44%    | 62%      | 55%   |        |          |       | 63%    | 63%      | 61%   |
| ELA Learning Gains          | 61%    |          |       |        |          |       | 52%    | 61%      | 59%   |
| ELA Lowest 25th Percentile  | 54%    |          |       |        |          |       | 35%    | 57%      | 54%   |
| Math Achievement            | 38%    | 51%      | 42%   |        |          |       | 59%    | 67%      | 62%   |
| Math Learning Gains         | 51%    |          |       |        |          |       | 44%    | 63%      | 59%   |
| Math Lowest 25th Percentile | 57%    |          |       |        |          |       | 22%    | 56%      | 52%   |
| Science Achievement         | 38%    | 60%      | 54%   |        |          |       | 43%    | 56%      | 56%   |
| Social Studies Achievement  |        | 68%      | 59%   |        |          |       |        | 80%      | 78%   |

**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 | 60%    | 60%      | 0%                         | 58%   | 2%                      |
| Cohort Comparison |      | 0%     |          |                            |       |                         |
| 04                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 53%    | 64%      | -11%                       | 58%   | -5%                     |
| Cohort Comparison |      | -60%   |          |                            |       |                         |

| ELA               |      |        |          |                            |       |                         |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade             | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 60%    | 60%      | 0%                         | 56%   | 4%                      |
| Cohort Comparison |      | -53%   |          |                            |       |                         |
| 06                | 2022 |        |          |                            |       |                         |
|                   | 2019 |        |          |                            |       |                         |
| Cohort Comparison |      | -60%   |          |                            |       |                         |
| 07                | 2022 |        |          |                            |       |                         |
|                   | 2019 |        |          |                            |       |                         |
| Cohort Comparison |      | 0%     |          |                            |       |                         |
| 08                | 2022 |        |          |                            |       |                         |
|                   | 2019 |        |          |                            |       |                         |
| Cohort Comparison |      | 0%     |          |                            |       |                         |

| 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 | 71%    | 67%      | 4%                         | 62%   | 9%                      |
| Cohort Comparison |      | 0%     |          |                            |       |                         |
| 04                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 55%    | 69%      | -14%                       | 64%   | -9%                     |
| Cohort Comparison |      | -71%   |          |                            |       |                         |
| 05                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 40%    | 65%      | -25%                       | 60%   | -20%                    |
| Cohort Comparison |      | -55%   |          |                            |       |                         |
| 06                | 2022 |        |          |                            |       |                         |
|                   | 2019 |        |          |                            |       |                         |
| Cohort Comparison |      | -40%   |          |                            |       |                         |
| 07                | 2022 |        |          |                            |       |                         |
|                   | 2019 |        |          |                            |       |                         |
| Cohort Comparison |      | 0%     |          |                            |       |                         |
| 08                | 2022 |        |          |                            |       |                         |
|                   | 2019 |        |          |                            |       |                         |
| Cohort Comparison |      | 0%     |          |                            |       |                         |

| SCIENCE |      |        |          |                            |       |                         |
|---------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade   | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05      | 2022 |        |          |                            |       |                         |

| SCIENCE           |      |        |          |                            |       |                         |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade             | Year | School | District | School-District Comparison | State | School-State Comparison |
|                   | 2019 | 40%    | 53%      | -13%                       | 53%   | -13%                    |
| Cohort Comparison |      |        |          |                            |       |                         |
| 06                | 2022 |        |          |                            |       |                         |
|                   | 2019 |        |          |                            |       |                         |
| Cohort Comparison |      | -40%   |          |                            |       |                         |
| 07                | 2022 |        |          |                            |       |                         |
|                   | 2019 |        |          |                            |       |                         |
| Cohort Comparison |      | 0%     |          |                            |       |                         |
| 08                | 2022 |        |          |                            |       |                         |
|                   | 2019 |        |          |                            |       |                         |
| Cohort Comparison |      | 0%     |          |                            |       |                         |

| BIOLOGY EOC  |        |          |                       |       |                    |
|--------------|--------|----------|-----------------------|-------|--------------------|
| Year         | School | District | School Minus District | State | School Minus State |
| 2022         |        |          |                       |       |                    |
| 2019         |        |          |                       |       |                    |
| CIVICS EOC   |        |          |                       |       |                    |
| Year         | School | District | School Minus District | State | School Minus State |
| 2022         |        |          |                       |       |                    |
| 2019         |        |          |                       |       |                    |
| HISTORY EOC  |        |          |                       |       |                    |
| Year         | School | District | School Minus District | State | School Minus State |
| 2022         |        |          |                       |       |                    |
| 2019         |        |          |                       |       |                    |
| ALGEBRA EOC  |        |          |                       |       |                    |
| Year         | School | District | School Minus District | State | School Minus State |
| 2022         |        |          |                       |       |                    |
| 2019         |        |          |                       |       |                    |
| GEOMETRY EOC |        |          |                       |       |                    |
| Year         | School | District | School Minus District | State | School Minus State |
| 2022         |        |          |                       |       |                    |
| 2019         |        |          |                       |       |                    |

### 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                                       | 22       | 41     |             | 30        | 64      |              | 23       |         |           |                   |                     |
| ELL                                       | 37       | 56     | 62          | 39        | 58      | 60           | 36       |         |           |                   |                     |
| BLK                                       | 27       | 54     |             | 15        | 29      |              | 15       |         |           |                   |                     |
| HSP                                       | 53       | 65     | 63          | 46        | 61      | 60           | 50       |         |           |                   |                     |
| FRL                                       | 41       | 61     | 56          | 35        | 50      | 55           | 36       |         |           |                   |                     |
| 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                                       | 42       | 47     |             | 50        | 33      |              | 50       |         |           |                   |                     |
| ELL                                       | 51       |        |             | 56        |         |              | 30       |         |           |                   |                     |
| BLK                                       | 34       | 38     |             | 27        | 14      |              | 50       |         |           |                   |                     |
| HSP                                       | 54       | 56     |             | 48        | 28      |              | 40       |         |           |                   |                     |
| FRL                                       | 45       | 44     |             | 38        | 18      |              | 42       |         |           |                   |                     |
| 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                                       | 51       | 44     | 31          | 45        | 31      | 14           | 32       |         |           |                   |                     |
| ELL                                       | 58       | 42     | 20          | 69        | 55      |              | 33       |         |           |                   |                     |
| BLK                                       | 61       | 54     |             | 47        | 30      |              | 36       |         |           |                   |                     |
| HSP                                       | 63       | 49     | 15          | 65        | 51      | 20           | 48       |         |           |                   |                     |
| FRL                                       | 61       | 48     | 30          | 57        | 42      | 20           | 41       |         |           |                   |                     |

### 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  | 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 | 41   |
| Total Points Earned for the Federal Index                                       | 384  |
| Total Components for the Federal Index  | 8    |
| Percent Tested  | 100% |
| Subgroup Data   |      |
| Students With Disabilities  |      |
| Federal Index - Students With Disabilities                                      | 36   |

| Students With Disabilities   |     |
|--|-----|
| 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                                      | 49  |
| English Language Learners Subgroup Below 41% in the Current Year?              | NO  |
| Number of Consecutive Years English Language Learners Subgroup Below 32%       | 0   |
| Native American Students   |     |
| Federal Index - Native American Students                                       |     |
| Native American Students Subgroup Below 41% in the Current Year?               | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32%        | 0   |
| Asian Students   |     |
| Federal Index - Asian Students   |     |
| Asian Students Subgroup Below 41% in the Current Year?                         | N/A |
| Number of Consecutive Years Asian Students Subgroup Below 32%                  | 0   |
| Black/African American Students  |     |
| Federal Index - Black/African American Students                                | 28  |
| Black/African American Students Subgroup Below 41% in the Current Year?        | YES |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | 1   |
| Hispanic Students  |     |
| Federal Index - Hispanic Students  | 55  |
| 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                                | 47  |
| 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?

According to 2022 FSA data findings:

- \*The school to district comparison shows an increase in the Achievement gap widening from 3rd to 5th grade in both ELA and Math
  - \*All ELA subgroups maintained an achievement level of 44%
  - \*All Math subgroups widened the achievement level 38%
  - \*All FCAT Science subgroups decreased to a proficiency level of 38%
  - \*All Math subgroups overall Learning Gains of L25 increased across all grade levels
  - \*All Reading subgroups overall Learning Gains of L25 increased across all grade levels
- Based on 2021-2022 FSA data findings:
- \* ELA overall proficiency level widened the achievement by 4% from 48% to 44%
  - \* ELA learning gains subgroup increased proficiency level by 9% from 52 to 61%%
  - \* Math overall proficiency level widened the achievement level by 3% from 41% to 38%
  - \* Math learning gains subgroup increased proficiency levels by 27% from 24% to 51%
  - \* FCAT Science overall proficiency level decreased 8% from 46% to 38%

As a result of the data findings for 2021-2022, it indicates that the most significant decreased occurred in achieving overall proficiency levels in ELA, Math, and Science.

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

Based on the 2021-2022 FSA data findings:

- \*The majority of our ELA Subgroups Learning Gains in L25 increased by 54% points
- \*The majority of our Math Subgroups Learning Gains in L25 increased by 57% points
- \*Our SWD students decreased across grade levels in learning gains to 35%
- \*Our ELL students maintained across grade level above 41% learning gains

According to 2021-2022 data findings, all students for ELA, Math, and science demonstrate a need for improvement in proficiency levels



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

We will continue to implement standards-based instruction in all classrooms by incorporating data-driven instruction to help meet the needs of our L25 subgroup. We will also encourage teachers to attend professional development that will further their understanding on using effective strategies that focus on scaffolding and differentiated instruction to meet students' learning needs. Intervention will be implemented to assist students in reducing their academic gap.

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

ELA proficiency decreased from 48 percentage points in 2021 to 44 percentage points on the 2022 FSA. In 2022 students in the L25 subgroup in Math demonstrated a growth of 19 percentage points when comparing IReady AP1 to AP3 data. In 2022 students in the L25 subgroup in Reading demonstrated a growth of 13 percentage points when comparing IReady AP1 to AP3 data.

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

We created a collaborative planning schedule that allotted time to plan for DI. Administrators will continue attending weekly collaborative planning sessions. They will now contribute to conversations with the leadership team to carefully align resources with the new BEST standards.

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

Data-driven instruction, extended learning opportunities, standards-based collaborative planning and interventions (RTI).

**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 PLS team will develop whole group sessions and job-embedded sessions on using data to drive instruction (September/22), aligning resources to small group instruction (October/22), tackling Progress Monitoring data (November/December/22), making adjustments to groups as data becomes available (2/23) and continuous data chats with individualized feedback and next steps (ongoing). Coaching cycles will also be implemented individually with teachers to support specific needs (ongoing).

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

Collaborative planning will be scheduled weekly and a member of the Leadership Team will attend to ensure fidelity to the strategies aligned to the goals being implemented school-wide. Extended learning opportunities will be provided with before and after school tutoring and interventions as well as T.A.L.E.N.T.S after school program to remediate and enrich student learning. In addition the students will have opportunities to participate in STARTS-based clubs with STEAM activities.

**Areas of Focus**

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

:

**#1. 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 2021 – 2022 data review, our school will focus on the learning loss of Students with Disabilities and Black/African American Students, which indicates that we are below the 41% subgroup score. The subgroup of Students with Disabilities scored 36% and Black/African American Students 28% in the Federal Percent of Points Index. When analyzing the data, the identified students are in the lowest 25% group and scored 31% in reading and 14% in mathematics.

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

For the 2022-2023 school year, the school's goal is for the subgroup of Students with Disabilities to increase their percent proficient by six percentage points from 36% to 42%. The Black/African American Students to increase their percent proficient by six percentage points from 28% to 34%.

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

The Leadership Team will lead SPED and General Education Teachers in common planning sessions with data analysis from iReady diagnostics and FAST progress monitoring assessments. The administration will conduct walkthroughs to ensure students with disabilities and Black/African American students are receiving differentiated instruction via small groups.

**Person responsible for monitoring outcome:**

Marisol Garrido (mgarrido@dadeschools.net)

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

Our school will focus on the evidence-based strategy of differentiated instruction and Response to Intervention (RtI). Differentiated instruction will allow the students to receive academic support based on their learning needs with the core instruction and skills may vary from week to week depending on the student progress. Additionally, RtI is a multi-tier approach to support students with learning needs and reduce the academic learning gap. The RtI process begins with high-quality instruction and includes providing aligned interventions with on-going progress monitoring.

**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.**

The RtI multi-tier approach will be used during the reading block to provide high-quality instruction and providing intervention to those students with disabilities to address specifically their learning needs. In RtI tier 1, students will receive the on-grade level using the McGraw-Hill Wonders and differentiated instruction. Then RtI tier 2, the students will receive small group intervention with the Horizon program and tier 3 students will receive specific skill-based intervention. By using the RtI multi-tier approach with fidelity students with disabilities will be able to decrease the learning loss and make learning gains. As per mathematics, a similar approach will be used by providing differentiated instruction to the students during the math block as tier 1 intervention. For tier 2 and 3 students will be assigned a specific I-Ready math lesson or Reflex math lesson that addresses their learning needs.

### **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.

The action steps that will be taken during 08/22/22-10/14/22 by the reading coach will be:

1. Providing support to implement differentiated instruction lessons for students with disabilities and Black/ African American students.
2. Monitor student's progress on FAST Reading PM 1 and PM 2.
3. Monitor weekly that students are completing I-Ready reading lessons.

As a result, by the end of the first quarter the reading coach will be able to review data to ensure students are making progress.

**Person**

**Responsible**

YANELIS ALFARO (yanelisalfaro@dadeschools.net)

The action steps that will be taken during 08/22/22-10/14/22 by the math coach will be:

1. Providing support to implement differentiated instruction lessons for students with disabilities.
2. Monitor student's progress on FAST Mathematics PM 1 and PM 2.
3. Monitor weekly that students are completing I-Ready mathematics lessons.

As a result, by the end of the first quarter the math coach will be able to review data to ensure students are making progress.

**Person**

**Responsible**

Yaliesperanza Salazar (ysalazar@dadeschools.net)

The action steps that will be taken during 08/22/22-10/14/2022 by the principal will be:

1. Conduct walkthroughs to observe differentiation lessons in the classrooms.

As a result, by the end of the first quarter the principal will be able to provide feedback to teachers about their differentiated lessons.

**Person**

**Responsible**

Fredrelette Pickett (fpickett@dadeschools.net)

The action steps that will be taken during 08/22/22-10/14/2022 by the assistant principal will be:

1. Conduct data chats with teachers to analyze data and monitor students' progress.

As a result, by the end of the first quarter the assistant principal will be able to review the data with the teachers and discuss students' progress as well as the teacher's learning goals for next quarter.

**Person Responsible** Marisol Garrido (mgarrido@dadeschools.net)

The action steps that will continue to be taken during 10/31/22-12/16/22 by the reading coach will be:

1. Providing support to implement differentiated instruction lessons for students with disabilities and Black/African American students.
2. Monitor weekly that students are completing I-Ready reading lessons.
3. Assessing I-Ready Reading Progress Monitoring and analyzing the data with teachers to make adjustments to I-Ready lessons as needed.

**Person Responsible** YANELIS ALFARO (yanelisalfaro@dadeschools.net)

The action steps that will continue to be taken during 10/31/22-12/16/22 by the math coach will be:

The action steps that will be taken during 08/22/22-10/14/22 by the math coach will be:

1. Providing support to implement differentiated instruction lessons for students with disabilities.
2. Monitor weekly that students are completing I-Ready mathematics lessons.
3. Assessing I-Ready Mathematics Progress Monitoring and analyzing the data with teachers to make adjustments to I-Ready lessons as needed.

**Person Responsible** Yaliesperanza Salazar (ysalazar@dadeschools.net)

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

|   |   |
|---|---|
| <b>Area of Focus</b>  |   |
| <b>Description and Rationale:</b>   |   |
| <b>Include a rationale that explains how it was identified as a critical need from the data reviewed.</b> | Based on the 2021-2022 data review at Frances S. Tucker Elementary, our school will implement the Targeted Element of Differentiation in the areas of Math and Science for the 2022-2023 school year. We selected the extensive area of differentiation based on our findings that demonstrated learning gains of 57% for the L25 in Mathematics. Overall learning gains in Mathematics 51%. State Science Assessments data shows 38% proficiency level. We will provide the scaffolding necessary and the ability to differentiate instruction based on the levels of our student population. We will strengthen/ enhance the scaffolding necessary for the L25 subgroup to meet the instructional academic needs to make learning gains and meet proficiency levels in Mathematics and Science. Integrated computer supported collaborative learning, problem-based learning, and inquiry-based learning will be implemented to increase student proficiency in the Statewide Science Assessment. |

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

By successfully implementing Differentiation, there will be a minimum gain of 10 percentage points in the overall scores when comparing the baseline FAST Math assessment to the end-of-the-year FAST Math assessment. Scores in the Statewide Science Assessment will demonstrate an improvement of 5 percentage points.

**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 quality instruction. Particularly, administration will review bi-weekly lesson plans for indicators of differentiation for L25 students. Data Analysis of Math and Science topic assessments will be reviewed during grade level planning to ensure students meet the standards. In addition, the data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards.

**Person responsible for monitoring outcome:**

Marisol Garrido (mgarrido@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 Data-Driven Instruction. Data-driven instruction will assist in remediating benchmarks the overall learning gains in Mathematics and proficiency levels in Mathematics and Science with a systematic approach to instruction that meets the student's learning 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.**

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

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

### **Action Steps to Implement**

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

The action steps that will be taken during 08/22/22-10/14/2022 by the assistant principal will be:

1. Create schedules with common planning time.
2. Schedule first quarter data chats and analyze students' data.

As a result, by the end of the first quarter the assistant principal will be able to review the data with the teachers by identifying students who are displaying academic concerns and discuss learning goals for next quarter.

**Person Responsible** Marisol Garrido (mgarrido@dadeschools.net)

The action steps that will be taken during 08/22/22-10/14/2022 by the Science Lead teacher will be:

1. Meet with teachers during planning to analyze students' data.
2. Provide support in implementing differentiated instruction effectively.

As a result, by the end of the first quarter the science lead will be able to review data with the teachers and create a plan on which standards need remediation and/or enrichment.

**Person Responsible** Anabel Basualdo (basualdo@dadeschools.net)

The action steps that will be taken during 08/22/22-10/14/2022 by the Math Coach will be:

1. Meet with teachers during planning to analyze students' data.
2. Provide support in implementing differentiated instruction effectively.

As a result, by the end of the first quarter the math coach will be able to review data with the teachers and create a plan on which standards need remediation and/or enrichment.

**Person Responsible** Yaliesperanza Salazar (ysalazar@dadeschools.net)

The action steps that will be taken during 08/22/22-10/14/2022 by the principal will be:

1. Conduct walkthroughs to observe differentiation lessons in the classrooms.
2. Participate in first quarter data chats and analyze students' data.

As a result, by the end of the first quarter the principal will be able to review the data with the teachers by identifying students who are displaying academic concerns and discuss learning goals for next quarter.

**Person Responsible** Fredrelette Pickett (fpickett@dadeschools.net)

The action steps that will continue to be taken during 10/31/22-12/16/22 by the math coach will be:

1. Weekly planning meetings with teachers to analyze students' weekly and bi weekly assessment results.
2. Checking weekly I-Ready Instructional Summary reports to ensure students are meeting weekly goals.
3. Continue to provide support in implementing differentiated instruction effectively.
4. Reflecting and adjusting lesson plans based on students' learning progress.
5. Assessing I-Ready Progress Monitoring to the L25 and analyzing their progress.

**Person Responsible** Yaliesperanza Salazar (ysalazar@dadeschools.net)

The action steps that will continue to be taken during 10/31/22-12/16/22 by the science coach will be:

1. Continue to meet with teachers during planning to analyze students' science topic assessment data.
2. Provide support by modeling differentiated instruction in science class.
3. Implementing and monitoring EduSmart science intervention program .

**Person Responsible** Anabel Basualdo (basualdo@dadeschools.net)



### #3. Positive Culture and Environment specifically relating to Student Attendance and Magnet Participation

**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 2021-2022 data review, our school will implement the Targeted Element of Student Attendance for the 2022-2023 school year with the addition of our magnet program theme. Through our data review, we noticed the students who struggle with daily attendance are also the students who are not meeting expectations for learning gains as well as proficiency. Although the number of struggling students who demonstrated an attendance issue reduced from 18% to 7% with more than 31 absences, we will continue to tailor our attendance initiatives with student-teacher mentoring and improve in making connections with families and the community to ensure excessive absences decrease. Additionally, with the new school-wide magnet theme Science, Technology and Arts Exploration & Innovation (STArts) will provide students with the opportunity to receive enriching science and dance/kinetics lessons that will motivate them to attend school on regular basis. The magnet program will provide students with different learning experiences from hands on experiments, technology, and participating in activities with community partners such as Fairchild Tropical Botanic Gardens, Discovery Education, and FIU Medina Aquarius Program.

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

By successfully implementing the Targeted Element of Student Attendance and Magnet Participation our students will receive quality instruction that will contribute to improve students' motivation to attend daily and excel academically. With consistent incentives, enrichment of learning experiences through the STArts magnet program our students' attendance will reduce 4% percentage points to achieve goal of 3% of students with more than 31 absences by June 2023.

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

The school's social worker will continue making connections with family and the community to monitor students attendance. The school counselor will track and provide incentives to promote attendance. Teachers will be mentoring students to build connections to motivate them to improve school attendance. The magnet lead will ensure that the magnet curriculum is being implemented across grade level and teachers are receiving support to provide quality instruction.

**Person responsible for monitoring outcome:**

Fredrelette Pickett (fpickett@dadeschools.net)

**Evidence-based**

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

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 absence gap amongst our students and allowing them to successfully participate in the STArts magnet school-wide program. Student absences will be monitored on a weekly basis to prevent a pattern of excessive absences.



**for this Area of Focus.****Rationale for Evidence-based Strategy:****Explain the rationale for selecting this specific strategy.**

Attendance Initiatives, such as the mentoring program, 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. Also, with the STArts magnet school-wide program students will feel motivated to attend school and receive instruction that enriches science learning experiences and dance/kinetics that will be part of their daily class schedule.

**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.

The action steps that will be taken during 08/22/22 - 10/14/22 by the principal will be:

1. Implementing a mentoring program.
2. Collaborating with teachers to choose a student to mentor during the 2022-2023 school year, that has been previously identified with attendance concerns.

As a result, by the end of the first quarter the principal will collect the mentor log with the name of the students and when teachers will be meeting with them.

**Person Responsible** Fredrelette Pickett (fpickett@dadeschools.net)

The action steps that will be taken during 08/22/22 - 10/14/22 by the assistant principal will be:

1. On weekly basis, share attendance report with community liaison specialist and social worker in order to communicate with parents regarding their child's attendance.
2. Working with counselor to implement attendance incentives for students.

As a result, by the end of the first quarter the assistant principal will review the attendance report and parent communication log with the community liaison specialist and social worker to ensure the school's attendance plan is being followed appropriately.

**Person Responsible** Marisol Garrido (mgarrido@dadeschools.net)

The action steps that will be taken during 08/22/22 - 10/14/22 by the magnet lead will be:

1. Schedule professional development related to our magnet theme for teachers to be able to collaborate during planning and learn new technology applications or strategies to implement in their classrooms.
2. Work with community partners to arrange different magnet theme activities in and out of school.

As a result, by the end of the first quarter the magnet lead has provided support to teachers implementing new science magnet technology applications in the classroom.

**Person Responsible** Jose Herrera (josherrera@dadeschools.net)

The action steps that will be taken during 08/22/22 - 10/14/22 by the magnet science coach will be:

1. Will conduct parent workshops to display student's work based on our magnet program and inform parents about the different learning experiences the students will be exposed to in order to motivate students to come to school daily.

As a result, by the end of the first quarter the magnet science coach has provided a parent workshop during "Parent Curriculum Night" to inform parents about our new magnet program curriculum.

**Person Responsible** Anabel Basualdo (basualdo@dadeschools.net)

The action steps that will be taken during 10/31/22 - 12/16/22 by the magnet lead will be:

1. Planning with our community partners educational field trips for each grade level that will enrich their learning in our science magnet program.

**Person Responsible** Jose Herrera (josherrera@dadeschools.net)

The action steps that will be taken during 10/31/22 - 12/16/22 by the assistant principal will be:

1. Identifying students with excessive unexcused absences with our school's attendance committee.
2. Conducting attendance review meetings with students, parents, community liaison specialist and social worker to address attendance concerns, develop an attendance contract, and offer parents resources to assist them.

**Person Responsible** Marisol Garrido (mgarrido@dadeschools.net)

**#4. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs****Area of Focus**

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

Based on 2021-2022 qualitative data from the School Climate survey, we want to use the Targeted Element of Developing Teachers by providing feedback on lesson planning for the 2022-2023 school year. From previous years it has remained constant that 51% of the teachers in the building felt that administration sets high standards for teaching, learning, and improvement at our school by providing feedback on lesson planning. With the addition of sixth grade curriculum and new teachers, the administration and the leadership team will focus on providing feedback on lesson planning in order to develop high performing workforce.

**Measurable****Outcome:**

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

By successfully implementing the Targeted Element of administration setting high standards for teaching, learning, and improvement at our school, administration will be providing feedback on lesson planning instruction. The percentage of teachers feeling that high standards for teaching, learning, and improving the feedback on lesson planning will increase from 51% to percent to 60% during the 2022-2023 school year.

**Monitoring:**

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

This will be monitored through administration walkthroughs and leadership team's curriculum planning sign in sheet.

**Person responsible for monitoring outcome:**

Fredrelette Pickett (fpickett@dadeschools.net)

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

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

Within the Targeted Element of Instructional Leadership Team, we will focus on the Evidenced Based Strategy of: collaborative planning to assist teachers with best practices in lesson planning.

**Rationale for Evidence-based Strategy:** Explain the rationale for

As our school expands each year a grade level and the school-wide magnet plan, through the collaborative planning teachers will be able to discuss their lesson plans and mentor new teachers to develop lesson plans that help them grow professionally and become highly effective teachers. Additionally, by implementing this strategy it will continue to improve staff morale recognizing their work ethics.

**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.

The action steps that will be taken during 08/22/22 - 10/14/22 by the principal will be:

1. Schedule common planning for teachers on weekly basis.
2. Conducting weekly walkthroughs to provide feedback on lesson plans.

As a result, by the end of the first quarter the principal will be able to observe best practices during planning sessions and provide feedback.

**Person Responsible** Fredrelette Pickett (fpickett@dadeschools.net)

The action steps that will be taken during 08/22/22 - 10/14/22 by the principal will be:

1. Providing teachers with professional development opportunities on sixth grade curriculum.

As a result, by the end of the first quarter the assistant principal will be able to see the alignment of the sixth grade curriculum through lesson plans.

**Person Responsible** Marisol Garrido (mgarrido@dadeschools.net)

The action steps that will be taken during 08/22/22-10/14/2022 by the Math Coach will be:

1. Meet with teachers during planning to assist them with creating lessons plans that are aligned to the math pacing guide.

As a result, by the end of the first quarter the math coach will be able to provide examples and suggestions of reading lesson plans to teachers as well as encourage them to collaborate with other teachers.

**Person Responsible** Yaliesperanza Salazar (ysalazar@dadeschools.net)

The action steps that will be taken during 08/22/22-10/14/2022 by the Reading Coach will be:

1. Meet with teachers during planning to assist them with creating lessons plans that are aligned to the reading pacing guide.

As a result, by the end of the first quarter the reading coach will be able to provide examples and suggestions of math lesson plans to teachers as well as encourage them to collaborate with other teachers.

**Person Responsible** YANELIS ALFARO (yanelisalfaro@dadeschools.net)

The action steps that will be taken during 10/31/22-12/16/2022 by the Reading Coach will be:

1. Assist teachers during planning to use student data to include data-driven instruction in their reading and language arts writing lessons plans.

**Person Responsible** YANELIS ALFARO (yanelisalfaro@dadeschools.net)

The action steps that will be taken during 10/31/22-12/16/2022 by the Math Coach will be:

1. Assist teachers during planning to use math topic assessment data to include data-driven instruction in their mathematics lessons plans.

**Person Responsible** Yaliesperanza Salazar (ysalazar@dadeschools.net)

## RAISE

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

### Area of Focus Description and Rationale

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

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

Based on the 2021 – 2022 data review, our school will focus on the learning loss of ELA Reading proficiency for students in kindergarten – 5th grade. The 2021 – 2022 iReady AP3 data indicates, that 39% of students in kindergarten, 66% of students in first grade and 61% of students in second grade are not meeting proficiency levels and are 1 or more grade levels below in iReady Reading.

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

During the 2021 – 2022 school year the data demonstrated that 56% of the students in 3rd grade and 61% of the students in 5th grade scored below a Level 3 in Grade 3 and Grade 5 in the ELA FSA. These students did not meet proficiency reading levels. During this school year we will focus on reading to improve the percentage of students meeting proficiency reading levels.

**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)**

For the 2022-2023 school year, the school's goal is for kindergarten to 2nd grade students to increase by 10% their proficiency level based on the Reading data from FAST - Star PM1 to FAST - Star PM3. In addition to the FAST Progress Monitoring, will also utilize the iReady Reding Diagnostic Assessment to monitor their Growth.

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

For the 2022-2023 school year, the school's goal is for 3rd to 6th grade students to increase by 10% their proficiency level based on the Reading data from FAST - Star PM1 to FAST - Star PM3. In addition to the FAST Progress Monitoring, will also utilize the iReady Reading Diagnostic Assessment to monitor their Growth.

**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 area of focus will be monitored by:

- \* Analyzing data with teachers
- \* Identifying students in the lowest 25 percent
- \* Schedule targeted students to attend intervention
- \* Monitor student's progress in intervention
- \* Conduct walkthroughs to ensure fidelity of intervention
- \* Collaborative planning meetings
- \* Data chats to analyze progress monitoring
- \* Tutoring during after school program – TALENTS
- \* Participation in district or transformational training on Reading Horizons intervention
- \* Participation in district or transformation training on HMH – Read 180 and System 44 Curriculum

**Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

Garrido, Marisol , mgarrido@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 Reading, our school will focus on the evidence-based strategy of Before, During, and After (BDA) Reading strategies to enable students to become active and strategic readers. The students will be able to apply the BDA Reading strategies to help them interact with the text and improve their reading comprehension skills. The BDA Reading strategies will facilitate in implementing the K-12 Comprehensive Evidence-based Reading plan and the B.E.S.T. ELA Standards to effectively improve students' outcomes on reading comprehension.

**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?

The Before, During, and After (BDA) Reading Strategies will be used during the Language Arts Reading block to address the learning needs of students improving their reading comprehension skills. Students in grades kindergarten through sixth grade will be able to use the strategies as follows: (1) Before reading, students will be able to preview the text to set a purpose for reading; (2) During reading, they will use the identified purpose for reading to annotate the text while reading as well as utilizing vocabulary strategies to determine the meaning of unknown words; and (3) After reading, students will be able to dissect the questions given by the teacher or textbook and answer the questions making text evidence connections. The BDA Reading Strategies will have effectiveness for those struggling readers that will benefit from a strategies that will improve their reading comprehension across genres.

**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                         |
|---|---|
| <p>The action steps that will be taken during 08/22/22-10/14/22 by the reading coach will be:</p> <ol style="list-style-type: none"> <li>1. Support teachers by weekly planning to ensure they understand how to implement pacing guides</li> <li>2. Providing instructional resources on how to implement the BDA Reading Strategies effectively</li> <li>3. Model lessons on how to implement the BDA Reading Strategies</li> <li>4. Monitoring student's progress using biweekly assessments data</li> </ol> <p>As a result, by the end of the first quarter the reading coach will be support teachers using the BDA Reading Strategies in their classroom.</p> | <p>ALFARO, YANELIS,<br/>yanelisalfaro@dadeschools.net</p> |
| <p>The action steps that will be taken during 08/22/22-10/14/22 by the principal will be:</p> <ol style="list-style-type: none"> <li>1. Meet with teachers during data chats to discuss their plan on how they will use the BDA Reading Strategies in the classroom and how they will monitor student's progress.</li> </ol> <p>As a result, by the end of the first quarter the assistant principal will be able to identify teachers that are using the strategy effectively or who needs more support.</p>   | <p>Garrido, Marisol ,<br/>mgarrido@dadeschools.net</p>    |
| <p>The action steps that will be taken during 08/22/22-10/14/22 by the principal will be:</p> <ol style="list-style-type: none"> <li>1. Conducting walkthroughs to ensure teachers are using the BDA Reading Strategies in their classroom.</li> </ol> <p>As a result, by the end of the first quarter the principal will be able to see evidence of the BDA Reading Strategies being implemented in the classrooms.</p>  | <p>Pickett, Fredrelette,<br/>fpickett@dadeschools.net</p> |
| <p>The action steps that will be taken during 08/22/22-10/14/22 by the professional development liaison will be:</p> <ol style="list-style-type: none"> <li>1. Communicating with teachers on professional development opportunities related to reading strategies.</li> </ol> <p>As a result, by the end of the first quarter the professional development liaison will have shared via email or Schoology professional learning opportunities for teachers.</p>   | <p>Pina, Miriam,<br/>mpina21@dadeschools.net</p>          |
| <p>The action steps that will be taken during 10/31/22-12/16/22 by the reading coach will be:</p> <ol style="list-style-type: none"> <li>1. Providing small group support to students using the BDA Reading Strategies.</li> </ol>  | <p>ALFARO, YANELIS,<br/>yanelisalfaro@dadeschools.net</p> |
| <p>The action steps that will be taken during 10/31/22-12/16/22 by the assistant principal will be:</p> <ol style="list-style-type: none"> <li>1. From the data chat plan, monitor teachers using the BDA Reading strategy that they chose with their students during the reading block.</li> </ol>   | <p>Garrido, Marisol ,<br/>mgarrido@dadeschools.net</p>    |



## **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.**

Based on the 2022 data review, our school will implement the Targeted Element of Student Attendance. Through our data review, we noticed that from 2021 that there were 13 students who struggled with daily attendance and academics and in 2022 it was reduced to about 7 students. We will continue to monitor attendance with the School Attendance Committee and providing mentoring program as well as school wide incentives to promote attendance. We will continue to improve in making connections with families and the community to ensure attendance is consistently high.

Additionally, the school will address building a positive culture and environment by implementing school-wide Science, Technology and Arts Exploration & Innovation (STArts) magnet program which will provide teachers opportunity for collaborative planning, STEM team building, and professional development opportunities to create lessons that are aligned to the magnet curriculum. Students will also have the opportunity through the TALENTS/Beyond Starts afterschool program to provide tutoring integrating science in reading and mathematics and provide students with opportunities to enrich their dance and robotics instructions.

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

During the 2022-2023, for the student attendance plan the school's Community Liaison Specialist and Social Worker will continue making connections with family and the community to monitor students attendance. The school counselor will track and provide incentives to promote attendance. Teachers will be mentoring students to build connections to motivate them to attend school daily and improve academically. For the implementation of the school-wide program, the magnet lead will schedule professional development related to our magnet theme to ensure that teachers are receiving a variety of strategies to implement the curriculum effectively to meet different grade level and students' learning needs. Moreover, teachers will have an opportunity to be part of the afterschool program to tutor or enrich student learning based on the magnet theme.