Gertrude K. Edelman/Sabal Palm

2022-23 Schoolwide Improvement Plan

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Gertrude K. Edelman/Sabal Palm

17101 NE 7TH AVE, North Miami Beach, FL 33162

http://gkesp.dadeschools.net/

Demographics

Principal: Emrice Guerra

Start Date for this Principal: 6/23/2022

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)	89%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students Hispanic Students Economically Disadvantaged Students
School Grades History	2021-22: A (63%) 2020-21: (30%) 2018-19: A (63%) 2017-18: A (68%)
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	N/A
* 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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

It is our belief that a child-centered program creates an atmosphere in which children can develop academically, physically, socially, morally and emotionally to their fullest potential, in order to become contributing members of a technological and global society. Our primary needs continue to be academic and purpose-centered in nature.

Provide the school's vision statement.

Gertrude K. Edelman Sabal Palm Elementary school's vision is to empower students to become 21st century global learners and citizens. As a school of learners, we will: provide a safe environment conducive to learning, promote cultural respect as well as diversity and engagement in meaningful activities.

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
Guerra, Emirce	Principal	The school principal is responsible for the overall academic success of all students, fiscal management of the school site, and the safety of all stakeholders. The principal shares the school's common vision with stakeholders, develops the school's improvement plan (SIP), and aligns the SIP with the legal, financial and organizational structure of the school system. Furthermore, the principal ensures a positive school climate and morale and encourages healthy relationships among all stakeholders.
Breedlove, Elaine	Assistant Principal	The assistant principal supports the principal by engaging the faculty in data analysis with a particular emphasis on academics ensuring acceleration, remediation, and interventions are in place to address student learning. Together with the principal, the assistant principal collaborates and problem solves with the school leadership team to set goals for student learning. Additionally, the assistant principal helps to foster and create a positive learning environment for all stakeholders.
Foreman, Susan	SAC Member	As the Educational Excellence School Advisory Council (EESAC) Chairperson, Ms. Foreman works with the school principal to prepare the meeting agenda and is responsible for making sure that each meeting is planned appropriately and conducted by the constitution and bylaws of the EESAC. In performing the duties outlined above, Ms. Foreman actively contributes to fair and open discussions of matters aligned to the school's common vision as outlined by the principal and leadership team so that decisions are made collaboratively with all stakeholders.
Rolle, Rashaad	Teacher, K-12	As a teacher representative on the school's leadership team, Mr. Rolle is responsible for communicating the school's common vision as outlined by the school principal and the leadership team to all grade-level teachers. Further, as a teacher representative, Mr. Rolle is responsible for communicating any grade level teacher issues hindering student learning to the leadership team.
Siegler, Robin	Reading Coach	Ms. Siegler assists with the coordination and implementation of the K–12 Comprehensive Research- based Reading Plan and Reading Intervention. Additionally, she attends trainings and disseminates the information with reading teachers through grade level common planning sessions, monitors I-Ready and unit test data points which result in data chats with teachers about students' academic progress. Furthermore, she shares information with parents and other

Name	Position Title	Job Duties and Responsibilities
		stakeholders during a variety of meetings (EESAC, SST, Title 1, Parent, etc).
Stanley, Princess	Math Coach	The Math Coach responsibilites and duties are as follows: *Coordinates and monitors teacher planning to support the development of rigorous standard-based lessons. *Utilizes the coaching model (planning, demonstrating, and providing feedback) with the implementation of evidenced-based instructional strategies to improve students' academic success. *Provides on-site embedded professional learning opportunities aligned to the needs of students based upon student assessment data. *Assists the administration in the interpretation of student assessment data to prioritize support. *Assists the classroom teacher in the interpretation of student assessment data and supporting the teacher in planning appropriate lessons to support the academic needs of students. *Supports the coordination and monitoring of intervention services to identified students.

Demographic Information

Principal start date
Thursday 6/23/2022, Emrice Guerra

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.*
2

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.*
10

Total number of teacher positions allocated to the school
31

Total number of students enrolled at the school
419

Identify the number of instructional staff who left the school during the 2021-22 school year.
3

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	69	62	61	85	58	79	0	0	0	0	0	0	0	414
Attendance below 90 percent	13	8	9	12	5	6	0	0	0	0	0	0	0	53
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	4	22	4	5	0	0	0	0	0	0	0	35
Course failure in Math	0	0	2	12	1	6	0	0	0	0	0	0	0	21
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	8	6	18	0	0	0	0	0	0	0	32
Level 1 on 2022 statewide FSA Math assessment	0	0	0	8	18	25	0	0	0	0	0	0	0	51
Number of students with a substantial reading deficiency	0	0	9	30	12	27	0	0	0	0	0	0	0	78

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	1	14	8	15	0	0	0	0	0	0	0	38

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

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

Date this data was collected or last updated
Friday 7/15/2022

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	57	65	80	68	72	98	0	0	0	0	0	0	0	440
Attendance below 90 percent	8	7	19	13	11	17	0	0	0	0	0	0	0	75
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	8	10	7	6	0	0	0	0	0	0	0	31
Course failure in Math	0	0	1	10	6	17	0	0	0	0	0	0	0	34
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	7	0	0	0	0	0	0	0	7
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	2	4	31	27	24	31	0	0	0	0	0	0	0	119

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	0	4	8	5	14	0	0	0	0	0	0	0	31

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	1	0	1	1	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

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	57	65	80	68	72	98	0	0	0	0	0	0	0	440
Attendance below 90 percent	8	7	19	13	11	17	0	0	0	0	0	0	0	75
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	8	10	7	6	0	0	0	0	0	0	0	31
Course failure in Math	0	0	1	10	6	17	0	0	0	0	0	0	0	34
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	7	0	0	0	0	0	0	0	7
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	2	4	31	27	24	31	0	0	0	0	0	0	0	119

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	0	4	8	5	14	0	0	0	0	0	0	0	31

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	1	0	1	1	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

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	53%	62%	56%	39%			59%	62%	57%
ELA Learning Gains	71%	69%	61%	37%			56%	62%	58%
ELA Lowest 25th Percentile	70%	60%	52%	33%			48%	58%	53%
Math Achievement	48%	64%	60%	29%			73%	69%	63%
Math Learning Gains	81%	71%	64%	28%			77%	66%	62%
Math Lowest 25th Percentile	77%	66%	55%	24%			72%	55%	51%
Science Achievement	42%	53%	51%	18%			58%	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	45%	60%	-15%	58%	-13%
Cohort Comparison		0%				
04	2022					
	2019	59%	64%	-5%	58%	1%
Cohort Comparison		-45%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	58%	60%	-2%	56%	2%
Cohort Comparison		-59%				

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	49%	67%	-18%	62%	-13%
Cohort Comparison		0%				
04	2022					
	2019	73%	69%	4%	64%	9%
Cohort Comparison		-49%				
05	2022					
	2019	79%	65%	14%	60%	19%
Cohort Comparison		-73%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	55%	53%	2%	53%	2%
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	31	65		42	71		20				
ELL	53	76	81	46	84	73	38				
BLK	52	71	69	48	79	71	36				
HSP	50	71		41	79		64				
FRL	51	72	68	45	80	74	41				

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	17	27		23	19						
ELL	41	45		29	25		16				
BLK	37	40	33	24	25	23	20				
HSP	40			41							
FRL	37	39	38	28	30	27	19				

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	29	55	55	48	70	58					
ELL	56	55	43	73	73	63	51				
ASN	85	64		92	82						
BLK	54	54	49	70	75	74	53				
HSP	70	59		81	84	70	75				
FRL	59	57	49	73	78	73	58				

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	55
Total Points Earned for the Federal Index	497
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	47
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	63
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
Number of Consecutive Years English Language Learners 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	60
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	60
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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
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	61
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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

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

The school to district comparison shows proficiency levels in math and science to be below 50%. Specifically, 46% in math, which is 9 percentage points lower than the district, and 40% in science, which is 8 percentage points below the district. The math proficiency level for Hispanic students was 41% for both 2022 and 2021, which is a decrease of 40 percentage points from the 81% proficiency level in 2019. Additionally, the percentage of students who are economically disadvantaged scoring proficiency has decreased from 2019. In 2019, 73% achieved math proficiency, while in 2022 45% achieved proficiency, which is a decrease of 28 percentage points.

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

While many of our students are making learning gains in ELA and Math, we need to increase the percentage of students who are achieving proficiency in ELA and Math.

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

In addition to teachers providing data driven instruction, students performing in the lowest 25th percentile received additional support from instructional coaches and interventionists. We need to expand this practice to provide enrichment or remediation to students who are performing at higher levels.

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

Students in the economically disadvantaged and black subgroups made the largest gains in achieving proficiency levels in both reading and math. The Black subgroup increased from 37% reading proficiency in 2021 to 52% in 2022, which is an increase of 15 percentage points. That group's math achievement went from 24% in 2021 to 48% in 2022, which is an increase of 24 percentage points. Economically disadvantaged students improved their level of achievement in reading from 37% in 2021, to 51% in 2022, for a gain of 14 percentage points. They also improved their level of achievement in math from 28% in 2021, to 45% in 2022, for an increase of 17 percentage points.
Additionally, our ELA Learning Gains increased from 40% to 70%, for an increase of 30 percentage points and our FSA Learning Gains in math increased from 29% to 80%, which is an increase of 51 percentage points.

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

Both the reading and math instructional coaches targeted specific groups of students in grades 3-5 to provide additional support and instruction.
Additionally, weekly common planning sessions with instructional coaches were conducted to provide opportunities to share best practices and discuss instructional concerns.

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

Increased frequency of data chats with students, more emphasis on planning for differentiated instruction during common planning sessions, professional development regarding the new BEST Standards for reading and math, extending learning opportunities for targeted students,

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 PLST will provide professional development sessions to assist teachers with the new BEST standards, beginning on August 15, 2022. The instructional coaches will continue to provide support and instruction to targeted students.

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

A variety of extended learning opportunities will be available for targeted students. These opportunities will be offered during the school day, as well as before and after school.

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

:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Although our percentage of students achieving proficiency on the 2021-2022 FSA ELA increased to 52%, from 37% in 2020-2021, which is 15 percentage points higher, we are still 5 percentage points lower than the district's average of 57%.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By effective planning for and implementation of differentiated instruction, we expect the percentage of our students achieving proficiency on the 2022-2023 reading assessment to increase to 60%, which is an increase of 8 percentage points.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	During weekly common planning sessions with the Reading Coach, emphasis will be placed on instructional resources and strategies to be used during small group instruction. The administrative team will review work folders on a bi-weekly basis for evidence of differentiation, particularly for our lowest 25th percentile students. The skills and concepts to be targeted will be based on the most current data analysis.
Person responsible for monitoring outcome:	Robin Siegler (rsiegler@dadeschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Our school will be focusing on the use of Differentiated Instruction as the method for increasing the percentage of students achieving proficient levels in reading.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Using the most current data to determine students' strengths and opportunities for improvement, will enable teachers to be prepared to meet students' instructional needs during small group instruction.

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

8/29 Provide teachers with the report indicating their students' levels, so they can identify the lowest 25th percentile and group them accordingly for instruction.

Person Responsible   Robin Siegler (rsiegler@dadeschools.net)

8/29 - 10/11 During weekly common planning sessions, teachers will discuss the progress of students, particularly those in the lowest 25 percent. The Reading Coach will facilitate discussion to identify strategies to be used during differentiated instruction time.

Person Responsible   Robin Siegler (rsiegler@dadeschools.net)

8/31 - 10/11 Teachers will conduct bi-weekly data chats with students to keep them apprised of their progress.

Person Responsible   Princess Stanley (286018@dadeschools.net)

9/6 - 10/11 Administrators will conduct bi-weekly walkthroughs to observe differentiated instruction taking place, as well as checking work folders.

Person Responsible   Emirce Guerra (emirceguerra@dadeschools.net)

10/31 - 12/16 Extended learning opportunities via intervention push-in during the school day will be provided for Tier 2 students as measured by i-Ready AP1.

Person Responsible   Elaine Breedlove (elaine@dadeschools.net)

10/31 - 12/16 Provide extended learning opportunities via after school tutoring to all students and render services based on individual student needs as measured by i-Ready AP1.

Person Responsible   Emirce Guerra (emirceguerra@dadeschools.net)

10/31 - 12/16 Provide extended learning opportunities via after school tutoring to all students and render services based on individual student needs as measured by i-Ready AP1.

Person Responsible   Emirce Guerra (emirceguerra@dadeschools.net)

#2. Positive Culture and Environment specifically relating to Instructional Leadership Team	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Although our percentage of students achieving proficiency on the 2021-2022 Math FSA increased to 46%, from 28% in 2020-2021, which is an increase of 18 percentage points, we are still 9 percentage points lower than the district's average of 55%.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By increasing the use of manipulatives and hands-on activities during mathematics instruction, we expect the percentage of our students achieving proficiency on the 2022-2023 math assessment to increase to 55%, which is an increase of 9 percentage points.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	During weekly common planning sessions with the Math Coach, emphasis will be placed on instructional resources and strategies that involve the use of manipulatives and hands-on activities. The administrative team will conduct walkthroughs during the math block to observe these activities.
Person responsible for monitoring outcome:	Princess Stanley (286018@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	To help focus on student engagement, we will use the evidence based strategy of Hands-on Learning. This strategy incorporates the use of manipulatives to teach abstract concepts, as opposed to students simply listening to a lecture or watching the teacher demonstrate.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	The use of hands-on activities and manipulatives are beneficial to improving students' comprehension of abstract concepts. These activities also are relevant to real world problems.

Action Steps to Implement

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

8/29 - 10/11 The Math Coach will facilitate weekly common planning sessions to provide teachers with a variety of resources and strategies that involve hands-on activities and manipulatives.

Person Responsible	Princess Stanley (286018@dadeschools.net)

8/29 - 10/11 The Math Coach will model strategies in the classroom utilizing manipulatives and hands-on activities. Tier 1 and Tire 2 students will meet twice a week for 30 minutes per session to increase their comprehension skills.

Person Responsible	Princess Stanley (286018@dadeschools.net)

9/6 - 10/11 The Math Coach will have bi-weekly data chats with math teachers to identify concepts that may need additional strategies or resources.

Person Responsible	Princess Stanley (286018@dadeschools.net)

9/6 - 10/11 The Administrative Team will conduct bi-weekly classroom walkthroughs to verify the implementation of these type of activities during the math block.

Person Responsible	Emirce Guerra (emirceguerra@dadeschools.net)

10/31 - 12/16 Implement a recognition program where students making substantial gains over time, based on topic assessments, will be highlighted during morning announcements for their achievement.

Person Responsible   Emirce Guerra (emirceguerra@dadeschools.net)

10/31 - 12/16 Implement a school wide homeroom incentive program to encourage student attendance in order to increase participation in in-school and after school remediation and tutorial programs.

Person Responsible   Elaine Breedlove (elaine@dadeschools.net)

#3. Transformational Leadership specifically relating to Leadership Development

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	According to the staff survey, 53% of respondents indicated that the administration conducted monthly classroom walkthroughs and 27% stated they were visited weekly. The number of walkthroughs needs to be more equitable, yet feasible for the administrators to implement.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we consistently conduct walkthroughs and provide constructive feedback to teachers, on an equitable basis, then at least 80% of the staff will be visited every two weeks.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	A log of visits and feedback to share with teachers will be maintained by the administrative team.
Person responsible for monitoring outcome:	Emirce Guerra (emirceguerra@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The strategy being used is consistent, developmental feedback. This will entail clarifying expectations, monitoring progress regarding goals, as well as providing teachers with support. Feedback should be provided on a consistent basis to assist teachers with their professional growth.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	This is particularly imperative this year, as teachers become familiar with the new standards, new methods of student assessment and the new platform Schoology.

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

8/29 - 9/2 The Administrative Team will create a calendar for bi-weekly classroom walkthroughs.

Person Responsible	Emirce Guerra (emirceguerra@dadeschools.net)

8/29 - 9/2 The Administrative Team will also develop a schedule for providing teachers with feedback regarding what was observed in their classrooms.

Person Responsible	Emirce Guerra (emirceguerra@dadeschools.net)

9/6 - 10/11 The Administrative Team will begin classroom walkthroughs and provide feedback.

Person Responsible	Emirce Guerra (emirceguerra@dadeschools.net)

9/6 - 10/11 The Leadership Team will meet to discuss walkthroughs and feedback to determine what follow-up is needed.

Person Responsible	Emirce Guerra (emirceguerra@dadeschools.net)

10/31 - 12/16 Identify interested seasoned teachers to mentor and support new individuals to the profession.

Person Responsible	Emirce Guerra (emirceguerra@dadeschools.net)

10/31 - 12/16 Identify and provide leadership opportunities to individuals interested in pursuing school management.

Person Responsible   Emirce Guerra (emirceguerra@dadeschools.net)

#4. Positive Culture and Environment specifically relating to Attendance

Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	The three year trend for student attendance, as found in PowerBi, indicates the percentage of students with 31 or more absences was 15% during 2020-2021, and 17% for the 2021-2022 school year, which is an increase of 2 percentage points. Additionally during the 2021-2022 school year 46% of staff members were absent 10 days or more, as compared to 26% during the 2020-2021 school year, which was an increase of 20 percentage points.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	If we successfully provide incentives for good attendance, we expect our percentage of students with 31 or more absences to decrease to 12%. Additionally, we expect to decrease the percentage of staff members with 10 or more days absent, to 37%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Student attendance will be monitored daily via the report generated by the school registrar, as teachers verify attendance each day. The counselor will identify students with excessive absences and communicate with the parents. The administration will monitor staff attendance daily and have conferences with individuals that have 5 or more unexcused absences
Person responsible for monitoring outcome:	Emirce Guerra (emirceguerra@dadeschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	A combination of attendance initiatives and celebration of successes will be used to encourage both students and staff members to maintain good attendance.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Students must attend school everyday to receive instruction. Teachers need to be present daily to provide effective instruction.

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

8/17 - 10/11 Homeroom teachers will take attendance daily to generate the school report, which needs to be verified daily also by the teacher and the registrar.

Person Responsible	Emirce Guerra (emirceguerra@dadeschools.net)

8/29 - 10/11 The counselor will monitor attendance reports to identify students with 3 or more unexcused absences. Phone calls to parents will be made as needed.

Person Responsible	Emirce Guerra (emirceguerra@dadeschools.net)

8/22 - 10/11 The principal will monitor teacher attendance daily by viewing the work location attendance report. Teachers with 5 or more absences will have a conference with the Administrative Team.

Person Responsible	Emirce Guerra (emirceguerra@dadeschools.net)

8/31 - 10/11 Attendance incentives will be provided for those students and teachers with perfect attendance for the quarter.

Person Responsible	Emirce Guerra (emirceguerra@dadeschools.net)

10/31 - 12/16 Utilize SchoolMessenger to send individualized messages to the parents of truant students.

Person Responsible	Emirce Guerra (emirceguerra@dadeschools.net)

10/31 - 12/16 The administration will schedule parent workshops to address the need for consistent school attendance as this directly impacts student achievement and performance.

Person Responsible	Emirce Guerra (emirceguerra@dadeschools.net)

#5. -- Select below -- specifically relating to

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

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

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

Person responsible for monitoring outcome: [no one identified]

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

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.

No action steps were entered for this area of focus

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

According to the final i-Ready reading assessment from 2022, 50% of our first grade students scored 1 or more years below grade level in the phonics domain. Standards based collaborative planning will be implemented weekly to assist teachers in the transition to the new B.E.S.T. standards for ELA. During these sessions, the instructional coach and teachers will locate resources to develop anchor charts to serve as visual aids to assist students with difficult phonics concepts.

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

According to the 2022 FSA ELA data, 42% of our fourth grade students achieved levels of proficiency, with only 48% mastering the category key ideas and details. Additionally, results from the 2022 final i-Ready reading assessment show that 52% of fourth grade students are 1 or more years below grade level in the vocabulary domain.
Teachers will participate in weekly standards based collaborative planning to ensure the new B.E.S.T. ELA standards are being utilized for lesson plans. During lesson planning, emphasis will be placed on selecting Tier 2 vocabulary words for explicit instruction. The instructional coach and teachers will locate graphic organizers that can be used to assist instruction in vocabulary and key ideas and details.

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)

As a result of targeted instruction for phonetic concepts, we expect that the percentage of first grade students scoring 1 or more years below grade level, on the mid-year i-Ready reading assessment, will decrease from 50% to 40%.

Grades 3-5: Measureable Outcome(s)

By providing graphic organizers and targeted instruction for vocabulary, we anticipate the percentage of fourth grade students scoring 1 or more years below grade level, on the mid-year i-Ready reading assessment, will decrease from 52% to 42%.

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 School Leadership Team will monitor i-Ready lessons, growth monitoring, and assessments to determine the percentages of students in grades 1 and 4, who are still working 1 or more years below grade level. This data will be reviewed with the appropriate teachers, who will use the data to provide the necessary targeted instruction.

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

Breedlove, Elaine, elaine@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. §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?

In grades K-2 lessons from both i-Ready and Reading Horizons will be implemented to provide instruction and remediation in phonics instruction. In grades 3-5, lessons from i-Ready and Reading Horizons will be implemented to provide instruction and remediation in vocabulary instruction. Additionally, CRISS strategies, including graphic organizers, will be used to support vocabulary instruction. All these programs are research-based and align to the B.E.S.T. ELA Standards.

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?

Both i-Ready and Reading Horizons have been provided by the district for instructional and intervention purposes. They are research-based and address the domains of phonics and vocabulary, where we need to show improvement. i-Ready is designed to meet the individual needs of students and Reading Horizons provides a solid foundation in phonics which improves abilities in decoding and fluency, which ultimately

lead to increased reading comprehension. Additionally, CRISS strategies are also research-based and have a multitude of strategies designed to improve vocabulary instruction.

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring
8/31 - 10/14 The Literacy Leadership Team will meet weekly to discuss data from i-Ready lessons and assessments. This data will be shared with teachers during weekly common planning sessions, so that the appropriate differentiated instruction can be implemented.	Breedlove, Elaine, elaine@dadeschools.net
8/31 - 10/14 The Literacy Leadership Team will provide recognition to those students and/or classes making good progress.	Breedlove, Elaine, elaine@dadeschools.net
8/31 - 10/14 The Literacy (Reading) Coach will locate resources that will address the needs for improving first grade phonics instruction and fourth grade vocabulary instruction.	Siegler, Robin, rsiegler@dadeschools.net
10/31 - 12/16 The Literacy (Reading) Coach will use collaborative planning to share resources with teachers, and determine how to implement them in the classroom. The coach will also be available to model or co-teach with teachers who need additional support.	Siegler, Robin, rsiegler@dadeschools.net
10/31 - 12/16 Teachers will schedule time within their instructional block for students to work on i-Ready lessons and assessments.	Breedlove, Elaine, elaine@dadeschools.net
Teachers will provide students with reading data trackers to have students take ownership of their progress.	Breedlove, Elaine, elaine@dadeschools.net
Teachers will conduct bi-weekly data chats with students to ensure students are aware of their degree of progress.	Breedlove, Elaine, elaine@dadeschools.net
Instructional coaches and the PD Liaison will survey teachers to determine what areas they would like to have professional learning made available.	Siegler, Robin, rsiegler@dadeschools.net
Instructional coaches and the PD Liaison will propose appropriate professional development, notify teachers, and then implement the sessions for the staff.	Siegler, Robin, rsiegler@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 greatest strengths regarding School Culture are in Leadership & Relationships and Safety & Order. The staff indicated that school personnel works together as a team and felt they are treated with respect. Additionally, they agreed with the statement that all students have an equal opportunity to participate in classroom activities. The staff also indicated they feel safe in the building and that it is kept in good condition. They were satisfied that disciplinary measures were appropriate and administered fairly regardless of race, gender, or ethnicity.

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

The School Leadership Team, which consists of the Principal, Assistant Principal, Instructional Coaches, and Counselor, is primarily responsible for promoting a positive school culture and environment. The Principal and Assistant Principal monitor school initiatives and provide opportunities to celebrate successes and boost staff morale. Instructional coaches provide instructional support to staff members and students. All stakeholders are charged with the task of building and maintaining positive relationships with students, parents, and families.