West Homestead K 8 Center

2022-23 Schoolwide Improvement Plan

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West Homestead K 8 Center

1550 SW 6TH ST, Homestead, FL 33030

http://whe.dadeschools.net/

Demographics

Principal: Earl Burth

Start Date for this Principal: 7/15/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-7
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)	98%
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: C (50%) 2020-21: (39%) 2018-19: C (52%) 2017-18: B (55%)
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	TS&I
* 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.

The mission of West Homestead K-8 Center is to increase student achievement while strengthening core values and skills necessary to become productive citizens.

Provide the school's vision statement.

West Homestead K-8 Center's vision is to prepare our students to successfully compete in all facets of the 21st century learning environment and workforce.

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	
Burth, Earl	Principal		The role of a principal is to provide strategic direction in the school system. Principals develop standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff and oversee facilities.
Hernandez, Isabel	Assistant Principal		Assistant principals deal with the issues of school management, student activities and services, community relations, personnel, and curriculum instruction. They coordinate with principals and board members to assist in defining and enforcing school policies and guidelines for students, staff, and faculty.
Escoto, Tetyana	Instructional Coach		The Transformation Reading Coach (K-5) will provide direct instructional services related to improving and supporting classroom instruction at schools that receive support from the District's Educational Transformation Office. Emphasis will be on utilizing the coaching model to support teachers in effective evidenced–based instructional strategies that will improve students' academic success.
Herrera Rivero, Ofelia	Instructional Coach		The Transformation Math Coach (K-8) will provide direct instructional services related to improving and supporting classroom instruction at schools that receive support from the District's Educational Transformation Office. Emphasis will be on utilizing the coaching model to support teachers in effective

Name	Position Title	Job Duties and Responsibilities	
			evidenced–based instructional strategies that will improve students' academic success.
Kroger, Shari	Instructional Coach		The Transformation Reading Coach (Grades 6-8) will provide direct instructional services related to improving and supporting classroom instruction at schools that receive support from the District's Educational Transformation Office. Emphasis will be on utilizing the coaching model to support teachers in effective evidenced–based instructional strategies that will improve students' academic success.
Novoa, Argelia	Teacher, PreK		Teaching children about core concepts, such as numbers, letters, shapes, and colors. Using creative, hands-on methods of learning, such as artistic expression, free play, and storytelling. Planning a curriculum that addresses early childhood education requirements. Encouraging and monitoring social interactions between children. Instilling a sense of respect and discipline, so that children work effectively in a classroom setting. Supervising children outside of class time, such as during lunch, out on the playground, or on field trips. Making sure that the classroom is clean, safe, and wellorganized. Setting up the materials and workspaces required for class activities. Communicating with parents to learn more about each child's life outside the classroom. Creating reports to inform parents about their children's progress at school.

Name	Position Title	Job Duties and Responsibilities
Lenard, Chrissy	Instructional Coach	The Transformation Science Coach (K-8) will provide direct instructional services related to improving and supporting classroom instruction at schools that receive support from the District's Educational Transformation Office. Emphasis will be on utilizing the coaching model to support teachers in effective evidenced–based instructional strategies that will improve students' academic success.

Demographic Information

Principal start date
Friday 7/15/2022, Earl Burth

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.*
14

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.*
36

Total number of teacher positions allocated to the school
56

Total number of students enrolled at the school
817

Identify the number of instructional staff who left the school during the 2021-22 school year.
8

Identify the number of instructional staff who joined the school during the 2022-23 school year.
6

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	60	86	67	131	73	105	101	89	90	0	0	0	0	802
Attendance below 90 percent	6	28	15	33	20	28	24	14	17	0	0	0	0	185
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	4	31	7	8	19	2	3	0	0	0	0	74
Course failure in Math	0	0	0	13	4	4	13	10	1	0	0	0	0	45
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	39	33	72	52	39	42	0	0	0	0	277
Level 1 on 2022 statewide FSA Math assessment	0	0	0	33	35	56	42	30	37	0	0	0	0	233
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	2	0	3	44	32	56	51	31	38	0	0	0	0	257

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	2	26	3	2	3	3	4	0	0	0	0	43
Students retained two or more times	0	0	0	3	5	4	2	3	0	0	0	0	0	17

Date this data was collected or last updated

Monday 8/8/2022

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	33	67	86	117	101	104	100	93	76	0	0	0	0	777
Attendance below 90 percent	5	16	29	53	38	43	37	59	25	0	0	0	0	305
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	1	26	18	14	10	20	18	0	0	0	0	107
Course failure in Math	0	0	0	22	8	17	12	3	1	0	0	0	0	63
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	18	25	27	18	0	0	0	0	88
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	13	23	30	9	0	0	0	0	75
Number of students with a substantial reading deficiency	0	26	71	96	65	77	66	78	51	0	0	0	0	530

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	0	43	17	25	31	38	22	0	0	0	0	176

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	0	0	26	1	0	1	1	1	0	0	0	0	30
Students retained two or more times	0	0	0	2	0	2	2	4	0	0	0	0	0	10

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	33	67	86	117	101	104	100	93	76	0	0	0	0	777
Attendance below 90 percent	5	16	29	53	38	43	37	59	25	0	0	0	0	305
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	1	26	18	14	10	20	18	0	0	0	0	107
Course failure in Math	0	0	0	22	8	17	12	3	1	0	0	0	0	63
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	18	25	27	18	0	0	0	0	88
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	13	23	30	9	0	0	0	0	75
Number of students with a substantial reading deficiency	0	26	71	96	65	77	66	78	51	0	0	0	0	530

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	0	43	17	25	31	38	22	0	0	0	0	176

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	0	0	26	1	0	1	1	1	0	0	0	0	30
Students retained two or more times	0	0	0	2	0	2	2	4	0	0	0	0	0	10

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	23%			23%			29%	63%	61%
ELA Learning Gains	44%			35%			47%	61%	59%
ELA Lowest 25th Percentile	42%			29%			42%	57%	54%
Math Achievement	35%			29%			48%	67%	62%
Math Learning Gains	65%			38%			56%	63%	59%
Math Lowest 25th Percentile	62%			45%			55%	56%	52%
Science Achievement	28%			24%			42%	56%	56%
Social Studies Achievement	53%			48%			67%	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	27%	60%	-33%	58%	-31%
Cohort Comparison		0%				
04	2022					
	2019	22%	64%	-42%	58%	-36%
Cohort Comparison		-27%				

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					
	2019	32%	60%	-28%	56%	-24%
Cohort Comparison		-22%				
06	2022					
	2019	13%	58%	-45%	54%	-41%
Cohort Comparison		-32%				
07	2022					
	2019	31%	56%	-25%	52%	-21%
Cohort Comparison		-13%				

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	45%	67%	-22%	62%	-17%
Cohort Comparison		0%				
04	2022					
	2019	44%	69%	-25%	64%	-20%
Cohort Comparison		-45%				
05	2022					
	2019	55%	65%	-10%	60%	-5%
Cohort Comparison		-44%				
06	2022					
	2019	24%	58%	-34%	55%	-31%
Cohort Comparison		-55%				
07	2022					
	2019	37%	53%	-16%	54%	-17%
Cohort Comparison		-24%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					
	2019	44%	53%	-9%	53%	-9%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-44%				
07	2022					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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	59%	73%	-14%	71%	-12%
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	100%	63%	37%	61%	39%
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	9	41	62	24	69	82	7				
ELL	17	40	40	32	63	60	20	45	100		
BLK	22	46		26	60	62	30	62			
HSP	23	43	40	36	65	61	28	51	100		
FRL	23	44	42	35	65	63	28	53	100		

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	13	31	20	15	25	20					
ELL	20	36	30	28	39	51	22	48			
BLK	22	29		24	29		17	44			
HSP	24	37	27	31	41	48	26	50	80		
FRL	24	36	29	29	38	45	24	47	81		
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	9	58	73	27	47	64	7				
ELL	25	43	38	49	56	57	47	57			
BLK	34	55	64	42	60	53	31	85			
HSP	28	45	38	51	54	54	44	63			
FRL	29	47	42	49	56	54	43	68	77		

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)	TS&I
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	37
Total Points Earned for the Federal Index	489
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
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	45
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	44
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	48
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	49
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?

All ELA Subgroups Achievement decreased except for BLK which stayed the same at 22%.
All Math Subgroups Achievement increased. The Subgroup
SWD had the largest decrease of 4 percentage points.

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

In ELA, all but one (BLK) subgroup showed a decrease in achievement however all subgroups showed an increase of at least 4 percentage points in Learning Gains and 10 percentage points in the lowest 25 percent.
In Math, all subgroups showed an increase of at least 2 percentage points in achievement, 27 percentage points in learning gains, and 13 percentage points in lowest 25%.

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 have been focused on implementing standards-based instruction in all classrooms. We will continue to support this while incorporating data-driven instruction to help meet the needs of our ESE and ELL subgroups in our English Language Arts department. We will also develop teachers using strategies that focus on scaffolding and intervention to help them access grade level content. We will be strategic with aligning resources that ensure rigorous instruction and continue to include OPM in our data chats.

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

Subgroups BLK ELA Learning Gains increased 17 percentage points (29-46). Math Learning Gains among the Students With Disabilities (SWD) L25% increased from 20 percentage points in 2021 to 82 percentage points on the 2022 showing a 62 percent increase. FSA BLK Science increased from 17 percent proficient to 30 percent showing an increase 13 percentage points.

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

ESE students participated in extended learning opportunities which helped to bridge the gap in learning loss from
increasing. We will continue to create a collaborative planning schedule that allows time to plan for DI. Administrators will attend weekly collaborative planning sessions and contribute to conversations with individual departments to carefully align resources, in addition to walk-throughs to ensure all lessons plans are being taught with fidelity.

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

Data-driven Instruction, Differentiated Instruction, Extended Learning Opportunities, Standards-Based Collaborative Planning, 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 PLST will develop whole group sessions and job-embedded sessions on using data to drive instruction (Faculty Meetings) including ongoing Professional Learning Communities (PLC) through the new online collaborative platform (Schoology). Coach Teacher Collaborations will also be implemented individually with teachers to support specific needs (ongoing) and continuous data chats with individualized feedback and next steps (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 being implemented school-wide that are aligned to the goals. Extended Learning opportunities will be provided with before and after school tutoring and interventions as well as Saturday Academies and Spring Break Academy.

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

:

#1. Positive Culture and Environment specifically relating to school culture and attendance

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	After analyzing the three year trend of School Culture and Attendance, it was noted that an increase of 25 percentage points of teachers had 10.5+ absences this year compared to the 2020-2021 school year.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Through the various attendance incentives and the promotion of mindfulness, by the end of the 2022- 2023 school year, it is expected that there will be a decrease of 15 percentage points of teachers with 10.5 absences according to the 2022 - 2023 attendance report.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Administration will meet on a bi-weekly basis to identify teachers with high absences. Administration will meet with staff who accumulate more than two absences in a month to determine if additional support is needed.
Person responsible for monitoring outcome:	Isabel Hernandez (hernandezi@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	We will celebrate success by providing incentives and rewards for the teachers with higher attendance percentages.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	According to the 2021-2022 School Climate Survey, teachers absences showed an increase of 25 percentage points for those with 10.5+ absences. Using incentives and positive reinforcement it is expected that teacher attendance will decrease by 2 percentage points during that 2022-2023 school year. Encouraging teacher attendance will lead to a more consistent learning environment.

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.

08/22/22-10/21/22
Administration will track attendance and meet with teachers to discuss attendance trends and offer support through the Employee Assistance Program (EAP). As a result, administration can identify specific teachers that may need support with their attendance. Ongoing

Person Responsible	Earl Burth (burthe@dadeschools.net)

08/22/22-10/21/22
Leadership Team will meet on a monthly basis to discuss attendance incentive opportunities, which will

include teacher of the month, shout outs, and gift certificates. As a result of these incentives, teacher attendance percentage will increase and thus help improve consistency in the classrooms. Ongoing

Person Responsible   Peter Galera (pgalera@dadeschools.net)

08/22/22-10/21/22
Teachers with perfect attendance for the month will be added to a raffle where one winner will be chosen. As a result of the raffle, teacher attendance will increase and staff morale will improve. Ongoing

Person Responsible   Peter Galera (pgalera@dadeschools.net)

08/22/22-10/21/22 The leadership team will choose a teacher who demonstrates overall good attendance to be the employee of the month which includes prizes and a dedicated parking spot. As a result of showing ongoing appreciation, positivity in the school will increase. Ongoing

Person Responsible   Peter Galera (pgalera@dadeschools.net)

#2. Transformational Leadership specifically relating to Teacher Recruitment and Retention	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	According to the 2021-2022 School Climate Survey feedback from staff, 14% of teachers strongly agreed that staff morale is high at our school, in comparison to 35% during the 2020-2021 School Climate Survey feedback. This indicates a decrease of 21 percentage points. In addition, the 2020-2021 School Climate Survey feedback form indicated that 35% of teachers strongly agree that they feel their ideas are listened to and considered, in comparison to 43% during the 2021-2022 school year. This data indicates a critical need to increase staff morale and collaboration.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we successfully implement Empowering Teachers, our staff morale will increase by 10 percentage points on the 2022-2023 Climate survey.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The leadership team will plan team building activities so that teachers can meet with one another and with administrators to build rapport. During monthly staff meetings, there will be an opportunity for connection with teachers and and opportunity to voice concerns to ensure all teacher input is considered. The leadership team will survey teachers to garner ideas on initiatives/strategies they would like to see implemented in our school
Person responsible for monitoring outcome:	Chrissy Lenard (c_lenard@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the targeted element of Transformational Leadership, we will focus on empowering our teachers and staff to ensure they have a voice and are active participants in decision making.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the	We want to empower teachers in our school by involving them in critical decision making processes. Leading different initiatives will provide leadership opportunities while also increasing morale, as the teachers will see the impact of their input.

**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.

8/16/2022 Leadership Team conducted team building activities to promote positive culture and collaboration. As a result, the staff morale will increase schoolwide.

Person Responsible   Chrissy Lenard (c_lenard@dadeschools.net)

8/22/2022-10/21/2022 Staff of the Month will be announced monthly during faculty meetings. This will encourage staff to be spotlighted for innovation and dedication impacting positive culture leading to teacher retention.

Person Responsible   Earl Burth (burthe@dadeschools.net)

8/22/2022-10/21/2022 Coordinate with Miami-Dade Wellness program to provide different incentives and activities for the staff. As a result, teachers will be more aware of the importance of their personal well being, their own needs, and lead to a more positive environment.

Person Responsible   Tetyana Escoto (tescoto@dadeschools.net)

8/22/2022-10/21/2022 Teachers will participate in the in-house climate survey to determine overall staff morale and school culture. As a result, the leadership team will have the data with teachers' perceptions regarding school climate and make necessary adjustments.

Person Responsible   Isabel Hernandez (hernandezi@dadeschools.net)

#3. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	After comparing 2021 ELA FSA and 2022 ELA FSA, SWD data indicates a decrease of 4 percentage points in proficiency from 13% to 9%. It is evident that these students have gaps in foundational reading skills that are impeding them from accessing grade level text successfully; therefore, a focus on Differentiated Instruction will strengthen their foundational reading skills.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we successfully implement differentiation, it is expected that ELA data for students who are 2+ grade levels below on the FAST PM1 (77%) will decrease by 10 percentage points on the 2023 FAST PM3.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The area of focus will be monitored through common planning with the development of D.I. activities for instruction. Improvements will be seen through D.I. data and OPMs. Administration will conduct walk-throughs to ensure lessons created during common planning have evidence of D.I. in the lesson plan and delivered with fidelity.
Person responsible for monitoring outcome:	Earl Burth (burthe@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Differentiated Instruction will be incorporated using but not limited to interactive journals, interactive word/sound walls, exposure to diverse texts, visual stimuli, incorporation into daily dialogue, etc. associated with the content being taught should be incorporated into effective lessons. Data driven instruction will ensure students' needs are met.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Our school will focus on the evidence-based strategy of differentiation. Differentiated instruction will assist in accelerating the learning gains of our students as it is a systematic approach of instruction to meet the students' needs. Differentiated 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.

08/22/22-10/21/22 CSS/Administration support will meet with ELA teachers to plan on the use differentiation to remediate standards not yet mastered. As a result of this remediation students will be able to fill learning gap and thus increase their performance. Ongoing

Person Responsible   Shari Kroger (skroger@dadeschools.net)

08/22/22-10/21/22 The teachers will utilize data to create groups for differentiated instruction in an effort to tier instruction for every group. As a result, student performance will increase which will be evident on their independent practice. Ongoing

Person Responsible   Tetyana Escoto (tescoto@dadeschools.net)

08/22/22-10/21/22 The teachers will provide ongoing corrective feedback allowing students to take ownership of their learning and enhance their comprehension of the targeted skills. As a result, student performance will increase as evidenced on their ongoing progress monitoring. Ongoing

Person Responsible   Isabel Hernandez (hernandezi@dadeschools.net)

08/22/22-10/21/22 The teachers will analyze data bi-weekly to guide the process of regrouping the students to target the individual needs of the students. As a result of the fluidity of the groups, teachers will ensure that every learner is reached.

Person Responsible   Peter Galera (pgalera@dadeschools.net)

#4. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Based on the data review, our school will implement the Targeted Element of ELA based on the findings that demonstrated 19% proficiency in grades 3-5 on the 2022 FSA ELA as compared to 21% on the 2021 FSA ELA. Tier 1 instruction, in both planning and delivery, did not result in an increase in proficient students. Therefore, we will strategically develop, explicitly deliver, and systematically monitor tier 1 instruction.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	If we successfully develop, deliver, and monitor Tier 1 instruction, then our ELA Proficiency will increase by a minimum of 5 percentage points (28%) as evidenced by the 2023 State Assessments.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The Leadership team will participate in weekly professional collaboration sessions, following up with targeted walk-throughs that monitor the alignment of planning to instructional delivery. Explicit feedback will be provided weekly and instructional shifts in planning will occur, based on feedback. Transformation coaches will collaboratively plan with teachers, utilizing instructional resources that define the expectation of the standards. Collection of observational data and explicit feedback will be utilized to adjust planning and instruction. Data analysis of assessments, as well as the review of student work, will be utilized to track progress and determine the effectiveness of instructional delivery and planning.
Person responsible for monitoring outcome:	Earl Burth (burthe@dadeschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Within the Targeted Element of ELA, our school will focus on the evidence-based strategy of: Standards-Based Collaborative Planning. Standards based professional collaboration sessions brings teachers together to learn from each other and share best practices. These collaborations will result in improved lesson quality, instructional effectiveness, and student achievement. Standards based collaborative planning will be monitored by observation of developed instruction, product reviews, and progress monitoring performance
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria**	Standards-Based Collaborative Planning will ensure teachers plan rigorous lessons aligned to standards that translate into effective delivery. Continual feedback related to delivery, product effectiveness, and assessment performance will guide shifts, tier teachers for Coach/Teacher Collaboration, enhancements in instructional delivery, and

| used for selecting this strategy. | student performance. |

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.

8/22-10/21 Transformational Coaches will conduct professional collaboration sessions. Teachers will participate in weekly collaborative sessions, with a focus on standards aligned instruction, resulting in an explicit lesson plan that scaffolds instruction.

Person Responsible   Peter Galera (pgalera@dadeschools.net)

8/22-10/21 Instructional delivery will include a stated purpose, daily learning target, and end product, to ensure that what was planned for is delivered. As a result, teachers will deliver instruction with fidelity thus leading to higher student performance.

Person Responsible   Isabel Hernandez (hernandezi@dadeschools.net)

8/22-10/21 Data analysis of progress monitoring assessments, including product review, will be conducted bi-weekly to assess the delivery of content on student performance. As a result, teachers will use the data to drive instruction ensuring student growth.

Person Responsible   Tetyana Escoto (tescoto@dadeschools.net)

8/22-10/21 Administration will conduct walk-throughs to ensure lessons are being implemented with fidelity. As a result, expectations will be clear and there will be evidence of planning demonstrating an alignment of standards in all classrooms.

Person Responsible   Earl Burth (burthe@dadeschools.net)

RAISE

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

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

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

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

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

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

Based on the 2022 SAT-10 data 56% of students in grades K-2 are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

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

Based on the 2022 FSA data 81% of students in grades 3-5 are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

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

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

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

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

Grades K-2: Measureable Outcome(s)

If we successfully develop, deliver, and monitor Tier 2/3 instruction, then our ELA Proficiency will increase by a minimum of 3 percentage points as evidenced by the 2022 State Assessments.

Grades 3-5: Measureable Outcome(s)

If we successfully develop, deliver, and monitor Tier 2/3 instruction, then our ELA Proficiency will increase by a minimum of 2 percentage points as evidenced by the 2022 State Assessments..

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

The Leadership team will participate in weekly professional collaboration sessions, following up with targeted walk-throughs that monitor the alignment of planning to instructional delivery. Explicit feedback will be provided weekly and instructional shifts in planning will occur, based on feedback. Transformation coaches will collaboratively plan with teachers, utilizing instructional resources that define the expectation of the standards.
Collection of observational data and explicit feedback will be utilized to adjust planning and instruction. Data analysis of assessments, as well as the review of student work, will be utilized to track progress and determine the effectiveness of instructional delivery and planning.

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

Burth, Earl , burthe@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?

Within the Targeted Element of ELA, our school will focus on the evidence-based strategy of: Standards-Based Collaborative Planning. Standards based professional collaboration sessions brings teachers together to learn from each other and share best practices. These collaborations will result in improved lesson quality, instructional effectiveness, and student achievement. Standards based collaborative planning will be monitored by observation of developed instruction, product reviews, and progress monitoring performance 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?

Standards-Based Collaborative Planning will ensure teachers plan rigorous lessons aligned to the B.E.S.T. Standards that translate into effective delivery. Continual feedback related to delivery, product effectiveness, and assessment performance will guide shifts, tier teachers for Coach/Teacher Collaboration, enhancements in instructional delivery, and student performance.

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

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring
Administration will meet with the 3rd - 5th grade teachers every quarter to conduct data chats. Topic of discussion will be on L25 students, student progress, areas of concern and enrichment. As a result, we should see an increase of 3 percentage points in iReady from diagnostic AP1 to AP2.	Burth, Earl , burthe@dadeschools.net
The 3rd -5th grade teachers will meet monthly with students to conduct data chats and have them complete data trackers to monitor their progress. As a result, students will show an increase of at least 1 percentage point with each district assessment completed.	Galera, Peter, pgalera@dadeschools.net
Instructional Coaches will meet with the K-2nd grade teachers weekly to plan lessons and to ensure instructional delivery and assessments are aligned to the B.E.S.T. Standards. As a result, teachers will use various levels of Depth of Knowledge questioning to provide explicit instruction.	Burth, Earl , burthe@dadeschools.net
Coaches will conduct Coach/Teacher Collaborations with K-2nd grade teachers to build teacher capacity in using evidence-based strategies within the lessons. As a result, this will facilitate more rigorous instruction and improved assessment scores.	Hernandez, Isabel, hernandezi@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 school creates experiences throughout the year to engage with parents and families and ensures they have necessary information to support their children. Staff are provided opportunities to take part in Team-Building activities where we come together to share success and provide opportunities for staff to provide ongoing feedback and suggestions to school leaders. We also ensure information is provided to all stakeholders through faculty meetings and our Schoology page for staff and groups (set up by department) to facilitate consistent collaborations. We continue to build our skill-set in ensuring our classrooms are highly engaging and foster the highest level of learning.

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

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principals, Instructional Coaches, Teacher Leaders and Counselors (our School Leadership Team). The Principal's role is to monitor and oversee all the school's initiatives and respond to concerns with morale by

planning Team-building and morale boosting activities. The Assistant Principals will monitor the mentorship programs and assist in ensuring all information is shared with stakeholders in a timely manner. Teacher leaders and instructional coaches assist in providing and responding to feedback from stakeholders. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families.