Eneida M. Hartner Elementary School

2022-23 Schoolwide Improvement Plan

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Eneida M. Hartner Elementary School

401 NW 29TH ST, Miami, FL 33127

http://www.dade.k12.fl.us/hartner/

Demographics

Principal: Tangela Goa D

Start Date for this Principal: 7/12/2022

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)	91%
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 (46%) 2020-21: (33%) 2018-19: B (59%) 2017-18: C (47%)
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.

Our school celebrates individuality, diversity, and creativity. We focus on incorporating technology, and providing opportunities for students to collaborate, communicate, and think critically about real-world problems.

Provide the school's vision statement.

Our vision is to educate global citizens for the 21st century.

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
Goa, Tangela	Principal	Leads teachers and staff in ensuring a quality educational environment is maintained while overseeing the daily activities and operations within the school. Main duties involve supervising staff and ensuring the school environment is safe for all students and staff members; overseeing the implementation of school policies; and, helping teachers maximize their teaching potential in order to maximize student learning.
Marban, Anailene	Assistant Principal	Assists the principal in leading teachers and staff in providing a quality educational environment while assisting with daily operations and activities within the school. Main duties involve supporting the implementation of school improvement initiatives; supporting and supervising teachers and staff; and, providing instructional leadership to improve teaching and learning outcomes.
Woods, Danita	Instructional Coach	Provides ongoing, embedded, non-evaluative, professional learning and support. Leads and implements instructional practices, content and instructional expertise to support teachers through professional learning.

Demographic Information

Principal start date
Tuesday 7/12/2022, Tangela Goa D

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.*

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.*

Total number of teacher positions allocated to the school

18

Total number of students enrolled at the school

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.

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	82	65	59	62	61	63	0	0	0	0	0	0	0	392
Attendance below 90 percent	13	7	4	5	6	7	0	0	0	0	0	0	0	42
One or more suspensions	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	5	16	22	6	15	0	0	0	0	0	0	0	64
Course failure in Math	0	10	13	13	8	13	0	0	0	0	0	0	0	57
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	17	29	30	0	0	0	0	0	0	0	76
Level 1 on 2022 statewide FSA Math assessment	0	0	0	13	15	24	0	0	0	0	0	0	0	52
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	0	5	13	25	19	26	0	0	0	0	0	0	0	88

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	1	0	0	11	0	0	0	0	0	0	0	0	0	12
Students retained two or more times	0	1	1	1	0	0	0	0	0	0	0	0	0	3

Date this data was collected or last updated

Tuesday 7/12/2022

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	51	47	52	56	49	0	0	0	0	0	0	0	312
Attendance below 90 percent	13	19	13	13	14	14	0	0	0	0	0	0	0	86
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	5	4	19	13	11	0	0	0	0	0	0	0	52
Course failure in Math	0	3	2	8	11	12	0	0	0	0	0	0	0	36
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	6	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Number of students with a substantial reading deficiency	10	17	15	31	26	15	0	0	0	0	0	0	0	114

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	11	11	2	10	12	12	0	0	0	0	0	0	0	58

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	18	12	0	2	0	0	0	0	0	0	0	0	0	32
Students retained two or more times	0	0	0	0	0	1	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	51	47	52	56	49	0	0	0	0	0	0	0	312
Attendance below 90 percent	13	19	13	13	14	14	0	0	0	0	0	0	0	86
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	5	4	19	13	11	0	0	0	0	0	0	0	52
Course failure in Math	0	3	2	8	11	12	0	0	0	0	0	0	0	36
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	6	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Number of students with a substantial reading deficiency	10	17	15	31	26	15	0	0	0	0	0	0	0	114

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	11	11	2	10	12	12	0	0	0	0	0	0	0	58

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	18	12	0	2	0	0	0	0	0	0	0	0	0	32
Students retained two or more times	0	0	0	0	0	1	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	36%			38%			46%	62%	57%
ELA Learning Gains	51%			38%			60%	62%	58%
ELA Lowest 25th Percentile	35%			20%			71%	58%	53%
Math Achievement	56%			43%			59%	69%	63%
Math Learning Gains	65%			33%			56%	66%	62%
Math Lowest 25th Percentile	43%			40%			53%	55%	51%
Science Achievement	35%			20%			65%	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	29%	60%	-31%	58%	-29%
Cohort Comparison		0%				
04	2022					
	2019	54%	64%	-10%	58%	-4%
Cohort Comparison		-29%				
05	2022					
	2019	45%	60%	-15%	56%	-11%
Cohort Comparison		-54%				

			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	64%	67%	-3%	62%	2%
Cohort Comparison		0%				
04	2022					
	2019	56%	69%	-13%	64%	-8%
Cohort Comparison		-64%				
05	2022					
	2019	43%	65%	-22%	60%	-17%
Cohort Comparison		-56%				

			SCIENCE			
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	58%	53%	5%	53%	5%
Cohort Comparison						

Subgroup Data Review

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
2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	15	17	20	50	52						
ELL	24	42	29	53	58	31	27				
BLK	59	56		58	56						
HSP	30	49	36	55	67	43	29				
FRL	38	49	35	56	66	40	38				

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
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	25	31		39	38		21				
ELL	34	38	18	46	43	50	21				
BLK	48	42		48	50		27				
HSP	34	37	21	41	28	38	17				
FRL	39	41	23	42	33	31	22				

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
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	32	57	67	41	68	60					
ELL	41	62	80	59	59	50	52				
BLK	53	55		60	55		58				
HSP	46	61	70	58	57	47	67				
FRL	46	59	70	58	56	50	64				

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	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	59
Total Points Earned for the Federal Index	380
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	40
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	57
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	46
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	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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

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

2022 Florida Standards Assessments ELA and Mathematics Data Findings:

The school to district comparison report showed that:

1. ELA proficiency was 38%, no change from the 2021 average. ELA proficiency was 17 percentage points below the district's average of 55%. Math proficiency was 58%, 15 percentage points increase from the 2021 average of 43%. Math proficiency was aligned with district performance, only 3 percentage points below the district's average of 60%. 7% of SWD students scored at proficiency in ELA and 43% of SWD students scored at proficiency in Math.

2. ELA learning gains was 51%, 23 percentage points increase from 38% in 2021. ELA learning gains of the lowest 25% was 35%, 15 percentage points increase from 20% in 2021. ELA learning gains among SWD was 7% and ELA learning gains among SWD in the lowest 25th percentile was 29%. Math learning gains was 65%, 32 percentage points increase from 33% in 2021. Math learning gains of the lowest 25% was 43%, 3 percentage points increase from 40% in 2021. Math learning gains among SWD was 32% and Math learning gains among SWD in the lowest 25th percentile was 29%.

3. Science proficiency was 37%, 18 percentage points increase from the 2021 average of 19%.

4. ELA text-based writing performance data indicates that 4% of fourth grade students earned a passing score of 8-10 points on the FSA ELA Text-Based Writing Assessment and 2% of fifth grade students earned a passing score.

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

2022 Florida Standards Assessments] ELA, Mathematics, and Science Data Findings:

The school to district comparison report showed that:

1. ELA proficiency was 38%, 17 percentage points below the district's average of 55%.

2. ELA learning gains was 51%, 23 percentage points increase from the 2021 average of 38%. Math learning gains was 65%, 32 percentage points increase from the 2021 average of 33%.

3. ELA learning gains of the lowest 25% was 35%, 15 percentage points increase from the 2021 average of 20%. Math learning gains of the lowest 25% was 43%, 3 percentage points increase from 40% in 2021.

4. ELA text-based writing performance data indicates that 4% of fourth grade students earned a passing score of 8-10 points on the FSA ELA Text-Based Writing Assessment and 2% of fifth grade students earned a passing score. Improvement is students' text-based writing will positively impact our overall ELA achievement and learning gains.

5. SWD was the lowest performing subgroup in both ELA and Math. SWD ELA proficiency was 7% and SWD Math proficiency was 43%. ELA learning gains among SWD was 7% and ELA learning gains among SWD in the lowest 25th percentile was 29%. Math learning gains among SWD was 32% and Math learning gains among SWD in the lowest 25th percentile was 29%.

6. Science proficiency was 37%, 12 percentage points below the district's average of 49%.

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

ELA achievement and learning gains remains an area in need for improvement. Only 38% of students scored at proficiency in 2022, almost 20 percentage points below student performance in 2018 and 2019. ELA achievement is 19 percentage points the district's average of 55%. 51% of students made learning gains in ELA and 35% of students in the lowest 25th percentile in ELA. Only 4% of fourth grade students and 2% of fifth grade students earned a passing score on the FSA ELA Text-Based Writing Assessment. Only 7% of SWD scored at achievement in ELA, 7% of SWD made learning gains in ELA, and 29% of SWD in the lowest 25th percentile made learning gains in ELA.

New actions to be taken to address this need for improvement include strengthening Tier 1 instruction to include implementation of strategies that support decoding, fluency, and writing development. Additional instructional support will be allocated to the lowest 25th percentile subgroups to include additional interventions, tutorials, and progress monitoring.

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

2022 Data Findings:

1. Math Learning Gains increased by 32 percentage points, from 33% in 2021 to 65% in 2022.
2. Reading Learning Gains increased by 23 percentage points, from 38% in 2021 to 51% in 2022.
3. Science Achievement increased by 17 percentage points, from 19% in 2021 to 36% in 2022.
4. L25% Reading Learning Gains increased by 15 percentage points, from 20% in 2021 to 35% in 2022.
5. Reading Learning Gains increased by 25 percentage points, from 38% in 2021 to 53% in 2022.

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

Contributing factors and actions that led to these improvements were strengthening Tier 1 instruction through professional development and support through weekly grade level planning sessions, incorporation of professional development in monthly faculty meetings, implementation of interventions,

and providing teachers with guidance and support from the instructional coach. Additionally, targeted students participated in extended-day tutorials including Title I tutoring, ELL tutoring, Winter and Spring Recess camps.

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

The following strategies will need to be implemented in order to accelerate learning.

1. Incorporate close data monitoring of students in the lowest 25th percentile in Reading and Math.

2. Allocate targeted instructional support and resources to those students in the lowest 25% percentile in Reading and Math.

3. Professional development in text-based writing as well as monitoring that opportunities for students to write are embedded into daily instruction.

4. Professional development Reading instruction with a focus on fluency development.

5. Incorporate student-centered instructional strategies to increase student engagement in learning.

6. Solicit parental involvement through increased communication and establishing positive relationships with families that lead to a culture of learning.

7. Continue to provide extended day and during-day tutorials and interventions to address achievement gaps.

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 the following professional development opportunities to accelerate learning:

• August 2022: Effective Reading and Math Instruction & Routines

• September 2022: Writing: Strategies/Routines to Increase Opportunities for Daily Practice

• September 2022: Schoology

• October 2022: Reading Fluency: Strategies/Routines to Incorporate Daily Practice Opportunities

• October 2022: Horizons Interventions

• November 2022: Engagement Strategies: Student-Centered Classroom

• December 2022: The Writing Process & Text-Based Writing

• January 2022: Best Practices: Reading

• January 2023: Best Practices: Math

• February 2023: Reading: Strategies to Remediate/Reteach Priority Standards Based on Midyear Assessment

• February 2023: Math: Strategies to Remediate/Reteach Priority Standards Based on Midyear

Assessment

• Ongoing: Data chats, individualized feedback, coaching cycles to support specific teacher needs.

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

Additional services that will be implemented to ensure sustainability of improvement increased opportunities for job-embedded professional learning and infusion of professional learning at monthly faculty meetings and weekly collaborative planning sessions. The leadership team will meet weekly to share findings from walkthroughs and progress-monitoring data and to plan for targeted support. Increased accountability for students in the lowest 25th percentile will be implemented through weekly monitoring of Tier 2-3 data from Horizons and i-Ready. Schoolwide instructional initiatives will include incorporation of writing journals and a calendar of daily writing prompts and a calendar of schoolwide activities to promote student engagement, motivation, and attendance.

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 Collaborative Planning

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 Collaborative Planning based on our findings that student proficiency and learning gains were below district norms in both Reading and Mathematics. Effective collaborative planning will enhance instructional delivery and achievement amongst our lowest 25th percentile in Reading and Math.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	If collaborative planning is successfully implemented, instructional delivery will be enhanced and proficiency will increase by at least 10 percentage points in Reading and Math.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Administration will conduct walkthroughs to monitor instructional deliver and will participate in common planning sessions as evidenced by sign-in sheets.
Person responsible for monitoring outcome:	Tangela Goa (pr2351@dadeschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Within the targeted element of collaborative planning, our school will focus on the evidence-based strategy of: Standards-Based Collaborative Planning. Standards-Based Collaborative Planning focuses on helping teachers identify instructional strategies and best practices to prepare lessons where instructional delivery promotes mastery of concepts and standards.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	The implementation standards-based collaborative planning will bring teachers together to learn from one another and collaborate on projects that will lead to improvements in lesson quality, instructional delivery and effectiveness, and student achievement.

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.

1. 1. Utilize the B.E.S.T Standards benchmark clarifications and examples to identify appropriate strategies and activities to teach. As a result, teachers will more effectively plan for instruction aligned with the B.E.S.T Standards. The date range for this action step is 8/11/2022 - 10/14/2022.

Person Responsible	Danita Woods (dwdominguez@dadeschools.net)

2. Review student work samples to determine the effectiveness of instruction and the strategy utilized to teach the concept. As a result, teachers will be able more effectively assess student mastery of concepts and determine if reteaching utilizing a different strategy is needed. The date range for this action step is 8/11/2022 - 10/14/2022.

Person Responsible	Danita Woods (dwdominguez@dadeschools.net)

3. Provide opportunities for teachers to collaborate and share best practices. As a result, teachers will put new ideas and strategies into practice to enhance their instruction. The date range for this action step is 8/11/2022 - 10/14/2022.

Person Responsible   Danita Woods (dwdominguez@dadeschools.net)

4. Identify and plan for differentiated strategies/scaffolds to support our Tier 2-3 students in the lowest 25th percentile. As a result, Tier 2-3 students will receive the additional support needed to accelerate learning. The date range for this action step is 8/11/2022 - 10/14/2022.

Person Responsible   Danita Woods (dwdominguez@dadeschools.net)

#2. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on the data review, our school will implement the targeted element of SWD achievement based on our findings that SWD student achievement was 36%, and overall ELA performance among SWD is trending downwards, from 32% proficiency in 2019 to 25% in 2021 and 15% in 2022. Incorporating strategies tailored to help SWD learners excel will improve achievement among the targeted subgroups of SWD and lowest 25th percentile.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If ELA instruction is enhanced and student-centered learning is successfully implemented, student achievement amongst SWD will increase to 50%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Administration along with the leadership team will conduct walkthroughs to monitor instructional delivery and the learning environment of of SWD subgroups, math classrooms and provide feedback.
Person responsible for monitoring outcome:	Tangela Goa (pr2351@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the targeted element of SWD our school will focus on the evidence-based strategy of Student-Centered Learning. Student-Centered Learning refers instructional approaches and strategies intended to address diverse learner needs through cultivating students' motivation and interests.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	SWD learners benefit from instructional approaches and support strategies that are student centered, differentiated, more engaging, hands-on, and include more collaborative in nature. In a student-centered classroom, the teacher facilitates learning by allowing more opportunities for students to engage in thinking and explaining.

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.

1. Utilize the B.E.S.T. Instructional Guide for ELA to assist teachers with planning for SWD student learning and instruction aligned to Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards. As a result, teachers will effectively plan for lessons that are aligned with the new B.E.S.T Standards. The date range for this action step is 8/11/2022 - 10/14/2022.

Person Responsible   Danita Woods (dwdominguez@dadeschools.net)

2. Increase opportunities for SWD students to explore and build conceptual understanding through the use of manipulatives. As a result, students will be provided with more hands-on opportunities to explore math concepts. The date range for this action step is 8/11/2022 - 10/14/2022.

Person Responsible   Danita Woods (dwdominguez@dadeschools.net)

3. Promote and track usage of i-Ready Reading among SWD students to promote literacy. As a result, reading fluency and comprehension will increase. The date range for this action step is 8/11/2022 - 10/14/2022.

Person Responsible   Anailene Marban (amarban@dadeschools.net)

4. Incorporate accountable routines to strengthen communication skills and SWD students' ability to reason and think critically about text. As a result, teachers will plan for lessons that incorporate collaboration among students. The date range for this action step is 8/11/2022 - 10/14/2022.

Person Responsible   Danita Woods (dwdominguez@dadeschools.net)

#3. 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.	Based on data from the school climate survey, 25% strongly agree and 68% agree with the statement, "I feel satisfied concerning my career at the school." and 31% strongly agree and 38% agree with the statement, "school personnel work together as a team". Leadership in the targeted area of Teacher Recruitment and Retention is needed to cultivate a staff of competent teachers that fit the school's climate and culture of professional learning and collegiality. It is important for all teachers including those that are new to the school and profession feel welcomed, valued, and supported.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If Teacher Recruitment and Retention is successfully implemented, the percent of teachers who strongly agree with their career at the school and working together as a team will increase by at least 10 percentage points.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Administration along with the leadership team will monitor the implementation of a planned recruitment and retention initiatives as evidenced by leadership team meeting agendas and sign-in sheets.
Person responsible for monitoring outcome:	Tangela Goa (pr2351@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the targeted element of Teacher Recruitment and Retention, our school will focus on the evidence-based strategy of Promoting the Morale and Performance of the Team. Promoting the Morale and Performance of the Team refers to leaders checking-in with teachers regularly to provide support and incorporating opportunities to boost collective morale through team-building, collaboration, incentives, and recognition.
Rationale for Evidence-based Strategy: Explain the rationale for	Teacher morale impacts job satisfaction and overall motivation to work collectively to tackle teaching challenges with optimism and perseverance. School-based leaders are the driving force in strengthening relationships among the faculty, providing new or struggling teachers with an outlet to gain valuable insight and advice, allowing them to share best practices and success stories. To build a school climate of professional learning, collegiality and ultimately collective action, school-based leaders need to be

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

supportive of teachers' needs, recognize their efforts, and provide opportunities for teachers to collaborate with one another.

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.

1. Meet with new teachers monthly to build relationships, provide professional development, offer advice, direction, or assistance. As a result, new teachers will be provided with the support and resources needed to be successful in their efforts. The date range for this action step is 8/11/2022 - 10/14/2022.

Person Responsible   Tangela Goa (pr2351@dadeschools.net)

2. Devise a calendar to spotlight teachers on social media each week. As a result, teachers will be acknowledged for their efforts in the classroom and the school community will be informed of the wonderful things happening at our school. The date range for this action step is 8/11/2022 - 10/14/2022.

Person Responsible   Anailene Marban (amarban@dadeschools.net)

3. Utilize the PLST to plan for school-based professional development opportunities and embed curriculum and instruction topics during monthly faculty meetings. As a result, teachers will be provided with professional learning opportunities throughout the school year. The date range for this action step is 8/11/2022 - 10/14/2022.

Person Responsible   Patricia Castro-Sanchez (pcsanchez@dadeschools.net)

4. Increase opportunities for teachers to connect and learn from one another by implementing a pineapple chart where teachers volunteer for colleagues to visit their classrooms, collaborate, ask and seek assistance. As a result, teachers will be encouraged to collaborate and form collegial relationships. The date range for this action step is 8/11/2022 - 10/14/2022.

Person Responsible   Anailene Marban (amarban@dadeschools.net)

#4. Positive Culture and Environment specifically relating to sultEarly Warning Systems	
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 Early Warning Systems. Early Warning Systems are research-based indicators to identify students at risk of failing to meet educational milestones such as attendance, discipline, and academics. This area was identified based on our findings that 33% of students had attendance below 90%, 46% scored at FSA ELA Level 1, and 48% had a course failures in Reading and 43% in Math. We want to continue to increase our attendance rate and improve academic performance among our at-risk learners in the lowest 25th percentile.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If Early Warning Systems are successfully implemented, the percent of students scoring at FSA ELA Level 1, will decrease by at least 10 percentage points on the 2023 spring statewide assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Administration will monitor the implementation of attendance interventions, progress monitoring data, and will separately track the progress of our at-risk learners including SWD and students in the lowest 25th percentile.
Person responsible for monitoring outcome:	Anailene Marban (amarban@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the targeted element of Early Warning Systems, our school will focus on Rewards/Incentives. Rewards/Incentives aims to promote and sustain motivation by acknowledging attainment of goals and other improvement efforts. The ultimate purpose of rewards/incentives are to intrinsically motivate students to put forth their best effort and persevere through challenges.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy.	Rewards/incentives increase productivity, motivation, and boost morale.

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.

1. Initiate a mentorship program to support at-risk learners through strategies that build positive relationships, develop students' social emotional competence, academic performance, and fosters a sense of belonging to increase valuing of school. As a result, students academics and behavior will improve. The date range for this action step is 8/11/2022 - 10/14/2022.

Person Responsible   Tangela Goa (pr2351@dadeschools.net)

2. Monitor and track the academic performance of students in the lowest 25th and SWD subgroups to plan for interventions, allocate resources, and provide additional support. As a result, teachers will be able to more effectively identify learner needs and modify instruction. The date range for this action step is 8/11/2022 - 10/14/2022.

Person Responsible   Anailene Marban (amarban@dadeschools.net)

3. Incorporate rewards and incentives to acknowledge the efforts and accomplishments of both teachers and students. As a result, teacher and student motivation will increase. The date range for this action step is 8/11/2022 - 10/14/2022.

Person Responsible   Tangela Goa (pr2351@dadeschools.net)

4. Increase communication and build relationships with families to solicit support for their child's learning. As a result, parents will become more involved advocates and supporters of their child's learning both in and out of school. The date range for this action step is 8/11/2022 - 10/14/2022.

Person Responsible   Tangela Goa (pr2351@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 our review of data, the highest percent of students performed on grade level in kindergarten in comparison to first and second grades. Results of the i-Ready Reading AP3 assessment indicated that 78% of kindergarten students scored at Tier 1 (on or above grade level), 62% of first grade students scored at Tier 1 (on or above grade level), and only 50% of second grade students at Tier 1 (on are above grade level). Consequently, the highest percent of students performing below grade level was evidenced in second grade with
22% scoring at Tier 3 (two or more grade levels below). Results of the SAT-10 Reading assessment indicated that 48% of kindergarten students scored in the highest stanines of 7-9, 48% of first grade students scored in the highest stanines of 7-9, and 8% of second grade students scored in the highest stanines of 7-9. It is imperative for students to achieve grade level mastery so that students enter third grade Reading fluently and better prepared to comprehend and analyze text. Strengthening ELA instruction in K-2 classrooms will positively impact student performance and grade level readiness in subsequent grades.

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

Based on our review of grades 3-5 FSA data, only 38% of students scored at proficiency on the FSA ELA assessment in 2022, almost 20 percentage points below student performance in 2018 and 2019. ELA achievement was 19 percentage points below the district's average of 55%. 51% of students made learning gains in ELA and 35% of students in the lowest 25th percentile in ELA. Only 4% of fourth grade students and 2% of fifth grade students earned a passing score on the FSA ELA Text-Based Writing Assessment. Only 7% of SWD scored at achievement in ELA, 7% of SWD made learning gains in ELA, and 29% of SWD in the lowest 25th percentile made learning gains in ELA. Strengthening ELA instruction in grades 3-5 will lead to higher levels of achievement and more learning gains among all students.

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 instructional practices related to ELA are improved in grades K-2, then 70% percent of students will score at Tier 1 (on or above grade level) on the 2023 i-Ready Reading AP3 assessment and will be on track to score a level 3 by third grade on the statewide standardized ELA assessment.

Grades 3-5: Measureable Outcome(s)

If instructional practices related to ELA are improved in grades 3-5, then 50% of students will meet high standards (Level 3 of higher) and 50% will demonstrate achievement on the 2023 statewide standardized ELA assessment.

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.

Administration along with the leadership team will conduct walkthroughs to monitor instructional delivery, lesson plans, student work samples, and the learning environment and provide feedback.

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

Goa, Tangela, pr2351@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 Interactive Learning Environments and Teaching Techniques. Interactive Learning Environments and Teaching

Techniques maximize student engagement through opportunities for students to interact with content during explicit instruction. One key component of effective literacy instruction is Reading fluency. Maximizing opportunities for students to interact with text through guided and repeated readings will lead to strengthening of reading skills and improve learning outcomes. Writing is another fundamental skill that students need to develop. Making time for students to write daily will not only accelerate writing development, but will enhance skills in reading, vocabulary, and language.

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?

Our school will implement the targeted element of Interactive Learning Environments and Teaching Techniques based on our findings that interactive learning environments support all learning styles providing students with a variety of scaffolds and opportunities to interact with content. Interactive teaching environments and techniques promote active learning, maximize time for practice and application of skills, and leads to improved learning outcomes.

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
1. Embed daily opportunities for students to express their thoughts and ideas both orally and in writing. As a result, students writing skills will improve. The date range for this action step is 8/11/2022 - 10/14/2022.	Marban, Anailene, 217264@dadeschools.net
2. Plan for engaging activities that incorporate the writing process so that students can practice and develop essential writing skills. As a result, teachers will plan for activities that incorporate authentic student writing. The date range for this action step is 8/11/2022 - 10/14/2022.	Marban, Anailene, 217264@dadeschools.net
3. Enhance daily fluency instruction through modeled read-a-louds, partner reading, choral reading, repeated reading, and independent reading. As a result, student comprehension will improve. The date range for this action step is 8/11/2022 - 10/14/2022.	Marban, Anailene, 217264@dadeschools.net
4. Implement Tier 2 and 3 interventions with fidelity to strengthen the foundational literacy skills of students in the lowest 25th percentile. As a result, students will be able to decode text more easily and reading fluency will improve. The date range for this action step is 8/11/2022 - 10/14/2022.	Marban, Anailene, 217264@dadeschools.net

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

Our strengths within school culture are in Resources and Support Systems. Students are supported through activities that promote academic engagement. We provide opportunities to motivate and actively engage students in learning. We provide student services and interventions to address student needs. Additionally, we support and build teacher capacity through professional development, weekly planning sessions, and guidance from an instructional coach. We encourage both teachers and students to analyze and reflect upon their practices, while acknowledging their efforts and celebrating their successes.

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

The stakeholders involved in promoting a positive school culture and environment are the leadership team comprised of the Principal, Assistant Principal, Instructional Coach, and Counselor. The Principal and Assistant Principal oversee and support schoolwide initiatives in an ongoing effort to better support the school community by building relationships with students, parents, and faculty. The Instructional Coach and Counselor assist in facilitating efforts that welcome and unite the school community. All school stakeholders

take part in building relationships with the school community which includes students, parents, and families. Team building activities are incorporated into meetings and events to foster a positive school culture and environment.