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Crestview Elementary School

2201 NW 187TH ST, Opa Locka, FL 33056

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

Demographics

Principal: Maria Hardwick V

Start Date for this Principal: 1/16/2016

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 Black/African American Students Economically Disadvantaged Students
School Grades History	2021-22: A (73%) 2020-21: (44%) 2018-19: A (63%) 2017-18: B (58%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Committed to providing an innovative educational experience that promotes inclusivity and diversity.

Provide the school's vision statement.

Establishing infinite possibilities to all students through diverse and innovative instructional practices.

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
Hardwick, Maria	Principal	Provides a common vision for the use of data-based decision-making; ensures that the school-based team is implementing interventions, conducts effective assessment for purposes of progress monitoring; ensures implementation of intervention support and documentation; ensures adequate professional development to support Rti implementation and communication with parents regarding school-based plans and activities.
Mandrell, Brittani	Assistant Principal	Assist the principal with providing a common vision for use of data-based decision-making; ensuring that the school-based team is implementing interventions, conducting effective assessment for purposes of progress monitoring; implementation of intervention support and documentation; adequate professional development to support Rti implementation and communication with parents regarding school-based plans and activities.
Fullard, Melissa	Teacher, ESE	Oversees school's SPED department to ensure the SWD subgroup demonstrates continuous progress as delineated in the IEP while working towards the achievement of goals based on standards; provides intervention to small groups of students.
Dorsey, Shanese	Teacher, K-12	Provide professional development and classroom follow-up on best practices on science and other integrated course subjects; coordinates intervention activities; assist with benchmark assessments and progress monitoring data.
Flete, Sadery	Instructional Coach	Provide professional development and classroom follow-up on best practices on ELA and other integrated course subjects; coordinates intervention activities; assists with benchmark assessments and progress monitoring data.
Thompkins, Tyrone	Guidance Counselor	Provides counseling services to assist students with coping strategies to effectively deal with personal, social and academic concerns. Additionally, consults with parents, teachers, administrators, and supporting agencies concerning the individual needs of students.

Demographic Information

Principal start date

Saturday 1/16/2016, Maria Hardwick V

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

1

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

7

Total number of teacher positions allocated to the school

18

Total number of students enrolled at the school

276

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

10

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

2

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	39	47	51	50	41	48	0	0	0	0	0	0	0	276
Attendance below 90 percent	0	16	6	12	5	9	0	0	0	0	0	0	0	48
One or more suspensions	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Course failure in ELA	0	2	5	2	6	7	0	0	0	0	0	0	0	22
Course failure in Math	0	2	3	1	3	9	0	0	0	0	0	0	0	18
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	8	5	12	0	0	0	0	0	0	0	25
Level 1 on 2022 statewide FSA Math assessment	0	0	0	4	8	9	0	0	0	0	0	0	0	21
Number of students with a substantial reading deficiency	0	2	8	14	16	21	0	0	0	0	0	0	0	61

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	2	6	10	6	15	0	0	0	0	0	0	0	39

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	2	5	9	3	0	0	0	0	0	0	0	0	19
Students retained two or more times	0	0	0	1	0	2	0	0	0	0	0	0	0	3

Date this data was collected or last updated

Thursday 8/11/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	29	46	41	39	50	30	0	0	0	0	0	0	0	235
Attendance below 90 percent	7	18	13	12	18	4	0	0	0	0	0	0	0	72
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	3	5	6	7	3	0	0	0	0	0	0	0	24
Course failure in Math	0	3	4	5	10	1	0	0	0	0	0	0	0	23
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Number of students with a substantial reading deficiency	1	10	18	22	29	8	0	0	0	0	0	0	0	88
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	4	5	8	9	3	0	0	0	0	0	0	0	29

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	4	4	7	3	0	0	0	0	0	0	0	0	19
Students retained two or more times	0	0	0	1	2	1	0	0	0	0	0	0	0	4

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	44	43	45	47	57	39	0	0	0	0	0	0	0	275
Attendance below 90 percent	16	4	13	9	11	4	0	0	0	0	0	0	0	57
One or more suspensions	0	0	0	0	2	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	3	4	3	12	2	0	0	0	0	0	0	0	24
Course failure in Math	0	2	1	1	13	6	0	0	0	0	0	0	0	23
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	9	15	3	0	0	0	0	0	0	0	27
Level 1 on 2019 statewide FSA Math assessment	0	0	0	9	13	5	0	0	0	0	0	0	0	27
Number of students with a substantial reading deficiency	0	8	9	19	27	14	0	0	0	0	0	0	0	77
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	3	4	11	19	5	0	0	0	0	0	0	0	42

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	2	4	8	3	0	0	0	0	0	0	0	0	17
Students retained two or more times	0	0	1	0	2	1	0	0	0	0	0	0	0	4

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	61%			52%			60%	62%	57%
ELA Learning Gains	69%			51%			68%	62%	58%
ELA Lowest 25th Percentile	71%			45%			70%	58%	53%
Math Achievement	77%			47%			74%	69%	63%
Math Learning Gains	89%			37%			64%	66%	62%
Math Lowest 25th Percentile	76%			27%			56%	55%	51%
Science Achievement	71%			48%			50%	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	57%	60%	-3%	58%	-1%
Cohort Comparison		0%				
04	2022					
	2019	68%	64%	4%	58%	10%
Cohort Comparison		-57%				
05	2022					
	2019	34%	60%	-26%	56%	-22%
Cohort Comparison		-68%				

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	73%	67%	6%	62%	11%
Cohort Comparison		0%				
04	2022					
	2019	84%	69%	15%	64%	20%
Cohort Comparison		-73%				
05	2022					
	2019	44%	65%	-21%	60%	-16%
Cohort Comparison		-84%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	39%	53%	-14%	53%	-14%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	68	73		72	83		55				
BLK	59	68	71	76	88	76	70				
FRL	62	69	67	77	88	71	74				
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	61	75		61	67		64				
BLK	50	52	45	47	38	27	49				
FRL	52	52	45	48	38	27	49				
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	69	81	60	77	73		79				
BLK	59	68	69	72	63	52	48				
HSP	80			90							
FRL	60	66	72	73	64	57	46				

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	73
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	514
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	70
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	73
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	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
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	73
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

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

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

According to the 2022 FSA (raw) proficiency data,

47% of the 3rd-grade students are proficient in ELA, 38% of the 4th-grade students are proficient in ELA, 73% of the 3rd-grade students are proficient in Mathematics, 57% of the 4th grade students are proficient in Mathematics and 61% of the 5th graders are proficient in ELA, Mathematics, and Science. The 2021 FSA proficiency data shows 37% of the 3rd-grade students were proficient in ELA, 53% of the 4th-grade students were proficient in ELA, 50% of the 5th-grade students were proficient in ELA, 24% of the 3rd-grade students were proficient in Mathematics, 67% of the 4th-grade students were proficient in Mathematics and 38% of the 5th graders were proficient in Mathematics, 48% of the 5th graders were proficient in Science. Based on the data, differentiation has been proven to be effective in the elementary grades. We will focus on differentiation in elementary school to address this critical need.

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

According to our 2022 FSA (raw) proficiency data, reading proficiency for students in grade 4 decreased from 53% in 2021 to 38% in 2022. Mathematics proficiency for students in grade 4 decreased from 67% in 2021 to 57% in 2021.

According to our 2021-2022 SAT-10 Data, the median percentile for Reading in 1st grade decreased from 32% in 2022 to 28% in 2021. The median percentile for mathematics in 1st grade was 34%.

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

Last year, we 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 students. We will also develop teachers using strategies that focus on scaffolding and intervention for lower performing students to help them access grade level content. We will be strategic with aligning resources and include OPM in our data chats.

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

According to the 2022 State Assessment data, Mathematics achievement increased by 30 percentage points and Mathematics Learning Gains increased by 52 percentage points. ELA Learning Gains increased by 15 percentage points. Mathematics L25 Learning Gains increased by 49 percentage points.

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

Administrators will continue to attend weekly collaborative planning sessions and contribute to conversations with individual departments to carefully align resources to standards.

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

Standards-Based Planning and Instruction, Data-Driven and Differentiated Instruction, Consistent Monitoring of the Implementation Intervention, and Quarterly Parent Conferences.

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 (September/2022), Aligning resources to small group instruction (October/2022), Tackling OPM data (November/December/2022), making adjustments to groups as data becomes available and continuous data chats with individualized feedback and next steps (ongoing). Coaching cycles will also be implemented individually with teachers to support specific needs (ongoing).

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

Collaborative planning will be scheduled weekly and a member of the Leadership Team will attend to ensure fidelity to the strategies 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. Instructional Practice specifically relating to Professional Learning Communities

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 2022 FSA proficiency data, 47% of the 3rd-grade students are proficient in ELA, 38% of the 4th-grade students are proficient in ELA, 73% of the 3rd-grade students are proficient in Mathematics, 57% of the 4th-grade students are proficient in Mathematics and 61% of the 5th graders are proficient in ELA, Mathematics, Science. The 2021 FSA proficiency data shows 37% of the 3rd-grade students were proficient in ELA, 53% of the 4th-grade students were proficient in ELA, 50% of the 5th-grade students were proficient in ELA, 24% of the 3rd-grade students were proficient in Mathematics, 67% of the 4th-grade students were proficient in Mathematics and 38% of the 5th graders were proficient in Mathematics, 48% of the 5th graders were proficient in Science. Based on the data, building teacher capacity has been proven to be effective in the elementary grades. We will focus on building teachers' capacity by establishing professional learning communities to address this critical need.

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

With the implementation of professional learning communities, an additional 10% of the elementary school population will score at grade level or above in the area of ELA, an additional 5% in the area of mathematics, an additional 5% in the area of science by 2022-2023 state assessment.

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

The Leadership Team will follow-up with regular walkthroughs to ensure strategies learned during the monthly professional learning collaboration are implemented with fidelity. Administrators will review bi-weekly lesson plans for indication of learned strategies. Data Analysis of formative assessments will be reviewed monthly to observe progress. We will create a tracker to monitor OPM data on a bi-weekly basis. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards. Extended learning opportunities will be provided to those students who are not showing growth on OPMs.

Person responsible for monitoring outcome:

Maria Hardwick (mjones4@dadeschools.net)

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

Within the Targeted Element of Professional Learning Communities , our school will focus on the evidence-based strategy of: Differentiation. Differentiation will assist in accelerating the learning gains of our L25s as it is a systematic approach of instruction to meet the students' needs. Data-Driven instruction will be monitored through the use of data trackers to drive instructional planning and data-driven conversations to include OPMs.

implemented for this Area of Focus.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy.

Describe the resources/ criteria used for selecting this strategy.

Professional Learning Communities will ensure that teachers are building capacity to enhance instruction 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.

During phase 2 of implementation, August 22- October 14, Literacy teachers will participate in a monthly collaboration. As a result, monthly collaboration among teachers will enhance instruction

Person Responsible Brittani Mandrell (brmandrell@dadeschools.net)

During phase 2 of implementation, August 22- October 14, The School Wide Leadership Team will analyze data to determine the focus standard for collaboration Wednesday. As a result, strategies for specific standards will help improve instructional planning among teachers.

Person Responsible Maria Hardwick (mjones4@dadeschools.net)

During phase 2 of implementation, August 22- October 14, Teacher leaders will have the opportunity to share best practices. As a result, sharing strategies will improve instructional delivery through peer observation and collaborative planning.

Person Responsible Brittani Mandrell (brmandrell@dadeschools.net)

During phase 2 of implementation, August 22- October 14, the administration will monitor literacy collaboration and conduct administrative walkthroughs at the end of each cycle. As a result, walkthroughs will ensure the intended outcome is evidenced.

Person Responsible Maria Hardwick (mjones4@dadeschools.net)

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

Area of Focus Description and Rationale: Based on the data review, our school will implement the Targeted Element of Student Attendance. Through our data review, 29% of our students' attendance fell below 90%. Students who struggle with daily attendance are also the students who are not meeting expectations for learning gains as well as proficiency. We recognize the need to tailor our attendance initiatives and improve in making connections with families and the community to ensure attendance is consistently high.

Include a rationale that explains how it was identified as a critical need from the data reviewed.

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

If we successfully implement the Targeted Element of Student Attendance, our students will receive quality instruction that will contribute to improved student outcomes. With consistent student incentives, our attendance will increase 6 percentage points by June 2022.

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

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

Person responsible for monitoring outcome:

Brittani Mandrell (brmandrell@dadeschools.net)

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

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

implemented for this Area of Focus.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy.

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

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

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

During phase 2 of implementation, August 22- October 14, Students with excessive absences will receive small group counseling and instruction by the counselor. As a result, effective counseling will decrease learning loss..

Person Responsible Tyrone Thompkins (293613@dadeschools.net)

During phase 2 of implementation, August 22- October 14, The Attendance Review Committee will conduct meetings. As a result, the meetings will provide assistance to parents in improving student attendance.

Person Responsible Tyrone Thompkins (293613@dadeschools.net)

During phase 2 of implementation, August 22- October 14, The counselor will track and monitor student attendance weekly. As a result, target students can be identified.

Person Responsible Tyrone Thompkins (293613@dadeschools.net)

During phase 2 of implementation, August 22- October 14, Parents will receive daily messenger calls to notify parents of students' absences. As a result, the importance of attendance can be communicated to families.

Person Responsible Tyrone Thompkins (293613@dadeschools.net)

#3. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs

Area of Focus
Description and Rationale: Based on qualitative data from the School Climate survey and the SIP survey and review of the Core Leadership Competencies, we want to use the Targeted Element of utilizing Specific Teacher Feedback/Walkthroughs. 29% of the teachers in the building feel that they are supported by the administration. Therefore, we want to provide extensive support to staff to ensure teachers feel adequate and confident in their abilities to provide quality instruction. By involving them in school-wide initiatives and allowing them the opportunity to further their learning, student success is positively impacted.
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.
 If we successfully implement the Targeted Element of Specific Teacher Feedback/Walkthroughs, our school's climate and culture will provide opportunities for staff to contribute and ensure student success. This will be realized by setting high expectations for staff that will help to build a culture of trust and responsibility as it conveys confidence in their ability. The percentage of teachers feeling supported will increase by at least 10% during the 2022-2023 school year.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.
 The Leadership Team will identify specific staff members that are experts in areas that will serve as leads with new initiatives and development. By involving teachers, we hope to create an environment of shared leadership. This initiative will be evident by teacher leaders providing support and development to their colleagues in various areas. To ensure we are on the right track, teachers who receive support will share the knowledge they have gained during faculty and leadership team meetings.

Person responsible for monitoring outcome:
 Brittani Mandrell (brmandrell@dadeschools.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.
 Within the Targeted Element of Leadership Development, we will focus on the evidence- based strategy of: Setting High Expectations for Students and Staff. By setting high expectations for staff will help to build a culture of trust and responsibility as it conveys confidence in their ability.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
 Providing all stakeholders with feedback and making adjustments as necessary will ensure continued success. Involving Staff will assist in integrating the talents of teachers within the building to carry out the vision and the mission of the school. Throughout this process the Leadership Team will create buy in and bring creative and innovative solutions to the forefront.

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

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

During phase 2 of implementation, August 22- October 14, Leadership Team Members will receive opportunities to collaborate and participate in the decision-making. As a result, collaboration among the leadership team will help improve the school.

Person Responsible Brittani Mandrell (brmandrell@dadeschools.net)

During phase 2 of implementation, August 22- October 14, Teachers will participate in in- services, webinars, and professional development. As a result of the professional learning, teachers will build their capacity.

Person Responsible Brittani Mandrell (brmandrell@dadeschools.net)

During phase 2 of implementation, August 22- October 14, Teacher Leaders will mentor rookie teachers as outlined by the MINT program. As a result, teachers will feel supported and confident in their abilities to provide quality instruction.

Person Responsible Brittani Mandrell (brmandrell@dadeschools.net)

During phase 2 of implementation, August 22- October 14, Administrators and academic coaches will regularly give positive and negative feedback to teachers on specific practices/strategies. As a result, consistent feedback this will enhance instruction.

Person Responsible Brittani Mandrell (brmandrell@dadeschools.net)

#4. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus

Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on the data review, our school will implement Standards-Aligned Instruction. We selected the area of Standards-based instruction on our findings that demonstrated ELA proficiency decreased among 4th-grade students. We are not meeting the mastery of standards therefore it is evident that we must improve our ability to effectively plan to meet the demands of the standards.

Measurable Outcome:

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

If we successfully implement Standards-Based Instruction, then our students will increase by a minimum of 10 percentage points in ELA as evidenced by the 2022 State Assessments.

Monitoring:

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

Teachers and Administrators will collaboratively plan every week to develop plans that are clear, logical, sequential, and aligned to standards-based learning.

Person responsible for monitoring outcome:

Maria Hardwick (mjones4@dadeschools.net)

Evidence-based Strategy:

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

Within Standards-Based Instruction, our school will focus on the evidence-based strategy of: Instructional Planning. Instructional Planning will assist in providing quality and effective core instruction to promote academic achievement.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy.

Instructional Planning will ensure that teachers are prepared to present lessons clearly and skillfully using explicit instruction.

Describe the resources/criteria used for selecting this strategy.

Action Steps to Implement

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

During phase 2 of implementation, August 22- October 14, teachers will participate in data chats and goal setting with the administration and Transformation Coaches. As a result, teachers will be able to analyze data to target instruction based on the needs of students.

Person Responsible

Maria Hardwick (mjones4@dadeschools.net)

During phase 2 of implementation, August 22- October 14,, teachers will meet with students utilizing the most recent standardized assessment data to create/set individual goals. As a result, teachers will be able to utilize data to guide instruction.

Person Responsible

Maria Hardwick (mjones4@dadeschools.net)

During phase 2 of implementation, August 22- October 14, teachers, transformation coaches, and administrators will analyze data to determine the standard focus for differentiated instruction. As a result, teachers will be able to analyze data to target instruction based on the needs of students.

Person Responsible Maria Hardwick (mjones4@dadeschools.net)

During phase 2 of implementation, August 22- October 14, Teachers will plan for remediation and enrichment of standards based on topic and ongoing progress monitoring data. As a result, teachers will be able to determine a focus standard to target during small group instruction.

Person Responsible Maria Hardwick (mjones4@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 our commitment to students and our ability to focus on sustainable results. Our school creates experiences throughout the year to engage students with meaningful opportunities for learning. Students are supported through character education and weekly counseling. Staff is provided opportunities to take part in Team-Building protocols where camaraderie is built among the staff. We provide opportunities for both staff and students to provide ongoing feedback and suggestions to school leaders and we schedule informal conferences with staff and students to garner information about their educational experience at our school. We also ensure information is provided to faculty through a weekly newsletter and our Teams page for staff and channels set up by the department to connect with one another consistently. We continue to build our skill-set in ensuring our classrooms are highly engaging and foster the highest level of engagement and learning.

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

The stakeholders involved in building positive school culture and environment are the Principal, Assistant Principal, 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 Principal will monitor programs with student services and assist in ensuring all information is shared with stakeholders in a timely manner. Teacher leaders and instructional coaches will 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.