

Miami-Dade County Public Schools

Wesley Matthews Elementary School



2022-23 Schoolwide Improvement Plan

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Wesley Matthews Elementary School

12345 SW 18TH TER, Miami, FL 33175

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

Demographics

Principal: Armandina Acosta Leon

Start Date for this Principal: 11/15/2017

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)	85%
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 Hispanic Students Economically Disadvantaged Students
School Grades History	2021-22: A (65%) 2020-21: (68%) 2018-19: A (71%) 2017-18: A (73%)
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 “Universal School”, is composed of students, school staff, family members, and business leaders and is committed to the process of educating creative and successful future citizens in an ever evolving multi-faceted community. Each child’s unique intellectual and affective needs are addressed through innovative, dynamic, and relevant approaches to teaching and learning.

Provide the school's vision statement.

Wesley Matthews Elementary School is a school in which every adult who works with students has the highest expectations for the students and the belief that each and every child can and will realize his or her potential. Staff members will endeavor to make each child feel safe, secure, and special by providing the most nurturing environment possible. The end result will be that at Wesley Matthews Elementary School, no child will be left behind.

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	
Acosta Leon, Armandina	Principal	The principal as an Instructional Leader sets goals and ensures students meet their learning objectives. Oversees day to day operations, disciplinary matters, manages the budget and hires teachers and other personnel.	
Fernandez, Mara	Teacher, K-12	Classroom teacher, PD Liaison: plans, prepares and delivers instructional activities that facilitate active learning experiences. Establishes and communicates clear objectives for all learning activities, provides a variety of learning materials, and resources for use in educational activities. Identifies and selects different instructional resources and methods to meet students' varying needs.	
Gonzalez, Alina	Assistant Principal	The Assistant Principal as an Instructional Leader sets goals and ensures students meet their learning objectives. Oversees day to day operations, disciplinary matters, manages the RtI and MTSS process, scheduling, testing, and communicates with all stakeholders.	
Arriola, Jackqueline	Guidance Counselor	The counselor provides individual and group counseling to help students cope effectively with personal, social/ emotional, academic, career, and family concerns. Consults with parents, teachers, administrators, and supporting agencies concerning the needs and abilities of students. Collaborates with all stakeholders in the RtI/ MTSS process.	
Fernandez, Lauren	Other	Media Specialist	Media Specialist: plans, prepares and delivers instructional activities in the Media Center to all students in Pre-K through 5th grade that facilitate active learning experiences. Establishes and communicates clear objectives for all learning activities, provides a variety of learning materials, and resources for use in educational activities. Identifies and selects different instructional resources and methods to meet students' varying needs.
Sanchez, Laura	Other	ELL Grade Level Chair	ELL Compliance and grade level teacher: plans, prepares and delivers instructional activities that facilitate active learning experiences. Establishes and communicates clear objectives for all learning activities, provides a variety of learning materials and resources for use in educational activities to meet students' varying needs.
Grillo-Guedes, Sara	Teacher, K-12		Classroom teacher: plans, prepares and delivers instructional activities that facilitate active learning

Name	Position Title	Job Duties and Responsibilities
		experiences. Establishes and communicates clear objectives for all learning activities, provides a variety of learning materials, and resources for use in educational activities. Identifies and selects different instructional resources and methods to meet students' varying needs.
Murado, Susana	Teacher, K-12	Classroom teacher: plans, prepares and delivers instructional activities that facilitate active learning experiences. Establishes and communicates clear objectives for all learning activities, provides a variety of learning materials, and resources for use in educational activities. Identifies and selects different instructional resources and methods to meet students' varying needs.
Olaniel, Jackie	Teacher, K-12	Classroom teacher: plans, prepares and delivers instructional activities that facilitate active learning experiences. Establishes and communicates clear objectives for all learning activities, provides a variety of learning materials, and resources for use in educational activities. Identifies and selects different instructional resources and methods to meet students' varying needs.
Ozon, Patricia	Teacher, K-12	Classroom teacher: plans, prepares and delivers instructional activities that facilitate active learning experiences. Establishes and communicates clear objectives for all learning activities, provides a variety of learning materials, and resources for use in educational activities. Identifies and selects different instructional resources and methods to meet students' varying needs.
Sendon, Carmen	Teacher, K-12	Classroom teacher: plans, prepares and delivers instructional activities that facilitate active learning experiences. Establishes and communicates clear objectives for all learning activities, provides a variety of learning materials, and resources for use in educational activities. Identifies and selects different instructional resources and methods to meet students' varying needs.
Arp, Ivonne	Teacher, K-12	Classroom teacher: plans, prepares and delivers instructional activities that facilitate active learning experiences. Establishes and communicates clear objectives for all learning activities, provides a variety of learning materials, and resources for use in educational activities. Identifies and selects different instructional resources and methods to meet students' varying needs.

Demographic Information

Principal start date

Wednesday 11/15/2017, Armandina Acosta Leon

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.*

17

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.*

13

Total number of teacher positions allocated to the school

38

Total number of students enrolled at the school

485

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

2

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

5

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	77	82	100	76	71	79	0	0	0	0	0	0	0	485
Attendance below 90 percent	0	8	7	6	3	5	0	0	0	0	0	0	0	29
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	3	11	5	0	7	0	0	0	0	0	0	0	26
Course failure in Math	0	1	9	3	1	7	0	0	0	0	0	0	0	21
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	3	11	14	0	0	0	0	0	0	0	28
Level 1 on 2022 statewide FSA Math assessment	0	0	0	2	9	11	0	0	0	0	0	0	0	22
Number of students with a substantial reading deficiency	0	3	22	13	15	16	0	0	0	0	0	0	0	69
Two or More Indicators	0	3	12	4	5	14	0	0	0	0	0	0	0	38
Retained students last year	0	7	12	3	0	0	0	0	0	0	0	0	0	22

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	3	12	4	5	14	0	0	0	0	0	0	0	38

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	7	12	3	0	0	0	0	0	0	0	0	0	22
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 8/23/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	63	84	88	69	73	65	0	0	0	0	0	0	0	442
Attendance below 90 percent	3	10	8	5	4	3	0	0	0	0	0	0	0	33
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	4	8	3	4	5	0	0	0	0	0	0	0	24
Course failure in Math	0	3	3	1	5	5	0	0	0	0	0	0	0	17
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Number of students with a substantial reading deficiency	0	16	32	20	10	15	0	0	0	0	0	0	0	93

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	5	6	1	4	4	0	0	0	0	0	0	0	20

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	6	8	1	0	0	0	0	0	0	0	0	0	15
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	77	88	90	73	83	67	0	0	0	0	0	0	0	478
Attendance below 90 percent	8	6	9	5	4	5	0	0	0	0	0	0	0	37
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	5	16	5	8	8	0	0	0	0	0	0	0	42
Course failure in Math	0	6	12	1	7	6	0	0	0	0	0	0	0	32
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	19	15	13	0	0	0	0	0	0	0	47
Level 1 on 2019 statewide FSA Math assessment	0	0	0	14	11	20	0	0	0	0	0	0	0	45
Number of students with a substantial reading deficiency	0	14	22	22	17	21	0	0	0	0	0	0	0	96

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	7	13	11	14	16	0	0	0	0	0	0	0	61

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	8	13	6	0	0	0	0	0	0	0	0	0	27
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	70%			79%			81%	62%	57%
ELA Learning Gains	69%			85%			71%	62%	58%
ELA Lowest 25th Percentile	52%			71%			61%	58%	53%
Math Achievement	69%			70%			84%	69%	63%
Math Learning Gains	71%			49%			66%	66%	62%
Math Lowest 25th Percentile	68%			50%			63%	55%	51%
Science Achievement	57%			71%			68%	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	82%	60%	22%	58%	24%
Cohort Comparison		0%				
04	2022					
	2019	70%	64%	6%	58%	12%
Cohort Comparison		-82%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	78%	60%	18%	56%	22%
Cohort Comparison		-70%				

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	92%	67%	25%	62%	30%
Cohort Comparison		0%				
04	2022					
	2019	78%	69%	9%	64%	14%
Cohort Comparison		-92%				
05	2022					
	2019	77%	65%	12%	60%	17%
Cohort Comparison		-78%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	68%	53%	15%	53%	15%
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	36	37	20	45	55	55	19				
ELL	62	66	62	66	72	71	40				
HSP	70	68	52	68	70	68	56				
FRL	68	69	52	68	69	68	55				

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	48			56							

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
ELL	75	91		74	44		73				
HSP	79	85	69	70	50	50	72				
FRL	76	80	71	66	41	46	61				

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	48	56	58	48	44	46	62				
ELL	75	69	63	80	68	68	59				
HSP	81	71	61	84	65	63	68				
FRL	78	67	60	81	63	63	62				

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	64
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	55
Total Points Earned for the Federal Index	511
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	39
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	62
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	
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	63
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	63
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

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

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

The 2022 Math data showed that the Math Learning Gains increased 22 percentage points and Math Learning Gains for the L25 showed an increase of 18 percentage points from 2021 to 2022. In ELA there was a decrease of 9 percentage points in proficiency. ELA 2021 was 79 percent proficient compared to ELA 2022 with 70% of the students in grades 3-5 proficient. ELA overall Learning Gains decreased from 80% in 2021 to 69% in 2022; showing a decrease of 11 percentage points in ELA Learning Gains. Additionally, ELA Learning Gains for the L25 decreased by 13 percentage points. In 2021, ELA Learning gains for the L25 was 67% compared to 52% in 2022. In 5th grade Science there was a decrease of 14 percentage points from 2021 with 71 percent proficient to 2022 with 57 percent proficient.

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

Based on the 2022 state assessment results ELA proficiency, ELA Learning Gains, ELA Learning Gains in the L25 and Science proficiency are in need of improvement.

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

Contributing factors to this need for improvement include the influx of new students throughout the school year, attendance patterns and students who were MSO during the 2020-2021 school year. Actions to be taken to address this need for improvement include a Parent Orientation Meeting for the parents of the ELL and L25 students. Attendance meetings with parents of students who are consistently absent. In addition to providing extended learning opportunities starting in the Fall of 2022.

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

Math Learning Gains increased from 46 percentage points in 2021 to 71 percentage points on the 2022 FSA. In 2022, students in the L25 subgroup in Math showed a growth of 26 points when comparing Math FSA 2021 to Math FSA 2022.

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

The contributing factors to this improvement included data chats, data driven instruction, Math tutoring in 4th and 5th grade, targeted i-Ready lessons, strategic planning for Differentiated Instruction. A new action for the 2021-2022 school year that resulted in an improvement in overall Math Learning Gains and Math Learning Gains for the L25 was having the students in school face-to-face allowing for Differentiated Instruction and hands-on learning opportunities.

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

Strategies that will be implemented in order to accelerate learning will include additional push-in support in Math and ELA classrooms, Differentiated Instruction and increase in technology integration to accelerate learning.

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.

Professional Development opportunities that will be provided at the school to support teachers and leaders will include B.E.S.T. Standards for Mathematics (August 2022), B.E.S.T. Standards for ELA (September 2022), PD refreshers in i-Ready (September 2022) and new i-Ready resources for ELA and Math (September 2022), and Performance Matters(October 2022).

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 in the coming years will include extended learning opportunities for students, Data chats with teachers and students, create spaces for teachers to share ideas to collaborate in learning and best practices, and parent orientation meetings to build parent capacity.

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 ELA

Area of Focus

Description and

Rationale:

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

After reviewing the 2022 state assessment data; ELA Proficiency in grades 3-5 dropped 9 percentage points in 2022 to 70% compared to 79% in 2021. ELA L25 is critical and in need of improvement because there was a loss of 13 percentage points in 2022 to 52% from 67% in 2021.

Measurable Outcome:

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

Standards-aligned instruction using the Florida's B.E.S.T. standards will increase student proficiency in the 2023 F.A.S.T. ELA Assessment for a total of 75% of the students in grades 3-5 showing proficiency.

Monitoring:

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

The Administrative Team will monitor the data from F.A.S.T. PM1 and PM2, monitor ELA bi-weekly assessments, conduct Data Chats, attend Common Planning sessions to discuss needs, provide Tier 2 and Tier 3 Intervention and tutoring as needed. Student data will be monitored using Performance Matters and report groups in i-Ready.

Person responsible for monitoring outcome:

Armandina Acosta Leon (pr3111@dadeschools.net)

Evidence-based

Strategy:

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

Florida's B.E.S.T. standards will be implemented and aligned with student PM1 and PM2 data.

Rationale for Evidence-based Strategy:

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

Standards-Aligned Instruction combined with collaborative data chats and analysis of data from Power BI, F.A.S.T. PM1 and PM2, Performance Matters, i-Ready diagnostics AP1 and AP2, i-Ready progress monitoring, ELA Bi-weekly assessments and Reading Horizons and Reading Elevate progress monitoring will assist in aligning instruction for students.

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.

8/22/22-10/14/22: Administering Assessments and analyzing data in a timely manner.

Person Responsible Armandina Acosta Leon (pr3111@dadeschools.net)

8/22/22-10/14/22: Teachers will provide students with corrective feedback after the administration of assessments (student data chats).

Person Responsible Armandina Acosta Leon (pr3111@dadeschools.net)

8/22/22-10/14/22: Teacher-Administrator Data Chats

Person Responsible Armandina Acosta Leon (pr3111@dadeschools.net)

8/22/22-10/14/22: Common Planning will be embedded in the Master Schedule to provide teachers time to collaborate, analyze data and develop appropriate lessons.

Person Responsible Alina Gonzalez (aigonzalez@dadeschools.net)

#2. Instructional Practice specifically relating to B.E.S.T. Standards

Area of Focus

Description and Rationale:

After reviewing the 2022 state assessment data, it was determined that ELA is critical and in need of improvement because there was a loss of 9 percentage points in proficiency compared to 2021 at 79%. The 2021 ELA L25 decreased to 52% in 2022 from 67% in 2021. The decrease in proficiency and the new implementation of the Florida's B.E.S.T. standards shows a need for review and professional development in the Florida's B.E.S.T. standards.

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.

Standards-aligned instruction using the Florida's B.E.S.T. standards in ELA and Math will increase student proficiency on the 2023 F.A.S.T. ELA Assessment in 2023 for a total of 75% of the students in grades 3-5 showing proficiency.

Monitoring:

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

The Administrative Team will provide PD on the Florida's B.E.S.T. standards, monitor the data from F.A.S.T. PM1 and PM2, monitor ELA bi-weekly assessments, Math Topic Assessments, conduct Data Chats, attend Common Planning sessions to discuss needs, provide Tier 2 and Tier 3 Intervention and tutoring as needed. Student data will be monitored using Performance Matters and report groups in i-Ready.

Person responsible for monitoring outcome:

Armandina Acosta Leon (pr3111@dadeschools.net)

Evidence-based Strategy:

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

Florida's B.E.S.T. standards will be implemented and aligned with student PM1 and PM2 data.

Rationale for Evidence-based Strategy:

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

Standards-Aligned Instruction in ELA using the Florida's B.E.S.T. standards combined with collaborative data chats and analysis of data from Power BI, F.A.S.T. PM1 and PM2, Performance Matters, i-Ready diagnostics AP1 and AP2, i-Ready progress monitoring, ELA Bi-weekly assessments and Reading Horizons and Reading Elevate progress monitoring will assist in aligning instruction for students.

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.

8/22/22-10/14/22: Provide in-house Professional Development to teachers in Kindergarten through 5th grade in the Florida's B.E.S.T. standards.

Person Responsible Armandina Acosta Leon (pr3111@dadeschools.net)

8/22/22-10/14/22: Common Planning will be embedded in the Master Schedule to provide all teachers the opportunity to meet as a grade level to share best practices implementing the Florida's B.E.S.T. standards

Person Responsible Alina Gonzalez (aigonzalez@dadeschools.net)

8/22/22-10/14/22: The Administrative Team will conduct walkthroughs daily to monitor class instruction, differentiate instruction and Intervention. During the walkthroughs the Administrative Team will be looking for the implementation of the Florida's B.E.S.T. standards.

Person Responsible Armandina Acosta Leon (pr3111@dadeschools.net)

8/22/22-10/14/22: Tier 2 and Tier 3 Intervention is scheduled to be provided daily with fidelity as evidenced by the school's master schedule. Progress Monitoring during Intervention will be monitored to ensure student academic growth using the Florida's B.E.S.T. standards.

Person Responsible Alina Gonzalez (aigonzalez@dadeschools.net)

#3. Transformational Leadership specifically relating to Leadership Development

Area of Focus

Description and

Rationale:

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

According to the 2020-2021 School Climate Survey feedback from staff, 100% of teachers strongly felt the school personnel worked as a team, in comparison to 52% during the 2021-2022 School Climate Survey feedback. This indicates a decrease of 48 percentage points. This data indicates there is a critical need to increase collaboration among the school personnel.

Measurable Outcome:

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

Empowering teachers and staff will give a total of 75% of the teachers who feel strongly that the school personnel work as a team by June 2023.

Monitoring:

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

Professional Developments will be held by teachers for teachers, leadership meetings will be scheduled monthly and increased teacher collaboration through common planning.

Person responsible for monitoring outcome:

Armandina Acosta Leon (pr3111@dadeschools.net)

Evidence-based

Strategy:

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

Supporting and Empowering Teachers and Staff to be leaders, innovators, risk-takers and designers of new ways to approach school-wide challenges.

Rationale for Evidence-based Strategy:

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

Empowering Teachers and Staff was selected based on the data from the School Climate Survey and to support teacher leaders throughout the school community to build teacher capacity and increase staff morale.

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.

8/22/22-10/14/22: Monthly scheduled Leadership Meetings will take place for the Leadership team to discuss Best Practices and opportunities for improvement.

Person Responsible

Armandina Acosta Leon (pr3111@dadeschools.net)

8/22/22-10/14/22: Common Planning will be embedded in the Master Schedule to provide all teachers the opportunity to plan with their grade level colleagues.

Person Responsible

Alina Gonzalez (aigonzalez@dadeschools.net)

8/22/22-10/14/22: Communities will be established and Meetings will be Scheduled to have special recognition events for staff and students.

Person Responsible Armandina Acosta Leon (pr3111@dadeschools.net)

8/22/22-10/14/22: The Administrative Team will attend Grade Level Meetings Bi-weekly to provide support, assistance in planning, and data analysis.

Person Responsible Armandina Acosta Leon (pr3111@dadeschools.net)

#4. Positive Culture and Environment specifically relating to Staff Morale

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 2020-2021 and the 2021-2022 School Climate Survey feedback from the staff showed 62% of teachers "Strongly Agreed" that staff morale is high at our school, showing a stagnant score for the last two years.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome. By successfully empowering teachers and staff and conducting unifying activities, morale will increase by 10 percentage points for a total of 72% in the 2022-2023 Climate survey by June 2023.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome. A social committee will plan activities outside of school so that teachers can meet with one another and with administrators to build rapport. Every staff meeting will begin with an opportunity for connection and teachers will have designated speaking time during every meeting to ensure that all input is considered.

Person responsible for monitoring outcome: Armandina Acosta Leon (pr3111@dadeschools.net)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus. Within the Area of Focus of Positive Culture and Environment, we will focus on Empowering Teachers and Staff to ensure that our teachers have a voice and can participate in the decision making process.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy. We want to empower teachers in our school by involving them in the decision-making process. Leading different initiatives will provide leadership opportunities for teachers while also considering their input on what initiatives to implement.

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.

8/22/22-10/14/22: A "Catching Compliments" bulletin board will be established in the Main Office where teachers and staff may write compliments to other staff members.

Person Responsible Alina Gonzalez (aigonzalez@dadeschools.net)

8/22/22-10/14/22: A social committee will plan activities outside of school so that teachers can meet with one another and with administrators to build rapport.

Person Responsible Armandina Acosta Leon (pr3111@dadeschools.net)

8/22/22-10/14/22: Staff meetings will begin with opportunities for the teachers to make connections with other staff members through ice-breaker activities.

Person Responsible Alina Gonzalez (aigonzalez@dadeschools.net)

8/22/22-10/14/22: During staff meetings, grade level meetings and leadership meetings teachers will have designated speaking time to ensure that input from the teachers, and staff is shared and is considered in the decision making.

Person Responsible

Armandina Acosta Leon (pr3111@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 Relationships, Physical & Emotional Safety and Support, Care and Connections. Our school creates experiences throughout the year to engage with parents and families and ensures they have the necessary information to support their children. Students are supported academically through interventions, differentiated instruction and tutoring opportunities. Students receive emotional/social support through individual and group counseling.

Staff are provided opportunities to take part in activities, shared leadership, collaboration and come together to share celebrations of success. We provide opportunities to both staff and students for ongoing feedback and suggestions to school leaders and we schedule informal conferences with staff and students to garner information about their educational/professional experience at our school. We also ensure information is provided to all stakeholder through our weekly newsletter and our Teams page for staff and channels are set up by 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 a positive school culture and environment are the Principal, Assistant Principals, Teachers and Counselor. 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 programs and assist in ensuring all information is shared with stakeholders in a timely manner. Grade Level chairs assist in providing information to all stakeholders in their grade levels. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents and families.