

Miami-Dade County Public Schools

Oliver Hoover Elementary School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	5
Needs Assessment	10
Planning for Improvement	14
Positive Culture & Environment	0
Budget to Support Goals	0

Oliver Hoover Elementary School

9050 HAMMOCKS BLVD, Miami, FL 33196

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

Demographics

Principal: Mercy Aguilar

Start Date for this Principal: 7/22/2010

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)	75%
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 White Students Economically Disadvantaged Students
School Grades History	2021-22: A (74%) 2020-21: (49%) 2018-19: A (67%) 2017-18: A (72%)
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.

The mission of Oliver Hoover Elementary School is to make learning an exciting, productive, and vital part of each child's life. We foster an environment that promotes and encourages students to care for one another. We encourage truthfulness, sincerity, and integrity to build honest and responsible citizens. We motivate our student body to work together toward common goals. We promote an environment that will create a society based upon democratic values.

Provide the school's vision statement.

Oliver Hoover Elementary aspires to be a caring community of learners in which all stakeholders fulfill their personal, professional, and intellectual potential.

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	
Aguilar, Mercy	Principal	The Principal oversees the daily activities and operations within a school. The main duties include disciplining or advising students, approving teachers' curricula, and ensuring the school environment is safe for all students and staff members.	
Lopez, Maria	Assistant Principal	The Assistant Principal discusses student behavior and learning problems with parents, implements school safety procedures and ensures compliance, handles disciplinary issues, and observes and evaluates teachers. The Assistant Principal also serves as the MTSS Coordinator.	
Montero, Kimberly	Other	Media Specialist	The Media Specialist is responsible for working collaboratively with school administration and staff to develop a library program that supports the curriculum.
Rodriguez, Eva	Teacher, K-12	A Teacher provides a variety of learning materials and resources for use in educational activities and observes and evaluates students' performance and development. As Professional Development Liaison, the Teacher facilitates onsite professional development opportunities.	
Heistand, Michelle	Teacher, K-12	A Teacher provides a variety of learning materials and resources for use in educational activities and observes and evaluates students' performance and development. As Digital Innovator, the Teacher assists in selecting the right technology and facilitating the school's digital transformation.	
Sanchez, Lissette	Teacher, K-12	A Teacher provides a variety of learning materials and resources for use in educational activities and observes and evaluates students' performance and development. As EESAC Chairperson, the Teacher brings together all stakeholders and involves them in an authentic role in decisions which affect instruction and the delivery of programs.	
Rosenik, Kristin	Teacher, ESE	An ESE Teacher provides a variety of learning materials and resources for use in educational activities and observes and evaluates the performance and development of Students with Disabilities. As New Teacher Mentor, the Teacher provides assistance to new teachers in classroom organization and management, instructional planning, delivery of effective instruction, and differentiation.	

Name	Position Title	Job Duties and Responsibilities
Perez, Sandra	Guidance Counselor	A School Counselor listens to students' concerns about academic, emotional, or social problems, helps students process their problems and plans goals and actions, mediates conflict between students and teachers, improves parent/teacher relationships, conducts classroom lessons on selected topics, refers students to mental health agencies, and works to improve learning conditions.

Demographic Information

Principal start date

Thursday 7/22/2010, Mercy Aguilar

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.*

4

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.*

12

Total number of teacher positions allocated to the school

40

Total number of students enrolled at the school

566

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

8

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

0

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	78	108	83	88	98	111	0	0	0	0	0	0	0	566
Attendance below 90 percent	0	5	4	6	4	8	0	0	0	0	0	0	0	27
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	3	2	1	2	0	0	0	0	0	0	0	8
Course failure in Math	0	1	2	3	0	2	0	0	0	0	0	0	0	8
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	5	13	9	0	0	0	0	0	0	0	27
Level 1 on 2022 statewide FSA Math assessment	0	0	0	3	16	11	0	0	0	0	0	0	0	30
Number of students with a substantial reading deficiency	0	2	7	18	19	16	0	0	0	0	0	0	0	62

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	1	4	7	10	7	0	0	0	0	0	0	0	29

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	1	4	2	0	0	0	0	0	0	0	0	0	7
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

Friday 7/15/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	79	78	71	91	98	88	0	0	0	0	0	0	0	505
Attendance below 90 percent	4	6	8	6	7	1	0	0	0	0	0	0	0	32
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	3	2	2	1	0	0	0	0	0	0	0	9
Course failure in Math	0	0	1	4	5	0	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
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	2	14	24	42	24	13	0	0	0	0	0	0	0	119

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	1	3	3	1	1	0	0	0	0	0	0	0	10

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	2	1	1	2	0	0	0	0	0	0	0	0	0	6
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	79	78	71	91	98	88	0	0	0	0	0	0	0	505
Attendance below 90 percent	4	6	8	6	7	1	0	0	0	0	0	0	0	32
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	3	2	2	1	0	0	0	0	0	0	0	9
Course failure in Math	0	0	1	4	5	0	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
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	2	14	24	42	24	13	0	0	0	0	0	0	0	119

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	1	3	3	1	1	0	0	0	0	0	0	0	10

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	2	1	1	2	0	0	0	0	0	0	0	0	0	6
Students retained two or more times	0	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	69%			67%			77%	62%	57%
ELA Learning Gains	75%			52%			68%	62%	58%
ELA Lowest 25th Percentile	59%			48%			64%	58%	53%
Math Achievement	76%			60%			78%	69%	63%
Math Learning Gains	89%			38%			64%	66%	62%
Math Lowest 25th Percentile	81%			18%			58%	55%	51%
Science Achievement	69%			60%			62%	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	80%	60%	20%	58%	22%
Cohort Comparison		0%				
04	2022					
	2019	75%	64%	11%	58%	17%
Cohort Comparison		-80%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	65%	60%	5%	56%	9%
Cohort Comparison		-75%				

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	78%	67%	11%	62%	16%
Cohort Comparison		0%				
04	2022					
	2019	78%	69%	9%	64%	14%
Cohort Comparison		-78%				
05	2022					
	2019	70%	65%	5%	60%	10%
Cohort Comparison		-78%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	60%	53%	7%	53%	7%
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	31	61	63	54	74	67	43				
ELL	64	73	67	75	88	78	64				
BLK	70			70							
HSP	69	75	59	76	89	83	69				
WHT	80	80		87	90						
FRL	67	73	56	75	86	79	63				

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	30	13	18	32	7	8	7				
ELL	67	56	50	59	37	27	53				
HSP	69	53	48	60	38	21	58				
WHT	69			69							
FRL	64	50	45	55	37	20	51				
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	50	48	33	58	66	65	17				
ELL	77	70	71	76	62	64	59				
HSP	76	67	63	78	63	59	61				
WHT	92			92							
FRL	76	70	67	78	67	62	60				

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	69
Total Points Earned for the Federal Index	587
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	56
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	72
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	70
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	74
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	84
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	71
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?

Oliver Hoover Elementary School outperformed the District and other Tier I schools in terms of both proficiency and learning gains. Looking at trends over the past three years, the percent proficient in ELA declined from 73% in 2019 to 69% in 2022. However, the percent proficient in Mathematics increased from 75% in 2019 to 76% in 2022 (a more notable increase when one considers that only 58% were proficient in 2021) and in Science the percent proficient increased from 60% in 2019 to 68% in 2022. Fourth grade seems to have outperformed the other grade levels in terms of proficiency, learning gains, and learning gains of the Lowest 25% in all areas except ELA proficiency, where they performed on par with the other grade levels. Overall, the greatest gains were in Mathematics. Moreover, the percent of ESE students proficient in ELA increased from 47% in 2021 to 53% in 2022. As with the rest of the data, the increase was even more significant in Mathematics, where the percent of proficient ESE students increased from 44% in 2021 to 55% in 2022.

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

Data indicates that the ELL subgroup demonstrates the greatest need for improvement. The percent of ELL students proficient in ELA decreased from 42% in 2021 to 37% in 2022. In Mathematics, the percent of proficient ELL students decreased from 46% in 2021 to 42% in 2022.

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

Unfinished learning contributed greatly to these results. Additionally, it was difficult to maintain high levels of student engagement during the pandemic. Attendance was lower than usual during the 2021-2022 school year. In order to address this need for improvement, we will need to accelerate learning for all students and to provide extended learning opportunities to targeted students. Other strategies will include the implementation of data-driven decision-making to help us identify students' needs, facilitate differentiated instruction, and provide a basis for selecting and prioritizing standards to be taught to the whole group, as well as to the smaller flexible groups. Response to intervention (RtI) will be used to provide students with the necessary levels of support. Intervention will be strengthened to ensure fidelity in implementation. Additionally, teachers will scaffold instruction by demonstrating a concept/skill ("I do"), providing guided practice ("we do"), and finally allowing for independent practice ("you do"). Strategic vocabulary instruction will allow the students to build their knowledge and vocabulary across the disciplines in order to improve reading and concept comprehension. Moreover, small group instruction will have to be more targeted and strategic. Finally, student engagement in the learning process is critical, especially as it pertains to ongoing progress monitoring.

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

Data indicates that our greatest improvement was in the area of learning gains in Mathematics. 89% of the students made learning gains in Mathematics, which indicates a 51 percentage-point increase from 2021. 81% of the students in the Lowest 25% made learning gains in Mathematics, which indicates a 63 percentage-point increase from 2021.

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

Students were provided intervention before, during, and after school using data from i-Ready to assist them in achieving the skills that were indicated as their deficiency. Data chats allowed administration and teachers to consistently monitor students who were in need of intervention throughout the year.

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

In order to accelerate learning, we will be focusing the principles of RtI to monitor Tier 1, Tier 2, and Tier 3 instruction. Intervention will be monitored closely to ensure proper implementation and fidelity. Additionally, Ongoing Progress Monitoring (OPM) will take place more regularly throughout the year and actively engage the students in goal-setting and goal-monitoring.

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.

Various professional opportunities will be available to teachers. Oliver Hoover Elementary is a Teachers CHOICE school, which will afford faculty the opportunity to seek professional learning opportunities that have not previously been available to them at no cost (e.g., conferences, college courses). At the school site, we will continue offering sessions based on our PD Needs Assessment Survey. Additionally, we plan to offer PLCs. We will also provide in-house training on the implementation of the intervention program. Support and follow-up will be provided as needed.

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

In order to ensure sustainability of improvement in the future, we will offer extended learning opportunities to students who are working below grade level. First, we will address the learning needs of English Language Learners and provide after school tutorials for them. Similarly, we will offer tutorials to non-ELLs who are working below grade level, especially our Students with Disabilities. These tutorials will be funded through Title III and Title I, for which our school has traditionally qualified.

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.

A comparison of scores from 2021 to 2022 indicates that students did not make as many learning gains in ELA as they did in Mathematics (ELA learning gains: +23 percentage-points, ELA learning gains L25: +11 percentage-points; Mathematics learning gains: +51 percentage-points, Mathematics learning gains L25: +63 percentage-points). Based on the this data, there is a need to implement Response to Intervention (RtI) and monitor Tier 1, Tier 2, and Tier 3 instruction. Specially, there is a need to implement our ELA intervention program with fidelity.

Measurable**Outcome:**

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

With the implementation of Interventions/RtI, 72% of the students will be proficient in the area of ELA, an increase of three percentage points from the 2022 score of 69%, as measured by the 2022-2023 state assessment.

Monitoring:

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

The MTSS Team will meet to identify students in need of intervention. The Leadership Team will conduct classroom walk-throughs to monitor the fidelity of the implementation of the intervention program. Additionally, the Leadership Team will conduct quarterly data chats with the interventionists to follow-up on their students' progress.

Person responsible for monitoring outcome:

Maria Lopez (mglopez@dadeschools.net)

Evidence-based Strategy:

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

Response to Intervention (RtI) is a three-tiered approach to the early identification of students with academic and social-emotional needs. Tier I focuses on universal strategies and assessments, including the implementation of Differentiated Instruction. For students identified as not making adequate progress, Tier II supports provide additional intervention to supplement Tier I universal supports. Tier III supports are provided to the most fragile learners, those who are not making adequate progress, even after receiving quality Tier I instruction and Tier II intervention. The progress of students in all Tiers is monitored in an on-going basis.

Rationale for Evidence-based Strategy: Explain the rationale for

Students who are working below grade level need intervention to allow them to acquire the skills that they are missing. It is critical that the interventionists be properly training and supported, and the intervention program is implemented with fidelity.

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

Action Steps to Implement

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

08/22/22-10/14/22 ~ The teachers will meet in grade levels to review student data and identify students in need of additional support. As are result of these meetings, students in need of additional support will be identified, and targeted instruction will be provided to the students, as indicated by the data.

Person Responsible Mercy Aguilar (pr2521@dadeschools.net)

08/22/22-10/14/22 ~ Each teacher will create Differentiated Instruction (DI) groups for his/her class in order to address individual needs and provide targeted instruction within Tier I.

Person Responsible Maria Lopez (mglopez@dadeschools.net)

08/22/22-10/14/22 ~ The Administrative Team will hire and schedule the training of two K-3 Reading Grant tutors to provide support during DI time. As a result of having these tutors working in the classrooms during Tier I instruction, DI will be facilitated, as the tutors will work with a targeted, small group of students while the teacher conducts the teacher-led center.

Person Responsible Mercy Aguilar (pr2521@dadeschools.net)

08/22/22-10/14/22 ~ The Administrative Team and the teachers will create Tier II and Tier III intervention groups and schedule intervention time as needed. As a result of scheduling Tier II and Tier III intervention, students in need of additional support will receive the support that they need.

Person Responsible Maria Lopez (mglopez@dadeschools.net)

#2. Instructional Practice specifically relating to Student Engagement

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 i-Ready Usage reports on PowerBi, our most fragile learners, the students identified as Tier 3, used i-Ready the least. On average, only 23% of the Tier 3 students met the required minutes in i-Ready Mathematics. Consequently, there is a need to engage these students in the learning process and make them accountable for their own learning. For this reason, we are targeting Student Engagement.

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

With the implementation of Student Engagement, 78% of the students will be proficient in the area of Mathematics, an increase of two percentage points from the 2022 score of 76%, as measured by the 2022-2023 state assessment.

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

The Leadership Team will conduct quarterly data chats with all teachers. The teachers will conduct data chats with the students at least once a month, including their performance in i-Ready and classroom assignments. The Leadership Team will hold data chats with students identified as 2.2 in order to engage these students. The Leadership will also hold data chats with the Tier 3 students who do not meet the i-Ready time requirement. Additionally, the Leadership Team will conduct classroom walkthroughs to monitor the implementation of the data chats by reviewing the students' data folders.

Person responsible for monitoring outcome:

Maria Lopez (mglopez@dadeschools.net)

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

Ongoing Progress Monitoring (OPM) is used to assess students' academic growth over a period of instruction. By monitoring student performance regularly, educators are able to make decisions to impact student learning. Engaging students in OPM increases its effectiveness and meaningfulness.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific

It is important that students be engaged and held accountable for their own learning. Having data chats at least once a month will involve the students in the learning process and motivate them to work harder by completing their i-Ready lessons and striving to do their best in their assignments.

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

Action Steps to Implement

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

08/22/22-10/14/22 ~ The teachers will hold data chats with students to review standardized test results, as well as i-Ready historical data. As a result of engaging in these data chats, students will be able to set goals for themselves and track their own progress.

Person Responsible Maria Lopez (mglopez@dadeschools.net)

08/22/22-10/14/22 ~ The students will create their Ongoing Progress Monitoring (OPM) data folders, which will include reflection and goals. This will allow the students to become more accountable for meeting their learning goals and tracking their own progress.

Person Responsible Maria Lopez (mglopez@dadeschools.net)

08/29/22-10/14/22 ~ The teachers will engage in monthly data chats with their students in order to engage the students in the learning process and hold them accountable for meeting their own learning goals.

Person Responsible Mercy Aguilar (pr2521@dadeschools.net)

08/22/22-10/14/22 ~ The teachers and students will monitor their progress using i-Ready data trackers ("punch cards"). As a result of utilizing the data trackers, the students will receive prizes when they complete their cards. This will motivate to keep working towards their goals.

Person Responsible Michelle Heistand (mheistand@dadeschools.net)

#3. Positive Culture and Environment specifically relating to Team Building Activities

Area of Focus

Description and

Rationale:

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

The 2022 School Climate Survey teacher ratings decreased significantly from 76% of the teachers agreeing that staff morale was high in 2020-2021 to only 47% of the teachers agreeing with the same statement in 2021-2022.

Measurable Outcome:

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

With the implementation of Team Building Activities, 55% of the teachers will respond positively to survey questions regarding staff morale, an increase of eight percentage points from the 2022 rating of 47%, as evidenced by the 2023 School Climate Survey.

Monitoring:

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

The Leadership Team will organize Team Building Activities for teachers to keep them engaged and enthused about their job. The Leadership Team will administer a brief staff morale survey at the beginning, middle, and end of the school year. Additionally, staff morale will be monitored during monthly during faculty meetings with quick check-ins to gage the current levels of satisfaction.

Person responsible for monitoring outcome:

Maria Lopez (mglopez@dadeschools.net)

Evidence-based

Strategy:

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

Team Building Activities is when a leadership team implements ongoing team building and social activities for all school staff.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy.

Describe the resources/criteria used for selecting this strategy.

Team Building Activities promote collaboration among team members. Collaboration will allow staff to develop relationships and engage with others, sometimes in extracurricular activities and events. This will lead to higher levels of satisfaction with their job, thereby increasing 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.

08/22/22-10/14/22 ~ The Administrative Team will send a "Forms" survey to teachers to gather information about staff morale in order to establish a baseline and monitor changes in staff morale.

Person Responsible

Maria Lopez (mglopez@dadeschools.net)

08/22/22-10/14/22 ~ The Administrative Team will complete the renovation of the Teachers' Lounge. As a result of the renovation, teachers will be motivated to use the Teachers' Lounge to eat their meals and engage in professional conversations and interactions.

Person Responsible

Mercy Aguilar (pr2521@dadeschools.net)

08/22/22-10/14/22 ~ The Administrative Team will organize a staff field trip to a park in order to promote team building on the specified planning day. As a result of this activity, staff members will interact with their peers and build relationships.

Person Responsible Mercy Aguilar (pr2521@dadeschools.net)

08/22/22-10/14/22 ~ The Social Committee will organize a field day (e.g., a kickball game, field day competitions, etc.) to promote team building. As a result of this activity, staff members will interact with their peers and build relationships.

Person Responsible Kimberly Montero (kmontero@dadeschools.net)

#4. 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.

The School Climate Survey teacher ratings decreased significantly from 100% of the teachers agreeing that they liked to work at the school in 2020-2021 to only 71% of the teachers agreeing with the same statement in 2021-2022. With the consistent implementation of Teacher Recruitment and Retention, it is expected that staff satisfaction will improve.

Measurable

Outcome:

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

With the implementation of Promoting the Morale and Performance of the Team, at least 75% of the teachers will respond positively to survey questions regarding their degree of satisfaction with the school, an increase of four percentage points from the 2022 rating of 71%, as evidenced by the 2023 School Climate Survey.

Monitoring:

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

The Leadership Team, working with the school's Social Committee and PTA, will organize monthly activities for teachers to keep them engaged. Additionally, incentives will be used to motivate positive performance. The Leadership Team will document the number of teachers participating in activities and being recognized throughout the year. Additionally, the Leadership Team will administer a brief staff morale survey at the beginning, and middle of the school year.

Person responsible for monitoring outcome:

Mercy Aguilar (pr2521@dadeschools.net)

Evidence-based

Strategy:

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

Promoting the Morale and Performance of the Team means that leaders conduct frequent "temperature checks" to determine the level of staff morale at various points throughout the year. Based on the results of these "temperature checks," the Leadership Team plans activities, incentive initiatives, and recognition programs to motivate and engage staff.

Rationale for Evidence-based Strategy:

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

By Promoting the Morale and Performance of the Team, we hope to engage the teachers and foster feelings of job satisfaction. This will lead to higher levels of performance.

Action Steps to Implement

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

08/22/22-10/24/22 ~ The Administrative Team, working in conjunction with the Social Committee, will plan off-campus activities. As a result of having the staff participate in off-campus activities, staff members will engage with the team and build relationships. This will promote staff morale.

Person Responsible Mercy Aguilar (pr2521@dadeschools.net)

08/22/22-10/24/22 ~ The Administrative Team will provide inspirational thoughts and treats on a bi-weekly. As a result of the inspirational thoughts and treats, staff members will be engaged, and staff morale will improve.

Person Responsible Maria Lopez (mglopez@dadeschools.net)

09/02/22-10/24/22 ~ The Administrative Team will conduct monthly check-ins. As a result of these monthly check-ins, the Administrative Team will be able to gage the level of staff morale and plan relevant activities to increase/ maintain staff morale.

Person Responsible Maria Lopez (mglopez@dadeschools.net)

08/22/22-10/24/22 ~ The Administrative Team will provide incentives to recognize staff members for various reasons: perfect attendance, being nominated for "Owl About Teamwork," etc. As a result of the incentives/ recognition, staff members will feel valued and appreciated, and staff morale will improve.

Person Responsible Mercy Aguilar (pr2521@dadeschools.net)

Positive Culture & Environment

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

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

Our school family works collaboratively to develop and promote a welcoming school environment. Our teachers and students are proud to be "W.I.S.E. Owls." Student recognition activities allow our staff to celebrate the successes of students and staff by emphasizing accomplishments and collaboration. New students are welcomed to the school by the Administrative Team, and parents and community members are encouraged to join the myriad of activities that are available to them. We seek to integrate social and emotional skills into academic instruction throughout the day, beginning with our daily "words of wisdom" on the morning announcements. We encourage mutual respect for individual differences among students and promote tolerance and inclusivity. Our goal is to create an environment where everyone feels safe and comfortable sharing thoughts and ideas.

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

The stakeholders involved in promoting a positive culture and environment at the school are the Principal, Assistant Principal, School Counselor, Media Specialist, PLST Leaders, and Grade Level/ Department Chairs. The Principal's role is to monitor and oversee the school's initiatives and respond to stakeholder concerns by engaging in Data-Driven Decision-Making with members of the Leadership Team. The Assistant Principal monitors programs and ensures all information is shared with stakeholders in a timely

manner. The PLST Leaders analyze stakeholder data and plan relevant professional development opportunities to benefit all instructional personnel. Grade Level/ Department Chairs share information relevant to their grade level/ department. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families.