

Miami-Dade County Public Schools

# Miami Shores Elementary School



2021-22 Schoolwide Improvement Plan

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# Miami Shores Elementary School

10351 NE 5TH AVE, Miami Shores, FL 33138

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

## Demographics

**Principal: Daniel Diaz**

Start Date for this Principal: 7/19/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	95%
<b>2020-21 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: B (56%) 2017-18: C (49%) 2016-17: C (50%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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](http://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.

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# Miami Shores Elementary School

10351 NE 5TH AVE, Miami Shores, FL 33138

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

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2020-21 Title I School</b>	<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	Yes	77%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	91%

## School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	C

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<https://www.floridacims.org>.

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## Part I: School Information

### School Mission and Vision

#### **Provide the school's mission statement.**

The mission of Miami Shores Elementary School is to provide a safe environment that will foster self-directed learning, good citizenship, and high scholastic achievement. We will emphasize parental involvement and encourage the total development of the child within our multi-ethnic population and within our constantly changing world.

#### **Provide the school's vision statement.**

Miami Shores Elementary School is committed to providing a challenging, diversified curriculum, and a safe, secure school environment where all students will succeed, regardless of their cultural background and/or socio-economic status. A total school effort will be placed on developing, coordinating, and implementing activities and programs, with the use of technology as the basis of instruction with emphasis on the academic disciplines, to improve student achievement. The staff, parents, and community members envision our students becoming lifelong learners and productive contributors to our society.

### School Leadership Team

#### **Membership**

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Daniel, Diaz	Principal	The overall objective is to positively impact student achievement, school safety, school culture, literacy, attendance, student social and emotional well-being, and the prevention of student failure through proactive intervention. Additionally, administration will ensure commitment and allocation of specific resources.
Diaz, Daniel	Assistant Principal	The overall objective is to positively impact student achievement, school safety, school culture, literacy, attendance, student social and emotional well-being, and the prevention of student failure through proactive intervention. Additionally, administration will ensure commitment and allocation of specific resources.
Bogos, Jonathan	Teacher, K-12	The Grade Level Team Leaders will ensure that core instruction and collaboration are implemented. They will also extend and report on meeting the goals of the leadership team at grade level, subject area, and intervention group problem-solving.
Charles, Thechelet	Teacher, ESE	The SPED chairperson will collaborate with general education teachers while participating in student data collection, school wide data, integrate core instructional activities and collaborate with general education teachers.
Delapaz, Ilany	Teacher, K-12	The Grade Level Team Leaders will ensure that core instruction and collaboration are implemented. They will also extend and report on meeting the goals of the leadership team at grade level, subject area, and intervention group problem-solving.
Shaarbay, Tirsis	ELL Compliance Specialist	The ELL chairperson will collaborate with general education teachers while participating in student data collection, school wide data, integrate core instructional activities and collaborate with general education teachers.
Howard, Lashon	Teacher, K-12	The Grade Level Team Leaders will ensure that core instruction and collaboration are implemented. They will also extend and report on meeting the goals of the leadership team at grade level, subject area, and intervention group problem-solving.
Castano, Janet	Curriculum Resource Teacher	This team member's responsibility will be to provide additional resources to the team in the area of ELA.
Geuther, Sharon	Curriculum Resource Teacher	This team member's responsibility will be to provide additional resources to the team in the area of Mathematics.
Hesler, Deborah	Curriculum Resource Teacher	This team member's responsibility will be to provide additional resources to the team in the area of Science.



## Demographic Information

**Principal start date**

Monday 7/19/2021, Daniel Diaz

**Number of teachers with a 2019 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.*

15

**Number of teachers with a 2019 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.*

21

**Total number of teacher positions allocated to the school**

41

**Total number of students enrolled at the school**

599

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

1

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

1

**Demographic Data**

## Early Warning Systems

**2021-22**

**The number of students by 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	85	80	89	108	118	100	0	0	0	0	0	0	0	580
Attendance below 90 percent	2	12	7	19	10	16	0	0	0	0	0	0	0	66
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	4	7	1	4	0	0	0	0	0	0	0	18
Course failure in Math	0	0	4	2	7	1	0	0	0	0	0	0	0	14
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	3	0	0	0	0	0	0	0	3
Number of students with a substantial reading deficiency	0	10	24	44	18	20	0	0	0	0	0	0	0	116

**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	2	4	3	8	6	0	0	0	0	0	0	0	23
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**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	1	5	0	0	0	0	0	0	0	0	0	8
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Students retained two or more times	0	0	0	0	0	3	0	0	0	0	0	0	0	3
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**Date this data was collected or last updated**

Monday 7/19/2021

**2020-21 - As Reported**

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

Indicator	Grade Level	Total
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Number of students enrolled

Attendance below 90 percent

One or more suspensions

Course failure in ELA

Course failure in Math

Level 1 on 2019 statewide FSA ELA assessment

Level 1 on 2019 statewide FSA Math assessment

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

Indicator	Grade Level	Total
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Students with two or more indicators

**The number of students identified as retainees:**

Indicator	Grade Level	Total
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Retained Students: Current Year

Students retained two or more times

**2020-21 - Updated**

**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	75	85	100	118	99	111	0	0	0	0	0	0	0	588
Attendance below 90 percent	14	18	11	10	10	8	0	0	0	0	0	0	0	71
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	1	2	15	4	1	3	0	0	0	0	0	0	0	26
Course failure in Math	1	1	1	1	2	1	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	13	13	10	0	0	0	0	0	0	0	36
Level 1 on 2019 statewide FSA Math assessment	0	0	0	31	15	24	0	0	0	0	0	0	0	70

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	11	19	23	25	4	36	0	0	0	0	0	0	0	118

**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	0	6	0	0	0	0	0	0	0	0	0	8
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				63%	62%	57%	57%	62%	56%
ELA Learning Gains				61%	62%	58%	55%	62%	55%
ELA Lowest 25th Percentile				57%	58%	53%	55%	59%	48%
Math Achievement				59%	69%	63%	58%	69%	62%
Math Learning Gains				61%	66%	62%	49%	64%	59%
Math Lowest 25th Percentile				44%	55%	51%	20%	55%	47%
Science Achievement				47%	55%	53%	50%	58%	55%

**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
03	2021					
	2019	58%	60%	-2%	58%	0%
Cohort Comparison						
04	2021					
	2019	64%	64%	0%	58%	6%
Cohort Comparison		-58%				
05	2021					
	2019	63%	60%	3%	56%	7%
Cohort Comparison		-64%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	48%	67%	-19%	62%	-14%
Cohort Comparison						
04	2021					
	2019	74%	69%	5%	64%	10%
Cohort Comparison		-48%				
05	2021					
	2019	53%	65%	-12%	60%	-7%
Cohort Comparison		-74%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	46%	53%	-7%	53%	-7%
Cohort Comparison						

### Grade Level Data Review - Progress Monitoring Assessments

**Provide the progress monitoring tool(s) by grade level used to compile the below data.**

For students in grades 1-5 the iReady Diagnostic was provided for both English Language Arts and Mathematics. For Science the baseline and mid-year science assessment provided by Miami-Dade County Public Schools was utilized to monitor students.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	55	49	67
	Economically Disadvantaged	50	46	61
	Students With Disabilities	43	14	43
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	45	51	68
	Economically Disadvantaged	39	42	62
	Students With Disabilities	14	14	29
	English Language Learners	0	0	0

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	50	50	65
	Economically Disadvantaged	49	46	46
	Students With Disabilities	33	50	100
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	38	52	56
	Economically Disadvantaged	32	46	54
	Students With Disabilities	50	50	83
	English Language Learners	0	0	0

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	55	69	80
	Economically Disadvantaged	51	64	77
	Students With Disabilities	33	47	53
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	22	46	67
	Economically Disadvantaged	14	37	64
	Students With Disabilities	20	33	40
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	42	54	63
	Economically Disadvantaged	36	46	55
	Students With Disabilities	0	22	50
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	33	50	59
	Economically Disadvantaged	27	43	48
	Students With Disabilities	0	29	33
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	47	49	60
	Economically Disadvantaged	39	40	54
	Students With Disabilities	0	20	38
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	28	37	52
	Economically Disadvantaged	20	29	41
	Students With Disabilities	0	0	29
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	14	18	0
	Economically Disadvantaged	0	11	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring

**Subgroup Data Review**

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	23	27		17			20				
ELL	30	21		21	16	20	13				
BLK	45	31	25	24	9	5	16				
HSP	60	48		50	15		36				
WHT	83			80							
FRL	47	35	31	28	8	8	18				
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	20	47	60	32	58						
ELL	55	60	69	45	57	47	30				
BLK	57	60	56	54	60	44	42				
HSP	65	59	64	61	60	42	42				

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
WHT	91	73		81	68		80				
FRL	55	57	54	51	58	44	31				
2018 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 2016-17	C & C Accel 2016-17
SWD	25	32		23	19		25				
ELL	33	57	67	46	34	20					
BLK	50	49	49	53	46	18	38				
HSP	64	63	60	61	49	20	68				
WHT	79	63		79	63		77				
FRL	48	51	53	49	40	17	39				

### ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	31
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	37
Total Points Earned for the Federal Index	248
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	17
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	23
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	



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%	
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%	
Black/African American Students	
Federal Index - Black/African American Students	24
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	41
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
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%	
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%	
White Students	
Federal Index - White Students	82
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	26
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### 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 trends observed across grade level accountability groups indicate a need to increase the learning gains of our students in both ELA and Mathematics for our L25 subgroup. LG for the L25 subgroup in math dropped from 44% in 2019 to 7% in 2021, a 37 percentage-point decrease. In ELA, the L25 subgroup dropped from 57% in 2019 to 30% in 2021, a 27 percentage-point decrease. There are also opportunities for improvement with Mathematics and Science for grades 4 and 5.

#### **What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?**

Based on progress monitoring and state assessment data, the greatest need for improvement is in Mathematics within all subgroups. Mathematics data had a significant decrease in proficiency, learning gains, and learning gains for the L25. Proficiency dropped from 59% in 2019 to 40% in 2021, a 19 percentage-point decrease. Learning gains had a significant decrease, from 61% in 2019 to 14% in 2021, a 47 percentage-point decrease. Learning Gains for the L25 subgroup in math dropped from 44% in 2019 to 7% in 2021, a 37 percentage-point decrease.

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

Based on review of data and educational practices, the contributing factors include but are not limited to instructional staff knowledge of ALDs, time to conduct and complete math lessons, and not implementing intervention sessions for mathematics.

The actions that will be taken during the 2021-22 school year will be to address instructional staff knowledge, assist with scheduling to implement interventions during the math block, and use of the newly appointed Instructional Math Coach to provide coaching and modeling for instructional staff members needing assistance.

#### **What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?**

The trends observed across grade level accountability groups indicate the most improvement was shown in ELA. After taking into account the learning loss students faced, the decrease in proficiency from 2019 to 2021 was 6 percentage points, from 63% in 2019 to 57% in 2021.

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

Based on review of data and educational practices, the contributing factors include but are not limited to implementation of interventions across accountability groups with fidelity, greater understanding of ELA standards, and building capacity in this area to identify "school experts".

The actions that will be taken during the 2021-22 school year will be to continue with the "intentional interventions", continue data review for all instructional staff members, and develop/identify "school experts" with the new series,

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

In order to accelerate learning, we will need to continue to implement interventions with fidelity in both ELA and mathematics, continue to use data to drive instruction, develop more curriculum leaders with the resources we have, and implement with fidelity collaborative planning sessions for strong teams.

**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 activities will include K-2 refreshers of new BEST standards by Team Leaders, Bi-weekly planning sessions with a focus on ELA interventions and mathematics interventions, "Inspecting Data" sessions conducted by Administration, and Mathematics Coaching sessions done as needed.

Additionally, we will have "Check-ins" on new/early career teachers with the new Reading series and implementation of strategies.

**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 will be the revitalization of the Instructional Leadership Team (ILT). Instructional Leadership Team (ILT) will participate in District-level PD to conduct training sessions during faculty meetings. The team will be charged with becoming an expert in the areas of ELA, Mathematics, Science, Intentional Interventions, Social-Emotional Learning, or Time-management. Building capacity in our building to sustain improvement beyond 2022.

## Part III: Planning for Improvement

### Areas of Focus:

**#1. Leadership specifically relating to Leadership Development**

**Area of Focus Description and Rationale:** Based on qualitative data from the School Climate survey and during the 2020-21 summative evaluation meetings, a number of teachers expressed interest in gaining more leadership roles in the school. Through teacher empowerment and participation in PDs with a focus on Leadership Development, we can build school site leadership experts with shared school-based decision making. By involving them in school-wide initiatives and allowing them the opportunity to further their learning, student success is positively impacted.

**Measurable Outcome:** By the end of the 2021-22 school year, 5 new Teacher Leaders (10%) will be identified and provided opportunities to participate in District PD for the purpose of Leadership Development and building school site capacity. This will be realized through teachers participating in the logistical elements of meetings, presenting ideas to solve issues that arise, and leading faculty meetings.

**Monitoring:** Leadership Development will be monitored through Teacher Leader presentations, participation in District PDs, and assigning presentations to Teacher Leaders during faculty and team meetings.

**Person responsible for monitoring outcome:** Diaz Daniel (pr3341@dadeschools.net)

**Evidence-based Strategy:** Within the Targeted Element of Instructional Leadership Team, we will focus on the evidence-based strategy of: Involving Staff in Important Decisions and Shared School-based Decision Making. By creating an “Experts/Teacher Leaders in My Building” list and involving teachers in the decision making process, we believe we can increase the feeling of shared leadership and increase the amount of developing school leaders.

**Rationale for Evidence-based Strategy:** Involving Staff will assist in integrating the talents of teachers within the building to carry out the vision, the mission, and problem solving skills to increase student performance and continue to build an even more positive school culture.

**Action Steps to Implement**

Administration will survey teachers for potential leadership roles.  
9/1/2021 - 09/17/2021

**Person Responsible** Diaz Daniel (pr3341@dadeschools.net)

Provide opportunities for Teacher Leaders to participate in District Leadership Development PD activities.  
9/1/2021 - 10/11/2021

**Person Responsible** Daniel Diaz (mrdiaz1@dadeschools.net)

Develop Curriculum Experts to conduct school site professional development activities and make decisions on curriculum activities across grade levels.  
9/1/2021 - 10/11/2021

**Person Responsible** Daniel Diaz (mrdiaz1@dadeschools.net)

Provide opportunities for Teacher Leaders to fully conduct faculty meetings.  
9/1/2021 - 10/11/2021

**Person Responsible** Diaz Daniel (pr3341@dadeschools.net)

**#2. Instructional Practice specifically relating to Collaborative Planning****Area of Focus Description and Rationale:**

Based on the data review, our school will implement the Targeted Element of Collaborative Planning. We selected the overarching area of Collaborative Planning based on our findings that demonstrated Learning Gains for the L25 subgroup were decreasing which could be directly related to grade level implementation of lessons. Teams are not meeting with fidelity to allow "curriculum experts" to share strategies to reach not only on grade level learners but also L25 targeted students. Through Collaborative Planning, we will provide the scaffolding necessary for L25 targeted students to access grade-level content in order to make learning gains and move towards proficiency.

**Measurable Outcome:**

If we successfully implement Collaborative Planning with fidelity, then our L25 students will increase by a minimum of 10 percentage points as evidenced by the 2022 State Assessments.

**Monitoring:**

The Instructional Leadership Team will attend Collaboration meetings/planning sessions, conduct quarterly data chats, and follow-up with regular walkthroughs to ensure quality instruction is taking place. Administrators will review grade level lesson plans for common lessons with emphasis on remediation and enrichment if needed. We will create an online tracker to monitor OPM data on a bi-weekly basis. This data will be analyzed during Instructional 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:**

Diaz Daniel (pr3341@dadeschools.net)

**Evidence-based Strategy:**

Within the Targeted Element of Collaborative Planning, our school will focus on the evidence-based strategy of: Interdisciplinary and Vertical Teams. Interdisciplinary will focus on planning sessions within the same curriculum teams and grade level teams to ensure a real-life connection for learners.

**Rationale for Evidence-based Strategy:**

Interdisciplinary planning and Vertical Teams will ensure students are making connections through all disciplines and teachers use a systematic approach to Collaborative Planning.

**Action Steps to Implement**

Facilitate common planning sessions at least once a week for teachers to create lessons aligned to standards.

8/30/2021 - 10/11/2021

**Person Responsible**

Daniel Diaz (mrdiaz1@dadeschools.net)

Teachers in K-5 will plan standards based lessons using grade level curriculum that will effect student data results.

8/30/2021 - 10/11/2021

**Person Responsible**

Daniel Diaz (mrdiaz1@dadeschools.net)

Facilitate collaborative planning sessions with teachers and interventionists to review intervention groups and

resources.

8/30/2021 - 10/11/2021

**Person**  
**Responsible** Daniel Diaz (mrdiaz1@dadeschools.net)

Facilitate collaborative planning sessions with teachers to review lesson plans for remediation (L25) and enrichment activities.

8/30/2021 - 10/11/2021

**Person**  
**Responsible** Daniel Diaz (mrdiaz1@dadeschools.net)

**#3. Instructional Practice specifically relating to Standards-aligned Instruction**

**Area of Focus Description and Rationale:** Based on the data review, our school will implement the Targeted Element of Standards-Aligned Instruction. We selected the overarching area of Standards-Aligned Instruction based on our findings observed by administration during walkthroughs and standardized test results indicating a stagnated level of student proficiency.

**Measurable Outcome:** If we successfully implement Standards-Aligned Instruction, then our proficiency will increase by a minimum of 5 percentage points as evidenced by the 2022 State Assessments.

**Monitoring:** The Instructional Leadership Team will conduct quarterly reviews of targeted standards via the Pacing Guide, conduct data chats, and follow-up with regular walkthroughs to ensure quality instruction is taking place. Administrators will review bi-weekly lesson plans for identified standards and grade level consistency.

**Person responsible for monitoring outcome:** Diaz Daniel (pr3341@dadeschools.net)

**Evidence-based Strategy:** Standards-aligned Instruction strategies will focus on what students understand and what they can do with that understanding. Teachers will use research-based practices that follow state adopted standards within the specific content area they teach.

**Rationale for Evidence-based Strategy:** Standards-aligned Instruction strategies will ensure students are exposed to real standards-based instruction that is relevant and delivered in the matter to promote increased student achievement.

**Action Steps to Implement**

Administration will review teacher schedules with teachers and explain when their collaborative planning sessions will occur for optimal use of time.

8/30/2021 - 10/11/2021

**Person Responsible** Daniel Diaz (mrdiaz1@dadeschools.net)

Facilitate common planning sessions to create lessons aligned to standards at least once a month and infused teacher input and expertise.

8/30/2021 - 10/11/2021

**Person Responsible** Daniel Diaz (mrdiaz1@dadeschools.net)

Teachers will implement standards based lessons that were developed during common planning sessions.

8/30/2021 - 10/11/2021

**Person Responsible** Daniel Diaz (mrdiaz1@dadeschools.net)

Administration will conduct bi-weekly walkthroughs to review implementation of standards based lessons.

8/30/2021 - 10/11/2021

**Person Responsible** Diaz Daniel (pr3341@dadeschools.net)



**#4. Culture & Environment specifically relating to Student Attendance**

<b>Area of Focus Description and Rationale:</b>	Based on the data review, our school will implement the Targeted Element of Student Attendance. Through our data review, we noticed the students who struggle with daily attendance are also the students who are not meeting expectations for learning gains as well as proficiency. During the 2020-21 school year, 50% of our students were in person and 50% were online. This presented a separate cluster of attendance concerns. We recognize the need to tailor most attendance initiatives and improve the home school connection to ensure attendance is consistently high.
<b>Measurable Outcome:</b>	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, and parental follow up, our attendance will increase 5 percentage points by June 2022.
<b>Monitoring:</b>	The Leadership Team will work to connect with families who struggle with attendance and identify the root cause for absences and create a plan of action to ensure students are able to be present daily. The School Counselor will identify 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 LT on a weekly basis with emphasis on attendance trends. The Leadership Team will identify opportunities for students who are absent due to illness to connect virtually, when feasible, to class instruction. To ensure we are on track to meeting the outcome above, attendance data will be addressed during data chats with teachers and students and parental contact will be made when necessary.
<b>Person responsible for monitoring outcome:</b>	Daniel Diaz (mrdiaz1@dadeschools.net)
<b>Evidence-based Strategy:</b>	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 bi-weekly basis to prevent a pattern of excessive absences.
<b>Rationale for Evidence-based Strategy:</b>	Attendance Initiatives will assist in decreasing the number of student absences. The initiatives will provide the LT with a systematic approach to identify attendance issues, remediation, and rewards.

**Action Steps to Implement**

Attendance reports will be monitored weekly to ensure the overall attendance percentage is increasing.  
8/30/2021 - 10/11/2021

**Person Responsible** Lorna Reggler (regglerl@dadeschools.net)

Attendance letters will be sent to parents for potential truant students with absences and/or tardies. Attendance Contracts will be drafted to ensure parental involvement.  
8/30/2021 - 10/11/2021

**Person Responsible** Lorna Reggler (regglerl@dadeschools.net)

Attendance reports will be reviewed during teacher and student data chats.

8/30/2021 - 10/11/2021

**Person Responsible** Lorna Reggler (regglerl@dadeschools.net)

School-wide attendance incentives will be implemented to ensure students make it a priority. Participation in District's "Show Up MDCPS" campaign will be posted on school's social media accounts.

8/30/2021 - 10/11/2021

**Person Responsible** Daniel Diaz (mrdiaz1@dadeschools.net)

### Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**The trend data located on Power BI relating to school disciplinary concerns is less than 1% across all grade levels. Our school's focus is on teaching our students as a whole; including social emotional learning. By having our counselor, mental health coordinator, and outside agencies work with students, our teachers may be able to focus on academics and not classroom disruptions. This indicates a need in communicating with our teachers the role they play in their students' future and how students are expressing their concerns.**

### Part IV: 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 to employ school improvement strategies that impact the positive school culture and environment are critical. 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.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

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

Our strength within School Culture is Physical & Emotional Safety and Support and Connections. Our school uses of the school's website to share information about the school and tightens the home school connection. Our social media accounts are ways to share good news, upcoming parent events, and creates windows into their child's school experience. We will continue to create experiences throughout the year to engage with parents and families and ensure they have necessary information to support their children and their learning. We also ensure information is provided to all stakeholders through our weekly newsletter and School Messenger communication system. 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 culture and environment at the school.

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principals, Instructional Coaches, Teacher Leaders and Counselors (our School Leadership Team). The Principal's role is to monitor and oversee all the school's initiatives and respond to concerns with morale by planning Team-building and morale boosting activities. The Assistant Principal will monitor social emotional activities hosted by Teacher Leaders and assist in ensuring all information is shared with stakeholders in a timely manner. Teacher leaders and math coach 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, families, and each other.

## Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Leadership: Leadership Development	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Collaborative Planning	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
4	III.A.	Areas of Focus: Culture & Environment: Student Attendance	\$0.00
<b>Total:</b>			<b>\$0.00</b>