Miami Springs Elementary School

2021-22 Schoolwide Improvement Plan

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Miami Springs Elementary School

51 PARK ST, Miami Springs, FL 33166

http://mse.dadeschools.net/

Demographics

Principal: Jennifer Savigne D Start Date for this Principal: 6/17/2019

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	96%
2020-21 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	2018-19: B (58%) 2017-18: A (69%) 2016-17: B (57%)
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	
* 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	82%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

School Grades History

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

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SIP Authority

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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 staff and community at Miami Springs Elementary value each and everyone of our students. Our mission is to academically, emotionally and physically nurture the whole child in a positive, safe learning environment. We will empower lifelong learners by providing rigorous instruction in all disciplines on a daily basis and by providing the emotional support that will enable each child to achieve at their highest potential. The principal will provide strong instructional leadership to ensure that the vision becomes a reality by fostering a challenging and culturally relevant learning environment.

Provide the school's vision statement.

The vision of Miami Springs Elementary School is to inspire all students to pursue excellence and empower them to become lifelong learners.

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
Savigne, Jennifer	Principal	School Principal. Monitors and oversees the implementation of curriculum and activities relating to school improvement.
Soto, Janet	Teacher, PreK	New & Early Career Teacher Support. Oversees curriculum and activities as they relate to implementation by new and early career teachers.
Pacheco, Janice	Teacher, K-12	Professional Development Liaison. Plans for and executes plans for professional development relating to curriculum.
Valdes Gonzalez, Arleen	Teacher, ESE	Digital Innovator. Plans for and executes digital and web based strategies to enhance the curriculum.
Sanchez, Janice	Teacher, K-12	Content Expert. Plans for an executes curriculum that promotes the goals set by the leadership team to improve student achievement.

Demographic Information

Principal start date
Monday 6/17/2019, Jennifer Savigne D

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.*

0

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.*

0

Total number of teacher positions allocated to the school

16

Total number of students enrolled at the school

343

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

4

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

3

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	35	44	59	55	56	46	0	0	0	0	0	0	0	295
Attendance below 90 percent	13	8	9	7	2	5	0	0	0	0	0	0	0	44
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	7	5	15	0	0	0	0	0	0	0	27
Level 1 on 2019 statewide FSA Math assessment	0	0	0	2	9	26	0	0	0	0	0	0	0	37
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

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	1	1	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	

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
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
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

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	0	0	0	0	0	0	0	0	0	0	0	0	
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				72%	62%	57%	77%	62%	56%
ELA Learning Gains				58%	62%	58%	76%	62%	55%
ELA Lowest 25th Percentile				55%	58%	53%	75%	59%	48%
Math Achievement				72%	69%	63%	75%	69%	62%
Math Learning Gains				54%	66%	62%	57%	64%	59%
Math Lowest 25th Percentile				43%	55%	51%	44%	55%	47%
Science Achievement				55%	55%	53%	76%	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	76%	60%	16%	58%	18%
Cohort Comparison						
04	2021					
	2019	77%	64%	13%	58%	19%
Cohort Comparison		-76%				
05	2021					
	2019	58%	60%	-2%	56%	2%
Cohort Comparison		-77%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2021					
	2019	78%	67%	11%	62%	16%
Cohort Comparison						
04	2021					
	2019	77%	69%	8%	64%	13%
Cohort Comparison		-78%				
05	2021					
	2019	53%	65%	-12%	60%	-7%
Cohort Comparison		-77%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2021					
	2019	53%	53%	0%	53%	0%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

Every grade level will use Performance Matters to track data from baseline and topic assessments in both ELA and Mathematics. iReady will be used to track progress 3 times during the school year in both ELA and Mathematics.

Grade 1				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	32	85	52
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	33	27	41
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 2				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	29	42	45
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	26	30	44
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 3				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	42	44	62
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	7	16	49
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	41	43	48
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	24	48	54
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	37	61	64
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	37	34	65
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	31	38	48
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Subgroup Data Review

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	27			34							
ELL	57	50		50	10		42				
HSP	58	43		53	29		50				
FRL	55	43		51	29		47				

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	46	43		54	64						
ELL	63	51	57	70	51	46	27				
HSP	70	56	54	71	51	41	52				
FRL	73	61	54	71	55	44	54				

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
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	53	69		42	54	70					
ELL	64	73	67	62	39	33					
HSP	75	73	72	73	55	38	76				
WHT	100			100							
FRL	76	73	76	74	56	47	73				

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	41
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	44
Total Points Earned for the Federal Index	284
Total Components for the Federal Index	7
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	24

Students With Disabilities	
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	42
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	46
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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 most common trend at Miami Springs Elementary is the need for strategies to maximize growth in learning gains of all students but specially in the lowest 25%. As evidenced by, minimal growth in the lowest 25% during the 2020-2021 school year. During the 2019-2020 school year 54% of students the lowest 25% made gains in Mathematics. In Mathematics there was 0% and in ELA there was a 10% gain during the 2020-2021 school year.

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

Math and ELA learning gains are the areas that demonstrate the greatest need for improvement. From AP window 2 (26% proficiency) to AP window 3 (34% proficiency) in Math there was less than a 10% improvement. In ELA, from AP window 2 (50% proficiency) to AP window 3 (59%profieciency) and less than 10% in ELA overall.

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

In order to improve in the area of learning gains for both ELA and Math interventions and Differentiated Instruction should be used. Very specific and targeted approaches would improve the learners progress. From AP window 2 (26% proficiency) to AP window 3 (34% proficiency) in Math there was less than a 10% improvement. In ELA, from AP window 2 (50% proficiency) to AP window 3 (59%profieciency) and less than 10% in ELA overall.

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

4th grade ELA showed the most consistency in proficiency during the 2020-2021 school year. 4th grade maintained an average of less than 10% loss from 76% in 2019 to 67% in 2020.

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

Teachers were provided with many resources and strategies in order to achieve proficiency. They implemented higher more rigorous standards.

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

Strategies that will need to be implemented include collaborative data chats that are centered around discussing data and strategies for improving student achievement in order to accomplish our goal.

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.

Teachers and staff are enrolled in the Teachers Choice Program which will enable the school to have more professional development that targets the areas of need. Professional Development courses will be centered around Differentiated Instruction and using/ understanding data to guide instruction.

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

Additional services include data chats/ meetings with administration each month.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Professional Learning	
Area of Focus Description and Rationale:	Based on analysis of FSA student data, professional Learning will be focused on Data Driven Instruction. Teachers will use student performance data to inform instructional planning and delivery.
Measurable Outcome:	After successfully implementing Data Driven Instruction, weekly, learners in the lowest 25% will make learning gains in ELA. Each Bi-weekly assessments will be analyzed and reviewed with staff in order to monitor implementation.
Monitoring:	Administration will participate in daily walk throughs, weekly grade level meetings, and monthly data chats during the first week of every month with teachers.
Person responsible for monitoring outcome:	Jennifer Savigne (pr3381@dadeschools.net)
Evidence-based Strategy:	Using data to guide Differentiated Instruction based on individual need.
Rationale for Evidence-based Strategy:	Differentiated Instruction is being used so that learner specific needs are met.

Action Steps to Implement

After successfully implementing Data Driven Instruction, weekly, learners in the lowest 25% will make learning gains in math. Each topic assessment will be analyzed and reviewed with staff in order to monitor implementation.

Person Responsible	Jennifer Savigne (pr3381@dadeschools.net)

After successfully implementing Data Driven Instruction, weekly, learners in the lowest 25% will make learning gains in reading. Assessments will be analyzed and reviewed with staff in order to monitor implementation.

Person Responsible	Jennifer Savigne (pr3381@dadeschools.net)

After successfully implementing data drive instruction, learners in the lowest 35% will make learning gains in reading and math. Assessments will be analyzed and reviewed with staff in order to monitor implementation.

Person Responsible	Jennifer Savigne (pr3381@dadeschools.net)

#2. Instructional Practice specifically relating to Student Engagement	
Area of Focus Description and Rationale:	As evidenced by FSA results and school climate survey, accountable talk with parents and students in the area of academics was identified as a critical need. 10% of students felt that they did not receive feedback from their teachers in relation to academics.
Measurable Outcome:	After successful implementation of the plan, 25% of parents and 100% of students in each grade level will participate in phone, virtual, and in person data chats about their learner. They will understand the data, goals and the strategies for accomplishing the learners goals.
Monitoring:	Administration will review teacher logs of data chats with parents and students each quarter to ensure compliance. The first review will be October 1, 2021.
Person responsible for monitoring outcome:	Jennifer Savigne (pr3381@dadeschools.net)
Evidence-based Strategy:	Data chats with parents will help include them in understanding the data and goals set by the student and teacher and how to accomplish them.
Rationale for Evidence-based Strategy:	Including parents in the academic portion of education is crucial in student success. They are important stakeholders and play an important role in helping students reach their objectives.

Action Steps to Implement

Four data chat meetings will be set each year with parents. The first data chats will take place before October 11, 2021, the second one will take place before December 17, 2021, the third one will take place before February 11, 2022, and the last one before March 31, 2022.

Person Responsible	Jennifer Savigne (pr3381@dadeschools.net)

Data chat meetings will take place 8 times a year, on the day that Interim Progress Reports are uploaded and the days that quarterly grades are uploaded.

Person Responsible	Jennifer Savigne (pr3381@dadeschools.net)

Teachers will present data chat findings and discuss with each other each week during common planning.

Person Responsible	Jennifer Savigne (pr3381@dadeschools.net)

Teachers will present data chat findings to administration each month (the first week of the month) during monthly data chats.

Person Responsible	Jennifer Savigne (pr3381@dadeschools.net)

#3. Leadership specifically relating to Managing Accountability Systems	
Area of Focus Description and Rationale:	Based on the analysis of the School Climate Survey, our school will implement the Targeted Element of shared leadership. Analysis of the 2020-2021 staff survey data indicated that 13% of teachers still feel that morale is low. They would like to work side by side with administration on improving student outcomes.
Measurable Outcome:	If we successfully implement the practice of shared leadership and by fostering teamwork and strengthening relationships, the organization will consistently yield a positive impact on student learning and staff empowerment. This will be evidenced by less than 5% of teachers stating that morale is low in the 2021-2022 Staff Climate Survey Leadership and Relationships category.
Monitoring:	The administration will monitor by attending meetings and with grade level meeting forms. Additionally administrators will work closely with committees that make decisions throughout the school.
Person responsible for monitoring outcome:	Jennifer Savigne (pr3381@dadeschools.net)
Evidence-based Strategy:	Shared leadership will improve the practice of governing the school by expanding the number of people involved in making important decisions relating to the schools operations and initiatives.
Rationale for Evidence-based Strategy:	The rationale for selecting Shared Leadership is to promote a vested interest in the school.

Action Steps to Implement	

Interested teachers will have the opportunity to join leadership team meetings on or before October 11, 2021.

Person Responsible	Jennifer Savigne (pr3381@dadeschools.net)

Teachers will have the opportunity to spearhead committees and plan for activities before October 11, 2021.

Person Responsible	Jennifer Savigne (pr3381@dadeschools.net)

Student groups and clubs will be formed so that students can also take part in decision making before October 11, 2021.

Person Responsible	Jennifer Savigne (pr3381@dadeschools.net)

Teachers with leadership roles will be rotated so that a larger number of teachers impact decision making throughout the school year. These roles will rotate each quarter and begin in October of 2021.

Person Responsible	Jennifer Savigne (pr3381@dadeschools.net)

After a school wide professional development on social emotional learning that included the arts, collaborative conversations took place and allowed for reflections that will be brought back to the

classroom. Social emotional lessons will be included in instructional practices and throughout school-wide events.

Person Responsible Jennifer Savigne (pr3381@dadeschools.net)

Primary and secondary elementary teachers will have the opportunity to join a collaborative planning session based on a subject area taught to increase vertical alignment and moral.

Person Responsible [no one identified]

#4. Other specifically relating to ELA	
Area of Focus Description and Rationale:	Based on analysis of I-ready student data, Data Driven Instruction will be used to target specific student need in ELA. Teachers will use student performance data weekly, bi-weekly, monthly, and quarterly to inform instructional planning and delivery.
Measurable Outcome:	After successfully implementing Data Driven Instruction, weekly, learners in the lowest 25% will make learning gains in ELA. Each Bi-weekly assessment will be analyzed and reviewed with staff in order to monitor implementation.
Monitoring:	Administration will participate in daily walk throughs, weekly grade level meetings, and monthly data chats during the first week of every month with teachers to ensure implementation of strategies and improvement of students.
Person responsible for monitoring outcome:	Jennifer Savigne (pr3381@dadeschools.net)
Evidence-based Strategy:	Using data to guide Differentiated Instruction in ELA based on individual need/ progress.
Rationale for Evidence-based Strategy:	Differentiated Instruction in ELA is being used so that learner specific needs are met.

Action Steps to Implement	
Data will be looked at and discussed every month to ensure that the strategies being implemented lead to gains and improvement of individual students in ELA.	
Person Responsible	Jennifer Savigne (pr3381@dadeschools.net)
Daily walk throughs will be conducted in order to witness differentiated instruction taking place.	
Person Responsible	Jennifer Savigne (pr3381@dadeschools.net)
At weekly grade level meetings using collaborative planning sheets and updated data will be used to analyze and plans will be made to target the current academic deficiencies of students.	
Person Responsible	Jennifer Savigne (pr3381@dadeschools.net)
Monthly data chats between teachers and administrators will be used to discuss learner progress and strategies that are and are not working during DI.	
Person Responsible	Jennifer Savigne (pr3381@dadeschools.net)
Teachers will assign I-ready lessons to assign on-level lessons to improve understanding of concepts of each domain that are being taught in the classroom.	
Person Responsible	Jennifer Savigne (pr3381@dadeschools.net)
After monthly data chats with teachers and administrators, learners will be provided a 1:1 data chat where they can understand their strengths and weaknesses.	
Person Responsible	[no one identified]

Additional Schoolwide Improvement Priorities

Using the 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 discipline data for Miami Springs Elementary is not on the SafeSchoolsforAlex.org because Miami Springs Elementary has a very detailed discipline plan which has proven to work effectively over the years. The overall percentage of behavioral referrals was less than 1%.

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.

Miami Springs Elementary maintains a supportive relationship with staff and students through activities that foster the development of caring relationships. We assist students in connecting with resources available to support their physical and emotional challenges and celebrate the success of students as well as staff members. MSE encourages school pride by connecting student life goals to educational opportunities.

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

By identifying cultural and educational needs, celebrating small achievements and successes, and fostering high expectations through the use of growth mindsets, Miami Springs Elementary will model and nurture attitudes that emphasize the benefits of learning.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Professional Learning				$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22

			3381 - Miami Springs Elementary Schl	School Improvement Funds	327.0	$500.00
2	III.A.	Areas of Focus: Instructional Practice: Student Engagement				$0.00
3	III.A.	Areas of Focus: Leadership: Managing Accountability Systems				$0.00
4	III.A.	Areas of Focus: Other: ELA				$0.00
					Total:	$1,000.00