

Miami-Dade County Public Schools

Jesse J. McCrary, Jr. Elementary School



2021-22 Schoolwide Improvement Plan

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Jesse J. Mccrary, Jr. Elementary School

514 NW 77TH ST, Miami, FL 33150

<http://littleriver.dadeschools.net>

Demographics

Principal: Terracish Boynton J

Start Date for this Principal: 8/8/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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* Black/African American Students* Hispanic Students* Economically Disadvantaged Students*
School Grades History	2018-19: C (53%) 2017-18: B (54%) 2016-17: B (54%)
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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514 NW 77TH ST, Miami, FL 33150

<http://littleriver.dadeschools.net>

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	97%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	100%

School Grades History

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

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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 Jesse J. McCrary, Jr. Elementary School is to create and develop each child's academic potential to the fullest, while simultaneously instilling a sense of self-worth in a positive, supportive environment which promotes lifelong learning and good citizenship in our diverse society. Our goal is to give our students the tools and inspiration necessary to become outstanding and active participants in our society.

Provide the school's vision statement.

The vision of Jesse J. McCrary, Jr. Elementary School is to provide authentic learning experiences that will enable and empower students to become lifelong learners and productive citizens.

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
Christian, Carla	Instructional Coach	Ms. Carla Christian serves as the Reading Instructional leader, she supports teachers during collaborative planning with effective evidence-based strategies to improve students learning outcomes. She assists teachers with classroom organization, material, and learning activities that support learning targets and objectives.
Parrish-Gay, Trellany	Principal	Mrs. Trellany Parrish-Gay serves as the School Principal, she provide leadership in developing, implementing and supporting school wide efforts. Her leadership encourages positive school school culture while addressing students academic and social-emotional needs.
Ramontal, Hannah	Assistant Principal	Ms. Hannah Ramontal serves as the Assistant Principal, under the direction of the principal she plans and coordinates the school's decision-making processes to enhance student learning outcomes.
Thomaas , Caprice	School Counselor	Ms. Caprice Thomas serves as the Guidance Counselor, she provides counseling services to assist students with coping strategies to effectively deal with personal, social and academic concerns. Additional, Ms. Thomas consults with parents, teacher, administrators, and supporting agencies concerning the individual needs of students.

Demographic Information

Principal start date

Tuesday 8/8/2017, Terracish Boynton J

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.*

2

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.*

18

Total number of teacher positions allocated to the school

19

Total number of students enrolled at the school

361

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.

2

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	24	51	76	82	37	91	0	0	0	0	0	0	0	361	
Attendance below 90 percent	8	24	40	31	13	43	0	0	0	0	0	0	0	159	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	3	3	4	18	0	0	0	0	0	0	0	28	
Course failure in Math	0	0	2	4	5	13	0	0	0	0	0	0	0	24	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	14	0	0	0	0	0	0	0	14	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	8	0	0	0	0	0	0	0	8	
Number of students with a substantial reading deficiency	2	11	49	65	12	45	0	0	0	0	0	0	0	184	

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	3	0	4	14	6	24	0	0	0	0	0	0	0	51

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	6	0	1	12	0	0	0	0	0	0	0	0	0	19
Students retained two or more times	0	0	0	7	1	5	0	0	0	0	0	0	0	13

Date this data was collected or last updated

Tuesday 7/27/2021

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	69	87	80	64	102	70	0	0	0	0	0	0	0	472
Attendance below 90 percent	28	41	24	22	44	18	0	0	0	0	0	0	0	177
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	3	3	5	18	1	0	0	0	0	0	0	0	30
Course failure in Math	0	2	2	8	13	2	0	0	0	0	0	0	0	27
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	14	13	0	0	0	0	0	0	0	27
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	8	12	0	0	0	0	0	0	0	20

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	3	4	4	18	24	11	0	0	0	0	0	0	0	64

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	6	1	1	12	0	0	0	0	0	0	0	0	0	20
Students retained two or more times	0	0	0	8	5	3	0	0	0	0	0	0	0	16

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				37%	62%	57%	43%	62%	56%
ELA Learning Gains				52%	62%	58%	62%	62%	55%
ELA Lowest 25th Percentile				48%	58%	53%	64%	59%	48%
Math Achievement				63%	69%	63%	57%	69%	62%
Math Learning Gains				76%	66%	62%	59%	64%	59%
Math Lowest 25th Percentile				58%	55%	51%	50%	55%	47%
Science Achievement				39%	55%	53%	40%	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	28%	60%	-32%	58%	-30%
Cohort Comparison						
04	2021					
	2019	30%	64%	-34%	58%	-28%
Cohort Comparison		-28%				
05	2021					
	2019	46%	60%	-14%	56%	-10%
Cohort Comparison		-30%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	52%	67%	-15%	62%	-10%
Cohort Comparison						
04	2021					
	2019	65%	69%	-4%	64%	1%
Cohort Comparison		-52%				
05	2021					
	2019	63%	65%	-2%	60%	3%
Cohort Comparison		-65%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	36%	53%	-17%	53%	-17%
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 grades K-5 in reading and math, iReady will be the progress monitoring tool. Science progress monitoring will be based on the Science Mid-Year Assessment.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	27.9%	35.4%	38.5%
	Economically Disadvantaged	27.3%	34.9%	38.1%
	Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	34.9%	25.4%	40.6%
	Economically Disadvantaged	35.5%	24.6%	38.7%
	Students With Disabilities English Language Learners			
Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	30%	14.8%	24.1%
	Economically Disadvantaged	32.1%	14%	24.1%
	Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	20%	17.2%	31%
	Economically Disadvantaged	21.2%	16.7%	29.6%
	Students With Disabilities English Language Learners			

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	36.6%	42.5%	54.1%
	Economically Disadvantaged	29.7%	38.9%	54.5%
	Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	11.9%	22%	43.9%
	Economically Disadvantaged		21.6%	45.9
	Students With Disabilities English Language Learners			
Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	22.7%	27.3%	26%
	Economically Disadvantaged	22.7%	27.3%	26%
	Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	17.3%	28.9%	41.6%
	Economically Disadvantaged	17.3%	28.9%	41.6%
	Students With Disabilities English Language Learners			

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	22.4%	25%	31.5%
	Economically Disadvantaged	23.2%	25.9%	32.7%
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	17.5%	28.6%	40.7%
	Economically Disadvantaged	18.2%	29.6%	42.3%
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students		10.0%	
	Economically Disadvantaged		11.0%	
	Students With Disabilities		0%	
	English Language Learners		0%	

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	11			21	20						
ELL	40	41		36	41		27				
BLK	30	31	21	28	29	31	21				
HSP	53	58		58	42						
FRL	33	36	27	33	31	38	23				
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	16	31		48	75	73					
ELL	42	52	41	70	78	56	39				
BLK	32	48	48	59	74	54	32				
HSP	58	73		84	88		64				
FRL	36	51	49	64	77	61	38				

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	21	56		27	25						
ELL	40	65	59	57	68	61	37				
BLK	38	64	66	56	59	50	38				
HSP	64	61		60	57		36				
FRL	42	62	64	57	60	50	40				

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	34
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	53
Total Points Earned for the Federal Index	269
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	13
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	40
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	30
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	53
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	34
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?**2019 Data findings**

Data analysis for 2019 indicates an increase in Mathematics State Assessment indicates an increase from 2018 in grades 3-5. Also, all Math Subgroups overall Learning Gains and Learning Gains for the L25 significantly increased in grades 3-5.

ELA State assessment indicates a decrease from 2018 in grades 3-5 proficiency except the ELL subgroup which increased by 2 percentage points. All ELA Subgroups learning gains decreased from 2018 except for Hispanic students, which increased by 12 percentage points. The ELA Subgroup for the L25 students decreased from 2018 by 15 percentage points.

Science State assessment indicates that all subgroup Achievement levels increased from 2018 except Black students which decreased by 6 percentage points. The ELL, Haitian-Creole subgroup of students increased by 2 percentage points and Hispanic students increased by 28 percentage points.

2021 Data Findings

Data analysis from 2021 indicates a decrease in all ELA school grade components. ELA proficiency decreased from 37% in 2019 to 33% in 2021. ELA learning gains decreased from 52% in 2019 to 36% in 2021. ELA L25 learning gains decreased 48% in 2019 to 25% in 2021.

Data analysis from 2021 indicates a decrease in all Mathematics school grade components. Mathematics proficiency decreased from 63% in 2019 to 33% in 2021. Mathematics learning gains decreased from 76% in 2019 to 31% in 2021. Mathematics L25 learning gains decreased from 58% in 2019 to 35% in 2021.

Science proficiency decreased from 39% in 2019 to 23% in 2021.

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

Based on data from the 2019 administration of the State Assessment, all subgroups in ELA decreased in learning gains except Hispanic students which increased by 12 percentage points.

2021 data findings:

Based on data from the 2021 administration of the State Assessment, learning gains in Mathematics decreased from 76% in 2019 to 31% in 2021, a 45 percentage point difference. On the 2019 Science assessment, 39% of students demonstrated proficiency as compared to 23% in 2021, this is a 16 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?**2019 data findings:**

Over the last three years, our school focused on standards-aligned instruction. Reading foundational skills has been a challenge as teachers transitioned to different grade levels or resigned from the district. New teachers need to be trained on the new standards and instructional framework. This lack of familiarity with the standards have adversely affected ELA instruction. The new action that we will take is providing professional development opportunities to teachers on the new ELA standards.

2021 data findings:

During the 2020-2021 school year, there were numerous students who received online instruction. During this time, select students were quarantined due to COVID-19 exposure. The plan of action to address this need for improvement is the implementation of mathematics instructional frameworks on a daily basis to include differentiated instruction. In Science, weekly collaborative planning is being conducted to discuss standards aligned instruction and data analysis. Additionally, inquiry-based learning will be implemented to actively engage students in hands-on experiences.

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

Based on data from the 2019 State Assessments, Mathematics learning gains increased from 25 percentage points in 2018 to 75 percentage points on the 2019 FSA. Additionally, Science Achievement for Hispanic Students increases from 36 percentage points in 2018 to 64 percentage points on the 2019 FCAT 2.0 Assessment.

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

New frameworks and systems for DI were implemented and the selection of resources was streamlined. The new action we will focus on is progress monitoring and administration will provide support to promote teacher development by offering relevant professional opportunities and peer-teaching observations. Additionally, teachers will be provided with meaningful feedback after classroom observations and walkthroughs.

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

Differentiated instruction, Tier II and Tier III Intervention, Extended Learning opportunities, Collaborative Planning sessions to promote DI and Small group instruction.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The PLST will develop whole and small group sessions to meet the needs of teachers. The session will be:

1. Tier II and III Intervention materials and framework 09/07/21
2. Writing (Process, Rubric, Genre Writing) 08/31/21-10/11/21
3. Scaffolding Instruction (Gradual Release Process, Targeting Prerequisite Skills, Modeling Process) 08/31/21-10/11/21
4. Differentiated Instruction (Data Analysis, Identifying Resources, Creating Groups) 08/31/21-10/11/21
5. Reteaching vs. Reviewing (Mathematics) 08/31/21-10/11/21
6. Standards Progression Training 08/31/21-10/11/21

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

Weekly Leadership Team meetings to discuss data and develop a plan of action needed to meet the needs of students and teacher support initiatives. Standards progression training will be conducted to familiarize teachers with upcoming grade level standards. Additionally, extended learning opportunities will be provided to help bridge the achievement gap.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:	Based on the Data Analysis Review, our school will focus on the implementation of Differentiation. This is a critical need due to the 39 point decrease from 2019 to 2021 in the ELA L25 subgroup, and 23 point decrease from 2019 to 2021 in the Math L25 Subgroup. This data indicates that the needs of all learners are not being met.
Measurable Outcome:	If we successfully implement differentiation, our students in the lowest lowest 25% will increase by a minimum of 5 percentage points as evidenced by the 2022 State Assessments.
Monitoring:	Administrative walkthroughs will be conducted to ensure targeted differentiated instruction is taking place. Collaborative planning will be facilitated by the instructional coaches on a weekly basis. Additionally, instructional support and coach teacher collaboration will be implemented based on outcomes from administrative walkthroughs. Online differentiated instruction OPM Data trackers will be created to monitor progress of all students with a focus on the lowest 25% to provide remediation on standards.
Person responsible for monitoring outcome:	Trellany Parrish-Gay (tparrish@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Differentiation: our school will focus on the evidence based strategy of Differentiated Instruction. Targeted Differentiated Instruction will assist in enhancing learning gains for our lowest 25% students as teachers will deliver planned lessons to guide students through the demands of the standards and learning targets.
Rationale for Evidence-based Strategy:	Differentiated Instruction will ensure that students will be provided with different avenues to learning. Teachers will be provided feedback based on DI OPM Data and administrative walkthroughs to make adjustments to differentiated instruction.

Action Steps to Implement

08/31/21-10/11/21 Conduct collaborative planning session to include the implementation of differentiated instruction

Person Responsible Carla Christian (cchristian@dadeschools.net)

09/07/21 Provide professional development to teachers on the effective implementation of Differentiated Instruction and the use of DI OPM trackers

Person Responsible Trellany Parrish-Gay (tparrish@dadeschools.net)

08/31/21-10/11/21 Conduct Administrative walkthroughs to monitor the implementation of differentiated instruction

Person Responsible Trellany Parrish-Gay (tparrish@dadeschools.net)

08/31/21-10/11/21 Monitor the effective use of DI OPM folders and trackers

Person Responsible Carla Christian (cchristian@dadeschools.net)

10/04/21-10/08/21 School wide teacher and student Data Chats based on iReady AP1 Data

Person Responsible Trellany Parrish-Gay (tparrish@dadeschools.net)

During weekly collaborative planning, review the DI OPM trackers to inform instructional decisions and ensure that DI is occurring with fidelity

Person Responsible Trellany Parrish-Gay (tparrish@dadeschools.net)

Support personnel (interventionists) will be scheduled to push into select classroom to provide additional support during DI to meet the needs of all learners

Person Responsible Trellany Parrish-Gay (tparrish@dadeschools.net)

11/01/21-12/17/21 During weekly collaborative planning, DI OPM trackers will be reviewed to inform instructional decisions and ensure that DI is occurring with fidelity

Person Responsible Carla Christian (cchristian@dadeschools.net)

11/01/21-12/17/21 Administrative walkthroughs will be conducted to ensure that guided practice and explicit instruction is taking place at the Teacher Led Center during DI

Person Responsible Trellany Parrish-Gay (tparrish@dadeschools.net)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Based on the Data Analysis Review, our school will focus on the implementation of Data Driven Instruction in ELA to mitigate learning loss. The data from the 2021 statewide assessment indicates that 67% of students scored below level 3 and 47% in kindergarten to second grade students are not on track to score level 3 or above on the statewide assessment. The implementation of Data Driven Instruction was identified as a critical need due to the decrease in ELA proficiency. This data is evident that we must improve instructional practices to move students towards proficiency.
Measurable Outcome:	If we successfully implement data driven instruction, then our students in ELA subgroups will increase by a minimum of 5 percentage points as evidenced by the 2022 State Assessments.
Monitoring:	Collaborative Planning will be facilitated by the instructional coaches on a weekly basis. Administrative walkthroughs will be conducted to ensure targeted small group instruction is taking place. Additionally, Online Bi-Weekly Assessment Data trackers will be created and monitored to track students progress. Data analysis will be conducted during leadership team meetings to ensure students are meeting the demands of the standards. Extended learning opportunities or enrichment will be provided to targeted students.
Person responsible for monitoring outcome:	Trellany Parrish-Gay (tparrish@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of ELA: our school will focus on the evidence based strategy of Data Driven Instruction. Data Driven Instruction will provide opportunities for a systematic approach of instruction that uses assessment, analysis, and targeted actions to meet student's needs.
Rationale for Evidence-based Strategy:	Data driven instruction will allow teachers target specific standards during instruction throughout the year, based on data outcomes.

Action Steps to Implement

08/31/21-10/11/21 Collaborative planning sessions to include data analysis will be facilitated by the instructional coaches on a weekly basis

Person Responsible Carla Christian (cchristian@dadeschools.net)

08/31/21-10/11/21 Administrative walkthroughs will be conducted to ensure that data driven instruction is taking place

Person Responsible Trellany Parrish-Gay (tparrish@dadeschools.net)

09/13/21-10/11/21 Data will be used in the decision making process to select students who will participate in Extended Learning opportunities

Person Responsible Trellany Parrish-Gay (tparrish@dadeschools.net)

08/31/21-10/11/21 Leadership Team Meetings to analyze bi-weekly assessment data to determine next steps

Person Responsible Trellany Parrish-Gay (tparrish@dadeschools.net)

11/01/21-12/17/21 During collaborative planning, the Instructional Coach will ensure that the DEPs and DLTs are fully aligned to the target standard

Person Responsible Carla Christian (cchristian@dadeschools.net)

11/01/21-12/17/21 During weekly leadership team meetings, data will be analyzed to determine next steps and instructional shifts as needed

Person Responsible Trellany Parrish-Gay (tparrish@dadeschools.net)

#3. Culture & Environment specifically relating to Early Warning Systems

Area of Focus Description and Rationale:	Based on the data review, our school will implement the Targeted Element of Early Warning Systems. Our data review revealed that student exhibiting one or more EWIs (Early Warning Indicators) are also the students not making learning gains or achieving proficiency on state assessments.
Measurable Outcome:	If we successfully implement strategies for Early Warning Systems, then we will minimize the percent of students exhibiting Early Warning Indicators.
Monitoring:	The school leadership team will review the EWI data and place students in the appropriate classes to receive high-quality instruction and the necessary interventions. Additionally, the school leadership team will establish the PBS (Positive Behavior Support) to support in the efforts to minimize the number of students exhibiting Early Warning Indicators. The Counselor will review data from the EWI report, meet with students and provide interventions in the areas behavior through our PBS program. Additionally, the attendance interventionist will execute the schools attendance plan and conduct home visits on an as needed basis to connect with families of students with excessive absences.
Person responsible for monitoring outcome:	Trellany Parrish-Gay (tparrish@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Early Warning Systems, our school will focus on the evidence-based strategy of: Response to Early Warning Systems. EWS will assist in lessening the number of off-track or at-risk students so we can provide targeted interventions, and determine patterns and root causes of the indicators.
Rationale for Evidence-based Strategy:	Early Warning Systems will assist with minimizing the percent of students exhibiting one or more Early Warning Indicators. In addition, our school will provide interventions as needed to decrease EWIs.
Action Steps to Implement	
08/31/21-09/07/21 Leadership team will review the EWI data and place students in the appropriate classes	
Person Responsible	Trellany Parrish-Gay (tparrish@dadeschools.net)
08/31/21-10/11/21 Review data from the EWI report to meet with students and provide interventions	
Person Responsible	Caprice Thomaas (capricet@dadeschools.net)
08/31/21-10/11/21 Establish and meet with the PBS Committee monthly	
Person Responsible	Trellany Parrish-Gay (tparrish@dadeschools.net)
08/31/21-10/11/21 Home visits on an as needed basis to connect with families of students with excessive absence	
Person Responsible	Trellany Parrish-Gay (tparrish@dadeschools.net)
The school counselor will review the EWI report and take appropriate action based on student needs	

Person Responsible Caprice Thomaas (capricet@dadeschools.net)

The Community Involvement Specialist will implement the attendance monitoring plan to ensure that interventions are in place for students with excessive absences and truancy meeting will be held as needed

Person Responsible Hannah Ramontal (hramontal@dadeschools.net)

#4. Leadership specifically relating to Specific Teacher Feedback

Area of Focus Description and Rationale:	Based on data from the SIP survey and a review of the Core Leadership Competencies it is evident that 35 percent of teachers are neutral or disagree that staff moral is high at our school. Teachers feel that more opportunities for incentive programs can be provided for positive reinforcement.
Measurable Outcome:	If we successfully implement the Targeted Element of Specific Teacher Feedback, then we will see a decrease by 5 percentage points in the number of teachers who are neutral or disagree that staff moral is high at our school.
Monitoring:	The leadership team will incorporate Team Building Activities to include all teachers at multiple points during the school year. Additionally, incentives for positive reinforcement will be incorporated during monthly faculty meetings and teachers will have the opportunity to provide feedback with the implementation of a Teacher Feedback Box. The leadership team will Develop the Sunshine and Aspiring Leaders Committee to provide opportunities for teachers to be involved in decision making process to help build morale.
Person responsible for monitoring outcome:	Trellany Parrish-Gay (tparrish@dadeschools.net)
Evidence-based Strategy:	Within the target element of Specific Teacher Feedback, we will focus on the evidence based strategy of: Promoting the moral and performance of the team.
Rationale for Evidence-based Strategy:	By incorporating team building activities, incentives, the Teacher Feedback Box and various committees, we anticipate the percent of staff who are neutral or disagree that staff moral is high at our school will decrease.

Action Steps to Implement

08/31/21-10/11/21 Incorporate Team Building Activities at multiple points during the school year

Person Responsible Trellany Parrish-Gay (tparrish@dadeschools.net)

08/31/21-10/11/21 Provide incentives for positive reinforcement

Person Responsible Trellany Parrish-Gay (tparrish@dadeschools.net)

09/07/21 Implement a Teacher Feedback Box

Person Responsible Trellany Parrish-Gay (tparrish@dadeschools.net)

08/31/21-09/10/21 Develop the Sunshine and Aspiring Leaders Committee

Person Responsible Trellany Parrish-Gay (tparrish@dadeschools.net)

11/01/21-12/17/21 Implement the "Spotlight Teacher" and "Teacher of the Month" incentives during faculty meetings

Person Responsible Trellany Parrish-Gay (tparrish@dadeschools.net)

11/01/21-12/17/21 Empower teachers by providing leadership opportunities to facilitate professional development activities based on the PD Needs Assessment Survey

Person Responsible Trellany Parrish-Gay (tparrish@dadeschools.net)

#5. Instructional Practice specifically relating to Small Group Instruction

Area of Focus Description and Rationale:	Based on the Data Analysis Review, our school will focus on the implementation of Small Group Instruction. The implementation of Small Group Instructional was identified as a critical need due to the decrease in ELA and Mathematics proficiency. ELA proficiency decreased from 37% in 2019 to 33% in 2021, Mathematics proficiency decreased from 63% in 2019 to 33% in 2021. This data is evident that we must improve standards-based instruction to move students towards proficiency.
Measurable Outcome:	If we successfully implement small group instruction, then our ELA and Mathematics proficiency will increase by a minimum of 5 percentage points as evidenced by the 2022 State Assessments.
Monitoring:	Collaborative standards-based planning will be facilitated by the instructional coaches on a weekly basis. Administrative walkthroughs will be conducted to ensure targeted small group instruction is taking place. Additionally, Online Bi-Weekly Assessment Data trackers will be created and monitored to track the progress of all students. Data analysis will be conducted during leadership team meetings to ensure students are meeting the demands of the standards. Extended learning opportunities or enrichment will be provided to students as applicable.
Person responsible for monitoring outcome:	Trellany Parrish-Gay (tparrish@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Small Group Instruction: our school will focus on the evidence-based strategy of Student-Centered Learning. Student centered learning will provide students with a wide variety of educational programs, learning experiences, instructional approaches, and academic support strategies that will address student learning needs.
Rationale for Evidence-based Strategy:	Student centered learning will ensure that student products and teaching techniques are aligned to the intended standard.

Action Steps to Implement

08/31/21-10/11/21 Collaborative standards based planning will be facilitated by the instructional coaches on a weekly basis

Person Responsible Carla Christian (cchristian@dadeschools.net)

08/31/21-10/11/21 Administrative walkthroughs will be conducted to ensure targeted small group instruction is taking place

Person Responsible Trellany Parrish-Gay (tparrish@dadeschools.net)

09/07/21 Create Bi-Weekly Assessment Data trackers

Person Responsible Carla Christian (cchristian@dadeschools.net)

09/13/21-10/11/21 Provide Extended Learning opportunities or enrichment

Person Responsible Trellany Parrish-Gay (tparrish@dadeschools.net)

08/31/21-10/11/21 Leadership Team Meetings to analyze bi-weekly assessment data to determine next steps

Person Responsible Trellany Parrish-Gay (tparrish@dadeschools.net)

11/01/21-12/17/21 Administrative walkthroughs will be conducted to monitor small group instruction to ensure that explicit instruction and guided practice is being implemented

Person Responsible Trellany Parrish-Gay (tparrish@dadeschools.net)

11/01/21-12/17/21 During collaborative planning for Mathematics, there will be a focus on the “I Do” and “We Do” components of the gradual release model

Person Responsible Hannah Ramontal (hramontal@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.

According to the state report our school incident report is listed as moderate. We reported 0.4 incidents per 100 students. This rate is less than the Statewide elementary school rate of 1.0 incidents per 100 students. The primary area of concern reported to the state was fighting . As a school, we have strategically placed personnel during arrival, dismissal and in the cafeteria to minimize the number of fights occurring on campus. We also conduct grade level COSC (Code of Student Conduct) presentations to review school-wide policies and procedure and the COSC expectations, infractions and consequences.

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 school's strength is Leadership and Relationships, Quality of education, Teaching, and Learning and Assessment. Our school has built a culture of creating experiences from the first day of school and throughout the school year. We have established a Positive Behavior Support plan to celebrate superior

accomplishments by students. We celebrate successes of students and staff by acknowledging through the following initiatives: Quarterly Spotlight Teacher initiative, Teacher of the Month, iReady Green Party, Attendance Incentives for students and staff, Honor Roll Celebrations, Class Incentives, Game Room and PBS Incentives. We will continue to build on these schools-wide initiatives during the 2021-2022 school year.

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 is the Administrative Team, teachers and community partners. The role of the administrative team is to coordinate the school-wide initiatives that reward superior attendance and work ethic. The role of teachers is to celebrate student successes in their classrooms with PBS Incentives. The role of community partners is to sponsor the incentives for students and staff. All stakeholders have the responsibility of making an effort to ensure that positive relationships are forged with students, staff, parents, and the community at large.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Differentiation	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Early Warning Systems	\$0.00
4	III.A.	Areas of Focus: Leadership: Specific Teacher Feedback	\$0.00
5	III.A.	Areas of Focus: Instructional Practice: Small Group Instruction	\$0.00
Total:			\$0.00