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Hibiscus Elementary School

18701 NW 1ST AVE, Miami, FL 33169

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

Demographics

Principal: Barbara Vinas

Start Date for this Principal: 8/18/2020

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: B (54%) 2017-18: C (44%) 2016-17: B (59%)
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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Hibiscus Elementary School

18701 NW 1ST AVE, Miami, FL 33169

<http://hibiscus.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	92%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

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

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To be the preeminent provider of the highest quality education that empowers all students to be productive lifelong learners and responsible global citizens.

Provide the school's vision statement.

We provide a world class education for every student.

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
Vinas, Barbara	Principal	The title role of the Principal is to provide leadership, guidance and instruction within the school. The Principal's primary goal is to create and sustain effective educational programs within the school that fosters the advancement of education and learning within the school. The Principal will oversee data chats with teachers and students as well as collaborative planning meetings and programs.
Brown, Sheneka	Reading Coach	The Reading Coach will provide direct instructional support and services to teachers related to literacy for students as well as provide coaching assistance. The Reading Coach will facilitate and assist K-5 teachers with instructional planning and support using the Framework for Effective Instruction and Florida B.E.S.T. standards. The Coach will also use the coaching model to facilitate the successful implementation of literacy instruction through planning, demonstrating, and providing feedback. The Reading Coach will assist administration and classroom teachers with dissecting and analyzing students' assessment data as well as coordinate and monitor intervention services for Tier 2 & Tier 3. The Reading Coach will also plan and implement professional development for teachers.
Bryant, Patricia	School Counselor	To enhance the learning process and promote the academic, social/ emotional, and development of all students. The School Counselor will also assist with MTSS process, developing, implementing and managing school guidance programs, work with students in individual, small group and classroom settings, assist and support students and parents with creating an academic plan for students education.
Pemberton, Vivique	Teacher, K-12	Provide instructional leadership in the design, development, and implementation of the new Florida B.E.S.T standards curriculum as well as provide mentorship for new teachers. The teacher will provide demonstration teaching using research-based teaching strategies for primary teachers as well as support. The teacher will also work alongside the school principal to develop programs, incentives, activities, and opportunities for students to achieve academic success.
Thompson-ho-sang, Nicola	Teacher, K-12	Provide instructional leadership in the design, development, and implementation of the new Florida B.E.S.T standards curriculum as well as provide mentorship for new teachers. The teacher will provide demonstration teaching using research-based teaching strategies for intermediate teachers as well as support. The teacher will also work alongside the school principal to develop programs, incentives, activities, and opportunities for students to achieve academic success.
Pierresaint, Beatrice	ELL Compliance Specialist	The ELL compliance liaison will provide feedback to school administrators regarding compliance as well as required ESOL coding verification and schedule. The ELL compliance specialist will monitor the progress of all ESOL students and former students from the previous 2 years. Provide

Name	Position Title	Job Duties and Responsibilities
		instructional supports to teachers of ESOL students. Assist with facilitating best practices and ESOL accommodations and strategies. Maintain all ESOL program data and assist with ELL testing.
Young, Shakirah	Teacher, K-12	Provide instructional leadership in the design, development, and implementation of the new Florida B.E.S.T standards curriculum as well as provide mentorship for new teachers. The teacher will provide demonstration teaching using research-based teaching strategies for intermediate teachers as well as support. The teacher will also work alongside the school principal to develop programs, incentives, activities, and opportunities for students to achieve academic success.
Mobley, Sieta	Other	Provide instructional leadership in the design, development, and implementation of the new Florida B.E.S.T standards curriculum as well as provide mentorship for new teachers. The teacher will provide demonstration teaching using research-based teaching strategies for intermediate teachers as well as support in the areas of Mathematics and Science. The teacher will also work alongside the school principal to develop programs, incentives, activities, and opportunities for students to achieve academic success.
Dean, Elaine	Teacher, K-12	Provide instructional leadership in the design, development, and implementation of the new Florida B.E.S.T standards curriculum as well as provide mentorship for new teachers. The teacher will provide demonstration teaching using research-based teaching strategies for primary teachers as well as support. The teacher will also work alongside the school principal to develop programs, incentives, activities, and opportunities for students to achieve academic success.
Walker, Kanuri	Teacher, ESE	To ensure that all students who are identified as SPED are assessed on the students' skills and learning requirements as well as received required federal/district accommodations. The ESE teacher will write and develop the Individualized Educational Plans (IEPs) as well as collaborate with parents and school staff to track and monitor students' progress.

Demographic Information

Principal start date

Tuesday 8/18/2020, Barbara Vinas

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.*

5

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.*

24

Total number of teacher positions allocated to the school

17

Total number of students enrolled at the school

397

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

3

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	35	52	59	69	60	75	0	0	0	0	0	0	0	350
Attendance below 90 percent	9	17	19	32	10	23	0	0	0	0	0	0	0	110
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	2	1	0	3	0	0	0	0	0	0	0	6
Course failure in Math	0	0	2	1	1	2	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	8	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Number of students with a substantial reading deficiency	0	9	18	29	15	24	0	0	0	0	0	0	0	95

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	2	2	2	8	0	0	0	0	0	0	0	14

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	1	0	0	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	1	1	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Wednesday 9/1/2021

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	54	65	77	80	90	77	0	0	0	0	0	0	0	443
Attendance below 90 percent	17	20	34	13	23	30	0	0	0	0	0	0	0	137
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	1	0	3	9	0	0	0	0	0	0	0	15
Course failure in Math	0	2	1	1	2	6	0	0	0	0	0	0	0	12
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	8	16	0	0	0	0	0	0	0	24
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	4	12	0	0	0	0	0	0	0	16

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	1	1	8	19	0	0	0	0	0	0	0	31

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	1	1	2	0	0	0	0	0	0	0	4

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				52%	62%	57%	55%	62%	56%
ELA Learning Gains				62%	62%	58%	46%	62%	55%
ELA Lowest 25th Percentile				45%	58%	53%	35%	59%	48%
Math Achievement				56%	69%	63%	50%	69%	62%
Math Learning Gains				61%	66%	62%	38%	64%	59%
Math Lowest 25th Percentile				57%	55%	51%	44%	55%	47%
Science Achievement				44%	55%	53%	38%	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	40%	60%	-20%	58%	-18%
Cohort Comparison						
04	2021					
	2019	60%	64%	-4%	58%	2%
Cohort Comparison		-40%				
05	2021					
	2019	54%	60%	-6%	56%	-2%
Cohort Comparison		-60%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	56%	67%	-11%	62%	-6%
Cohort Comparison						
04	2021					
	2019	47%	69%	-22%	64%	-17%
Cohort Comparison		-56%				
05	2021					
	2019	54%	65%	-11%	60%	-6%
Cohort Comparison		-47%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	42%	53%	-11%	53%	-11%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

Grades 1-5 will use iReady diagnostic to progress monitor assessments data. AP1 will be used for the Fall, AP2 for the Winter, and AP3 for the Spring.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	43.9	56.1	70.2
	Economically Disadvantaged	40.7	55.6	70.4
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	20.4	50.	54.4
	Economically Disadvantaged	49.1	55.6	27.5
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	50.0	54.4	67.3
	Economically Disadvantaged	48.1	54.5	66.0
	Students With Disabilities	0	0	0
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	26.4	40.4	61.1
	Economically Disadvantaged	27.5	41.8	59.6
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	35.8	60.5	65.1
	Economically Disadvantaged	34.9	58.3	64.4
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	31.6	40.3	19.7
	Economically Disadvantaged	30.6	39.7	18.0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	30.9	41.2	41.9
	Economically Disadvantaged	28.6	39.7	40.4
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	19.7	30.3	49.
	Economically Disadvantaged	18.	29.5	48.9
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	21.2	35.8	35.2
	Economically Disadvantaged	22.	33.3	36.7
	Students With Disabilities	0	0	0
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	13.6	18.5	36.1
	Economically Disadvantaged	11.9	15.3	32.3
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	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	15			8							
ELL	39	20		34							
BLK	32	23	38	18	7	13	10				
HSP	40	10		28							
FRL	33	22	33	20	6	10	10				
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				8							
ELL	59	74		56	63		60				
BLK	53	61	45	56	61	63	42				
HSP	52	70		52	60						
FRL	49	61	45	54	60	56	40				
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	27			18							
ELL	32	41		32	41						
BLK	54	47	36	48	37	41	37				
HSP	57	27		57	55						
FRL	53	46	37	49	39	46	37				

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	23
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	54
Total Points Earned for the Federal Index	185
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	12
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	29
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	23
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	29
Hispanic Students Subgroup Below 41% in the Current Year?	YES
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	24
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?

In comparison to the 2020 to 2019 academic school year, the school showed an overall decrease of improvement in all school accountability components with the exception of ELA that increased 4 percentage points.

ELA Subgroups showed an achievement increase except for SWD, Black and Hispanic students decreased an overall average of 3 percentage points.

All Math Subgroups overall Learning Gains and Learning Gains L25 decreased across all grade levels.

Science Subgroups Achievement levels decreased by 19 percentage points.

2021 data findings:

In comparison to the 2019 data, there was an increase of 4 percentage points in ELA for third grade students.

A decrease in grades 4 in ELA by 29 percentage points and in grade 5 by a decrease of 32 percentage points compared to 2019 data.

Grade 3-5 in Mathematics experienced significant decrease in percentage points in Mathematics. Grade 3 decrease 28 percentage points, Grade 4 decreased 25 percentage points, and Grade 5 decreased 47 percentage points compared to 2019 as well as Grade 5 science by a decrease of 36 percentage points.

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

The 2020 data indicates the Grade 5 FSA ELA proficiency at 22%, compared to the 2019 Grade5 FSA ELA proficiency at 54%. This indicates a 32% percentage point decrease.

The 2020 data indicates the Grade 4 FSA ELA proficiency at 31%, compared to the 2019 Grade 4 FSA ELA proficiency at 60%. This indicates a 29% percentage point decrease.

The 2020 data indicates the Grade 5 FSA Math proficiency at 7%, compared to the 2019 Grade 5 FSA Math proficiency at 54%. This indicates a 47% percentage point decrease.

The 2020 data indicates the Grade 4 FSA Math proficiency at 22%, compared to the 2019 Grade 4 FSA Math proficiency at 54%. This indicates a 25% percentage point decrease.

The 2020 data indicates the Grade 5 FSA Science proficiency at 8%, compared to the 2019 Grade 5 FSA Science proficiency at 44%. This indicates a 36% 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?

During the 2020- 2021 school year, we focused on implementing standards-based instruction in all classrooms. We will continue to support this while incorporating data-driven instruction to help meet the needs of all our students. In addition, Instructional Support and Coaching will be provided to teachers with an emphasis on Progress Monitoring through Data - Driven Instruction in order to support lessons aligned to students' instructional needs as evidenced by data.

Frequency of Data Chats, Instructional Coaching Support, Data-Driven Instruction, Data-Driven Decision Making.

The contributing factors Data - Driven Instruction and administrative support during math common-planning and collaboration needs to be focused on standards, topic assessments, and needs of students' as evidenced by data.

Instructional Support and Coaching with an emphasis on Progress Monitoring through Data - Driven Instruction in order to support teachers develop lessons aligned to students' instructional needs.

Data-Driven Decision Making shows the instructional coach to support during Reading Common Planning to needs to be focused on the planning and implementation of Differentiated lessons for identified students.

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

The 2019 Data indicates the FSA ELA Learning Gains at 59%, compared to the 2018 FSA ELA Learning Gains at 46%. This was a 13 percentage point increase

The 2019 Data indicates the School-Wide FSA Math proficiency (% Levels 3-5) at 53%, compared to the 2018 Math proficiency at 46%. This was a 7 percentage point increase.

The 2019 Data indicates the Science Proficiency (% Levels 3-5) at 42%, compared to the 2018 Science proficiency at 37%. This was a 5 percentage point increase.

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

Extended Learning opportunities were provided to students with additional support through interventions, after school and Saturday school tutoring, which help students towards their proficiency goals.

Corrective Feedback through the use of Data Trackers allowed students to track progress on topic assessments and become accountable for their learning, which helped students increase their understanding of math skills.

Standards Aligned Instruction in Science allowed for teachers to plan effective lessons targeted to the standards. Additionally, a Curriculum Support Specialist provided instructional support and professional development that showed an increase on student data.

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

In order to accelerate learning we will implement Data-Driven Instruction, Data-Driven Decision Making, Differentiated Instruction, Extended Learning Opportunities, Ongoing Progress Monitoring, and Intervention/RTI.

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 leadership team will develop professional development activities on using data to drive instruction. The professional development activities will focus on identifying data sources such as topic assessment scores, biweekly assessments, and i-Ready data. Leadership team will utilize data points to drive data chats and guide decisions on intervention grouping. Instructional coaches will provide support during common planning. The MTSS Team will provide training and support to teachers throughout the RTI process.

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

Additional services will include extended learning activities. These activities will include before and after school tutoring, Saturday Academy, and Spring Break Academy. Interventionists will also be hired to provide additional instructional support.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale: Based on the 2021 FSA data, we have determined that Differentiation is a critical need. Third grade ELL students decreased by 11 percentage points. The decrease in these subgroups indicate instruction needs to be differentiated to address the individual needs of all learners.

Measurable Outcome: If Differentiation is implemented effectively, then ELL students scores should increase by a minimum of 5 percentage points as evidenced by the 2022 State Assessment.

Monitoring: Student progress will be monitored by teachers using bi-weekly reading assessments making adjustments to flexible groups as needed. The Leadership Team will conduct quarterly data chats to monitor and discuss student progress. Push-in support will be provided for students as needed.

Person responsible for monitoring outcome: Barbara Vinas (pr2401@dadeschools.net)

Evidence-based Strategy: Within the targeted area of Differentiation, our school will focus on Differentiated Instruction. Differentiated Instruction will be used to address individual students needs ultimately improving student success.

Rationale for Evidence-based Strategy: This strategy was selected to specifically address individual student needs. Teachers will continuously update small groups based on data, adjust instructional plans/delivery, and assign individual i-Ready lessons.

Action Steps to Implement

Identify students within the lowest 25% and 35% to ensure Tier 2 and Tier 3 students have been identified to target Differentiated Instruction within the implementation period beginning August 31, 2021 through October 11, 2021 in the classroom.

Person Responsible Barbara Vinas (pr2401@dadeschools.net)

Schedule weekly collaborative planning meeting with Reading Coach for differentiated instruction to ensure research based programs and resources are being utilized effectively and implemented with fidelity beginning August 31, 2021 through October 11, 2021.

Person Responsible Sheneka Brown (sbrown@dadeschools.net)

During Common Planning sessions with grade-level teams , the Reading Coach and administration will work collaboratively to assess and realign frequency of small groups based on bi-weekly or i-Ready data beginning August 31, 2021 through October 11, 2021.

Person Responsible Barbara Vinas (pr2401@dadeschools.net)

During weekly Common Planning sessions, teachers collaborate with administration to monitor students' progress using student trackers, bi-weekly and/or topic assessment to ensure timely output of instruction aligned to the District Pacing Guides are effectively implemented beginning August 31, 2021 through October 11, 2021.

Person Responsible Barbara Vinas (pr2401@dadeschools.net)

Quarterly leadership team meeting to monitor student progress and teacher effectiveness through both quantitative and qualitative data sources and informal walk-through's based on the Framework of Effective Instruction beginning on August 31, 2021 through October 11, 2021.

Person Responsible Barbara Vinas (pr2401@dadeschools.net)

Revisit Professional development aligned to data to maximize both student achievement and build teacher capacity beginning on August 31, 2021 through October 11, 2021.

Person Responsible Barbara Vinas (pr2401@dadeschools.net)

#2. Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale: Based on the 2021 FSA data, our school will target Collaborative Planning. Collaborative Planning was identified based on the overall decrease on the overall FSA ELA scores.

Measurable Outcome: If grade levels participate in Collaborative Planning weekly, then the ELA scores should show a minimum increase of five percentage points as evidenced by the 2022 State Assessments.

Monitoring: Teacher Leaders will create agendas for focused collaborative planning meetings amongst grade levels. Meeting frequency and attendees will be recorded.

Person responsible for monitoring outcome: Barbara Vinas (pr2401@dadeschools.net)

Evidence-based Strategy: The evidence based strategy for this area of focus is Data-Driven Instruction. Data will be used to plan instruction during collaborative planning sessions. Data trackers will be used to monitor student progress. Teacher will monitor student data on Performance Matters and i-Ready.

Rationale for Evidence-based Strategy: Using data during collaborative planning sessions to guide instruction will lead to effective instructional delivery targeting student needs.

Action Steps to Implement

Weekly collaborative planning meetings with Reading Coach and Grade level Chairpersons to ensure scaffold of BEST Standard, Differentiated Instructional, and Best Practices are being infused in the teacher's lesson beginning August 31, 2021 through October 11, 2021.

Person Responsible Barbara Vinas (pr2401@dadeschools.net)

Monitor bi-weekly assessments to track students' progress in order to remediate, reteach, or enrich targeted standards and/or benchmarks during the implementation period beginning August 31, 2021 through October 11, 2021.

Person Responsible Barbara Vinas (pr2401@dadeschools.net)

Teachers will conduct monthly student data chats utilizing data trackers and Performance Matters to hold students' accountable of their own learning beginning August 3, 2021 through October 11, 2021.

Person Responsible Sheneka Brown (sbrown@dadeschools.net)

Administer Student Data - Chats with administration to have a deeper impact on student learning and student accountability beginning on August 31, 2021 through October 11, 2021.

Person Responsible Barbara Vinas (pr2401@dadeschools.net)

Administration meetings with teachers to review bi-weekly data and topic assessments to align Best Practices, and the Framework of Effective Instruction to maximize both student and teacher outcomes beginning August 31, 2021 through October 11, 2021.

Person Responsible Barbara Vinas (pr2401@dadeschools.net)

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

Area of Focus Description and Rationale: Student connections is essential for academic engagement. Focus on building relationship with students and develop strategies for emotional regulation to promote school-wide success.

Measurable Outcome: If we implement with fidelity SEL regulation and Mindfulness Practices students will develop strategies in order to decrease deregulated behaviors.

Monitoring: As a result, a significant decrease among EWS indicators and referrals for this subgroup of students.

Person responsible for monitoring outcome: Patricia Bryant (pbryant@dadeschools.net)

Evidence-based Strategy: The evidence-based strategy being implemented is the Cloud9 World Curriculum and the Mindfulness practices to regulate desired outcomes.

Rationale for Evidence-based Strategy: The initiative will provide students with coping strategies while increasing academic engagement.

Action Steps to Implement

Beginning on August 31, 2021 through October 11, 2021 provide collaborative opportunities for students and teachers in Social Emotional Learning Lab (S.E.L.L) using a schedule.

Person Responsible Patricia Bryant (pbryant@dadeschools.net)

Beginning on August 31, 2021 through October 11, 2021 implementation of Cloud 9 World Curriculum and Mindfulness practices embedded during instructional framework for teachers in grades K-5.

Person Responsible Patricia Bryant (pbryant@dadeschools.net)

Beginning on August 31, 2021 through October 11, 2021 recognize students through Value Matters Miami , "Do the Right Thing" , and District 1 Highlight's for Dr. Gallon.

Person Responsible Barbara Vinas (pr2401@dadeschools.net)

Beginning on August 31, 2021 through October 11, 2021 demonstrate Mindfulness Practices during scheduled faculty meeting to promote self-care.

Person Responsible Patricia Bryant (pbryant@dadeschools.net)

#4. Leadership specifically relating to Walkthroughs

Area of Focus Description and Rationale:

Based on the Professional Development survey results, we selected focused walk-through's aligned to the Framework of Effective Instruction to build teacher capacity.

Measurable Outcome:

If we successfully implement focused walkthrough's our teachers will receive corrective feedback in al timely manner to address the components of The Framework of Effective Instruction.

Monitoring:

The leadership team will have weekly focused walkthrough's to ensure implemenation of rigorous lessons aligned to the Framework of Effective Instruction.

Person responsible for monitoring outcome:

Barbara Vinas (pr2401@dadeschools.net)

Evidence-based Strategy:

We promote collaborative conversations among colleagues in order to build teacher capacity and student engagement using the Framework of Effective Instruction.

Rationale for Evidence-based Strategy:

By promoting a culture of collaborative conversations among colleagues this will enable teachers to build their repertoire in order to build teacher capacity and student engagement using the Framework of Effective Instruction. This will also help teachers to utilize researched based strategies for effective instruction and student engagement.

Action Steps to Implement

During our scheduled Faculty meeting, provide teachers with a copy of the Framework of Effective Instruction and go over components and how it will be used during walkthrough's beginning on August 31, 2021 through October 11, 2021.

Person Responsible

Barbara Vinas (pr2401@dadeschools.net)

During scheduled Common Planning sessions, provide teachers with corrective feedback and corrective strategies to enhance opportunities for learning beginning August 31, 2021 through October 11, 2021.

Person Responsible

Barbara Vinas (pr2401@dadeschools.net)

During scheduled Common Planning sessions, develop lessons aligned to the corrective strategies beginning August 31, 2021 through October 11, 2021.

Person Responsible

[no one identified]

Have ongoing collaborative conversations aligned to the Framework of Effective Instruction in order to develop meaningful and systematic lessons aligned to B.E.S.T Standards and data sources beginning August 31, 2021 through October 11, 2021.

Person Responsible

Barbara Vinas (pr2401@dadeschools.net)

#5. Instructional Practice specifically relating to ELA**Area of****Focus****Description and Rationale:**

Based on the 2021 ELA FSA data, we have determined that grades 3 - 5 scored below 50% proficiency in reading.

Measurable Outcome:

If Instructional Practices specifically aligned to ELA and explicitly address strategies for improving reading then students proficiency scores should increase.

Monitoring:

Student progress will be monitored by teachers using bi-weekly reading assessments making adjustments to flexible groups as needed through the use of Differentiated Instruction and research based reading strategies to increase student proficiency. The Leadership Team will conduct quarterly data chats to monitor and discuss student progress. Push-in support will be provided for students as needed.

Person responsible for monitoring outcome:

Barbara Vinas (pr2401@dadeschools.net)

Evidence-based Strategy:

Research Based Reading Strategies and Research Based Intervention Programs that supports Phonics, Fluency, Comprehension, Vocabulary and Listening Comprehension in order to provide self-monitoring and metacognitive strategies.

Rationale for Evidence-based Strategy:

Increase Reading Proficiency in grades 3 - 5 for students that scored below 50% proficiency in reading.

Action Steps to Implement

Identify students scoring below 50% proficiency and introduce research based reading strategies to improve reading proficiency in grades 3-5. The implementation period beginning August 31, 2021 through October 11, 2021 in the classroom.

Person**Responsible**

Sheneka Brown (sbrown@dadeschools.net)

Weekly collaborative planning meetings with Reading Coach and Grade level Chairpersons to ensure scaffold of BEST Standard, Differentiated Instructional, and Best Practices are being infused in the teacher's lesson beginning August 31, 2021 through October 11, 2021 to increase reading proficiency.

Person**Responsible**

Barbara Vinas (pr2401@dadeschools.net)

Monitor bi-weekly assessments to track students' progress in order to remediate, reteach, or enrich targeted standards and/or benchmarks during the implementation period beginning August 31, 2021 through October 11, 2021.

Person**Responsible**

Barbara Vinas (pr2401@dadeschools.net)

During weekly Common Planning sessions, teachers collaborate with administration to monitor students' progress using student trackers, bi-weekly and/or topic assessment to ensure timely output of Research Based Reading Strategies are effectively implemented beginning August 31, 2021 through October 11, 2021.

Person Responsible Barbara Vinas (pr2401@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.

Our primary goal is to reduce Level I infractions through Conflict Resolution Strategies. Our secondary goal is to decrease the number of Level II infractions through Restorative Circles.

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 strengths within school culture are creating collaborative spaces for all stakeholders, empowering teachers and staff, and celebrating successes. Teachers and staff plan collaboratively to provide students with an engaging and welcoming environment. The counselor also collaborates with parents holding parent workshops throughout the school year supporting family engagement. Our school promotes positive school culture by creating a positive and rewarding learning environment that celebrates student achievement. Students are rewarded by teachers and administration for academic and behavioral successes. The administration rewards students quarterly by holding honor roll and i-Ready celebrations. The counselor also works with children to build their social emotional skills.

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

The Leadership Team is responsible for promoting a positive culture and environment at the school. The Leadership Team is comprised of the Principal, Assistant Principal, Instructional Coach, Teacher Leaders, and Counselor. The Administrations's (Principal and Assistant Principal) role is to provide collaborative spaces for teachers and staff, encourage students and staff to speak praises and express concerns creating a positive learning environment, and supervise school initiatives ensuring fidelity. The Instructional Coach will plan collaboratively with teachers and staff ensuring all curriculum and material needs are fulfilled in order to deliver effective instruction. Teacher Leaders will maintain open lines of communication between their grade levels and the Leadership Team providing support and encouragement. The Counselor

will provide students with social emotional skills needed to promote effective communication amongst themselves and their teachers. The counselor will also be available as a resource for teachers in reference to student concerns. All stakeholders will work towards creating a productive partnership with parents and families.

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: Collaborative Planning	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Early Warning Systems	\$0.00
4	III.A.	Areas of Focus: Leadership: Walkthroughs	\$0.00
5	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
Total:			\$0.00