Dante B. Fascell Elementary School

2021-22 Schoolwide Improvement Plan

Table of Contents

Dante B. Fascell Elementary School

15625 SW 80TH ST, Miami, FL 33193

http://dbfe.dadeschools.net/

Demographics

Principal: Rachel Pierre Louis

Start Date for this Principal: 7/20/2017

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)	95%
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: A (70%) 2017-18: A (70%) 2016-17: A (70%)
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.

Table of Contents

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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	83%

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

School Grades History

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

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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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.

Our school-wide mission is to brighten the future through the power of knowledge, using multiple-intelligence approach.

Provide the school's vision statement.

Dante B. Fascell Elementary school will help individuals excel by discovering their full potential, experiencing the lure of the future, and dreaming of and actualizing the possible. The vision will be accomplished by: daring to dream, nurturing the intellect, expressing emotions, raising achievement, sharing responsibility, and fostering a love for learning.

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
Leitner, Margaret	Principal	As the instructional leaders at DBFE, the principal and assistant principal will provide the model for the use of data-based decision making and instruction, monitor its implementation, provide intervention support and documentation ensuring adequate professional development that will build capacity as well as improve systems for teaching efficacy. School-based plans will be communicated to all stakeholders on a quarterly basis. Administration will coordinate the submission and analysis of all data in a timely manner. They will monitor the focus calendar progress, encourage a supportive environment with conditions that are conducive to learning and meeting the needs of all students and provide technological instructional support.
Gale, Adriana	Teacher, ESE	Working alongside the AP, the Instructional Leadership Team will identify students needs by analyzing, disaggregating and reporting various data on a regular basis. Professional development needs will be determined and provided. Instructional Liaisons will assist with the preparation and administration of student assessments, such as iReady Diagnostics and Growth Monitoring. The liaisons will attend district-sponsored professional development for the purpose of knowledge building, modeling, and planning lessons with teachers.
Gamundi, Debra	Teacher, PreK	Working alongside the AP, the Instructional Leadership Team will identify students needs by analyzing, disaggregating and reporting various data on a regular basis. Professional development needs will be determined and provided. Instructional Liaisons will assist with the preparation and administration of student assessments, such as iReady Diagnostics and Growth Monitoring. The liaisons will attend district-sponsored professional development for the purpose of knowledge building, modeling, and planning lessons with teachers.
Gomez, Navia	Teacher, K-12	Working alongside the AP, the Instructional Leadership Team will identify students needs by analyzing, disaggregating and reporting various data on a regular basis. Professional development needs will be determined and provided. Instructional Liaisons will assist with the preparation and administration of student assessments, such as iReady Diagnostics and Growth Monitoring. The liaisons will attend district-sponsored professional development for the purpose of knowledge building, modeling, and planning lessons with teachers.
Pico, Shirley	Teacher, K-12	Working alongside the AP, the Instructional Leadership Team will identify students needs by analyzing, disaggregating and reporting various data on a regular basis. Professional development needs will be determined and provided. Instructional Liaisons will assist with the preparation and administration of student assessments, such as iReady Diagnostics and Growth Monitoring. The liaisons will attend district-sponsored professional development for the purpose of knowledge building, modeling, and planning lessons with teachers.
Jordan, Ann	Assistant Principal	As the instructional leaders at DBFE, the principal and assistant principal will provide the model for the use of data-based decision making and instruction, monitor its implementation, provide intervention support and documentation

Name	Position Title	Job Duties and Responsibilities
		ensuring adequate professional development that will build capacity as well as improve systems for teaching efficacy. School-based plans will be communicated to all stakeholders on a quarterly basis. Administration will coordinate the submission and analysis of all data in a timely manner. They will monitor the focus calendar progress, encourage a supportive environment with conditions that are conducive to learning and meeting the needs of all students and provide technological instructional support.

Demographic Information

Principal start date

Thursday 7/20/2017, Rachel Pierre Louis

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.*

22

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.*

9

Total number of teacher positions allocated to the school

34

Total number of students enrolled at the school

293

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.

0

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	34	54	42	53	45	65	0	0	0	0	0	0	0	293
Attendance below 90 percent	0	6	1	5	4	3	0	0	0	0	0	0	0	19
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	5	1	3	4	0	0	0	0	0	0	0	15
Course failure in Math	0	1	1	3	5	5	0	0	0	0	0	0	0	15
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
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	7	7	16	18	11	0	0	0	0	0	0	0	59

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	4	1	1	3	3	0	0	0	0	0	0	0	12

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	1	4	1	1	1	0	0	0	0	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Wednesday 6/30/2021

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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	56	45	58	44	71	68	0	0	0	0	0	0	0	342
Attendance below 90 percent	4	2	6	3	4	5	0	0	0	0	0	0	0	24
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	5	1	3	5	5	0	0	0	0	0	0	0	19
Course failure in Math	0	2	2	5	6	7	0	0	0	0	0	0	0	22
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	4	1	3	4	8	0	0	0	0	0	0	0	20

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	1	4	1	1	1	0	0	0	0	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

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				78%	62%	57%	73%	62%	56%
ELA Learning Gains				69%	62%	58%	74%	62%	55%
ELA Lowest 25th Percentile				68%	58%	53%	71%	59%	48%
Math Achievement				82%	69%	63%	79%	69%	62%

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
Math Learning Gains				67%	66%	62%	69%	64%	59%
Math Lowest 25th Percentile				55%	55%	51%	58%	55%	47%
Science Achievement				74%	55%	53%	69%	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	70%	60%	10%	58%	12%
Cohort Comparison						
04	2021					
	2019	77%	64%	13%	58%	19%
Cohort Comparison		-70%				
05	2021					
	2019	74%	60%	14%	56%	18%
Cohort Comparison		-77%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	91%	67%	24%	62%	29%
Cohort Comparison						
04	2021					
	2019	76%	69%	7%	64%	12%
Cohort Comparison		-91%				
05	2021					
	2019	73%	65%	8%	60%	13%
Cohort Comparison		-76%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	69%	53%	16%	53%	16%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

The progress monitoring tools that will be utilized by grade levels to compile data are as stated below: Grades K-5 will use i-Ready data from AP1 for Fall, AP2 for Winter, and AP3 for Spring to progress monitor ELA and Mathematics. The Science Mid-Year Assessment will be used to progress monitor grade 5.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	37.5%	60%	82.5%
	Economically Disadvantaged	36.8%	57.9%	81.6%
	Students With Disabilities	20.0%	40.0%	80.0%
	English Language Learners	7.7%	30.8%	61.5%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	30.0%	45.0%	65.0%
	Economically Disadvantaged	26.3%	42.1%	63.2%
	Students With Disabilities		40.0%	20.0%
	English Language Learners	15.4%	23.1%	38.5%

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	51.0%	62.5%	69.4%
	Economically Disadvantaged	47.7%	60.5%	65.9%
	Students With Disabilities	16.7%	20.0%	33.3%
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	30.4%	45.8%	69.4%
	Economically Disadvantaged	29.3%	41.9%	70.5%
	Students With Disabilities		40.0%	16.7%
	English Language Learners			

Grade 3				
English Language Arts	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	59.5%	73.0%	70.3%
	Economically Disadvantaged	61.3%	74.2%	71.0%
	Students With Disabilities			40.0%
	English Language Learners			
Mathematics	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	29.7%	40.5%	56.8%
	Economically Disadvantaged	32.3%	45.2%	58.1%
	Students With Disabilities	20.0%		20.0%
	English Language Learners			

Grade 4				
English Language Arts	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	63.2%	70.2%	80.7%
	Economically Disadvantaged	62.0%	68.0%	82.0%
	Students With Disabilities	37.5%	37.5%	50.0%
	English Language Learners			
Mathematics	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	33.9%	71.9%	86.0%
	Economically Disadvantaged	30.6%	72.0%	86.0%
	Students With Disabilities		37.5%	50.0%
	English Language Learners			

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	51.6%	53.1%	79.7%
	Economically Disadvantaged	50.8%	54.2%	79.7%
	Students With Disabilities	20.0%	20.0%	50.0%
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	52.4%	64.1%	82.8%
	Economically Disadvantaged	51.7%	64.4%	84.7%
	Students With Disabilities	20.0%	30.0%	50.0%
	English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students		19.0%	
	Economically Disadvantaged		19.0%	
	Students With Disabilities		10.0%	
	English Language Learners		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	49	20		43			10				
ELL	71	63	50	66	34	43	44				
HSP	70	59	44	65	33	40	46				
FRL	71	56	36	70	33	43	47				
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	48	28		54	44						
ELL	77	73	76	82	68	61	67				
HSP	78	68	68	82	67	56	72				
FRL	78	69	69	81	63	54	71				

	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	40	58		40	47		31				
ELL	60	67	71	73	71	52	44				
HSP	72	73	71	78	68	58	69				
FRL	72	71	71	78	69	56	69				

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	53
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	60
Total Points Earned for the Federal Index	426
Total Components for the Federal Index	8
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
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	54
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	
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	52
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	52
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?

2019 data findings:
All ELA and Math L25% Subgroups decreased except for ELL Subgroup.
2021 data findings:
ELA proficiency was 71% on the 2021 FSA ELA Assessment. This is a 7% point decrease from 2019.
ELA learning gains was 60% on the 2021 FSA ELA Assessment. This is a 9% point decrease from 2019.
ELA learning gains of the L25 was 44% on the 2021 FSA ELA Assessment. This is a 24% point decrease from 2019.
Math proficiency was 68% on the 2021 FSA Math Assessment. This is a 13% point decrease from 2019.
Math learning gains was 33% on the 2021 FSA Math Assessment. This is a 34% point decrease from 2019.
Math learning gains of the L25 was 44% on the 2021 FSA Math Assessment. This is a 11% point decrease from 2019.
Science proficiency was 46% on the 2021 Statewide Science Assessment. This is a 28% point decrease from 2019.

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

2019 findings:
Mid-Year Science data demonstrates the most need for improvement as evidenced in Proficiency levels of 18.8 for all students, 18.6 for Economically Disadvantaged, and 10 for ELL Subgroups.
2021 findings:
Learning gains in Math especially those in the L25 demonstrates the most need for improvement.

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

Low achievement of L25 in ELA, Math and Science.
New Actions:
Focus on grade level planning for DI, intervention, and implementation of curriculum with fidelity.

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

2021 Math Progress Monitoring shows all grade levels increased by a minimum of 20% points from the Fall to the Spring i-Ready assessment.
2021 Reading Progress Monitoring shows all grade levels increased by a minimum of 18% points from the Fall to the Spring i-Ready assessment.

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

Provided weekly i-Ready Math data reports to teachers.
New Actions:
Using Math Topic Assessment data to drive instruction and monitor student needs and progress.

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

Monitor data weekly and ensure collaborative planning occurs on a weekly basis to include DI, intervention, and enrichment.

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.

PLST will develop calendar of PD's based on needs assessment survey results.

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

Additional Services:
Hourly Interventionists, Saturday Academy, Before and After-School tutoring, Robotics Club, STEM Based Club.

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 data review, our school will implement the Targeted Element of Differentiation. We selected the overreaching area of Differentiation based on our findings that demonstrated Learning Gains for all students especially the L25 were decreasing. We are not meeting the unique needs of all learners therefore it is evident that we must improve our ability to differentiate instruction based on the levels of the students we serve. We will provide the scaffolding necessary for the L25 subgroup to access grade-level content in order to make learning gains and move towards proficiency.
Measurable Outcome:	If we successfully implement Differentiation, then our L25 students will increase by a minimum of 5 percentage points as evidenced by the 2022 State Assessments.
Monitoring:	The Leadership Team will conduct quarterly data chats, adjust groups based on current data in real time, and follow-up with regular walkthroughs to ensure quality instruction is taking place. Administrators will review bi-weekly lesson plans for indication of differentiation for L25 students, in particular. Data Analysis of formative assessments of L25 students will be reviewed monthly to observe progress. We will create an online tracker to monitor OPM data on a bi-weekly basis. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards. Extended learning opportunities will be provided to those students who are not showing growth on OPMs.
Person responsible for monitoring outcome:	Margaret Leitner (pr1811@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Differentiation, our school will focus on the evidence-based strategy of: Data-Driven Instruction. Data-Driven instruction will assist in accelerating the learning gains of our L25s as it is a systematic approach of instruction to meet the students' needs. Data-Driven instruction will be monitored through the use of data trackers to drive instructional planning and data driven conversations to include OPMs.
Rationale for Evidence-based Strategy:	Data-Driven Instruction will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

Action Steps to Implement

11/01 - 12/21: Administration will continue to conduct data chats with teachers to analyze data from SAT and/or FSA to drive instructional planning and identify the L25 for Reading and Math.

Person Responsible	Margaret Leitner (pr1811@dadeschools.net)

11/01 - 12/21: Teachers will develop lesson plans that are inclusive of DI instruction. As a result, teachers will have student groups, appropriate resources, and lesson plans that reflect DI instruction.

Person Responsible	Ann Jordan (ajordan@dadeschools.net)

11/01 - 12/21: Teachers will use formative assessments to adjust instruction for reteaching, remediation, and enrichment to ensure student learning gains and proficiency.

Person Responsible Ann Jordan (ajordan@dadeschools.net)

11/01 - 12/21: Administrator will review bi-weekly lesson plans for indication of differentiation.

Person Responsible Ann Jordan (ajordan@dadeschools.net)

#2. Instructional Practice specifically relating to Professional Learning Communities	
Area of Focus Description and Rationale:	Based on the Data results/review, our school will implement a Professional Learning Community. The 2021 SIP School Culture Staff Survey indicated that 31% of teachers in our school feel they will benefit from a Professional Learning Community in order to improve student outcomes, address the instructional needs of students and reflect/improve on their own instructional practice. Using Performance Matters resources and other data appropriately to assign students to intervention. Teaching and addressing the needs of students with special needs and/or disabilities addressing the instructional needs of students with different learning styles.
Measurable Outcome:	During the PLC's teachers will analyze and utilize data to drive instruction in order to increase student achievement as evidenced by an increase in assessment results that target the lowest 25% student percentile in their classrooms.
Monitoring:	By implementing collaborative instructional planning within the PLC and utilizing data results from formative and summative assessments, teachers will review student progress and make adjustments using such data to ensure systemic and timely "re-instruction/ assessment" for student mastery. In this process, teachers will evaluate, through the bi-weekly PLC meetings, what worked and which areas need to be address/reflected upon to improve student achievement, as well as, their own instructional practice.
Person responsible for monitoring outcome:	Ann Jordan (ajordan@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Professional Learning Community, our school will focus on the evidence-based strategy of: Standards-Based Collaborative Planning. Standards-Based Collaborative Planning will provide teachers with the opportunity to specifically focus on student progress/learning and collective inquiry. Teams of teachers will work together with the purpose of learning from one another, improve instructional practice and increase student achievement.
Rationale for Evidence-based Strategy:	Implementing Professional Learning Communities (PLCs) during the school year, will ensure that teachers are sharing their expertise, analyzing their students work/data, plan for instruction as part of their reflective practice, and to improve the academic performance of their students.

Action Steps to Implement	

11/01 - 12/21: A Professional Learning Community has been established. Teachers are convening regularly and are benefiting from the information gathered at the PLCs which is geared to improving student outcome.

Person Responsible	Margaret Leitner (pr1811@dadeschools.net)

11/01 - 12/21: Leadership Team collaborate with grade levels to interpret assessment data over various platforms. As a result, this data will facilitate Standard Based Collaborative Planning.

Person Responsible	Ann Jordan (ajordan@dadeschools.net)

11/01 - 12/21: Leadership Team will continue to collaborate with teachers to address data results and provide teachers with an opportunity to discuss any areas of concern. As a result, teachers will be able to plan for instruction in order to meet the needs of the students.

Person Responsible   Ann Jordan (ajordan@dadeschools.net)

11/01 - 12/21: PLC Teams will address specific student needs as assessments indicate and continue to scaffold strategies on targeting these specific needs. As a result, teachers will plan for DI instruction.

Person Responsible   Ann Jordan (ajordan@dadeschools.net)

#3. Culture & Environment specifically relating to Student Attendance	
Area of Focus Description and Rationale:	Based on the data review, our school will implement the Targeted Element of Student Attendance. Through our data review, we noticed the students who struggle with daily attendance are also the students who are not meeting expectations for learning gains as well as proficiency. In addition, many of our L25 students have had reoccurring attendance issues. We recognize the need to tailor our attendance initiatives and improve in making connections with families and the community to ensure attendance is consistently high.
Measurable Outcome:	If we successfully implement the Targeted Element of Student Attendance, our students will receive quality instruction that will contribute to improved student outcomes. With consistent student incentives, our attendance will increase 5 percentage points by June 2022.
Monitoring:	The Leadership Team and Title I CIS will work to connect with families who struggle with attendance and identify the root cause for absences and create a plan of action to ensure students are able to be present daily. The LT will mentor individual students who have consistent truancy and connect with them bi-weekly to reward or encourage attendance efforts. The LT will plan regular student incentives to promote consistent student attendance. Teachers will monitor their daily attendance and submit that data to the LT on a weekly basis with emphasis on attendance trends. The LT will identify opportunities for students who are absent due to illness to connect virtually to class instruction or have access to on-demand lessons. To ensure we are on track to meeting the outcome above, this data will be discussed during data chats with teachers and students and parental contact will be made when necessary.
Person responsible for monitoring outcome:	Margaret Leitner (pr1811@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Student Attendance, our school will focus on the evidence-based strategy of: Attendance Initiatives. Attendance Initiatives will assist in narrowing the absence gap amongst our students. Student absences will be monitored on a weekly basis to prevent a pattern of excessive absences.
Rationale for Evidence-based Strategy:	Attendance Initiatives will assist in decreasing the number of student absences. The initiatives will provide the Leadership Team with a systematic approach to identify attendance issues, remediation, and rewards.

Action Steps to Implement

11/01 - 12/21: Implement iAttend Action Plan. As a result, students will attend school on a daily basis as indicated by an improved attendance rate.

Person Responsible	Ann Jordan (ajordan@dadeschools.net)

11/01 - 12/21: Meet with CSI, Counselor and Grade Level Chairs weekly to review students with 6 or more absences as well as the principal's report on attendance. As a result, students will attend school on a daily basis as indicated by an improved attendance rate.

Person Responsible	Ann Jordan (ajordan@dadeschools.net)

11/01 - 12/21: Provide resources to families having difficulties with school attendance. As a result, students will attend school on a daily basis as indicated by an improved attendance rate.

Person Responsible Ann Jordan (ajordan@dadeschools.net)

11/01 - 12/21: Providing attendance incentives as stated on school's iAttend Action Plan and recognizing students with increased academic achievement during virtual honor roll assemblies. As a result, students will attend school on a daily basis as indicated by an improved attendance rate.

Person Responsible Ann Jordan (ajordan@dadeschools.net)

#4. Leadership specifically relating to Managing Accountability Systems	
Area of Focus Description and Rationale:	The Leadership Team will set expectations and practices around the ongoing examination of data to evaluate the effectiveness of instruction to improve outcomes for students.

Measurable Outcome:	If we successfully implement Data Chats, then our targeted L25 students will have an increase of a minimum of 5 percentage points as evidenced by the 2022 State Assessments.
Monitoring:	The Leadership Team will conduct quarterly data chats, adjust groups based on current data in real time, and follow-up with regular walkthroughs to ensure quality instruction is taking place. Administrators will review bi-weekly lesson plans for implementation of Pacing Guides, Intervention and iReady usage. Data Analysis of formative assessments of L25 students will be reviewed monthly to observe progress. We will create an online tracker to monitor OPM data on a bi-weekly basis. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards. Extended learning opportunities will be provided to those students who are not showing growth on OPMs.
Person responsible for monitoring outcome:	Margaret Leitner (pr1811@dadeschools.net)
Evidence-based Strategy:	The evidence based strategy being used by the Leadership Team is Keeping all Stakeholders Informed and Involved by regularly reviewing data, discussing implications for the data, and implementing next steps.
Rationale for Evidence-based Strategy:	Through the implementation of iReady Diagnostics, baseline assessments, and topic/unit assessments, teachers will gain valuable insight, powerful instruction, and comprehensive support to help students at all levels achieve their greatest possible gains.

Action Steps to Implement	

11/01 - 12/21: Leadership Team continue to ensure teachers use student performance data to design instructional planning addressing rigorous instruction that is guided by i-Ready Assessment data, baseline, and topic/unit assessments. As a result, student achievement will increase.

Person Responsible	Ann Jordan (ajordan@dadeschools.net)

11/01 - 12/21: Leadership team continue to monitor that students are actively engaged with their I-Ready Instructional Path as well as with teacher-assigned I-Ready lessons, T2, T3 intervention. As a result, student needs will be met and L25 student achievement will increase.

Person Responsible	Ann Jordan (ajordan@dadeschools.net)

11/01 - 12/21: Leadership Team will ensure teachers utilize the Teacher Toolbox to guide them as they implement data-informed whole class, small group instruction and T2 and T3 intervention. As a result, student needs will be met and L25 student achievement will increase.

Person Responsible	Ann Jordan (ajordan@dadeschools.net)

11/01 - 12/21: The Leadership Team continues to review student usage, lesson completion, passing rates, and OPM on a weekly basis, and communicate findings to faculty for additional action, in order to ensure continued fidelity of implementation and student progress. As a result, student achievement has increased.

Person Responsible   Ann Jordan (ajordan@dadeschools.net)

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.

A review of state disciplinary data indicate that there were 1.18 violent incidents per 100 students. Further review indicates that there were 1.12 incidents of bullying reported per 100 students. Consequently, students services supports, including SEL interventions, will be implemented and their effectiveness monitored by the Leadership Team. The Leadership Team, counselor, and Mental Health specialist will meet on a quarterly basis to assess the impact of interventions and supports that have been implemented.

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 in Relationships, Physical & Emotional Safety and Support, Care, and Connections. Our school creates experiences throughout the year to engage with parents and families and ensures they have necessary information to support their children. Students are supported through our mentorship program, Random Acts of Kindness Club, SEL activities/presentations, Student of the Month and Do the Right Thing program. Staff are provided opportunities to take part in team-building activities at faculty and grade level meetings or when we come together to share celebrations of success during informal meet-ups. We provide opportunities for both staff and students to provide ongoing feedback and suggestions to school leaders and we schedule informal conferences with staff and students to garner information about their educational/professional experience at our school. We also ensure information is provided to all stakeholder through our monthly newsletter. We continue to build our skill-set in ensuring our classrooms are highly engaging and foster the highest level of engagement and learning.

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

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principal, Teacher Leaders, Title I CIS and Counselor. The Principal's role is to monitor and oversee all the school's initiatives and respond to concerns with morale by planning team-building and morale boosting activities. The Assistant Principal will monitor the mentorship program and assist in ensuring all information is shared with stakeholders in a timely manner. Teacher leaders assist in providing and responding to feedback from stakeholders. All stakeholders are responsible for making specific efforts too connect and build relationships with students, parents, and families.