Coral Reef Elementary School

2021-22 Schoolwide Improvement Plan

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Coral Reef Elementary School

7955 SW 152ND ST, Palmetto Bay, FL 33157

http://coralreefe.dadeschools.net/

Demographics

Principal: Christina Guerra L
Start Date for this Principal: 7/9/2011

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	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	47%
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 Asian Students Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (71%) 2017-18: A (72%) 2016-17: A (71%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	36%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	80%

School Grades History

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

School Board Approval

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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.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Coral Reef Elementary provides students with rigorous academic instruction delivered through dedicated and exemplary teaching. This pursuit of excellence will be achieved through the collaboration of a staff and parents who realize the unique responsibility they share in creating future citizens who are prepared to meet the academic and social challenges of the 21st century.

Provide the school's vision statement.

Coral Reef Elementary empowers students to achieve excellence in education through: The mastery of academic skills necessary to pursue a life-long love of learning, acknowledgement of their membership in a global community, and development of knowledge and respect for their own and other cultures, while developing a social conscience and respect for the environment.

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
Guerra, Christina	Principal	The principal develops and shares a vision of academic success including the allocation of fiscal and human capital resources. She monitors effectiveness of vision through classroom walkthroughs, Instructional Rounds with District Leaders and data analysis to ensure all systems align within the school community in order to improve student achievement. She serves as the Instructional Leader of the building, leverages resource to provide teachers with the tools to support high quality learning and instruction and models instructional practices through participation in collaborative planning and school wide professional development. In addition, she coordinates the development of an effective Multi-Tiered System of Supports to ensure students' needs are met with additional supports to achieve success. She empowers school leadership team members, teachers, and any additional staff to capitalize on their area of expertise. She facilitates disaggregation of classroom assessment data, grade level data trends, teaching strategies, curriculum, progress monitoring, and student behaviors.
Pierre-Louis, Rachel	Assistant Principal	The assistant principal assists in providing leadership in the development or revision and implementation of a school improvement plan. She supports the realization of school wide vision by managing school resources. She provides instructional leadership by providing teachers with up-to-date, research based, effective practices that improve student achievement. She models effective instructional practices and supports teacher growth through observation and feedback through coaching cycles. She also Identifies and develops school leaders to enhance the impact of high quality instructional practices as well as encourages a culture of collaboration, self reflection and growth through participation in collaborative planning sessions, data analysis/ MTSS meetings.
Basulto, Martha	Teacher, K-12	This teacher engages stakeholders in collaborating in the school's decision making process. She collaborates and problem solves to ensure the implementation of high quality instructional practices utilizing the RtI/MTSS process during the core instruction and at intervention/enrichment (Tier 2/3) levels. She support the implementation of high quality instructional practices, reviews ongoing progress monitoring data to ensure fidelity of instruction and attainment of SIP goals. She uses strategies acquired as a Digital Network Leader to promote the use of technology and guide the school in reaching new heights in the SAMR Model. She also spearheads the Everglades Championship program schoolwide.
Blanco, Carolina	Teacher, ESE	This teacher engages stakeholders in collaborating in the school's decision making process. She collaborates and problem solves to ensure the implementation of high quality instructional practices utilizing the RtI/MTSS process during the core instruction and at intervention/enrichment (Tier 2/3) levels. She support the implementation of high quality instructional practices, reviews ongoing progress monitoring data to ensure fidelity of instruction and attainment of SIP goals. She uses her expertise as a seasoned Exceptional Education Teacher to promote inclusion for all students.

Name	Position Title	Job Duties and Responsibilities
Fierro, Kelley	Teacher, K-12	This teacher engages stakeholders in collaborating in the school's decision making process. She collaborates and problem solves to ensure the implementation of high quality instructional practices utilizing the RtI/MTSS process during the core instruction and at intervention/enrichment (Tier 2/3) levels. She support the implementation of high quality instructional practices, reviews ongoing progress monitoring data to ensure fidelity of instruction and attainment of SIP goals. She spearheads the school's STEAM programs which has served to build a culture of enthusiasm for Science, Technology, Engineering, Art and Mathematics schoolwide.
Silva, Catherine	Teacher, PreK	This teacher engages stakeholders in collaborating in the school's decision making process. She collaborates and problem solves to ensure the implementation of high quality instructional practices utilizing the RtI/MTSS process during the core instruction and at intervention/enrichment (Tier 2/3) levels. She support the implementation of high quality instructional practices, reviews ongoing progress monitoring data to ensure fidelity of instruction and attainment of SIP goals. She serves as leader of our Early Childhood Programs which has grown to include three classes and is a catalyst for recruiting students at a young age into the school.

Demographic Information

Principal start date
Saturday 7/9/2011, Christina Guerra L

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.*
44

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.*
11

Total number of teacher positions allocated to the school
55

Total number of students enrolled at the school
800

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.
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	100	96	111	141	122	142	0	0	0	0	0	0	0	712
Attendance below 90 percent	2	2	3	5	4	6	0	0	0	0	0	0	0	22
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	10	3	3	0	0	0	0	0	0	0	16
Course failure in Math	0	0	0	2	1	4	0	0	0	0	0	0	0	7
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	1	0	0	0	0	0	0	0	1
Number of students with a substantial reading deficiency	1	4	27	27	8	11	0	0	0	0	0	0	0	78

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

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

Date this data was collected or last updated
Friday 7/9/2021

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	105	119	134	142	150	150	0	0	0	0	0	0	0	800
Attendance below 90 percent	3	3	3	6	6	4	0	0	0	0	0	0	0	25
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	5	8	3	2	0	0	0	0	0	0	0	18
Course failure in Math	0	0	1	2	4	4	0	0	0	0	0	0	0	11
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	3	3	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	1	5	0	0	0	0	0	0	0	6

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	0	2	6	4	4	0	0	0	0	0	0	0	16

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	0	0	7	0	0	0	0	0	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				82%	62%	57%	79%	62%	56%
ELA Learning Gains				71%	62%	58%	65%	62%	55%
ELA Lowest 25th Percentile				63%	58%	53%	57%	59%	48%
Math Achievement				83%	69%	63%	85%	69%	62%
Math Learning Gains				72%	66%	62%	74%	64%	59%
Math Lowest 25th Percentile				49%	55%	51%	71%	55%	47%
Science Achievement				78%	55%	53%	74%	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	83%	60%	23%	58%	25%
Cohort Comparison						
04	2021					
	2019	83%	64%	19%	58%	25%
Cohort Comparison		-83%				
05	2021					
	2019	80%	60%	20%	56%	24%
Cohort Comparison		-83%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	86%	67%	19%	62%	24%
Cohort Comparison						
04	2021					
	2019	81%	69%	12%	64%	17%

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-86%					
05	2021						
	2019	82%	65%	17%	60%	22%
Cohort Comparison		-81%					

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021						
	2019	76%	53%	23%	53%	23%
Cohort Comparison							

Grade Level Data Review - Progress Monitoring Assessments

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

i-Ready AP1, AP2 and AP3

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	54.2%	70.8%	74.5%
	Economically Disadvantaged	43.6%	47.4%	50.0%
	Students With Disabilities	25.0%	45.5%	63.6%
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	45.2%	52.4%	74.5%
	Economically Disadvantaged	30.0%	29.7%	57.9%
	Students With Disabilities	46.2%	45.5%	63.6%
	English Language Learners			

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	55.6%	72.4%	85.5%
	Economically Disadvantaged	40.0%	61.2%	70.0%
	Students With Disabilities	38.5%	46.2%	61.5%
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	45.2%	68.5%	82.1%
	Economically Disadvantaged	30.0%	54.0%	68.0%
	Students With Disabilities	46.2%	53.8%	61.5%
	English Language Learners			

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	76.9%	86.9%	90.0%
	Economically Disadvantaged	68.9%	80.0%	84.4%
	Students With Disabilities	52.6%	63.2%	68.4%
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	45.4%	66.7%	83.8%
	Economically Disadvantaged	44.4%	59.1%	75.6%
	Students With Disabilities	31.6%	44.4%	52.6%
	English Language Learners			

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	66.9%	77.9%	77.0%
	Economically Disadvantaged	51.7%	56.9%	54.4%
	Students With Disabilities	31.3%	50.0%	37.5%
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	46.3%	72.8%	83.0%
	Economically Disadvantaged	25.9%	53.4%	66.7%
	Students With Disabilities	25.0%	25.0%	56.3%
	English Language Learners			

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	61.8%	72.1%	77.2%
	Economically Disadvantaged	48.1%	55.6%	61.1%
	Students With Disabilities	22.2%	22.2%	27.8%
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	53.7%	69.9%	79.4%
	Economically Disadvantaged	37.0%	48.1%	61.1%
	Students With Disabilities	22.2%	38.9%	38.9%
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students		46.0%	
	Economically Disadvantaged		35.0%	
	Students With Disabilities		21.0%	
	English Language Learners			

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	56	44		56	38		33				
ELL	76	68		61	33		62				
ASN	80			87							
BLK	65	67		67	31		21				
HSP	84	64	50	75	43	22	68				
WHT	88	72		83	52		81				
FRL	71	59	36	61	29	10	52				
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	30	44	46	42	32	35	35				
ELL	77	73	65	75	69	62	70				
ASN	75			94							
BLK	61	54	63	68	56	43	58				
HSP	83	72	66	82	70	51	74				
WHT	92	79	60	92	82	50	95				
FRL	65	61	56	66	59	44	63				
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	48	55	39	61	67	58	52				
ELL	62	61	36	79	72	67	57				
BLK	61	53	50	70	71	64	60				
HSP	79	64	60	85	71	71	70				
WHT	87	68		93	82	69	83				
FRL	67	63	53	75	73	65	60				

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	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	52
Total Points Earned for the Federal Index	447
Total Components for the Federal Index	8

ESSA Federal Index	
Percent Tested	93%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	45
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	59
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	84
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	50
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	57
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	75
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	46
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:
ELA proficiency increased 3 percentage points from 79% to 82%.
ELA Learning Gains increased 6 percentage points from 65% to 71%.
ELA Learning Gains of the L25 increased 6 percentage points from 57% to 63%
Math Achievement decreased 2 percentage points from 85% to 83%.
Math Learning Gains decreased 2% percentage points from 74% to 72%.
High standards in Science were maintained with 71 % of students scoring at proficiency.
All Math Subgroups overall Achievement and Learning Gains L25 decreased. All Math Subgroups Learning Gains decreased with the exception of the WHT subgroup, which stayed the same. ELA SWD and FRL Subgroups overall Achievement and Learning Gains decreased.

2021 data findings:
High standards in ELA were maintained, 82% of students scored at proficiency.
ELA Learning Gains decreased 5 percentage points from 71% to 66%.
ELA Learning Gains of the L25 decreased 21 percentage points from 63% to 42%
High Standards in Math are be evident but there was a decrease of 7 percentage points from 83% to 76%.
Math Learning Gains decreased 26% percentage points from 72% to 46%.
Science Achievement decreased 15percentage points from 71% to 56%.
High standards in ELA/Math proficiency is a result of rigorous standards-based instruction.
Deficiencies in Learning Gains will be addressed by implementing intervention and enrichment programs at the school site.

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

2019 data findings:
The Math Subgroup SWD Achievement, Learning Gains and Learning Gains L25 decreased by at least 19 percentage points.

2021 data findings:
Overall Learning Gains and Learning Gains of the L25 in Mathematics decreased significantly.

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:
Our focus for the last 3 years has been on the implementation of standards based instruction schoolwide. The use of data to drive instruction was not implemented with consistency throughout all grade levels.

2021 data findings:
The use of data to drive instruction was not implemented with consistency throughout all grade levels. We will begin to incorporate professional development opportunities to focus on data driven instruction and standard aligned resources and activities.

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

2019 data findings:
The ELA Subgroup ELL Learning Gains L25 showed an increase of 29 percentage points.

2021 data findings:
High standards in ELA were maintained with 82% of students scoring at proficiency on the 2021 ELA FSA. Grade 4 students scored the highest with approximately 85% of students earning proficiency levels.

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

2019 data findings:
Teachers collaborated during common planning to plan for DI. Administrators attended weekly grade level common planning sessions and contributed to the conversations with all stakeholders to align standards and resources. ELL students attended after school tutoring sessions two days a week for an hour.

2021 data findings:
Teachers collaborated during common planning to plan for DI, as well as shared best practices. Teachers with online students, received professional development on how to maximize use of breakout rooms during DI.

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

Differentiated Instruction, collaborative planning, data driven instruction and decision making, professional development, and technology integration (SAMR Model).

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.

Monthly professional development meetings focused on technology and data driven instruction will be offered.

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

Weekly grade level common planning to ensure standards aligned instruction is delivered with fidelity.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale:	Data driven instruction is a critical need because it allows teachers to focus on the standards that students need to master.
Measurable Outcome:	If we successfully implement Differentiation, then our overall achievement will increase by a minimum of 5 percentage points from 68 percent on the 2021 5th grade Math FSA to 72 percent as evidenced by the 2022 Math FSA.
Monitoring:	The Administrative Team will conduct quarterly data chats to discuss teachers use of data to guide their instruction and ensure that groups will be fluid depending on students needs.
Person responsible for monitoring outcome:	Christina Guerra (clmguerra@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Differentiation, our school will focus on the evidence-based strategy of: Collaborative Data Chats. Collaborative Data Chats will assist in analyzing student performance data and determine how that information will be used to drive instruction.
Rationale for Evidence-based Strategy:	Data Driven Instruction will guarantee that teachers are using the most recent data to plan meaningful lessons that will meet student needs. Lesson plans, DI groups and instructional delivery will be adjusted as new data becomes available.

Action Steps to Implement

Teachers will utilize Performance Matters data to plan standards aligned whole group instruction using scaffolding methods.

Person Responsible	Christina Guerra (clmguerra@dadeschools.net)

Teachers will use data to purposefully shift to the use of DI strategies as they scaffold instruction to the cognitive complexity inherent in the standards.

Person Responsible	Christina Guerra (clmguerra@dadeschools.net)

Identify and plan for individualized levels of instruction necessary for students to demonstrate evidence of progress.

Person Responsible	Christina Guerra (clmguerra@dadeschools.net)

The ESE teachers and homeroom teachers will work collaboratively to provide more personalized educational lessons that will engage all students.

Person Responsible	Rachel Pierre-Louis (rpierre-louis@dadeschools.net)

The Administration will conduct Data Chats with all teachers November 1-5 using students' data from Power BI and results from the AP1 i-Ready Diagnostic in order to ensure that Differentiated Instruction is provided to students based on their needs from November 1-December 17, 2021.

Person Responsible   Christina Guerra (pr1041@dadeschools.net)

Teachers will conduct data chats with their students to ascertain that they understand their level of performance and set help them goals for learning gains. They will involve students in identifying steps to reach their goals. Teachers will utilize various resources such as Reading Wonders, Go Math, IXL Math, and i-Ready Toolbox to provide DI.

Person Responsible   Rachel Pierre-Louis (rpierre-louis@dadeschools.net)

#2. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	Technology is a critical need because the implementation of the SAMR model allows for students to be accountable for their own learning.
Measurable Outcome:	If we successfully implement Differentiation, then our overall achievement will increase by a minimum of 5 percentage points from 68 percent on the 2021 5th grade Math FSA to 72 percent as evidenced by the 2022 Math FSA.
Monitoring:	Administrators will conduct regular walk-throughs as well as have teachers share their innovative strategies during collaborative planning sessions.
Person responsible for monitoring outcome:	Christina Guerra (pr1041@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Standards-aligned Instruction, our school will focus on the evidence-based strategy of: Technology Integration. Technology Integration will allow students to apply computer skills to problem solve and be accountable for their learning.
Rationale for Evidence-based Strategy:	Technology integration through the use of the SAMR model will ensure that students are 21st century learners.

Action Steps to Implement

Provide teachers with Professional Development to effectively implement technology in the classroom through the use of the SAMR model.

Person Responsible	Christina Guerra (clmguerra@dadeschools.net)

Teachers will collaborate during planning in order to effectively integrate content, tools and technology as a means to enhance the students' learning experience.

Person Responsible	Christina Guerra (clmguerra@dadeschools.net)

Provide adequate ongoing support and access to resources for teachers to use technology effectively.

Person Responsible	Christina Guerra (clmguerra@dadeschools.net)

Provide monthly PD from the Digital Network Leaders to share best practices and provide support for digital learning tools.

Person Responsible	Christina Guerra (clmguerra@dadeschools.net)

The Administration will conduct walkthroughs with specific "Look Fors" from November 1- December 17, 2021 to ensure teachers are incorporating technology to instruct the standard-based curriculum as a means to keep students engaged in their learning.

Person Responsible	Rachel Pierre-Louis (rpierre-louis@dadeschools.net)

Teachers will emphasize technology as a means to address standards-based instruction while teaching components of Science, Technology, Engineering, Arts and Mathematics (STEAM) to empower students to become lifelong learners.

Person Responsible	Kelley Fierro (kgarcia@dadeschools.net)

#3. Culture & Environment specifically relating to Equity & Diversity	
Area of Focus Description and Rationale:	Based on the data review, our school will implement the Targeted Element of Equity & Diversity. Equity & Diversity is a critical need because students are limited in their global experiences.
Measurable Outcome:	If we successfully implement the Targeted Element of Equity & Diversity, then our students will have multiple opportunities throughout the school year to take part in diverse global experiences that will contribute to improved student outcomes. The number of school wide multicultural experiences provided will increase from 2 events to 4 events.
Monitoring:	The administrative team will have teacher committees plan the 4 school wide events and provide program flyers.
Person responsible for monitoring outcome:	Christina Guerra (clmguerra@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Equity & Diversity, our school will focus on the evidence-based strategy of: Inclusivity, Tolerance and Anti-Bullying. Inclusivity, Tolerance and Anti-Bullying will allow students to learn more about other cultures and ethnicities in order to promote awareness.
Rationale for Evidence-based Strategy:	The implementation of schoolwide programs that promote inclusivity, tolerance and anti-bullying promotes a learning environment where students are more aware of all different backgrounds.

Action Steps to Implement	
Cultural heritage will be taught throughout the school year instead of being limited to a specific month.	
Person Responsible	Christina Guerra (clmguerra@dadeschools.net)
Provide students with multiple opportunities throughout the school year to take part in diverse global experiences that will contribute to improved student outcomes.	
Person Responsible	Christina Guerra (clmguerra@dadeschools.net)
Conduct cultural sensitivity trainings for teachers and students.	
Person Responsible	Christina Guerra (clmguerra@dadeschools.net)
Disseminate to teachers all district provided multicultural resources in order to address diversity and ensure equity in and out of the classroom setting.	
Person Responsible	Christina Guerra (clmguerra@dadeschools.net)
The multicultural committee is promoting a culturally diverse learning environment. From November 1-December 17, 2021 they have planned events such as performances from various Hispanic countries, activities highlighting Native American tribes, and Holocaust Survivor guest speakers.	
Person Responsible	Rachel Pierre-Louis (rpierre-louis@dadeschools.net)

The Digital Network Leaders have initiated collaborations with other schools around the globe though Skype and/or Zoom. In November classes will exchange cultural experiences with schools from India, Pakistan, Vietnam, Argentina, Qatar and Indonesia.

Person Responsible   Martha Basulto (mbasulto@dadeschools.net)

#4. Leadership specifically relating to Leadership Development	
Area of Focus Description and Rationale:	Leadership development is a critical need because with the decline in enrollment and loss of staff members and support staff, the need to empower teachers to step into leadership roles has never been more critical.

Measurable Outcome:	If we successfully implement the Targeted Element of Leadership Development, then our teachers will be provided the opportunity to take on leadership positions to spearhead various programs. The percentage of teachers in leadership roles will increase by at least 5% during the 2021-2022 school year.
Monitoring:	A principal support committee will be developed to help teachers develop their leadership skills.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Within the Targeted Element of Leadership Development, our school will focus on the evidence-based strategy of: Shared Leadership. Shared Leadership involves systems designed to develop leadership capacity among all members of the school community. In Shared Leadership, teachers, staff, parents, and principals work together to solve problems and create an engaging school climate that fosters student learning. This can be achieved by understanding that different leadership styles are needed, engaging all stakeholders in working together towards a shared purpose, and ensuring all participants share responsibility and accountability.
Rationale for Evidence-based Strategy:	Shared Leadership will ensure that all stakeholders are involved in making meaningful decisions and creating an engaging school climate.

Action Steps to Implement	

Provide teachers with the opportunity to sign up for different leadership roles including committees and grade level chairs.

Person Responsible	Christina Guerra (clmguerra@dadeschools.net)

Invite teachers to attend monthly leadership team meetings.

Person Responsible	Christina Guerra (clmguerra@dadeschools.net)

Provide opportunities for teacher-led professional development where teachers share their best practices with peers.

Person Responsible	Christina Guerra (clmguerra@dadeschools.net)

Encourage teachers to spearhead academic initiatives that will positively impact student achievement.

Person Responsible	Christina Guerra (clmguerra@dadeschools.net)

Various committees were initiated and spearheaded by teachers to implement various aspects of the school's vision. From November 1- December 17, 2021, multi-cultural events, Technology Initiatives,

STEAM Designation, Everglades Championship, Monthly PD sessions, Mental Health efforts, and Safety Protocols will be coordinated by teacher leaders.

Person Responsible   Rachel Pierre-Louis (rpierre-louis@dadeschools.net)

The Administration will mentor aspiring Assistant Principals by empowering them to partake in decision making opportunities that will directly impact student achievement and the daily operations of the school.

Person Responsible   Christina Guerra (pr1041@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.

Our primary area of concern is the number of students who scored a Level 1 on the 2021 Math FSA based on the Power BI Early Warning Indicators. Our goal is to promote a school-wide culture of passion for Math through the implementation of STEAM to include the Arts into our existing STEM initiatives. In addition, participation in the Everglades Champion Schools program, The Fairchild Tropical Challenge, Coding Classes and various Mathematics competitions will positively impact student learning and help improve standardized test achievement overall.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

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

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

Our strength within School Culture is in maintaining a pattern of supportive interactions which foster positive staff-student relationships. Staff members are provided with opportunities to take part in Team-Building activities as well as planned activities to celebrate successes. We provide opportunities for both staff and students to provide ongoing feedback and suggestions to school leaders about their educational/professional experience at our school. Professional development opportunities are provided monthly in order to share best practices to 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, Grade Level Chairs and Counselor (School Leadership Team). The Principal's role is to monitor implementation of school initiatives and respond to morale concerns by organizing Team-Building activities. The Assistant Principal will assist in the implementation of school programs. The Teacher Leaders and Grade Level Chairs assist in providing support and feedback to staff members. The Counselor's role is to assist in the integration of social/emotional awareness. All stakeholders are responsible for making an effort to connect with students, 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: Standards-aligned Instruction	$0.00
3	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity	$0.00
4	III.A.	Areas of Focus: Leadership: Leadership Development	$0.00
		Total:	**$0.00**