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Liberty City Elementary School

1855 NW 71ST ST, Miami, FL 33147

<http://libertycitye.dadeschools.net>

Demographics

Principal: Lamar Johnson S

Start Date for this Principal: 7/26/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students Economically Disadvantaged Students*
School Grades History	2018-19: C (51%) 2017-18: C (43%) 2016-17: C (48%)
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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Liberty City Elementary School

1855 NW 71ST ST, Miami, FL 33147

<http://libertycitye.dadeschools.net>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2020-21 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">97%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">100%</p>

School Grades History

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

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The staff and community of Liberty City Elementary in partnership with families and the community is dedicated to providing an educational foundation for students which will enable them to compete academically, economically and globally. This will be accomplished through an effective, rigorous, hands-on, technology-rich environment that is safe for all students.

Provide the school's vision statement.

The staff and community of Liberty City Elementary School are committed and responsible for providing a quality education for all students, helping them develop a desire for excellence, and a sense of personal and social responsibility in a changing world.

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
Williams, Dillon	Assistant Principal	As the Assistant Principal, Dr. Williams works in collaboration with the principal in implementing the vision and mission for the school, as well as, overall administration of instructional programs and campus level operations. Furthermore, Dr. Williams coordinates assigned student activities and services. He ensures fidelity of the MTSS monitoring process by evaluating the following: instructional staff's implementation of tiered instruction, process of administering assessments, and the alignment of professional development with faculty needs.
Hamil, Jasma	Instructional Coach	As the Intermediate Literacy coach, Ms. Hamil provides direct instructional services related to improving and supporting classroom instruction. Ms. Hamil utilizes the teacher-coach collaboration model to support teachers in effective evidenced-based instructional strategies that will improve students' academic success.
Covelli, Christina	Assistant Principal	As the assistant principal, Ms. Covelli works in collaboration with the principal in implementing the vision and mission for the school. She ensures fidelity of the MTSS monitoring process by evaluating the following: instructional staff's implementation of tiered instruction, process of administering assessments, and the alignment of professional development with faculty needs.
Johnson, Lamar	Principal	As the school's principal, Mr. Johnson provides a mission and shapes a vision for academic success for all students. Data is utilized to drive decision-making, cultivate leadership in others, and provide the appropriate curriculum offerings. Mr. Johnson establishes high expectations for all students, and ensures that the school-based team is implementing Multi-Tiered System of Supports (MTSS).
Holmes, Samelia	Instructional Coach	As the Primary Literacy coach, Ms. Holmes provides direct instructional services related to improving and supporting classroom instruction. Ms. Holmes utilizes the teacher-coach collaboration model to support teachers in effective evidenced-based instructional strategies that will improve students' academic success.

Demographic Information

Principal start date

Monday 7/26/2021, Lamar Johnson S

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.*

8

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.*

15

Total number of teacher positions allocated to the school

12

Total number of students enrolled at the school

214

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

5

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

2

Demographic Data

Early Warning Systems

2021-22

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	21	42	23	39	33	47	0	0	0	0	0	0	0	205
Attendance below 90 percent	10	23	15	19	15	26	0	0	0	0	0	0	0	108
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	5	5	2	4	8	0	0	0	0	0	0	0	24
Course failure in Math	0	5	2	3	2	10	0	0	0	0	0	0	0	22
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	1	14	18	26	4	24	0	0	0	0	0	0	0	87

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	7	6	4	5	15	0	0	0	0	0	0	0	37

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	7	5	3	1	0	0	0	0	0	0	0	0	16
Students retained two or more times	0	0	0	1	0	5	0	0	0	0	0	0	0	6

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	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	41	38	47	40	50	37	0	0	0	0	0	0	0	253
Attendance below 90 percent	19	22	24	17	27	18	0	0	0	0	0	0	0	127
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	5	7	4	5	7	0	0	0	0	0	0	0	28
Course failure in Math	0	7	3	1	8	10	0	0	0	0	0	0	0	29
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	7	5	0	0	0	0	0	0	0	12
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	3	8	0	0	0	0	0	0	0	11

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	8	7	4	13	15	0	0	0	0	0	0	0	47

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	6	5	0	1	0	0	0	0	0	0	0	0	12
Students retained two or more times	0	0	0	0	4	3	0	0	0	0	0	0	0	7

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				34%	62%	57%	34%	62%	56%
ELA Learning Gains				64%	62%	58%	46%	62%	55%
ELA Lowest 25th Percentile				79%	58%	53%	50%	59%	48%
Math Achievement				56%	69%	63%	49%	69%	62%
Math Learning Gains				57%	66%	62%	51%	64%	59%
Math Lowest 25th Percentile				32%	55%	51%	45%	55%	47%
Science Achievement				34%	55%	53%	24%	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	23%	60%	-37%	58%	-35%
Cohort Comparison						
04	2021					
	2019	38%	64%	-26%	58%	-20%
Cohort Comparison		-23%				
05	2021					
	2019	30%	60%	-30%	56%	-26%
Cohort Comparison		-38%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	48%	67%	-19%	62%	-14%
Cohort Comparison						
04	2021					
	2019	77%	69%	8%	64%	13%
Cohort Comparison		-48%				
05	2021					
	2019	30%	65%	-35%	60%	-30%
Cohort Comparison		-77%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	30%	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.

The progress monitoring tool utilized to compile the ELA and mathematics data below is i-Ready. In addition, the progress monitoring tool utilized to compile the 5th grade science mid-year assessment data below is Power BI.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	22.2	5.3	26.3
	Economically Disadvantaged	17.6	5.6	27.8
	Students With Disabilities			
Mathematics	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
	All Students	27.8	15.8	29.4
	Economically Disadvantaged	23.5	16.7	31.3
	Students With Disabilities			

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	18.2	34.4	32.3
	Economically Disadvantaged	18.8	35.5	30.0
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	6.7	25.8	32.3
	Economically Disadvantaged	6.9	23.3	33.3
	Students With Disabilities			
	English Language Learners			

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	25.8	45.2	66.7
	Economically Disadvantaged	25.8	45.2	66.7
	Students With Disabilities	22.2	33.3	50.0
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	13.8	16.7	25.9
	Economically Disadvantaged	13.8	16.7	25.9
	Students With Disabilities	22.2	11.1	
	English Language Learners			

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	15.0	20.5	27.0
	Economically Disadvantaged	15.4	21.1	27.8
	Students With Disabilities	20.0		
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	11.1	21.6	48.6
	Economically Disadvantaged	11.4	22.2	50.0
	Students With Disabilities			
	English Language Learners			

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	20.0	19.4	31.0
	Economically Disadvantaged	20.7	20.0	32.1
	Students With Disabilities			12.5
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	11.5	10.0	32.0
	Economically Disadvantaged	12.0	10.3	33.3
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students		3.0	
	Economically Disadvantaged		3.2	
	Students With Disabilities		0.0	
	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	19			14							
ELL	15			27							
BLK	35	32		32	5		9				
HSP	29			42							
FRL	34	41		34	23		14				
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	50	76	77	32	24	18					
ELL											
BLK	34	63	78	53	55	25	32				
HSP	29			64							
FRL	33	63	78	55	57	33	34				
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	6	17		19	25						
ELL	20			50							
BLK	36	49	47	47	49	47	24				
HSP	18			55							
FRL	34	46	50	48	51	45	24				

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	28
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	24
Total Points Earned for the Federal Index	168
Total Components for the Federal Index	6
Percent Tested	92%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	17
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	22
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	33
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	28
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

2019 data findings: According to the 2019 student achievement data, the trends that emerge across grade levels, subgroups and core content areas show an increase in proficiency, learning gains and overall achievement levels.

2021 data findings: Based on the 2021 student attendance data, 31% of our students exhibited 31 days or more absences compared to Tier 1-watch, Tier 2 and Tier 3 school's (28%). This data divulged a difference of 3 percentage points, which had a direct negative impact on our student achievement outcomes.

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

2019 data findings: According to the 2019 ELA FSA proficiency data, 34% of our ELA reading students were proficient.

2021 data findings: Based on the 2021 i-Ready Progress Monitoring Report, 1st grade ELA students went from 22.2% proficiency in the Fall to 5.3% proficiency in the Winter, for a proficiency decrease of 18%. As we reviewed our 2019 SAT reading and AP3 ELA data for our primary students and our 2021 state assessments, as well as the SAT and AP3 reading data, ELA reading proficiency is our greatest 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?

2019 data findings: We needed an additional interventionist who could assist teachers during reading DI and to create smaller groups during intervention.

2021 data findings: The contributing factors that led to this need for improvement were concerns with teacher quality, teacher attendance, student attendance and reading performance. The actions needed to address this need for improvement are the use of coach-teacher collaboration to address the whole group instruction concerns and provide support as needed. In addition, push-in/ pull-out support with an interventionist and data-driven instruction tailored to support the student's needs.

Moreover, there was a need to implement additional attendance incentives for both students and staff.

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

2019 data findings: Based on progress monitoring and 2019 state assessments, the data components that showed the most improvement were learning gains from our L25 reading students; from 50% in 2018 to 79% in 2019, an increase of 29 percentage points.

2021 data findings: Based on our 2021 state assessments, the data components that showed the most improvement were ELA proficiency; from 34% in 2019 to 38% in 2021, an increase of 4 percentage points.

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

2019 data findings: The contributing factors for the improvement was consistent ongoing progress monitoring and tracking data.

2021 data findings: The contributing factors for this improvement was convincing our My School Online (MSO) parents to allow their reading proficient child to switch to physical instruction; and convincing our MSO parents, whose child was considered to be a bubble student that needed additional interventions in the areas of phonics and reading comprehension, to switch to physical instruction as well.

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

In order to accelerate learning, strategies such as data-driven instruction, differentiated instruction (DI), academic vocabulary instruction, checks for understanding, standards based learning, and collaborative planning needs to take place. Furthermore extended learning opportunities will be offered to mitigate learning loss of students.

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 professional development opportunities that will be provided at the school to support teachers and leaders are: Using data to effectively drive instruction, effective use of DI, and appropriate use of instructional materials/resources.

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

Additional services that will be implemented will include Collaborative Planning, Data Chats with teachers, weekly walk-throughs and debriefing processes with teachers to ensure accountability. Teachers will also be responsible for data tracking to ensure effectiveness of instruction.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:

Based on the data review, our school will implement the Targeted Element of Standards-Aligned Instruction. We selected the overarching area of Standards-Aligned Instruction based on our findings that demonstrated in the area of proficient students who were performing on grade level were not challenged and the data in this area is stagnant (34% ELA proficiency based on 2019 FSA student results compared to 34% ELA proficiency based on 2021 FSA student results). We must improve our whole group instruction using standards to drive our instruction to ensure that those students who are proficient are getting their academic needs met.

Measurable Outcome:

If we successfully utilize the framework of effective instruction (FEI) domains of instructional planning, instructional delivery, and engagement, then our proficient students in ELA will increase by a minimum of 3 percentage points as evidenced by the 2022 State Assessments. In addition, our proficient students in Math will increase by a minimum of 3 percentage points as evidenced by the 2022 State Assessments.

Monitoring:

This area will be monitored through the use of weekly/bi-weekly assessments, classroom walk-throughs during whole group instruction, and data chats with teachers/stakeholders.

Person responsible for monitoring outcome:

Dillon Williams (dillon.williams@dadeschools.net)

Evidence-based Strategy:

The evidence-based strategy being implemented for this area will be the FEI domains of instructional planning, instructional delivery, and engagement. This strategy will be tailored around explicit instruction, clear expectations, effective questioning, appropriate pacing and students demonstrating mastery of the learning target.

Rationale for Evidence-based Strategy:

Through disaggregating data, whole group instruction observations, and providing explicit feedback, we determined that the effective use of the Framework of Effective Instruction domains of instructional planning, instructional delivery, and engagement will yield more favorable student achievement outcomes.

Action Steps to Implement

The instructional coaches will begin curriculum planning, instructional materials and instructional binder distribution with all ELA and mathematics teachers on August 18, 2021. In addition, data systems presentations, IPEGS review, and the sharing of best practices (instructional delivery and engagement) with all teachers will take place on August 19, 2021.

Person Responsible

Dillon Williams (dillon.williams@dadeschools.net)

Weekly ELA and mathematics common planning meetings will take place with teachers, instructional coaches, and administration to analyze data, and determine the grouping of students based on specific areas in need of reteaching.

Person Responsible

Jasma Hamil (jhamil@dadeschools.net)

Bi-weekly ELA and math student work products will be reviewed to determine the effectiveness of common planning, instructional delivery and engagement. .

Person Responsible

Dillon Williams (dillon.williams@dadeschools.net)

The instructional coaches will ensure that the FEI domains of instructional planning, instructional delivery, and engagement will be discussed, modeled and incorporated into lesson plans during collaborative planning; and the administrative team will utilize the Classroom Walk-through Tool (CWT) and OneNote, that is aligned to the FEI domains, and provide explicit feedback to teachers and instructional coaches.

Person Responsible Lamar Johnson (pr2981@dadeschools.net)

Collaborative standards-based planning will be facilitated by the instructional coaches on a weekly basis. During Weekly Collaborative Planning the teachers and instructional Coaches will plan for explicit whole-group instruction utilizing the gradual release of responsibility model (GRRM) activities.

Person Responsible Dillon Williams (dillon.williams@dadeschools.net)

School administration will continue to Conduct walkthroughs to provide support with lesson planning, instructional delivery, and student Topic assessments. Walkthroughs will ensure that instructional staff are providing targeted lessons based on the District's Pacing Guide that are effectively delivered resulting in academic gains evidenced by the student data.

Person Responsible Lamar Johnson (pr2981@dadeschools.net)

#2. Leadership specifically relating to Instructional Leadership Team

Area of Focus Description and Rationale:

Based on the qualitative data from the School Climate survey and the SIP survey and review of the Core Leadership Competencies, we want to use the Targeted Element of Instructional Leadership Team. A majority of the staff feels like their ideas are not listened to or considered. Teachers did not feel that they had a voice concerning school-wide decisions. When teachers are involved in school-wide decisions they have a sense of shared leadership and have a positive mindset about their job. By involving them in school-wide initiatives and allowing them the opportunity to further their learning, student success is positively impacted.

Measurable Outcome:

If we successfully implement the Targeted Element of Instructional Leadership Team, our teachers will be provided the opportunity to contribute to school-wide decisions through monthly meetings. This will be realized through teachers participating in the logistical elements of meetings, presenting ideas to solve issues that arise, etc. The percentage of teachers in leadership roles will increase by at least 5% during the 2021-2022 school year.

Monitoring:

The Leadership Team will identify specific staff members that are experts in areas that will serve as leads with new initiatives and development. By involving teachers, we hope to create an environment of shared leadership. This initiative will be evident by teacher leaders providing support and development to their colleagues in various areas. To ensure we are on the right track, teachers who receive support will share the knowledge they have gained during faculty meetings. Lastly, teacher leaders and the school administrative team will hold weekly Leadership Team meetings to ensure that the lines of communication are improved and a shared leadership model is sustained in order to have favorable student achievement outcomes.

Person responsible for monitoring outcome:

Lamar Johnson (pr2981@dadeschools.net)

Evidence-based Strategy:

Within the Targeted Element of Instructional Leadership Team, we will focus on the evidence-based strategy of: Involving Staff in Important Decisions. By creating an “Experts in My Building” list and involving teachers in the decision making process, we hope to increase the feeling of shared leadership. Experts in the building will provide a summary of support to the LT on a monthly basis to ensure we are on the right track to meeting the outcome above.

Rationale for Evidence-based Strategy:

Involving staff will assist in integrating the talents of teachers within the building to carry out the vision, the mission, and problem solve. Throughout this process the LT will create buy in and bring creative and innovative solutions to the forefront.

Action Steps to Implement

During the Opening of School meeting on August 19, 2021, the Administrative Team will have teachers sign-up for various school leadership committees.

Person Responsible

Lamar Johnson (pr2981@dadeschools.net)

During the August 25, 2021, Faculty Meeting, the faculty, staff and administrative team will establish and discuss core values and shared leadership practices.

Person Responsible Lamar Johnson (pr2981@dadeschools.net)

Leadership team meeting will be held every Friday and the agenda will incorporate faculty and staff feedback and areas of concerns.

Person Responsible Lamar Johnson (pr2981@dadeschools.net)

The administrative team will recruit new PTSA members and invite them to be a part of the 2021 - 2022 ESSAC member roster.

Person Responsible Dillon Williams (dillon.williams@dadeschools.net)

Assign roles and tasks to potential school leaders identified by the leadership team. Teacher leaders will present best practices and share ways to solve issues that arise, during the school- year, at faculty meetings. As a result, potential leaders will have an opportunity to assume a leadership role and professionally develop as a school leader.

Person Responsible Dillon Williams (dillon.williams@dadeschools.net)

Conduct monthly Leadership Team and Faculty Meetings to share school wide initiatives, Framework for Effective Instruction and IPEGS. As a result, staff members will be provided information and strategies for professional growth and data needed to target effective instruction.

Person Responsible Lamar Johnson (pr2981@dadeschools.net)

#3. Culture & Environment specifically relating to Parent Involvement

Area of Focus Description and Rationale: Based on the data review, our school will implement the Targeted Element of Parental Involvement. Through our data review, we noticed that this is a critical need for our school as shown by the School Climate Survey. Many staff members feel that there is a lack of concern/support from parents. Also, our school does not have an operating PTSA. With the support of parents, students tend to be more engaged in their educational experience.

Measurable Outcome: If we successfully implement the Targeted Element of Parent Involvement, our students will show an improvement in academics and in attendance. With an operating PTSA, parent involvement will include at least 10 parents by June 2022.

Monitoring: The Leadership Team will work to connect families who struggle to be involved with their child's overall school experience. Parents will be notified about PTSA recruitment and meetings via Connect Ed, ClassDojo and flyers sent home. Parents' attendance at meetings will be monitored through the use of attendance sheets. Incentives at meetings will be available to parents who attend meetings.

Person responsible for monitoring outcome: Dillon Williams (dillon.williams@dadeschools.net)

Evidence-based Strategy: The evidence-based strategy being implementing for this Area of Focus is Family Engagement. Involving the parents/caregivers will help to increase the students' and the parents' awareness of the importance of school. As a result, involving the parents will increase their knowledge on the education of their children.

Rationale for Evidence-based Strategy: Parental Involvement will assist in increasing the academic performance of the students. It will also build capacity of parents to support their child's academic growth.

Action Steps to Implement

From September 7 - October 7, 2021, we will begin the process of re-establishing our PTSA. In addition, it will be an ongoing process of recruiting parents during 21st Century and Miami Children's Museum after school program parent pick-up, Open House, and 21st Century Parent Curriculum Nights.

Person Responsible Dillon Williams (dillon.williams@dadeschools.net)

The anticipated date in which the PTSA will conduct its first monthly meeting in order to prioritize initiatives and parental involvement strategies is October 16, 2021.

Person Responsible Dillon Williams (dillon.williams@dadeschools.net)

10/20 (ongoing) The Administrative Team will create a tracker and identify students whose parents joined PTSA, and who are active, to see if there are any positive changes in their child's work products and bi-weekly assessments, during the bi-weekly collaborative planning student work products and bi-weekly assessments review meeting.

Person Responsible Dillon Williams (dillon.williams@dadeschools.net)

By October 7, 2021, we will hire a Community Involvement Specialist who will assist in the recruitment and retention of parents to serve as members of PTSA.

Person Responsible Dillon Williams (dillon.williams@dadeschools.net)

Administration will utilize community partners to provide attendance incentives for students and staff. Administration will implement a school-wide monthly attendance incentive to reward homeroom classes with the highest attendance for the month.

Person Responsible Lamar Johnson (pr2981@dadeschools.net)

The school will host bi-weekly Parent Academy meetings facilitated by the FIU Education Effect to teach parents how to support their child's academic success and promote parental involvement in school.

Person Responsible Dillon Williams (dillon.williams@dadeschools.net)

#4. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale:

Based on the data review, our school will implement the Targeted Element of Student Engagement. We selected the overarching area of Student Engagement based on our findings that demonstrated the plateaued data of proficient students. We are not meeting the unique needs of our proficient learners; therefore, it is evident that we must improve our ability to increase the rigor, consistency and relevance of instruction. We will need to differentiate instruction based on the levels of the students we serve. We will provide higher-order thinking strategies, effective questioning/response techniques, accountability talks, peer collaboration, and research-based enrichment to increase their proficiency level.

Measurable Outcome:

If we successfully implement the FEI domain of Student Engagement, then our proficient ELA students will increase from 34% (2021 State Assessments) to 37% proficiency as evidenced by the 2022 State Assessments.

Monitoring:

Teachers will have a list of highlighted proficient students, based on AP1, in their data binder. The Leadership Team will observe whole group instruction and provide explicit feedback to teachers and follow-up with regular walkthroughs to ensure that quality instruction is taking place. Administrators will review lesson plans and pacing guides for indication of enrichment activities and formative assessments for proficient students, in particular. We will create an online tracker based on the formative assessments to monitor student progress. Data analysis of formative assessments of proficient students will be reviewed monthly to observe progress. Extended learning opportunities will be provided to those students who are not showing growth on formative assessments.

Person responsible for monitoring outcome:

Lamar Johnson (pr2981@dadeschools.net)

Evidence-based Strategy:

Within the Targeted Element of Student Engagement, our school will focus on the evidence-based strategy of: Effective Questioning/Response Techniques. This technique will develop higher order thinking skills, promote critical thinking and serve as a formative assessment for student mastery.

Rationale for Evidence-based Strategy:

Effective Questioning and Response Techniques are an important part of classroom instruction which is used to develop higher-order thinking skills, promote critical thinking, and/or gauge whether students understand what is being taught (formative assessment).

Action Steps to Implement

On September 8, 2019, the transformational coaches will provide teachers with professional development on how to utilize effective questioning and response techniques.

Person Responsible

Jasma Hamil (jhamil@dadeschools.net)

The LT will identify research- based enrichment curricula that incorporates rigor and student engagement and implement through grades K-5 ELA and mathematics courses during the independent group session of the TLC rotational framework.

Person Responsible

Jasma Hamil (jhamil@dadeschools.net)

During ELA and math common planning, the transformational coaches and teachers will develop higher-order thinking questions, that will be aligned to the standards, and will create an Exit Ticket in order to track data, check for understanding and mastery.

Person Responsible Jasma Hamil (jhamil@dadeschools.net)

The transformation coaches will conduct monthly student proficiency status meetings for ELA and mathematics by examining student work products and providing feedback to students and teachers.

Person Responsible Jasma Hamil (jhamil@dadeschools.net)

During collaborative planning, the transformational coaches will provide teachers with a mini professional development on how to utilize effective questioning and response techniques.

Person Responsible Jasma Hamil (jhamil@dadeschools.net)

Teachers will utilize interactive whiteboards and collaborative strategies, in reading and mathematics, for checks for understanding to assess student knowledge and increase student engagement.

Person Responsible Dillon Williams (dillon.williams@dadeschools.net)

#5. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Based on the data review, our school will implement the Targeted Element of ELA. We selected the overarching area of ELA based on our findings that demonstrated 34% proficiency in ELA for grades 3 – 5 on the 2021 FSA. We compared the current 2021 ELA FSA data of 34% proficiency to the 2019 FSA ELA proficiency of 34%. Over the last two years, ELA proficiency remained the same. Tier 1 instruction, in both planning and delivery, did not result in an increase in proficient students. Therefore, we will strategically develop, explicitly deliver, and systematically monitor tier 1 instruction.

Measurable Outcome: If we successfully develop, deliver, and monitor Tier 1 instruction, then our ELA Proficient students will increase by a minimum of 3 percentage points as evidenced by the 2022 State Assessments.

Monitoring: The Leadership team will participate in weekly collaborative planning, following up with targeted walk-throughs that monitor the alignment of planning to instructional delivery. Explicit feedback will be provided weekly and instructional shifts in planning will occur, based on feedback. Transformation coaches will collaboratively plan with teachers, utilizing instructional resources that define the expectation of the standards. Collection of observational data and explicit feedback will be utilized to adjust planning and instruction. Data analysis of bi-weekly progress monitoring assessments, as well as the review of products, will be utilized to track progress and determine the effectiveness of instructional delivery and planning.

Person responsible for monitoring outcome: Lamar Johnson (pr2981@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of ELA, our school will focus on the evidence-based strategy of: Standards-Based Collaborative Planning. Standards based collaborative planning brings teachers together to learn from each other and collaborate. These collaborations will result in improved lesson quality, instructional effectiveness, and student achievement. Standards based collaborative planning will be monitored by observation of developed instruction, product reviews, and progress monitoring performance.

Rationale for Evidence-based Strategy: Standards-Based Collaborative Planning will ensure teachers plan rigorous and aligned lessons that translate into effective delivery. Continual feedback related to delivery, product effectiveness, and assessment performance will guide shifts and enhancements in instructional delivery and student performance.

Action Steps to Implement

8/31 – 10/11 Teachers will participate in weekly collaborative planning, with a focus on standards aligned instruction, resulting in an explicit lesson plan that scaffolds instruction.

Person Responsible Dillon Williams (dillon.williams@dadeschools.net)

8/31 – 10/11 Instructional delivery will include a stated purpose, daily learning target, and end product, to ensure that what was planned for is delivered.

Person Responsible Jasma Hamil (jhamil@dadeschools.net)

8/31 – 10/11 Product reviews, bi-weekly, will be conducted in collaborative planning for the purpose of assessing the impact of the instructional delivery.

Person Responsible Jasma Hamil (jhamil@dadeschools.net)

8/31 -10/11 Data analysis of progress monitoring assessments will be conducted bi-weekly to assess the delivery of content on student performance.

Person Responsible Jasma Hamil (jhamil@dadeschools.net)

Teachers will participate in weekly collaborative planning, with a focus on backwards planning and analyzing item specs and FSA response mechanisms from the progress monitoring assessments.

Person Responsible Dillon Williams (dillon.williams@dadeschools.net)

During collaborative planning, Teachers and the Transformation Coach will develop higher-order thinking questions that are aligned to FSA style question stems such as Hot Text, Multi-Select, Multiple Choice, and Editing Response questions.

Person Responsible Dillon Williams (dillon.williams@dadeschools.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

According to PowerBi, our school has a total of zero (0) discipline referrals. This is attributed to our faculty increasing their empathy during this pandemic and implementing social emotional learning strategies.

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 a positive school culture are physical and emotional safety and support, relationships and connections. Students are supported through mentorship programs, student service staff support, attendance initiative, and PBIS (Positive Behavioral Intervention and Support). The school's continuous implementation of our attendance initiative provides positive support and encouragement to both students

and teachers. Students are mentored through the 5000 Role Models of Excellence Project and our Girl Scouts Troup to help develop and shape our student into productive citizens. Teachers and staff are empowered through successful implementation of our sustained practices. These implementations encourage faculty, staff and students to have a positive and higher expectations, which will promote growth amongst students.

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, Instructional Coaches, Teacher Leaders and Counselors (our Schools Leadership Team). The principal's role is to monitor and oversee all the school's initiatives and respond to any areas of concern. The Assistant Principal oversee attendance initiatives and ensure attendance team meets/communicates findings in a timely manner. The Counselor will support students with character education and values matter. Teacher Leaders and Instructional Coaches assist with instilling the mission statement, vision statement, core values and Values Matter to students, parents, faculty and staff. Teachers and Counselor will use PBIS with students to promote positive culture and environment.