

Miami-Dade County Public Schools

Dr. William A. Chapman Elementary School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	10
Planning for Improvement	19
Positive Culture & Environment	30
Budget to Support Goals	31

Dr. William A. Chapman Elementary School

27190 SW 140TH AVE, Homestead, FL 33032

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

Demographics

Principal: Tania Burns L

Start Date for this Principal: 8/9/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: B (61%) 2017-18: A (78%) 2016-17: A (72%)
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

Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	10
Planning for Improvement	19
Title I Requirements	0
Budget to Support Goals	31

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2020-21 Title I School</p> <p>Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>93%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>97%</p>

School Grades History

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

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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.

Academically enriching, safe, social, and emotional learning environment for all students.

Provide the school's vision statement.

Working collaboratively to promote educational excellence, creativity, and inclusion as we prepare our students to become contributors to the global society.

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
Burns, Tania	Principal	The Principal ensures that systems and procedures are in place for the safety of the school community and to promote academic success for all students. As an instructional leader, the Principal oversees the curriculum, monitors and analyzes data, conducts teacher observations and walk-throughs along with providing timely feedback, and supervises the personnel at our school. During meetings with the school's Assistant Principal, Principal's Meetings, Curriculum Council Meetings, EESAC, and Leadership Team meetings, the Principal participates in the school's decision-making process to ensure that the school's vision and mission aligns to the district's initiatives. The principal encourages professional development based on the needs of the school to improve school-wide instruction and empowers teacher leaders.
Di Lella, Gelsys	Assistant Principal	The Assistant Principal serves as instructional leader as she oversees the curriculum, monitors and analyzes data, conducts teacher observations and walk-throughs along with providing timely feedback, and supervises the ESE/ESOL/ Gifted program at our school. She also coordinates the dates, times, and student enrollment of our school-based extended learning opportunities, and provides documentation to monitor the fidelity of these tutoring programs. The AP assists in sharing the school's vision and mission with all stakeholders. As the Parent Involvement Liaison, the Assistant Principal ensures that various forms of communication are available for our students, staff, and families. The AP oversees and meets regularly with the clerical, custodial, and cafeteria staff. During meetings with the Principal, Administrator's Meetings, Curriculum Council Meetings, and Leadership Team meetings, the Assistant Principal collaborates in the school's decision-making process to ensure that the school's mission and vision aligns with the district's initiatives.
Bradley, Lakeila	Reading Coach	The Reading Coaches serve as instructional leaders as they provide curriculum and coaching support to the ELA teachers, identifies students for Tier 2 and Tier 3 reading intervention, monitors iReady for Reading and all ELA progress monitoring data. During Common Planning Meetings, Curriculum Council Meetings, and Leadership Team meetings, the Reading Coaches collaborate in the school's decision-making process. Common planning time is guided by the coaches to ensure that standards-based lessons are planned and bi-weekly ELA data is analyzed to drive instruction, especially for DI. The Reading Coaches engage with teachers, grade level chairs, students, administration, and families to build positive relationships, provide real-time data, and improve students' academic achievement.
Sullivan, Colleen	Math Coach	The Math Coach serves as an instructional leader as she provides curriculum and coaching support to the teachers that teach Math and Science, identifies students for Tier 2 and Tier 3 math intervention, monitors iReady for Math and all Math/ Science progress monitoring data. During Common Planning Meetings, Curriculum Council Meetings, and Leadership Team meetings, the Math Coach collaborates in the school's decision-making process. Common planning time is guided by the coach to ensure that standards-based lessons are planned and Topic Assessment data is analyzed to drive instruction, especially for DI. The

Name	Position Title	Job Duties and Responsibilities
		Math Coach engages with teachers, grade level chairs, students, administration, and families to build positive relationships, provide real-time data, and improve students' academic achievement.

Demographic Information

Principal start date

Friday 8/9/2019, Tania Burns 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.*

15

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.*

19

Total number of teacher positions allocated to the school

37

Total number of students enrolled at the school

408

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

8

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	73	66	77	73	55	64	0	0	0	0	0	0	0	408
Attendance below 90 percent	19	15	15	13	6	10	0	0	0	0	0	0	0	78
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	9	11	6	7	0	0	0	0	0	0	0	35
Course failure in Math	0	1	5	8	6	14	0	0	0	0	0	0	0	34
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	7	0	0	0	0	0	0	0	7
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	3	10	48	48	19	31	0	0	0	0	0	0	0	159

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	3	5	10	13	7	11	0	0	0	0	0	0	0	49

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	4	5	9	13	1	0	0	0	0	0	0	0	0	32
Students retained two or more times	0	0	1	7	1	4	0	0	0	0	0	0	0	13

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	67	78	73	72	73	67	0	0	0	0	0	0	0	430
Attendance below 90 percent	13	18	12	10	11	13	0	0	0	0	0	0	0	77
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	13	14	7	7	0	0	0	0	0	0	0	43
Course failure in Math	0	2	6	12	14	3	0	0	0	0	0	0	0	37
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	7	6	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	4	8	0	0	0	0	0	0	0	12

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	4	6	11	16	12	11	0	0	0	0	0	0	0	60

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	5	5	8	13	1	0	0	0	0	0	0	0	0	32
Students retained two or more times	0	0	2	6	5	2	0	0	0	0	0	0	0	15

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				65%	62%	57%	70%	62%	56%
ELA Learning Gains				57%	62%	58%	65%	62%	55%
ELA Lowest 25th Percentile				72%	58%	53%	67%	59%	48%
Math Achievement				71%	69%	63%	83%	69%	62%

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
Math Learning Gains				50%	66%	62%	90%	64%	59%
Math Lowest 25th Percentile				52%	55%	51%	93%	55%	47%
Science Achievement				59%	55%	53%	77%	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	69%	60%	9%	58%	11%
Cohort Comparison						
04	2021					
	2019	67%	64%	3%	58%	9%
Cohort Comparison		-69%				
05	2021					
	2019	48%	60%	-12%	56%	-8%
Cohort Comparison		-67%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	78%	67%	11%	62%	16%
Cohort Comparison						
04	2021					
	2019	59%	69%	-10%	64%	-5%
Cohort Comparison		-78%				
05	2021					
	2019	59%	65%	-6%	60%	-1%
Cohort Comparison		-59%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	53%	53%	0%	53%	0%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

Grades K-5 will use Reading and Math data from iReady to progress monitor as follows: AP1 for Fall, AP2 for Winter, and AP3 for Spring. In addition, the iReady Diagnostic Assessments 1-3 will be used to progress monitor the L25 subgroup and non-ethnicity ESSA subgroups such as; students who are Economically Disadvantaged, Students with Disabilities, and English Language Learners.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	35.9%	30.8%	40%
	Economically Disadvantaged	34.9%	29.7%	39.1%
	Students With Disabilities	37.5%	25.0%	25.0%
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	29.2%	20.0%	41.5%
	Economically Disadvantaged	28.1%	18.8%	40.6%
	Students With Disabilities	25.0%	25.0%	75%
	English Language Learners			
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	22.4%	26.9%	32.8%
	Economically Disadvantaged	22.4%	26.9%	32.8%
	Students With Disabilities	10%	10%	25.0%
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	10.4%	14.9%	32.8%
	Economically Disadvantaged	10.4%	14.9%	32.8%
	Students With Disabilities	5.0%	5.0%	30.0%
	English Language Learners			

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	36.9%	41.5%	52.3%
	Economically Disadvantaged	36.7%	41.7%	50.6%
	Students With Disabilities	20.0%	26.7%	13.3%
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	12.3%	29.2%	36.9%
	Economically Disadvantaged	11.7%	30.0%	38.3%
	Students With Disabilities	13.3%	13.3%	13.3%
	English Language Learners			

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	12.1%	24.2%	33.3%
	Economically Disadvantaged	12.7%	25.4%	33.3%
	Students With Disabilities	4.5%	18.2%	9.1%
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	7.8%	24.2%	39.4%
	Economically Disadvantaged	8.2%	25.4%	38.1%
	Students With Disabilities		9.1%	9.1%
	English Language Learners			

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	29.7%	26.6%	34.4%
	Economically Disadvantaged	29.7%	26.6%	34.4%
	Students With Disabilities		12.5%	12.5%
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	20.3%	32.8%	45.3%
	Economically Disadvantaged	20.3%	32.8%	45.3%
	Students With Disabilities		12.5%	13.3%
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students		8.6%	
	Economically Disadvantaged		8.5%	
	Students With Disabilities		0.0%	
	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	27	20		29	17		33				
ELL	38	14		31	7		36				
BLK	31	29	40	36	20	15	23				
HSP	47	25		44	19		43				
FRL	36	26	36	38	19	13	29				
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	59	75		70	52		45				
ELL	64	56	64	70	41	38	73				
BLK	62	51	67	67	50	75	50				
HSP	71	64	80	75	50	41	70				
FRL	66	58	72	69	48	52	56				

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	53	74	50	70	79						
ELL	61	74	55	77	89						
BLK	70	70	86	87	92	92	77				
HSP	71	61	50	79	90	93	79				
FRL	69	65	67	82	91	93	76				

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	32
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	54
Total Points Earned for the Federal Index	253
Total Components for the Federal Index	8
Percent Tested	93%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	25
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	30
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	28
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	38
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	31
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?

According to the 2019 data, the Synergy Team noticed a trend in ELA. The overall, school-wide FSA proficiency remained neutral at 62% over a three year span from 2017 through 2019. Third Grade ELA increased 13% in 2019 from 2018, Fourth Grade ELA increased 8% in 2019 from 2018, however, Fifth Grade ELA decreased 24% in 2019 from 2018.

Based on the 2019 data, the Synergy Team also noticed the overall, school-wide FSA Math proficiency increased 16% from the year 2017 to 2018 and decreased 13% from 2018 to 2019. Third grade Math increased 7% in 2019 from 2018, Fourth grade Math decreased 20% in 2019 from 2018, and Fifth grade Math decreased 28% in 2019 from 2018.

According to the 2021 data, the overall proficiency on the ELA FSA decreased 25% from 2019. 44% of 3rd graders scored proficient, 24% of 4th graders scored proficient, and 40% of 5th graders scored proficient. 37% of 3rd-5th grade students scored a level 3-5 on the 2021 ELA FSA. Consequently, 63% of students scored below a Level 3 on the 2021 statewide, standardized ELA assessment.

Based on 2020-2021 EOY screening and progress monitoring, 48% of K-3rd grade students are not on track to score a level 3 or above on the state-wide, standardized grade 3 ELA assessment.

Based on the 2021 data, the overall proficiency on the Math FSA decreased 35% from 2019. 40% of 3rd graders scored proficient, 33% of 4th graders scored proficient, and 34% of 5th graders scored proficient.

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

Based on the 2019 data, Math is the area with the greatest need for improvement. Fourth grade Math decreased 20% in 2019 from 2018 and Fifth grade Math decreased 28% in 2019 from 2018. Our overall, FSA Math decreased 13% from 2018 to 2019. The math learning gains were at 52% in comparison to reading at 75%.

Our overall proficiency on the Math FSA decreased 35% from 2019 to 2021. The Learning Gains on the Math FSA decreased from 52% to 13%. Based on the Math progress monitoring data, the 3rd Grade ESE subgroup stayed neutral at 13% from the Fall Assessment to the Spring Assessment.

According to the data, ELA is the area with the greatest need for improvement. The 2021 FSA Reading data shows a 26% decrease in overall proficiency from 2019 to 2021. The Reading Learning Gains decreased 36% from 2019 to 2021. Our L25 subgroup decreased 55% from 2019 to 2021. Based on the ELA progress monitoring data, the 3rd Grade ESE subgroup showed a decrease of 7% from the Fall Assessment to the Spring Assessment. 53% of Kindergarten-3rd grade students are on track to score a Level 3 or above on the statewide, standardized grade 3 ELA assessments.

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

Due to the decreased 4th and 5th grade Math scores in the 2019 data, we have identified some contributing factors. Common planning was built into the schedule and occurred, but there was a lack of instructional support, efficacy, and fidelity. We analyzed the data, however we were not using it to drive our instruction. Additional support needs to be provided to instructional staff on the proper implementation of DI strategies.

The new actions that would need to be taken are as follows: review of DI principles with a focus on strategies to be implemented, implementing differentiated instruction effectively during the Math instructional block as suggested by the pacing guides, utilizing data-driven instruction, coaching support with fidelity, and implementing standards-based common planning efficiently.

Due to the decreased scores in Math and Reading in the 2021 data, we have identified some contributing factors. One class per grade level completed the 2020-2021 school year as MSO students. Although instructional staff followed the pacing guides, developed standards-based lesson plans, and implemented various virtual learning strategies, instructional delivery was effected. We found that the learning gaps became larger due to the pandemic.

The new actions that would need to be taken are as follows: implementing differentiated instruction effectively during the Math and Reading instructional block as suggested by the district, utilizing data-driven instruction, implementing standards-based common planning efficiently, and providing targeted extended learning opportunities.

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

Based off progress monitoring and 2019 FSA assessments, 3rd grade ELA increased 13% and 4th grade ELA increased 8%. The Hispanic sub-group showed the most gains, specifically in ELA. 100% of ESE students that were in the ELA L25 subgroup showed improvement.

Based on the 2021 state assessments, all subject areas demonstrated a need for improvement. However, according to the 2021 Spring progress monitoring, there was an increase from the Fall assessment in proficiency in grades K-5th for both ELA and Math. 4th Grade showed the most improvement on the Math progress monitoring assessments with a 31% increase in overall proficiency from Fall to Spring.

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

Based on the increase in the 2019 ELA scores for 3rd and 4th grade, we have identified some contributing factors to these improvements. Throughout the year incentives were offered to students who met their iReady minutes and passing rate, stakeholders progress monitored our students with fidelity, additional interventionists were hired, and the instructional coach monitored reading intervention and provided teachers with feedback.

The new actions that would need to be taken are the following: consistent coaching support, implementing standards-based common planning with efficacy, and creating more opportunities for extended learning.

According to the 2021 state assessments, all subject areas demonstrate a need for improvement. New actions will be implemented to contribute to the increased scores on the 2022 state assessments.

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

Continue extended learning opportunities-Project M.O.V.E, ELL morning tutoring, RTV, Saturday School
Collaborative Data Chats
Data-driven instruction
Checks for Understanding

Differentiated Instruction
OPM-On-going Progress Monitoring
Teacher Professional Development (job-embedded)- IPEGS Standards
Standards-Based on Common Planning
Interactive Learning Environment- interactive notebooks, science labs
Instructional Support/Coaching
SEL

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

The PLST will develop whole group sessions, grade level and content area specific sessions, and job-embedded sessions throughout the 2021-2022 school year based on the IPEGS Standards, Differentiated Instruction, Data-Driven Instruction, and Social and Emotional Learning.

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

Collaborative planning will continue and a member of the Leadership Team will attend weekly to ensure that data is being used to create DI lessons, standards are being dissected and used to develop rigorous lessons, and that the strategies being implemented school-wide are aligned to the goals we have for our school.

Extended learning opportunities will be provided with before and after school tutoring, targeted boot camps based on data, Saturday sessions, and S.T.E.A.M. clubs (i.e. legos and Robotics). Instructional coaches will continually monitor the data and make instructional decisions.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

Based on the 2021 data review, our school will implement the Target Element of ELA. The 2021 data revealed, 37% of our 3rd-5th grade students scored a level 3-5 on the 2021 ELA FSA. Consequently, 63% of students scored below a Level 3 on the 2021 statewide, standardized ELA assessment. Based on 2020-2021 EOY screening and progress monitoring, 47% of K-3rd grade students are not on track to score a level 3 or above on the state-wide, standardized grade 3 ELA assessment. As the bedrock of instruction, reading is a fundamental skill that is essential across all content areas. We will be implementing learning acceleration utilizing ELA pacing guides during small group Differentiated Instruction. In turn, we will increase the percentage of students scoring a Level 3 or above on the 2022 ELA FSA and help move them to proficiency. In addition, we will increase the percentage of students on track to score a Level 3 or above on the statewide, standardized grade 3 ELA assessment in Kindergarten-3rd grade.

Measurable Outcome:

If we implement Differentiated Instruction in ELA effectively, then 62% of the students will score a Level 3 or above as evidenced on the 2022 ELA FSA.

Monitoring:

Administration will follow-up with regular classroom walk-throughs and provide timely feedback to ensure that quality instruction and DI is occurring. During common planning, teachers and instructional coaches will utilize the Teacher-Led Center Rotation template for learning acceleration options for each DI group and it will be attached to the teacher's lesson plans. Students will have DI folders that include data trackers and assignments that align to the students' academic needs.

Person responsible for monitoring outcome:

Tania Burns (pr0771@dadeschools.net)

Evidence-based Strategy:

Within the Targeted Element of ELA, our school will focus on the evidence based strategy of Differentiated Instruction. Differentiated Instruction is an instructional framework that involves tailoring instruction based on the needs of students. Teachers will create learning pathways to support each individual student. Data is used to create flexible groups and develop accelerated learning lessons that will increase the percentage of students scoring a Level 3 or above on the 2022 ELA FSA.

Rationale for Evidence-based Strategy:

Differentiated Instruction will ensure that teachers meet the individual needs of all students. Students come from different educational backgrounds, have different interests, and are from different cultures. Our classrooms are diverse and DI is an evidence-based strategy that can help us meet the needs of our students in Reading.

Action Steps to Implement

August 30, 2021 - October 11, 2021

Teachers and Instructional Coaches will utilize the data findings from ELA Progress Monitoring assessments, formative assessments, and iReady to develop Teacher-Led Centers and Differentiated Instruction to accelerate learning.

Person Responsible

Tania Burns (pr0771@dadeschools.net)

August 30, 2021 - October 11, 2021

Each student will have a Differentiated Instruction folder which will include a student data tracker and evidence of DI activities based on the learning acceleration options (Reteach, Scaffold current skills, Targeted Essential Skills, Pre-Teach, and Enrichment).

Person Responsible Tania Burns (pr0771@dadeschools.net)

August 30, 2021 - October 11, 2021

During common planning, teachers and instructional coaches will utilize the ELA pacing guides for Data-Driven Instruction, the standards-aligned resources, and the B.E.S.T. standards/LAFS Planning Cards to plan for Differentiated Instruction.

Person Responsible Tania Burns (pr0771@dadeschools.net)

August 30, 2021 - October 11, 2021

Instructional coaches will support teachers with the systems and procedures of implementing DI in the classrooms and will utilize the Differentiated Instruction webinars provided by the ELA department during common planning.

Person Responsible Tania Burns (pr0771@dadeschools.net)

November 1- December 17, 2021

Reading coaches will provide support for individual teachers through coaching cycles to differentiate ELA content, process, and product of classroom instruction and make adjustments to differentiated instruction based on student data.

Person Responsible Tania Burns (pr0771@dadeschools.net)

November 1- December 17, 2021

The Leadership Team will utilize a classroom walk-through schedule to conduct pre-observation conversations, review of DI lesson plans, observation of the DI process, and to provide feedback.

Person Responsible Tania Burns (pr0771@dadeschools.net)

January 31- April 29, 2022

Reading coaches and support staff will push-in during the scheduled ELA DI times to support teachers with Teacher Led Centers.

Person Responsible Tania Burns (pr0771@dadeschools.net)

January 31- April 29, 2022

Reading coaches will help teachers select the recommended resources and Learning Acceleration Options from the ELA pacing guides based on students' individual needs and monitor the implementation.

Person Responsible Tania Burns (pr0771@dadeschools.net)

#2. Leadership specifically relating to Leadership Development

Area of Focus Description and Rationale:

Based on qualitative data from the School Climate survey, feedback from the 2021 SIP survey, and the review of the Core Leadership Competencies, we would like to use the Targeted Element of Leadership Development. Teachers in the building didn't feel that teacher evaluations were used to improve their instructional performance. Therefore, the team wants to provide personalized, school-based trainings to assist in connecting the Framework of Effective Instruction and the IPEGs standards with our teachers' instructional practices. Teacher performance has a direct impact on student learning, so it is important for our teachers to feel like their evaluations and feedback from administration can be used to improve their instructional practice.

Measurable Outcome:

If we successfully implement the targeted element of Leadership Development, our staff will receive quality school-based professional development that will contribute to improved teacher performance. Our teachers will be provided with consistent, targeted selections of training in IPEGs, Differentiated Instruction, Managing Data, Systems and Procedures, and Social and Emotional Learning. Providing ongoing support for our teachers' development will improve the way teacher's feel about evaluations being used to improve teacher performance. This will be evidenced by an increase of 20% points on the 2022 School Climate Survey.

Monitoring:

The Leadership Team will design a plan of development and trainings specific to our teachers' needs. Administration will review the professional development evaluations and end of PD session Exit Tickets to assess the teacher knowledge gained from the session, get feedback, and answer any further questions or concerns. Instructional coaches will engage teachers during common planning, classroom walk-throughs, and coaching cycles to attain status updates of best instructional practices and to be available for additional support. Administration will maintain a record of the Faculty Meeting agendas and attendance rosters. The Leadership Team will meet monthly with future leaders to discuss and provide feedback on the shared leadership roles and responsibilities.

Person responsible for monitoring outcome:

Tania Burns (pr0771@dadeschools.net)

Evidence-based Strategy:

The evidence-based strategy being implemented is Strategic Selection of Training, Development, and Work Assignments. The Leadership Team will develop and present job-embedded, research-based trainings throughout the 2021-2022 school year. The team will align the strengths of our teacher leaders with duties and responsibilities.

Rationale for Evidence-based Strategy:

Strategic Selection of Training, Development, and Work Assignments will empower talented staff into becoming teacher leaders, which will impact teacher and student performance. The leadership team will strategically align the strengths of stakeholders with specific tasks and responsibilities. It is important that we create a school culture that promotes continuous professional development and that non-evaluative and evaluative feedback can help improve teacher performance.

Action Steps to Implement

August 30, 2021 - October 11, 2021

The Leadership Team and Teacher Leaders will facilitate the presentation of best instructional practices during the second faculty meeting of each month.

Person Responsible Tania Burns (pr0771@dadeschools.net)

August 30, 2021 - October 11, 2021

Administration will develop and present professional development sessions focusing on the IPEGS standards and the Framework of Effective Instruction.

Person Responsible Tania Burns (pr0771@dadeschools.net)

August 30, 2021 - October 11, 2021

Teacher leaders will chair committees that will promote school initiatives monthly to build leadership capacity in our educators, empower them, and have a positive impact on school-wide activities and achievements.

Person Responsible Tania Burns (pr0771@dadeschools.net)

August 30, 2021 - October 11, 2021

The Leadership Team will identify potential future leaders and connect them to shared leadership roles and responsibilities.

Person Responsible Tania Burns (pr0771@dadeschools.net)

November 1- December 17, 2021

Administration will conduct monthly meetings with grade level chairs to disseminate information to the team and ensure that agenda items are aligned to the school's vision and mission.

Person Responsible Tania Burns (pr0771@dadeschools.net)

November 1- December 17, 2021

Teacher Leaders/Committee Chairs will facilitate scheduled meetings. The agenda and minutes will be submitted to administration.

Person Responsible Tania Burns (pr0771@dadeschools.net)

January 31- April 29, 2022

The Leadership Team will develop a schedule for the facilitation of best instructional strategies during the second faculty meeting of the month by Teacher Leaders.

Person Responsible Tania Burns (pr0771@dadeschools.net)

January 31- April 29, 2022

Administration will participate in Collaborative Planning with the teachers and instructional coaches to ask targeted questions and provide meaningful feedback to help improve teacher performance.

Person Responsible Tania Burns (pr0771@dadeschools.net)

#3. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale: Based on the data review from the School Climate Survey, we will implement the Targeted Element of Social Emotional Learning. We noticed that our students feel adults care for them as individuals went down 13% from last year. We acknowledge the need for social and emotional skills to be integrated within our curriculum as it is a part of human development. By incorporating SEL strategies with our students they will feel that the adults in the building care about their overall well-being. Subsequently, our students will want to come to school, we will see less absences, and increased student proficiency.

Measurable Outcome: If we effectively implement the Targeted Element of Social and Emotional Learning, we will continue to build positive relationships with our students and stakeholders, which will increase our students' academic achievement and behavior both inside and outside the classroom. With consistent implementation of SEL with our students and staff we will see an increase by 18% as evidenced on the 2022 Student School Climate Survey regarding how students feel about the adults at our school caring for them as individuals.

Monitoring: Administration will follow-up with regular classroom walk-throughs and provide timely feedback to ensure that SEL is being integrated within the curriculum. The administrators will keep a record of faculty meeting attendance rosters and the agenda reflecting the specific SEL practices that were implemented during the school-wide faculty meetings. Our school counselor will maintain a schedule of classrooms that will be visited and the lessons being delivered. The reading coach and school counselor will send out monthly wellness calendars using various modes of communication and will keep a record of any external wellness support activities that are brought to the school-site from M-DCPS Well Way Employee Service.

Person responsible for monitoring outcome: Tania Burns (pr0771@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Social and Emotional Learning our school will focus on the evidence-based strategy of Mindfulness. Mindfulness can promote a healthier well-being by improving our stakeholders' social skills, ability to focus, and increase student academic performance. This practice can help reduce stress and burnout within students, teachers, and administrators. Integrating Mindfulness with SEL will assist us in continuing to build positive relationships with our students and show them we care about them as individuals.

Rationale for Evidence-based Strategy: Social and Emotional Learning strategies will ensure that we are teaching our students and staff skills to help comprehend and manage emotions and stressors. This will help us create and maintain positive relationships, assist in teaching our learners how to make responsible decisions, and guiding our stakeholders in setting and achieving positive goals. Teachers will create more inclusive learning environments that meet the needs of individual students not only academically, but socially and emotionally as well.

Action Steps to Implement

August 30, 2021 - October 11, 2021
 Teachers will implement Social and Emotional Learning in their classrooms on a daily basis. Each SEL activity will be documented in the teachers' lesson plans.

Person Responsible Tania Burns (pr0771@dadeschools.net)

August 30, 2021 - October 11, 2021
 During faculty meetings, the leadership team will dedicate a portion of the meeting for SEL activities for the staff.

Person Responsible Tania Burns (pr0771@dadeschools.net)

August 30, 2021 - October 11, 2021

Our school counselor will conduct scheduled classroom visits and lessons focusing on mindfulness, breathing, and character education.

Person Responsible Tania Burns (pr0771@dadeschools.net)

August 30, 2021 - October 11, 2021

The Leadership Team will provide teachers with a calendar of monthly wellness activities and set up services from Well Way, the M-DCPS Employee Service.

Person Responsible Tania Burns (pr0771@dadeschools.net)

November 1- December 21, 2021

Teachers will implement Mindful Mondays activities in their classrooms (activities will be provided by the reading coach and school counselor).

Person Responsible Tania Burns (pr0771@dadeschools.net)

November 1- December 21, 2021

The news team members will implement weekly mindfulness intentions on the morning announcements.

Person Responsible Tania Burns (pr0771@dadeschools.net)

January 31- April 29, 2022

During Leadership Team meetings the team will plan which SEL activities will be implemented during the upcoming faculty meeting.

Person Responsible Tania Burns (pr0771@dadeschools.net)

January 31- April 29, 2022

The Leadership Team members will meet with students as mentors to conference, conduct data chats, and build a relationship them.

Person Responsible Tania Burns (pr0771@dadeschools.net)

#4. Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale:	Based on the data review from 2019 and 2021, our school will implement the Targeted Element of Collaborative Planning. We noticed a downward trend in overall proficiency in our core content areas over the last 3 years in grades 3-5. Collaborative Planning is an important component in creating an environment that improves teacher practice and in designing a plan to address the diverse needs of all of our learners. The data shows that we need to work together to make school-wide improvements in our standards-aligned lesson development and planning, instructional effectiveness, and to use data drive instruction with fidelity in order to move towards increasing our student achievement and proficiency.
Measurable Outcome:	If we effectively implement Collaborative Planning, then our overall student proficiency in the core content areas will increase by 60% as evidenced on the Spring 2022 State Assessments.
Monitoring:	Administrators will attend common planning once a month to confirm that a systematic collaborative planning process is occurring. The Leadership Team will review lesson plans, DI plans, and conduct walk-throughs to ensure that standards-based lessons, differentiated instruction, and formative assessments are being implemented with fidelity. Instructional coaches and grade level chairs will complete weekly Common Planning Agendas/Minutes and submit the documentation to administration.
Person responsible for monitoring outcome:	Tania Burns (pr0771@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Collaborative Planning, our school will focus on the evidence-based strategy of: Standards-Based Collaborative Planning. Each grade level has a scheduled time, which is included in the school's master schedule, to meet with their grade level team and instructional coaches every week. During Standards-Based Collaborative Planning, the grade level team will work together to analyze the standards, develop daily learning objectives, lesson plan, and use data to create rigorous learning experiences, while meeting the needs of all our learners. This strategy will assist us in identifying learning gaps within each grade level, by class, and by individual students.
Rationale for Evidence-based Strategy:	Standards-Based Collaborative Planning will guide grade level teams in creating standards-aligned lesson plans, developing formative assessments, and sharing instructional strategies that deliberately focus on specific learning targets to maximize student learning. Teachers and instructional coaches will use a systematic process, so that teachers understand the expectation of the standards, select DI resources based on data, and work as a team to improve the overall proficiency of our students, especially for our learners in grades 3-5.

Action Steps to Implement

August 30, 2021 - October 11, 2021
 Instructional Coaches and Grade Level Chairs will facilitate weekly common planning sessions, in which the team uses the state standards and district's pacing guides to develop rigorous learning experiences and share instructional strategies to support learning acceleration for all of our students.

Person Responsible Tania Burns (pr0771@dadeschools.net)

August 30, 2021 - October 11, 2021

Teachers and instructional coaches will analyze bi-weekly progress monitoring, topic assessments, and iReady data during collaborative common planning to plan for differentiated instruction.

Person Responsible Tania Burns (pr0771@dadeschools.net)

August 30, 2021 - October 11, 2021

Instructional Coaches and teacher leaders will attend ICADs and disseminate up-dates, best-practices, research-based strategies, and district initiatives during grade level collaborative planning.

Person Responsible Tania Burns (pr0771@dadeschools.net)

August 30, 2021 - October 11, 2021

In order maximize Standards-Based Collaborative Planning, instructional coaches and teacher leaders will guide the grade level teams in creating a shared goal, setting norms/expectations for common planning, and following the agenda.

Person Responsible Tania Burns (pr0771@dadeschools.net)

November 1- December 17, 2021

Instructional coaches and teachers will complete a Collaborative Planning Tool prior to common planning sessions. The grade level team will identify the focus standards, Sample Response Mechanism Questions, and ALDs to facilitate meaningful, standards-based planning sessions.

Person Responsible Tania Burns (pr0771@dadeschools.net)

November 1- December 17, 2021

Third-fifth grade ELA and Math teachers will utilize the FSA Achievement Level Descriptions to develop lessons and questions based on the expectations of student performance at each achievement level.

Person Responsible Tania Burns (pr0771@dadeschools.net)

January 31- April 29, 2022

ELA and Math/Science collaborative planning will have two separate scheduled sessions during the week. This will allow for instructional coaches and teachers maximize Standards-Based Collaborative Planning to create rigorous lessons, analyze data, and create data-driven DI activities.

Person Responsible Tania Burns (pr0771@dadeschools.net)

January 31- April 29, 2022

During collaborative planning the coaches will review the importance of providing Explicit Corrective Feedback on student work samples. Teachers and coaches will select 1-2 assignments each week that represent the highest level of the standard being taught to provide corrective feedback to their students throughout the week.

Person Responsible Tania Burns (pr0771@dadeschools.net)

#5. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale: Based on the 2019 and 2021 data review, our school will implement the Target Element of Differentiation. We decided on the framework and strategy, Differentiation to provide our learners with different avenues of learning to meet their individual needs. Our data revealed, that the learning gains for our ELA and Math L25 subgroup has been decreasing over the last three years. For that reason, it is apparent that we have not been meeting the individual needs of all of our learners and we must enhance the implementation of DI. We will use data to drive our instruction, provide unique learning opportunities for our students, and provide scaffolds when needed. In turn, we will increase the learning gains for our L25 subgroup in the areas of ELA and Math and help move them to proficiency.

Measurable Outcome: If we implement Differentiation effectively, then 60% of the students that are in the L25 will make learning gains as evidenced on the ELA and Math Spring 2022 state assessments.

Monitoring: Administration will follow-up with regular classroom walk-throughs and provide timely feedback to ensure that quality instruction and DI and data-driven instruction is occurring. During common planning, teachers and instructional coaches will utilize the Teacher-Led Center Rotation template for learning acceleration options for each DI group and it will be attached to the teacher's lesson plans.

Person responsible for monitoring outcome: Tania Burns (pr0771@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 is a systematic approach that will assist us in prioritizing our students' individual needs, provide frequent and relevant feedback, and develop accelerated learning lessons that will increase the learning gains of our L25 students in reading and Math. Data-driven instruction will be monitored through the use of online, live progress monitoring trackers, classroom walkthroughs, and teacher data-conversation forms that will be used during OPM bi-weekly data-chats.

Rationale for Evidence-based Strategy: Data-Driven Instruction will ensure that teachers are utilizing ongoing practices that target up-to-date, standards-based assessments, analyzing student data, and in response to the data adjusting instruction that is tailored to meet the needs of the students. The Leadership Team and teachers will use data from assessments such as; bi-weekly ELA Progress Monitoring, Topic Assessments, and iReady to drive instruction as an ongoing process. Teachers will engage in the process by which they modify their lesson plans, DI groups, and instructional delivery based on the analysis of their class data.

Action Steps to Implement

August 30, 2021 - October 11, 2021
The Leadership Team will conduct grade level and individual teacher data chats with the emphasis on identifying gaps and trends.

Person Responsible Tania Burns (pr0771@dadeschools.net)

August 30, 2021 - October 11, 2021
Teachers will sort data to create instructional groups that are fluid based on formative assessments and OPM data from iReady, ELA Progress Monitoring Assessments, and Math Topic Assessments.

Person Responsible Tania Burns (pr0771@dadeschools.net)

August 30, 2021 - October 11, 2021

Teachers and instructional coaches will disaggregate the data by standard and prioritize standards based on pacing guides and item specs.

Person Responsible Tania Burns (pr0771@dadeschools.net)

August 30, 2021 - October 11, 2021

During common planning, teachers and instructional coaches will collaboratively develop lessons based on the data from formative assessments, OPM data from iReady, ELA Progress Monitoring Assessments, and Math Topic Assessments.

Person Responsible Tania Burns (pr0771@dadeschools.net)

November 1- December 17, 2021

Instructional coaches will ensure that teachers know how to access and pull student data reports from Performance Matters, Wonders Data Dashboard, and the Horizons Intervention digital platform.

Person Responsible Tania Burns (pr0771@dadeschools.net)

November 1- December 17, 2021

Instructional coaches and teachers will engage students in being active participants in the data-driven instruction process. Students will utilize student data trackers to develop their individual goals and monitor progress.

Person Responsible Tania Burns (pr0771@dadeschools.net)

January 31- April 29, 2022

Instructional coaches will provide support in the classroom with the implementation of differentiated strategies specifically in the areas of Math, Science, and Reading through classroom observations, providing feedback, and coaches modeling.

Person Responsible Tania Burns (pr0771@dadeschools.net)

January 31- April 29, 2022

Teachers will participate in a weekly book study/webinar study with the focus on Differentiated Instruction.

Person Responsible Tania Burns (pr0771@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.

School discipline will be addressed using a School-wide Discipline Plan. The District's Code of Student Conduct will be embedded into this plan. A review of the School-wide Discipline Plan will take place during a planned faculty meeting. LTM will review and monitor reported behaviors specific to Bullying and Fighting. The school counselor will schedule class sessions as needed. LTM will conduct opening of schools orientation for all grade levels. All school procedures and expectations will be reviewed with students during orientation. In addition, School-wide Discipline will be shared with all stakeholders.

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 Physical and Emotional Safety, Engaging Learning Environment, and Support, Care, and Connections. Our school creates an environment that nurtures and promotes inclusivity, diversity, and respect. The school building has recently been branded with bright and appealing colors, encouraging school pride and highlighting our S.T.E.A.M. magnet classification. Expectations and protocols are shared with all of our stakeholders through various communication platforms to ensure that students and parents not only have access to it, but comprehend the school's plan. In the beginning of the year, the Leadership Team hosts student orientations to set the expectations, goals, and rules. We implement a School-Wide Discipline Plan that aligns to the Code of Student Conduct. As a result, we have seen a decrease in disruptive behavior and SCAMS. During morning announcements, we highlight character education and recognize our students' successes. We celebrate students and staff attendance, iReady usage and passing rates, Do the Right Thing, and Student of the Month. Once a month, Teacher Shout Outs are also made during faculty meetings. The counselor is proactive and conducts classroom lessons that focus on SEL activities, core values, and identifies specific students for check-ins. We foster welcoming classroom environments, that have students' work on display, data walls, positive praises or affirmations, and clearly stated classroom management plans. This past year, we welcomed our families into the building virtually to conduct conferences, showcases, and award ceremonies.

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 members of our School Leadership Team, Teacher Leaders, and Teachers. The Principal creates a positive school culture that promotes learning and engagement for students and staff by setting clear goals and expectations, keeping parents well informed, and develops relationships with all stakeholders. The Assistant Principal ensures that the school culture and environment is guided by the school's vision and mission, collaborates and shares information with stakeholders in a timely manner, and oversees the PLSTs development and facilitation of professional learning. The Instructional Coaches assist in improving collegial collaboration, providing and responding to feedback from stakeholders, and supporting our teachers and students. Our school's Counselor engages with stakeholders helping to maintain a strong school to home connection, develop community partnerships, and assist teachers and staff in integrating social and emotional skills at the school-site. The Teacher Leaders help share the school's vision by having open communication with teachers in the building, their students' families and actively participating or planning school activities. All of the stakeholders at our school play an important role in building relationships with our students and their families to promote a positive school culture and environment for our school community.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Leadership: Leadership Development	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
4	III.A.	Areas of Focus: Instructional Practice: Collaborative Planning	\$0.00
5	III.A.	Areas of Focus: Instructional Practice: Differentiation	\$0.00
Total:			\$0.00