

Miami-Dade County Public Schools

Goulds 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	32
Budget to Support Goals	33

Goulds Elementary School

23555 SW 112TH AVE, Homestead, FL 33032

<http://goulds.dadeschools.net>

Demographics

Principal: Celethia Passmore Mack V

Start Date for this Principal: 7/16/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: C (45%) 2017-18: D (40%) 2016-17: C (47%)
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	33

Goulds Elementary School

23555 SW 112TH AVE, Homestead, FL 33032

<http://goulds.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;">88%</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;">98%</p>

School Grades History

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

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Goulds Elementary School is to offer programs that foster children's ability to think critically. The administration, professional staff, community leaders, and stakeholders utilize a challenging curriculum and provide students with a learning environment that reflects district and state standards in literacy, mathematics, science, and social studies. The school's mission is to mold students into productive citizens in society and develop civic virtue and moral character; qualities that are essential to leading productive lives in our fast paced society.

Provide the school's vision statement.

The vision of Goulds Elementary is to provide a positive and nurturing environment where all students are encouraged to strive toward and achieve their fullest potential. Students will be given the foundation to become productive and conscientious citizens for the 21st century.

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
Passmore-Mack , Celethia	Principal	The principal oversees school operations, safety and security, personnel, facilities, finances and procurement, and human capital. She conducts walkthroughs, provides instructional personnel with corrective feedback, and meets with instructional coaches to follow up on their support. The principal participates in the School Improvement Plan (SIP), leading the School Leadership Team (SLT) through data analysis, reflection, action step development, monitoring, and the implementation process.
Boyd, Alicia	Assistant Principal	As the principal's designee, the assistant principal ensures the following implementations and compliance of state testing, ESE Monitoring , ESOL Compliance and oversees grade level chairs, the Title 1 Program, i-Ready testing, i-Ready incentive program, transportation, and master scheduling. She participates in the School Improvement Plan (SIP), leading the School Leadership Team (SLT) through data analysis, reflection, action step development, monitoring, and the implementation process. She conducts walkthroughs, provides instructional personnel with corrective feedback, and meets with instructional coaches to follow up on their support.
Nova-Marsh, Margarita	Reading Coach	The reading coach provides instructional support to reading teachers in grades 3-5 in the form coaching support, coaching cycles, and collaborative planning. Reading teachers receive intervention support, while reading teachers receive support for whole group, differentiated instruction, and intervention. Additionally, she ensures that systems and protocols are in place for differentiated instruction and intervention. She participates in the School Improvement Plan (SIP): data analysis, reflection, action step development, monitoring, and the implementation process.
Vence, Hildaura	Math Coach	The math coach provides instructional support to all math teachers in the form coaching support, coaching cycles, and collaborative planning. Additionally, she ensures that systems and protocols are in place for differentiated instruction. She participates in the School Improvement Plan (SIP): data analysis, reflection, action step development, monitoring, and the implementation process.
Perry, Lawanda	School Counselor	The counselor oversees attendance, the MTSS process, Mindfulness, SEL, 21st Century Streaming in Action, 5000 Role Models, Values Matter, Start with Hello, and the identification of gifted students. Additionally, she provides academic, social, and behavior counseling to all students. She participates in the School Improvement Process (SIP): data analysis, reflection, action step development, monitoring, and the implementation process.
Zach , Vanessa	Reading Coach	Ms. Vanessa Zach the literacy coach for grades K-2, promotes a positive culture and environment by building capacity in ELA teachers via collaborative planning, coaching cycles, and coaching support. She also promotes student learning and mastery through the planning and implementing of writing and reading clinics.

Demographic Information

Principal start date

Thursday 7/16/2020, Celethia Passmore Mack V

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.*

6

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.*

13

Total number of teacher positions allocated to the school

29

Total number of students enrolled at the school

305

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

2

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

5

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	27	46	53	43	50	40	0	0	0	0	0	0	0	259
Attendance below 90 percent	10	20	25	15	16	14	0	0	0	0	0	0	0	100
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	7	11	14	5	9	0	0	0	0	0	0	0	46
Course failure in Math	0	6	13	8	1	13	0	0	0	0	0	0	0	41
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	5	0	0	0	0	0	0	0	5
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	2	15	33	38	27	21	0	0	0	0	0	0	0	136

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	7	13	13	4	12	0	0	0	0	0	0	0	53

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	7	5	11	1	0	0	0	0	0	0	0	0	28
Students retained two or more times	0	0	0	0	1	2	0	0	0	0	0	0	0	3

Date this data was collected or last updated

Monday 7/19/2021

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	46	56	40	64	43	58	0	0	0	0	0	0	0	307
Attendance below 90 percent	19	27	14	21	15	15	0	0	0	0	0	0	0	111
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	14	15	7	10	11	0	0	0	0	0	0	0	57
Course failure in Math	0	16	11	0	14	17	0	0	0	0	0	0	0	58
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	5	4	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	4	6	0	0	0	0	0	0	0	10

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	16	12	9	13	15	0	0	0	0	0	0	0	69

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	7	5	12	1	0	0	0	0	0	0	0	0	29
Students retained two or more times	0	0	0	0	3	3	0	0	0	0	0	0	0	6

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				39%	62%	57%	32%	62%	56%
ELA Learning Gains				57%	62%	58%	51%	62%	55%
ELA Lowest 25th Percentile				56%	58%	53%	50%	59%	48%
Math Achievement				47%	69%	63%	44%	69%	62%
Math Learning Gains				41%	66%	62%	44%	64%	59%
Math Lowest 25th Percentile				46%	55%	51%	33%	55%	47%
Science Achievement				32%	55%	53%	29%	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	31%	60%	-29%	58%	-27%
Cohort Comparison						
04	2021					
	2019	35%	64%	-29%	58%	-23%
Cohort Comparison		-31%				
05	2021					
	2019	43%	60%	-17%	56%	-13%
Cohort Comparison		-35%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	63%	67%	-4%	62%	1%
Cohort Comparison						
04	2021					
	2019	35%	69%	-34%	64%	-29%
Cohort Comparison		-63%				
05	2021					
	2019	35%	65%	-30%	60%	-25%
Cohort Comparison		-35%				

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.

i-Ready Diagnostic is designed to illuminate student learning. It offers teachers the most accurate, most actionable data possible to help them guide their students toward continued growth. iReady is used for Progress Monitoring 3 times per year for all K-5 students, AP1 in the Fall, AP2 Winter, and AP3 Spring.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	40.5%	31.6%	40.5%
	Economically Disadvantaged	40.0%	32.4%	41.7%
	Students With Disabilities	25.0%	22.2%	12.5%
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	22.2%	18.4%	29.7%
	Economically Disadvantaged	20%	18.9%	30.6%
	Students With Disabilities	27.3%	22.2%	12.5%
	English Language Learners			

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	23.5%	12.5%	12.1%
	Economically Disadvantaged	21.9%	13.3%	12.9%
	Students With Disabilities	10.0%	11.1%	
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	9.1%	9.4%	12.1%
	Economically Disadvantaged	6.5%	10.0%	9.7%
	Students With Disabilities			
	English Language Learners			

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	18.4%	15%	32.5%
	Economically Disadvantaged	15.6%	13.5%	29.7%
	Students With Disabilities	16.7%		25.0%
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	11.8%	24.4%	37.5%
	Economically Disadvantaged	8.5%	21.1%	37.8%
	Students With Disabilities	10.5%		
	English Language Learners			

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	17.6%	14.8%	40.7%
	Economically Disadvantaged	18.2%	15.4%	42.3%
	Students With Disabilities	14.3%		28.6%
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	21.6%	22.2%	42.3%
	Economically Disadvantaged	21.9%	23.1%	44.0%
	Students With Disabilities	23.1%		
	English Language Learners			

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	20.4%	23.3%	20.9%
	Economically Disadvantaged	19.6%	24.4%	20.0%
	Students With Disabilities			20.0%
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	12.5%	22.7%	27.3%
	Economically Disadvantaged	13.0%	22.0%	26.8%
	Students With Disabilities			20.0%
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students		7.0%	
	Economically Disadvantaged		8.0%	
	Students With Disabilities			
	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	60	60		56			60				
ELL	38	30		29	10		10				
BLK	30	31		30	32		22				
HSP	43	38		39	25		27				
FRL	35	35	30	35	31	30	26				
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	29	36		44	44		29				
ELL	42	28		46	39		15				
BLK	34	60	67	43	40	50	32				
HSP	44	42		54	44	45	30				
FRL	39	59	58	47	42	48	33				

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	20	47	46	33	16		8				
ELL	25	50	50	39	41	40					
BLK	26	49	46	43	45	32	23				
HSP	42	54	60	46	40	36	37				
MUL	33			36							
FRL	30	51	51	43	44	33	25				

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	35
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	62
Total Points Earned for the Federal Index	281
Total Components for the Federal Index	8
Percent Tested	88%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	59
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	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	29
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	40
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	35
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:

The school to district and state comparisons demonstrate that Goulds ES grades 3 – 5 math and reading FSA data trends were lower than the state and district, except for a 1% state to school increase in grade 3 math.

The school to district and state comparisons demonstrate a decrease in grade 5 for science.

All ELA Subgroups for Achievement and L25s increased.

All Math Subgroups for Achievement increased, except for Black which remained neutral at 43 percentage points.

All Math Subgroups for L25s increased.

All Science subgroups for Achievement increased, except for Hispanic which decreased by 7 percentage points.

2021 Data Findings:

In ELA, proficiency decreased 4 percentage points from 39% to 35% when comparing 2018-2019 to 2020-2021.

In math, proficiency decreased 12 percentage points from 47% to 35% when comparing 2018-2019 to 2020-2021.

In science, proficiency decreased 7 percentage points from 32% to 25% when comparing 2018-2019 to 2020-2021.

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

2019 Data Findings:

ELA Subgroups for Learning Gains decreased in the following areas: SWDs decreased by 11 percentage points, ELLs decreased by 22 percentage points, HSP students decreased by 12 percentage points.

Math Subgroups for Learning Gains decreased in the following areas: ELLs decreased by 2 percentage points, BLK students decreased by 5 percentage points, and students on FRL decreased by 2 percentage points.

The science subgroup for achievement decreased by 7 percentage points for Hispanic students.

2021 Data Findings:

In ELA, proficiency decreased 23 percentage points from 57% to 34% when comparing 2018-2019 to 2020-2021.

In math, proficiency decreased 11 percentage points from 41% to 30% when comparing 2018-2019 to 2020-2021.

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:

ELA Subgroups for Learning Gains decreased in the following areas: SWDs decreased by 11 percentage points from 2018-2019, ELLs decreased by 22 percentage points, HSP students decreased by 12 percentage points.

Math Subgroups for Learning Gains decreased in the following areas: ELLs decreased by 2 percentage points, BLK students decreased by 5 percentage points, and students on FRL decreased by 2 percentage points.

From 2018 to 2019, Learning Gains in math decreased by 3 percentage points.

In reading there was a heavy focus on standards-based instruction. As such, the text complexity, at grade level, impacted ELLs and SWDs. To address this need for improvement, differentiated instruction and intervention, in both math and reading, will continue to be implemented. ELL students were negatively impacted in both ELA and Math and significantly impacted SWDs in ELA since the Math LG for the SWD subgroup increased by 28 percentage points.

2021 Data Findings:

In 2020-2021, 45% percent of our students were MSO which caused lack of student engagement and truancy issues. These challenges impacted proficiency data. Additionally, attendance was affected in accountability grades for our physical students due to quarantine. Actions steps will include: standards-aligned instruction, collaborative planning, fidelity to intervention, and the provision of differentiated instruction.

When comparing 2019-2020 to 2020-2021, days missed (31+ days) by students increased by 3 percentage points from 21% to 24%.

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

2019 Data Findings:

ELA Subgroups for Achievement increased in the following areas: SWDs increased by 9 percentage points, ELLs increased by 17 percentage points, BLK students increased by 8 percentage points, HSP students increased by 2 percentage points, student on FRL increased by 9 percentage points.

ELA Subgroups for Lowest Quartile increased in the following areas: BLK students increased by 21 percentage points and students on FRL increased by 7 percentage points.

Math Subgroups for the Lowest Quartile increased in the following areas: BLK students increased by 18 percentage points, HSP students increased by 9 percentage points, and students on FRL increased by 15 percentage points.

Math Subgroups for Achievement increased in the following areas: SWDs increased by 11 percentage points, ELLs increased by 7 percentage points, HSP students increased by 8 percentage points, students on FRL increased by 4 percentage points, except for BLK students which remained neutral.

In grade 5 Science, the Subgroups for Achievement increased in all areas except for HSP students. The following areas demonstrated increases: SWDs increased by 21 percentage points, BLK students increased by 9 percentage points, and students on FRL increased by 8 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 this improvement included “focusing on standards-aligned instruction, fidelity to collaborative planning, gradual release of responsibility, as well as targeted interventions. We will continue to increase our efficacy with these instructional practices.”

2021 Data Findings:

These improvements in data can be attributed to the fidelity to instructional planning and delivery as well as the implementation of student data chats which held them accountable for their learning.

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

The strategies that will need to be implemented to accelerate learning are differentiated instruction, intervention, standards-based collaborative planning, standards-aligned instruction, data-driven instruction, data-driven decision making, and job-embedded professional development.

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.

Professional development opportunities will be provided in the following areas: building capacity in the area of instructional planning so that teachers can begin to take the lead, enhancing instructional practices in intervention with a focus on targeted groups, maximizing differentiated instruction to mitigate learning loss, building capacity in teachers utilizing their data to make instructional decisions, and familiarizing teachers with the RTI process.

RTI Process- September 2021

Gifted Training- October 2021

STEM Introduction- October 29, 2021

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 to ensure sustainability of improvement include Saturday Academy, 21st Century Streaming in Action After School Program, Early Bird iReady Camp, Spring Break Academy, and the 5000 Role Models Program.”

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 Standard-based instruction. We selected the overarching area of Standard Based instruction based on the findings that demonstrated Learning Gains subgroup were minimal. We are not meeting the needs of this identified subgroup. We will provide the scaffolding necessary through standards-aligned instruction for all students to access grade-level content in order to make learning gains and move towards proficiency.
Measurable Outcome:	If we successfully implement standards-aligned instruction in the areas of whole group, intervention, and differentiated instruction, then our school grade will increase by a minimum of 19 points from the 2021 FSA Assessment to the 2022 FSA Assessment.
Monitoring:	The SLT will conduct regular walkthroughs during math, reading, and science during whole group instruction. Walkthroughs will also take place during K-5 reading intervention and during math and reading differentiated instruction. Lastly, math, reading, and science data, including topic assessment and bi-weekly data, will be gathered, analyzed, and discussed during data chats and collaborative planning sessions.
Person responsible for monitoring outcome:	Celethia Passmore-Mack (pr0311@dadeschools.net)
Evidence-based Strategy:	With the targeted element of standards-aligned instruction, our school will focus on the evidence-based strategy of intervention.
Rationale for Evidence-based Strategy:	Within the targeted element of standards-aligned instruction, our school will focus on the evidence-based strategy of intervention. In reading, intervention will be provided to all grade levels. In math, intervention will be provided to all grade levels. For both reading and math, intervention will provide targeted instruction and intervention groups will be created utilizing the most current data. Furthermore, intervention groups will be modified throughout the school year based on progress monitoring data.

Action Steps to Implement

Provide Reading Horizons training to all interventionists. Distribute intervention resources: Tier 2 pacing calendars, student intervention folders, student trackers, student anchor charts, dry erase boards, teacher editions, and student transfer cards and create a computer lab/cart schedule to accommodate both diagnostic assessments. August 19 - September 3, 2021

Person Responsible Margarita Nova-Marsh (margaritan@dadeschools.net)

Monitor grades 3-5 intervention systems, protocols (student folders, teacher resources, software use, use of daily core 4), and instruction. Provide corrective feedback and coaching support to teachers as needed, to ensure student learning is impactful and engaging. August 30 - October 11, 2021

Person Responsible Margarita Nova-Marsh (margaritan@dadeschools.net)

Monitor grades K - 2 intervention systems, protocols (student folders, teacher resources, software use, use of daily core 4), and instruction. Provide corrective feedback and coaching support to teachers as needed, to ensure student learning is impactful and engaging. August 30 - October 11, 2021

Person Responsible Vanessa Zach (vzach@dadeschools.net)

Conduct intervention walkthroughs ensuring fidelity to the Tier 2 pacing calendar and monitoring student trackers. Provide feedback to literacy coaches and teachers. September 8- October 11, 2021

Person Responsible Celethia Passmore-Mack (pr0311@dadeschools.net)

Provide teachers with math DI resources and monitor systems, protocols, and implementation. Provide corrective feedback, as well as coaching support to teachers to maximize effectiveness of DI implementations and student outcomes. August 16 - October 11, 2021

Person Responsible Hildaura Vence (msvence@dadeschools.net)

The literacy coach, grades 3-5, will provide a training to intervention teachers focused on Reading Horizons extended transfer activities. November 1 - November 17, 2021

Person Responsible Margarita Nova-Marsh (margaritan@dadeschools.net)

The literacy coach, grades 3-5, will monitor the implementation of extended transfer activities and provide coaching support where needed. November 17 - December 21, 2021

Person Responsible Margarita Nova-Marsh (margaritan@dadeschools.net)

The literacy coach, grades K-2, will provide a training to intervention teachers focused on Reading Horizons extended transfer activities. November 1 - November 17, 2021

Person Responsible Vanessa Zach (vzach@dadeschools.net)

The literacy coach, grades K-2, will monitor the implementation of extended transfer activities and provide coaching support where needed. November 17 - December 21, 2021

Person Responsible Vanessa Zach (vzach@dadeschools.net)

The math coach will provide training to K-5 teachers on the identification of standards aligned tiered resources that meet the needs of students during DI. November 1- November 17, 2021.

Person Responsible Hildaura Vence (msvence@dadeschools.net)

The math coach will monitor teacher selection of standards aligned tiered resources and provide coaching support where needed. November 1- November 17, 2021

Person Responsible Hildaura Vence (msvence@dadeschools.net)

DI groups will be realigned and implemented utilizing FSA, i-Ready projected proficiency, AP2, and progress monitoring assessment data. 1/31/22 - 4/29/22

Person Responsible Margarita Nova-Marsh (margaritan@dadeschools.net)

3 - 5 ELA students will have opportunities to work collaboratively and independently, ensuring the THEY DO and I DO components of the GRRM. 1/31/22 - 4/29/22

Person Responsible Margarita Nova-Marsh (margaritan@dadeschools.net)

Students will have opportunities to work collaboratively and independently, ensuring the THEY DO and I DO components of the GRRM. 1/31/22 - 4/29/22

Person Responsible Hildaura Vence (msvence@dadeschools.net)

K - 2 ELA students will have opportunities to work collaboratively and independently, ensuring the THEY DO and I DO components of the GRRM. 1/31/22 - 4/29/22

Person Responsible Vanessa Zach (vzach@dadeschools.net)

During grade 5 science, students will have opportunities to work collaboratively and independently, ensuring the THEY DO and I DO components of the GRRM. 1/31/22 - 4/29/22

Person Responsible Alicia Boyd (aliciaboyd@dadeschools.net)

#2. Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale: Our goal is to build capacity in each teacher and grade level team regarding instructional planning. Focusing on collaborative planning is a critical need because of the following factors: a shift in personnel, a new reading coach who will support the primary grades, new core curriculum and intervention for ELA, and new Florida B.E.S.T. standards in ELA.

Measurable Outcome: As a result of collaborative planning, our school grade will increase by a minimum of 19 points as evidenced by the 2022 FSA Assessment.

Monitoring: This Area of Focus will be monitored by creating an administrative collaborative planning calendar that will enable administrators to attend math, reading, and science planning sessions.

Person responsible for monitoring outcome: Celethia Passmore-Mack (pr0311@dadeschools.net)

Evidence-based Strategy: Our school will focus on the evidence-based strategy of standards-based collaborative planning. During collaborative planning, instructional coaches will support all teachers, by grade level and content area, in developing standards-based lessons. Throughout the school year, instructional coaches will gradually release the planning responsibility to the teachers where the coach will serve as a facilitator.

Rationale for Evidence-based Strategy: Focusing on standards-based collaborative planning will increase teacher capacity in instructional planning which will positively impact instructional delivery. Enhancing instructional delivery will significantly impact student learning in math, science, and ELA.

Action Steps to Implement

Create an ELA collaborative planning schedule to include whole group and DI support, which accommodates master schedule and all teachers. August 16 - August 20, 2021

Person Responsible Margarita Nova-Marsh (margaritan@dadeschools.net)

Create a math collaborative planning schedule to include whole group and DI support, which accommodates master schedule and all teachers. August 16 - August 20, 2021

Person Responsible Hildaura Vence (msvence@dadeschools.net)

Train new teachers on ELA pre-planning expectations. Support new teachers with the pre-planning process to maximize collaborative planning which will impact student learning. August 20 - September 17, 2021

Person Responsible Margarita Nova-Marsh (margaritan@dadeschools.net)

Train new teachers on math pre-planning expectations. Support new teachers with the pre-planning process to maximize collaborative planning which will impact student learning. August 20 - September 17, 2021

Person Responsible Hildaura Vence (msvence@dadeschools.net)

In ELA 3-5 collaborative planning, teachers will be provided opportunities to share their students' successes aligned to focus standards, weekly lessons, and progress monitoring. The information shared

by the teachers will be used to reflect on effectiveness of instructional planning and delivery and to make shifts for the upcoming weeks. August 30 - October 11, 2021

Person Responsible Margarita Nova-Marsh (margaritan@dadeschools.net)

In math collaborative planning, teachers will be provided opportunities to share their students' successes aligned to focus standards, weekly lessons, and progress monitoring. The information shared by the teachers will be used to reflect on effectiveness of instructional planning and delivery and to make shifts for the upcoming weeks. August 30 - October 11, 2021

Person Responsible Hildaura Vence (msvence@dadeschools.net)

In ELA K-2 collaborative planning, teachers will be provided opportunities to share their students' successes aligned to focus standards, weekly lessons, and progress monitoring. The information shared by the teachers will be used to reflect on effectiveness of instructional planning and delivery and to make shifts for the upcoming weeks. August 30 - October 11, 2021

Person Responsible Vanessa Zach (vzach@dadeschools.net)

To follow up on ELA K-2 collaborative planning, the instructional coach will provide coaching support through modeling and/or co-teaching. August 30 - October 11, 2021

Person Responsible Vanessa Zach (vzach@dadeschools.net)

To follow up on math collaborative planning, the instructional coach will provide coaching support through modeling and/or co-teaching. August 30 - October 11, 2021

Person Responsible Hildaura Vence (msvence@dadeschools.net)

To follow up on ELA 3-5 collaborative planning, the instructional coach will provide coaching support through modeling and/or co-teaching. August 30 - October 11, 2021

Person Responsible Margarita Nova-Marsh (margaritan@dadeschools.net)

Via collaborative planning, the math coach will train the math teachers on how and when to provide corrective feedback. November 1 - November 17, 2021

Person Responsible Hildaura Vence (msvence@dadeschools.net)

Via collaborative planning, the literacy coach, grades 3-5, will train the ELA teachers on how and when to provide corrective feedback. November 1 - November 17, 2021

Person Responsible Margarita Nova-Marsh (margaritan@dadeschools.net)

Via collaborative planning, the literacy coach, grades K-2, will train the ELA teachers on how and when to provide corrective feedback. November 1 - November 17, 2021

Person Responsible Vanessa Zach (vzach@dadeschools.net)

The math coach will monitor the effective implementation of corrective feedback and ensure opportunities to follow up with the teachers via collaborative planning. November 17 - December 21, 2021

Person Responsible Hildaura Vence (msvence@dadeschools.net)

The literacy coach, grades 3-5, will monitor the effective implementation of corrective feedback and ensure opportunities to follow up with the teachers via collaborative planning. November 17 - December 21, 2021

Person Responsible Margarita Nova-Marsh (margaritan@dadeschools.net)

The literacy coach, grades K-2, will monitor the effective implementation of corrective feedback and ensure opportunities to follow up with the teachers via collaborative planning. November 17 - December 21, 2021

Person Responsible Vanessa Zach (vzach@dadeschools.net)

During collaborative planning, the 3 - 5 Literacy Coach and teachers will plan for opportunities for students to work collaboratively and independently, ensuring the THEY DO and I DO components of the GRRM. 1/31/22 - 4/29/22

Person Responsible Margarita Nova-Marsh (margaritan@dadeschools.net)

During collaborative planning, the K-2 Literacy Coach and teachers will plan for opportunities for students to work collaboratively and independently, ensuring the THEY DO and I DO components of the GRRM. 1/31/22 - 4/29/22

Person Responsible Vanessa Zach (vzach@dadeschools.net)

During collaborative planning, the K-5 Math Coach and teachers will plan for opportunities for students to work collaboratively and independently, ensuring the THEY DO and I DO components of the GRRM. 1/31/22 - 4/29/22

Person Responsible Hildaura Vence (msvence@dadeschools.net)

During ELA collaborative planning, DI groups will be realigned utilizing FSA, i-Ready projected proficiency, AP2 and progress monitoring assessment data. Planning time will be used to discuss instructional delivery and standard-aligned, grade level material. 1/31/22 - 4/29/22

Person Responsible Margarita Nova-Marsh (margaritan@dadeschools.net)

During Math collaborative planning, DI groups will be realigned utilizing FSA, i-Ready projected proficiency, AP2 and topic assessment data. Planning time will be used to discuss the weakest standards on the topic assessments and to plan for remediation. 1/31/22 - 4/29/22

Person Responsible Hildaura Vence (msvence@dadeschools.net)

#3. Culture & Environment specifically relating to Equity & Diversity

Area of Focus Description and Rationale: Based on the data findings, ensuring equity is a critical need because all students deserve to have their academic, social, and emotional needs met. As a SLT, we understand that all students have different needs. As such, diversifying support, by all stakeholders, will ensure that their varying needs are met. The SLT will work towards providing learning opportunities where teachers can promote equity and diversity.

Measurable Outcome: If we ensure that equity and diversity are promoted through schoolwide decisions, then SLT members will be available and present to monitor systems and protocols, which will ensure that students are receiving a quality education that meets their needs. The percentage of walkthroughs that occur will increase by 10% during the first quarter.

Monitoring: This Area of Focus will be monitored through intentional walkthroughs, leadership visibility and accessibility, as well as opportunities for follow through and corrective feedback.

Person responsible for monitoring outcome: Celethia Passmore-Mack (pr0311@dadeschools.net)

Evidence-based Strategy: The evidence-based strategy is: Leadership Visibility and Accessibility. Leadership visibility will enable teachers, students, and staff members to build relationships through a more consistent presence of all leadership team members promoting a shared vision. Continued access to the SLT will promote open collaboration and further develop working relationships. Additionally, staff and student relationships will be fostered to promote social and emotional well-being.

Rationale for Evidence-based Strategy: Our SLT selected this strategy because we feel that visibility from each member of the team will: 1. Ensure fidelity to systems and protocols. 2. Promote a positive, welcoming culture. 3. Provide opportunities for constructive, collaborative conversations with teachers and students.

Action Steps to Implement

The ELA instructional coach will provide modeling support based on teacher need. September 8, 2021-October 11, 2021

Person Responsible Margarita Nova-Marsh (margaritan@dadeschools.net)

The math instructional coach will provide modeling support based on teacher need. September 13-October 11, 2021

Person Responsible Hildaaura Vence (msvence@dadeschools.net)

The principal will conduct administrative walkthroughs during specific instructional blocks to ensure fidelity of curriculum implementation and to observe student engagement and success. August 23, 2021- October 11, 2021.

Person Responsible Celethia Passmore-Mack (pr0311@dadeschools.net)

The assistant principal will conduct administrative walkthroughs during specific instructional blocks to ensure fidelity of curriculum implementation and to observe student engagement and success. August 23, 2021- October 11, 2021.

Person Responsible Alicia Boyd (aliciaboyd@dadeschools.net)

The administrative walkthrough will provide objective, reliable, measurable and specific corrective feedback in a timely manner. The corrective feedback will provide information about what was done well, and what needs be improved. August 30- October 11, 2021

Person Responsible Celethia Passmore-Mack (pr0311@dadeschools.net)

The administrative walkthrough will provide objective, reliable, measurable and specific corrective feedback in a timely manner. The corrective feedback will provide information about what was done well, and what needs be improved. August 30- October 11, 2021

Person Responsible Alicia Boyd (aliciaboyd@dadeschools.net)

The SLT will meet monthly with grade level chairs to maintain open lines of communication. The meeting will provide an avenue to share and gather best practices across grade levels and subjects. August 30-October 11, 2021.

Person Responsible Celethia Passmore-Mack (pr0311@dadeschools.net)

The principal will conduct walkthroughs based on content-based intervention, DI, and whole group look-fors. November 1 - December 21, 2021

Person Responsible Celethia Passmore-Mack (pr0311@dadeschools.net)

The assistant principal will conduct walkthroughs based on content-based intervention, DI, and whole group look-fors. November 1 - December 21, 2021

Person Responsible Alicia Boyd (aliciaboyd@dadeschools.net)

During SLT meetings, administrators will debrief their walkthroughs with the coaches. The findings will be used to plan for coaching support. November 1 - December 21, 2021

Person Responsible Celethia Passmore-Mack (pr0311@dadeschools.net)

Administrative data chats with teachers will take place regarding proficient, bubble, and L25 students. 1/31/22 - 4/29/22

Person Responsible Celethia Passmore-Mack (pr0311@dadeschools.net)

The in-house mentoring program, facilitated by the SLT, for low-performing and/or behavioral students will be implemented. 1/31/22 - 4/29/22

Person Responsible Celethia Passmore-Mack (pr0311@dadeschools.net)

#4. Leadership specifically relating to Managing Accountability Systems

Area of Focus Description and Rationale: Managing Accountability Systems is a critical need because: 1. The SLT must ensure that there is fidelity to all systems and protocols. 2. High expectations must be set for students and teachers. 3. Corrective feedback and necessary shifts will allow for continued improvement.

Measurable Outcome: If the SLT manages accountability systems, then students' academic, social, and emotional needs will be met. This, in turn, will positively impact student achievement and learning. Additionally, the School Climate Student Survey will indicate a 10% increase in students feeling that they are receiving a good education.

Monitoring: This Area of Focus will be monitored through the implementation of an administrative walkthrough schedule, as well as follow up conversations during SLT meetings.

Person responsible for monitoring outcome: Celethia Passmore-Mack (pr0311@dadeschools.net)

Evidence-based Strategy: The evidence-based strategy being implemented this upcoming school year is: Setting High Expectations for Teachers and Students. Setting high expectations for students and staff helps to build a culture of trust and responsibility as it conveys confidence in their ability. School leaders can provide opportunities for staff and students to contribute. Also, stakeholders are provided opportunities to receive feedback and make adjustments to ensure continued success.

Rationale for Evidence-based Strategy: If the SLT sets high expectations for students and teachers, accountability and responsibility will increase across these stakeholders. In turn, teacher autonomy will improve. This level of ownership will promote student learning and growth.

Action Steps to Implement

Share the i-Ready incentive program with the teachers. August 19, 2021

Person Responsible Alicia Boyd (aliciaboyd@dadeschools.net)

The SLT will conduct monthly data chats with teachers by grade level focusing on ELA progress monitoring and unit assessments and math topic assessments and differentiated instruction OPMs. Teachers will identify struggling students and as a team will create next steps for those students. The identified students' progress will be a priority for the following data chat. September 13-October 11, 2021

Person Responsible Alicia Boyd (aliciaboyd@dadeschools.net)

Spotlight students and faculty (Friend of the Month) through morning announcements. September 1, 2021-October 11, 2021

Person Responsible Lawanda Perry (perrylawandal@dadeschools.net)

Teachers will keep parents informed of student performance, expectations, and successes through schoolwide platforms and via scheduled parent -teacher conferences. In addition, during open house, all parents will receive information regarding academic expectations for the 2021-2022 school year. August 23, 2021-October 11, 2021

Person Responsible Celethia Passmore-Mack (pr0311@dadeschools.net)

All teachers will provide students with intentional corrective feedback. November 1 - December 21, 2021

Person Responsible Celethia Passmore-Mack (pr0311@dadeschools.net)

The assistant principal will continue to implement the i-Ready incentive program spotlighting a reading and math class, weekly, based on recommended time-on-task (45 minutes) and passing percentage (75%). November 1 - December 21, 2021

Person Responsible Alicia Boyd (aliciaboyd@dadeschools.net)

Grade-level specific incentive programs (Dream Big Passport) for i-Ready, topic assessments, and progress monitoring assessments will be implemented. 1/31/22 - 4/29/22

Person Responsible Celethia Passmore-Mack (pr0311@dadeschools.net)

SLT members will continue to build and foster positive relationships with their mentees/students in the L25. 1/31/22 - 4/29/22

Person Responsible Lawanda Perry (perrylawandal@dadeschools.net)

#5. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Based on the data review, Goulds ES will implement the Targeted Element of ELA. We selected the overarching area of ELA based on our findings that demonstrated 35% proficiency in ELA for grades 3-5 on the 2021 FSA. We compared the current 2021 ELA FSA data of 35% proficiency to the 2019 FSA ELA proficiency of 39%. Over the last two years, ELA proficiency dropped 4 percentage points. Instructional practices such as explicit and individualized instruction were not as impactful to the MSO students because of the technological limitations. Therefore, we will strategically develop, explicitly deliver, and individualized instruction for all students this year.

Measurable Outcome: If we successfully develop, deliver, and monitor standards-based ELA instruction, then ELA proficient students will increase by a minimum of 15% percentage points as evidenced by the 2022 FSA.

Monitoring: The literacy coaches will collaboratively plan with ELA teachers, utilizing instructional resources such as planning cards, pacing guides, and McGraw Hill. The SLT, namely the literacy coach, principal, and assistant principal will participate in weekly collaborative planning focused on standards-based instruction, as well as differentiated instruction. Follow up walkthroughs will be conducted to monitor the alignment of planning to instructional delivery. Explicit feedback will be provided weekly to teachers and shifts in practice will be evident as a result of these conversations. To that end, student progress will be monitored through data analysis. Specifically, progress monitoring will be tracked for each grade level. Based on the data, student-teacher data chats will occur on a consistent basis and debriefs will occur to adjust instruction.

Person responsible for monitoring outcome: Celethia Passmore-Mack (pr0311@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of ELA, our school will focus on the evidence-based strategy of: Standards-Based Instruction. To that end, standards-based collaborative planning will enable teachers to share best practices, develop intentional, rigorous lessons, and build capacity in the teachers who participate. These collaborations will result in improved standards-based lesson implementation, instructional effectiveness, and student achievement. Standards-based instruction will be monitored by follow-up walkthroughs, student product reviews, and progress monitoring performance.

Rationale for Evidence-based Strategy: Standards-Based Instruction will ensure that teachers plan and, in turn, deliver rigorous and standards-aligned lessons which will translate into student achievement. Continual feedback related to delivery, product effectiveness, and assessment performance will enhance instructional delivery and student performance.

Action Steps to Implement

Teachers will participate in weekly collaborative planning, with a focus on standards-based instruction, resulting in instruction that is explicit and scaffolded. August 30 - October 11, 2021

Person Responsible Margarita Nova-Marsh (margaritan@dadeschools.net)

Standards-based instruction will include a daily learning target, intentional mini-lessons and/or activities, and a daily end product, which will all align. August 30 - October 11, 2021

Person Responsible Margarita Nova-Marsh (margaritan@dadeschools.net)

Based on teacher need and after instructional walkthroughs focused on standards-based instruction, coach/teacher collaboration (coaching cycles) will be implemented to enhance teacher delivery. August 30 - October 11, 2021

Person Responsible Margarita Nova-Marsh (margaritan@dadeschools.net)

Data chats will be conducted after each progress monitoring assessment to reflect on instructional delivery and prepare for debriefing during differentiated instruction. August 30 - October 11, 2021

Person Responsible Margarita Nova-Marsh (margaritan@dadeschools.net)

Now that DI systems and protocols are in place with fidelity, DI collaborative planning will shift to analyzing student progress monitoring assessments to prepare and plan for intentional debriefs during the DI Reteach pathway. November 1 - December 21, 2021

Person Responsible Margarita Nova-Marsh (margaritan@dadeschools.net)

The literacy coach will monitor instructional delivery during DI to ensure that data driven decisions, discussed in collaborative planning, are being implemented. Coaching support will be provided as needed. November 1 - December 21, 2021

Person Responsible Margarita Nova-Marsh (margaritan@dadeschools.net)

DI groups will be realigned, resulting in proficient, bubble, and/or L25 groups. DI groups will be implemented utilizing the i-Ready Toolbox resource within the Target pathway which facilitates learning through the GRRM. 1/31/22 - 4/29/22

Person Responsible Margarita Nova-Marsh (margaritan@dadeschools.net)

3 - 5 ELA students will have opportunities to work collaboratively and independently, ensuring the THEY DO and I DO components of the GRRM. 1/31/22 - 4/29/22

Person Responsible Margarita Nova-Marsh (margaritan@dadeschools.net)

No description entered

Person Responsible [no one identified]

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.

When comparing the percent of students (7%) with 2 or more referrals at Goulds to the percent of students with 2 or more referrals (3%) at T2/T3 schools, there is a negative difference of 4 percentage point. The goal is to decrease the number of students with 2 or more behavior referrals. As a result, a schoolwide discipline plan was created and shared at the opening of school's faculty meeting. Protocols and procedures are in place and to be followed before students receive a discipline referral. The "Friend of the Month" incentive program spotlighting Values Matter character traits will encourage students to display positive behavior. Restorative Justice Practices are shared every Monday during morning announcements.

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 school creates a welcoming environment by promoting the Start with Hello initiative throughout the school year. Student recognition activities have improved our school culture. Additionally, the SLT has established a shared school vision with all stakeholders by promoting school activities, highlights, events, successes, and initiatives through various social media platforms. Each member, in their prospective role, makes their respective role pertinent. In-house communication has been enhanced through the utilization of the weekly Gator Gazette and the monthly master calendar, which are both shared with all staff members from the principal. In addition, the principal includes the mental health coordinator, school resource officer, school psychologist, iAttend Specialist to the weekly communication to ensure that district is apprises of school events and activities. The Monthly Parent Calendar is shared via our social media platforms, school website, and the school's Class Dojo account.

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

Mrs. Passmore - Mack, the principal, promotes and creates a positive culture and environment by sharing the Gator Gazette and monthly calendar on a weekly basis via email. The principal interacts with parents via Class Dojo to keep parents informed of daily activities and school updates. The principal shares the month parent calendar at the beginning of each month. Additionally, the principal promotes school pride and spirit by hosting various team-building activities and modeling through participation.

Mrs. Boyd, the assistant principal, promotes a positive culture and environment by tracking and monitoring i-Ready passing rates and time-on-task for both math and reading. To follow, she implements the weekly incentive program based on the data findings. Ms. Boyd works with ESE teachers to ensure that students feel inclusive in school and she engages parents with monthly Title 1 workshops to build the home-to-school connections for student and parent success.

Ms. Perry, the school counselor, promotes a positive culture and environment by creating daily morning announcements which include positive affirmations, student highlights, staff shout-outs, Values Matter, and Friend of the Month (last year, was Most Valuable Player). Furthermore, the counselor fosters positive relationships with students and parents individually and collectively.

Ms. Vence, the math coach, promotes a positive culture and environment by implementing the monthly attendance incentive program. She also fosters team building amongst students by creating opportunities for math enrichment activities. With teachers, she collaborates on a weekly basis to enhance the teaching

and learning processes.

Mrs. Nova-Marsh, the literacy coach for grades 3-5, promotes a positive culture and environment by building capacity in ELA teachers via collaborative planning, coaching cycles, and coaching support. She also promotes student learning and mastery through the planning and implementing of writing and reading clinics.

Ms. Vanessa Zach the literacy coach for grades K-2, promotes a positive culture and environment by building capacity in ELA teachers via collaborative planning, coaching cycles, and coaching support. She also promotes student learning and mastery through the planning and implementing of writing and reading clinics.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Collaborative Planning	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity	\$0.00
4	III.A.	Areas of Focus: Leadership: Managing Accountability Systems	\$0.00
5	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
Total:			\$0.00