

Miami-Dade County Public Schools

# Parkway Elementary School



2021-22 Schoolwide Improvement Plan

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# Parkway Elementary School

1320 NW 188TH ST, Miami, FL 33169

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

## Demographics

**Principal: Maria Fernandez**

Start Date for this Principal: 6/19/2013

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	English Language Learners Black/African American Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: C (48%) 2017-18: C (52%) 2016-17: C (53%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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](http://www.floridacims.org).

## Purpose and Outline of the SIP

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

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# Parkway Elementary School

1320 NW 188TH ST, Miami, FL 33169

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

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p>Elementary School PK-5</p>	<p><b>2020-21 Title I School</b></p> <p>Yes</p>	<p><b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>92%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>99%</p>

## School Grades History

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

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<https://www.floridacims.org>.

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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 faculty and staff of Parkway Elementary School believe that success in life is a product of positive attitude and action. Through this belief, we will provide students with the skills needed to achieve academic and behavioral excellence and become lifelong readers and learners. Through the use of technology and a direct instruction approach to literacy, Parkway Elementary School provides the foundation and skills needed for students to excel in all curriculum areas in elementary school and beyond.

#### **Provide the school's vision statement.**

Parkway Elementary School students will accept and meet the challenges of the 21st Century by empowering students to develop critical thinking skills, literacy skills, and technology intuitiveness.

### 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
Fernandez, Maria	Principal	<ul style="list-style-type: none"> <li>• Monitoring the Instructional and School Operations.</li> <li>• Attend Professional Development sessions. Analyze data.</li> <li>• Maintain a safe learning environment.</li> <li>• Through the School's Advisory Committee, the leader collaborates in the school's decision-making process.</li> </ul>
Hicks, Kamie	Instructional Coach	<ul style="list-style-type: none"> <li>• Provide Reading support to teachers.</li> <li>• Analyze and disseminate data.</li> <li>• Attend Professional Development sessions.</li> <li>• Through the School's Advisory Committee, the leader collaborates in the school's decision-making process.</li> </ul>
Samuels, Judith	Teacher, Adult	<ul style="list-style-type: none"> <li>• Provide instruction to students. Attend Professional Development sessions.</li> <li>• Analyze data.</li> <li>• Through the School's Advisory Committee, the leader collaborates in the school's decision-making process.</li> </ul>
St. Louis, Homene	School Counselor	<ul style="list-style-type: none"> <li>• Provide SEL and counseling services to students; refer students to outside agencies, as needed; assist with the Rtl process.</li> <li>• Through the School's Advisory Committee, the leader collaborates in the school's decision-making process.</li> </ul>
DaCosta, Althea	Assistant Principal	<ul style="list-style-type: none"> <li>• Monitoring the Instructional and School Operations.</li> <li>• Attend Professional Development sessions. Analyze data.</li> <li>• Maintain a safe learning environment.</li> <li>• Through the School's Advisory Committee, the leader collaborates in the school's decision-making process.</li> </ul>

## Demographic Information

### Principal start date

Wednesday 6/19/2013, Maria Fernandez

**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.*

2

**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.*

10

**Total number of teacher positions allocated to the school**

16

**Total number of students enrolled at the school**

236

**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.**

3

**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	29	36	32	55	27	38	0	0	0	0	0	0	0	217
Attendance below 90 percent	4	10	10	12	4	4	0	0	0	0	0	0	0	44
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	4	19	6	1	0	0	0	0	0	0	0	31
Course failure in Math	0	2	3	18	10	21	0	0	0	0	0	0	0	54
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Number of students with a substantial reading deficiency	1	8	21	36	7	15	0	0	0	0	0	0	0	88

**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	2	2	4	19	6	4	0	0	0	0	0	0	0	37

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	2	4	13	0	0	0	0	0	0	0	0	0	21
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

**Date this data was collected or last updated**

Tuesday 8/24/2021



**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	44	40	49	45	45	40	0	0	0	0	0	0	0	263
Attendance below 90 percent	9	11	8	9	2	5	0	0	0	0	0	0	0	44
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	3	13	13	1	0	0	0	0	0	0	0	0	30
Course failure in Math	0	3	11	18	21	7	0	0	0	0	0	0	0	60
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	3	2	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	1	3	0	0	0	0	0	0	0	4

**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	2	4	9	17	4	5	0	0	0	0	0	0	0	41

**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	2	2	4	12	0	0	0	0	0	0	0	0	0	20
Students retained two or more times	0	0	0	1	0	1	0	0	0	0	0	0	0	2

## 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				58%	62%	57%	49%	62%	56%
ELA Learning Gains				45%	62%	58%	60%	62%	55%
ELA Lowest 25th Percentile				52%	58%	53%	67%	59%	48%
Math Achievement				62%	69%	63%	55%	69%	62%
Math Learning Gains				55%	66%	62%	62%	64%	59%
Math Lowest 25th Percentile				28%	55%	51%	33%	55%	47%
Science Achievement				35%	55%	53%	38%	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	61%	60%	1%	58%	3%
Cohort Comparison						
04	2021					
	2019	53%	64%	-11%	58%	-5%
Cohort Comparison		-61%				
05	2021					
	2019	51%	60%	-9%	56%	-5%
Cohort Comparison		-53%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	69%	67%	2%	62%	7%
Cohort Comparison						
04	2021					
	2019	45%	69%	-24%	64%	-19%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-69%				
05	2021					
	2019	60%	65%	-5%	60%	0%
Cohort Comparison		-45%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	31%	53%	-22%	53%	-22%
Cohort Comparison						

**Grade Level Data Review - Progress Monitoring Assessments**

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

The progress monitoring tools that were utilized were iReady Diagnostics and the iReady Growth Monitoring data.

		Grade 1			
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		37	33.3	46.2
	Economically Disadvantaged		38.5	34.6	44
	Students With Disabilities				
	English Language Learners				
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		18.5	30.8	26.9
	Economically Disadvantaged		19.2	28	24
	Students With Disabilities				
	English Language Learners				

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	22.5	30	35.9
	Economically Disadvantaged	22.5	30	35.9
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	10	30	43.6
	Economically Disadvantaged	10	30	43.6
	Students With Disabilities			
	English Language Learners			

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	42.4	51.4	54.3
	Economically Disadvantaged	38.7	51.5	51.5
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	20.6	30.3	40
	Economically Disadvantaged	21.9	29	39.4
	Students With Disabilities			
	English Language Learners			

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	28.6	22.9	25.7
	Economically Disadvantaged	28.6	22.9	25.7
	Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	11.8	29.4	31.4
	Economically Disadvantaged	11.8	29.4	31.4
	Students With Disabilities English Language Learners			

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	31.4	34.3	40
	Economically Disadvantaged	27.3	33.3	39.4
	Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	25.7	41.2	45.7
	Economically Disadvantaged	24.2	40.6	45.5
	Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	20	0
	Economically Disadvantaged	0	18	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
ELL	21			26							
BLK	35	32		25	10		45				
HSP	40			40							
FRL	35	39		26	9		47				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	67			58							
ELL	42			50							
BLK	58	47	61	62	56	31	35				
FRL	58	49	55	62	54	27	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	21			50							
BLK	49	60	70	55	61	30	37				
FRL	49	60	67	56	62	33	38				

## 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	33
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	38
Total Points Earned for the Federal Index	195
Total Components for the Federal Index	6
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	28
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	31
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	32
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 FLDOE ESSA Report Card, the Economically Disadvantaged L-25% students in Mathematics demonstrated insufficient progress at 27% and the Economically Disadvantaged L-25% students in ELA at 59%. Based on the data review, our school will implement the Targeted Element of ELA. We selected the 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 58%. Over the last two years, ELA proficiency decreased by 23 percentage points. Tier 1 instruction, in both planning and delivery, did not result in an increase in proficient students. Therefore, we will strategically develop, explicitly deliver, and systematically monitor Tier 1 instruction.

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

According to the 2019 FLDOE ESSA Report Card, the Economically Disadvantaged L-25% students in Mathematics demonstrated insufficient progress at 27% and the Economically Disadvantaged L-25% students in ELA at 59%. Based on the progress monitoring for 4th grade ELA i-Ready AP1-AP-3, there was a decrease from 28.6% to 25.7%. In Mathematics, based on the progress monitoring for 4th grade Mathematics, there was a slight increase, however the proficiency still remains below 30%.

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

The students were deficient in Reading and Mathematics skills, thus scoring below proficiency. The deficiencies in Reading were in the areas of vocabulary and comprehension. In Mathematics, the deficiencies were based on students' lacking basic foundational skills. Additional Differentiated Instruction, Interventions, and extended learning opportunities will assist students in becoming proficient in Reading and Mathematics.

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

The area that showed the most improvement in 2019 was Mathematics. According to the Academic Programs tab on Power BI, in Grade 3, the 2018 Mathematics proficiency was 51%. The 2019 Mathematics proficiency was 69%, and the 2020 Mathematics Predicted Proficiency was 61%. This is a 10-percentage point increase over a three-year period.

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



Contributing factors to this improvement included the following: Standards-aligned plans which were developed during Collaborative Planning meetings, teachers participated in On-Demand webinars provided by the District.

Data chats with students, teachers, and administration were scheduled to disaggregate data. Progress monitoring tools were utilized to track bi-weekly assessments and Mathematics topic assessments. We utilized District data tools to progress monitor student performance, analyze data results by subgroups, and develop actionable instructional strategies to address academic needs. This is impactful because it ensures that the students have the Mathematics prerequisite skills to build upon for the next grade level. Additionally, it closes the achievement gap and will result in a higher school grade, as well as, increase student achievement.

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

In order to accelerate learning, we must offer extended learning opportunities to mitigate learning loss and regression in the areas of Reading, Mathematics, Science, and Social Studies. Also, monitor the progress of student performance by analyzing and reviewing quantitative data on formative assessments (i-Ready Diagnostics, Mid-year Assessments, and topic assessments). We will use multiple measures, including growth measures, to inform improvement and accountability in underperforming groups. We will employ the Multi-Tiered System of Support (MTSS) to integrate academic and behavior interventions as the driving mechanism for improving student outcomes.

### **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.**

To support teachers and leaders we will provide targeted professional development for instructional and administrative staff on how to increase student engagement and measure student progress using technology tools. Additionally, targeted professional development courses will be offered focusing on the new McGraw-Hill and Reading Horizons Reading and Intervention series. The Transformation Reading Coach will coordinate and deploy digital resources and aligned professional development on the effective use of those resources in classroom instruction.

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

To ensure sustainability of improvement in the next year and beyond, the following strategies will be implemented: Collaborative planning will be scheduled weekly and a member of the Leadership Team will attend to ensure fidelity to the strategies being implemented school-wide that are aligned to the goals. Extended Learning opportunities, After-School Tutoring, Saturday Academy and the Afterschool Enrichment Program (AEP), will be provided. We will provide access to timely and relevant professional development for stakeholders on evidenced-based practices and high-yield, high-impact strategies.

## **Part III: Planning for Improvement**

### **Areas of Focus:**

**#1. Instructional Practice specifically relating to Differentiation**

**Area of Focus Description and Rationale:** Based on the 2021 FSA ELA Assessment data, 70% of the current fourth grade students and 75% of the current fifth grade students are reading below grade level. Differentiated Instruction is essential in the remediation of skills in order to increase proficiency. It provides students with additional opportunities to acquire content knowledge and teachers with developing appropriate resources in measuring assessments. Students reading below grade level will receive targeted Interventions with the appropriate resources. Additionally, they will be provided with extended learning opportunities.

**Measurable Outcome:** All students will increase Reading proficiency by at least 10 percentage points as demonstrated by Ongoing Progress Monitoring, i.e., bi-weekly assessments, i-Ready diagnostics, and FSA ELA and SAT-10 data.

**Monitoring:** The area of focus will be monitored by data conversations, collaborative planning, student work, standards-based student grades, classroom walkthroughs, formal observations, parent/teacher home connection, i-Ready reports, Performance Matters reports, student engagement, and learning outcomes.

**Person responsible for monitoring outcome:** Maria Fernandez (pr4341@dadeschools.net)

**Evidence-based Strategy:** An evidenced-based strategy being implemented for this area of focus is to use resources effectively so that we can utilize formative assessments to adjust instruction for re-teaching, remediation, and enrichment align student assessments to learning goals and standards; provide timely and specific feedback to students, parents, and stakeholders; engage students in authentic learning, real-life applications, and interdisciplinary connections; and develop plans that are clear, logical, sequential, and aligned to standards-based learning. This includes utilization of i-Ready, interventions, RtI, and extended learning opportunities.

**Rationale for Evidence-based Strategy:** Based on the students' deficiencies, remediation is necessary. These strategies are all researched-based. The strategies were selected because they are effective in increasing proficiency in Reading and Mathematics.

**Action Steps to Implement**

Beginning on August 23, 2021, we will offer a Professional Development on the Multi-Tiered System of Support (MTSS) and the Response to Intervention (RtI) process in order to ensure that teachers are knowledgeable of the flowchart and subsequent process.

**Person Responsible:** Maria Fernandez (pr4341@dadeschools.net)

Beginning on August 23, 2021, the Transformation Reading Coach will schedule Collaborative Planning Meetings on a weekly basis to support the teachers with standards-based planning.

**Person Responsible:** Homene St. Louis (hstlouis@dadeschools.net)

Beginning on August 23, 2021, the administrators will conduct classroom walkthroughs to ensure that instructional delivery is consistent with the lesson plans that are created during Collaborative Planning. We will assess the quality of the instruction and provide feedback.

**Person Responsible:** Althea DaCosta (adacosta@dadeschools.net)

Beginning on August 23, 2021, the quality of D.I. will be monitored by D.I. logs, folders, student work samples, assessment data, and classroom walkthroughs. The D.I. will be aligned to lesson plans to ensure that the outcomes are aligned. If students are not responding to remediation and reteaching, teachers will begin the Multi-Tiered System of Support (MTSS).

**Person Responsible** Maria Fernandez (pr4341@dadeschools.net)

Beginning on November 1, 2021, A shift in DI will occur to utilize topic assessment instead of iReady.

**Person Responsible** Althea DaCosta (adacosta@dadeschools.net)

Beginning on January 31, 2022, through April 29, 2022, teachers in grades 3 and 5 will participate in iReady data analysis and data conversations

**Person Responsible** Althea DaCosta (adacosta@dadeschools.net)

Beginning on January 31, 2022 through April 29, 2022, we will develop Instructional Focus Calendars during collaborative planning that will provide teachers an opportunity to extend lessons to include D.I. Instruction.

**Person Responsible** Althea DaCosta (adacosta@dadeschools.net)

Beginning on January 31, 2022 through April 29, 2022 we will continue to review student work products to provide feedback to students in order to improve their content knowledge.

**Person Responsible** Maria Fernandez (pr4341@dadeschools.net)

*No description entered*

**Person Responsible** Althea DaCosta (adacosta@dadeschools.net)

Beginning on January 31, 2022, through April 29, 2022, teachers will collaboratively plan with the CSS.

**Person Responsible** Maria Fernandez (pr4341@dadeschools.net)

**#2. Instructional Practice specifically relating to Small Group Instruction****Area of Focus Description and Rationale:**

Based on the 2021 FSA ELA Assessment data, 70% of the current fourth grade students and 75% of the current fifth grade students are reading below grade level. Small group instruction, i.e., Intervention, is essential in the remediation of skills in order to increase proficiency. It provides students with additional opportunities to acquire content knowledge. Students reading below grade level will receive targeted Interventions with the appropriate resources. Additionally, they will be provided with extended learning opportunities. Small group instruction is a high yield strategy that increases student achievement by remediating students who are reading below grade level.

**Measurable Outcome:**

All students will increase Reading proficiency by at least 10 percentage points, as demonstrated by Ongoing Progress Monitoring, i.e., bi-weekly assessments, i-Ready diagnostics, and FSA ELA and SAT-10 data.

**Monitoring:**

The outcomes will be monitored on an ongoing basis by data chats, collaborative planning, student work, standards-based student grades, classroom walkthroughs, formal observations, parent/teacher home connection, i-Ready reports, Performance Matters reports, student engagement and learning outcomes. Additionally, Interventions logs and student Intervention folders will be monitored, weekly.

**Person responsible for monitoring outcome:**

Maria Fernandez (pr4341@dadeschools.net)

**Evidence-based Strategy:**

Academic vocabulary will be incorporated through the use of journals, word walls, and content that is explicitly taught to improve efficacy. Reading Horizons will be utilized as the Interventions program for students reading one or more grade levels below. The strategies will include guided small group instruction, data chats, Intensive reading remediation, RtI monitoring, and the Gradual Release of Responsibilities Model (GRRM).

**Rationale for Evidence-based Strategy:**

Reading Horizons will be utilized as the Interventions program for students reading one or more grade levels below. Based on the students' deficiencies, remediation is necessary, and the strategies are all researched-based in increasing reading proficiency.

**Action Steps to Implement**

Beginning on August 23, 2021, we will provide professional growth opportunities on the new McGraw-Hill Reading series and the Reading Horizons Interventions program and its resources.

**Person Responsible**

Maria Fernandez (pr4341@dadeschools.net)

Beginning on September 8, 2021, teachers will receive support from the Reading Coach and administrators on how to utilize the appropriate resources for Interventions.

**Person Responsible**

Maria Fernandez (pr4341@dadeschools.net)

Beginning on August 23, 2021, during collaborative planning, teachers will ensure interventions are aligned with the District's Pacing Guides and framework, while discussing student participation (attendance) and data. Also, monitoring will occur through classroom walk-throughs. Checking for understanding also provides the teachers with identifying learning goals and alignment of guided instruction.

**Person Responsible**

Althea DaCosta (adacosta@dadeschools.net)

Beginning on August 23, 2021, teachers will analyze data points to align instructional planning and delivery. The use of data-driven instruction will be ongoing in order to make informed decisions to meet the students' academic needs and to develop Instructional Focus Calendars.

**Person Responsible** [no one identified]

Beginning on November 1, 2021, during collaborative planning teachers will create questions using the questions stems from the planning cards and depth of knowledge chart in order to create questions that are of moderate to high complexity.

**Person Responsible** [no one identified]

Beginning on November 1, 2021, teachers will provide additional feedback during small group instruction. We will conduct product reviews during planning to provide feedback to key concepts.

**Person Responsible** Maria Fernandez (pr4341@dadeschools.net)

Beginning on January 31, 2022, through April 29, 2022, we will continue to conduct product reviews during planning.

**Person Responsible** Althea DaCosta (adacosta@dadeschools.net)

Beginning on January 31, 2022, through April 29, 2022, we will to monitor and analyze student data to provide the appropriate remediation and interventions during small group instruction.

**Person Responsible** Maria Fernandez (pr4341@dadeschools.net)

*No description entered*

**Person Responsible** [no one identified]

*No description entered*

**Person Responsible** [no one identified]

### #3. Culture & Environment specifically relating to Early Warning Systems

**Area of Focus Description and Rationale:** Based on the data review, our school will target student attendance. Through our review of the data, we realized that the students who have 5 or more absences are not making adequate progress for proficiency. We intend to improve the home-school connections with families to increase student attendance.

**Measurable Outcome:** If we implement with fidelity the Targeted Element of Student Attendance, learning opportunities will be maximized, which will contribute to improve student achievement. By consistently providing students with incentives, our attendance will increase by 6 percentage points by June 2022.

**Monitoring:** The Attendance Review Committee (ARC), meets monthly to address the needs of students who have excessive absences. Parents are involved in the conversations regarding their child's attendance. Truancy documents are completed for students who have 15 or more unexcused absences. Home visits are conducted, as needed, and families are referred to outside agencies for assistance.

**Person responsible for monitoring outcome:** Maria Fernandez (pr4341@dadeschools.net)

**Evidence-based Strategy:** Within the Targeted Element of Student Attendance, our school will focus on the evidence-based strategies of Attendance Initiatives, Celebrating Successes, Students of the Month, monthly ARC Meetings, and Communicating with Stakeholders. Student absences will be monitored on a daily basis to prevent a pattern of excessive absences.

**Rationale for Evidence-based Strategy:** The initiatives will provide a systematic approach to identify and monitor attendance issues. The daily attendance reports, School Messenger, and Early Warning System Indicators Report, as well as, the Targeted Student Status Report, are resources used to identify, monitor, and report absences.

#### Action Steps to Implement

Beginning August 23, 2021, and through October, 2021, teachers and staff will monitor students' attendance daily and will report student absences via the Student Case Management System. Parents will be contacted regarding absences and late arrivals on a daily basis. We will monitor monthly the attendance of students with 5 or more absences, or late arrivals, and provide tiered attendance interventions, as needed. This will be an ongoing process.

**Person Responsible** Althea DaCosta (adacosta@dadeschools.net)

Beginning on August 23, 2021, we will create a support system for students that will support programs for foster and homeless youth to ensure impacted students receive the assistance needed to attend school. Refer families to the Project Upstart Program, as needed. Conduct home visits on an ongoing basis, as needed.

**Person Responsible** Homene St. Louis (hstlouis@dadeschools.net)

Beginning on August 23, 2021, teachers and staff will advocate for all students by ensuring they are aware of the policies that affect student learning as well as initiatives that are necessary to serve as safeguards for students. The Attendance Review Committee will meet on a monthly basis to address student attendance.

**Person Responsible** Maria Fernandez (pr4341@dadeschools.net)

Beginning on August 23, 2021, leaders & teachers will revisit progress towards outcomes and determine action steps to ensure students are supported and able to meet the goals set forth for or by them.

**Person Responsible** Althea DaCosta (adacosta@dadeschools.net)

Beginning on November 1, 2021 teachers, administrators, and student services will continue to conduct parent conferences for students who continuously disrupt the learning environment and students who are truant.

**Person Responsible** Maria Fernandez (pr4341@dadeschools.net)

Beginning on November 1, 2021 teachers will continue to communicate and conduct parent conferences for students who are failing core courses.

**Person Responsible** Maria Fernandez (pr4341@dadeschools.net)

Beginning on January 31, 2022, through April 29, 2022, we will continue to monitor student attendance and conduct home visits, as needed.

**Person Responsible** Homene St. Louis (hstlouis@dadeschools.net)

Beginning on January 31, 2022, through April 29, 2022, the Student Services providers will continue to collaborate on the Rtl process, and to refer families to outside agencies, as needed.

**Person Responsible** Homene St. Louis (hstlouis@dadeschools.net)

**#4. Leadership specifically relating to Leadership Development****Area of Focus Description and Rationale:**

Based on the professional development survey results and review of the Core Leadership Competencies, we selected the Targeted Element of Leadership Development. Our goal is to develop teachers by involving them in school-wide initiatives and providing the opportunities for them to be engaged in leadership roles to build their capacity. The creation of leadership roles or decision-making opportunities for teachers, students, parents, and community members will reinforce a shared vision/mission for the school.

**Measurable Outcome:**

If we successfully implement the Targeted Element of Leadership Development, our teachers will be provided the opportunity to contribute to school-wide decisions through our Bi-Monthly Best Practices Sharing meetings. Teachers are encouraged to share and turn-key information they learned in their Professional Development courses. The percentage of teachers in leadership development will increase by at least 20% during the 2021-2022 school year.

**Monitoring:**

The Leadership Team, along with teachers, will identify specific staff members who are experts in areas and will serve as leaders in the school. Having an inclusive leadership environment provides opportunities of leadership development and creates a shared vision for the school. During the Best Practices Sharing meetings, teachers will support each other and share their knowledge from Professional Development sessions.

**Person responsible for monitoring outcome:**

Maria Fernandez (pr4341@dadeschools.net)

**Evidence-based Strategy:**

We promote participation in school-site administrator pipelines, such as BENCH and Project REDI, through advertisements via Weekly Briefings, Workplace, and social media. Provide training and support to all Professional Learning Support Team members through bi-annual conferences, monthly professional development academies, and ongoing communication.

**Rationale for Evidence-based Strategy:**

By maintaining a pattern of supportive interactions which foster positive staff relationships, we can develop future leaders within our school. Resources include District and Region Professional Development opportunities, and by visiting model classrooms.

**Action Steps to Implement**

Beginning on August 18, 2021, information on Professional and Leadership Development will be shared with teachers by the Leadership Team. The administrators will provide leadership opportunities for teachers and staff.

**Person Responsible**

Maria Fernandez (pr4341@dadeschools.net)

Beginning on August 23, 2021, via Shared Leadership, teachers, staff, parents, and administrators will work together to solve problems and create an engaging school climate that fosters student learning.

**Person Responsible**

Maria Fernandez (pr4341@dadeschools.net)

Beginning on August 23, 2021, to promote strategic teacher teaming, through the Reading Transformation Coach, coaching and collaboration through mentorship and partnership will occur weekly. In weekly Collaborative Planning and SEED Mentor meetings, we will discuss shared responsibilities for students' learning resulting in improved instruction.



**Person Responsible** [no one identified]

Beginning on August 23, 2021, we will empower others by providing stakeholders the autonomy to act where necessary, problem solve, and implement best practices that will assist in meeting the needs of all students. In our Best Practice Sharing meetings, teacher leaders will share the best practices learned in previous Professional Development courses and how they are going to implement those strategies in their classrooms.

**Person Responsible** Maria Fernandez (pr4341@dadeschools.net)

Beginning on November 1, 2021, create peer observation schedules that will allow teachers to focus on instructional strategies.

**Person Responsible** Althea DaCosta (adacosta@dadeschools.net)

Beginning on November 1, 2021, during vertical articulation meetings, teachers will share successful instructional strategies.

**Person Responsible** Althea DaCosta (adacosta@dadeschools.net)

Beginning on January 31, 2022, through April 29, 2022, teachers will continue to attend professional development sessions, including refresher courses for the new Reading series and Interventions. They will share with the other teachers the strategies learned at the professional development sessions.

**Person Responsible** Maria Fernandez (pr4341@dadeschools.net)

Beginning on January 31, 2022, through April 29, 2022, teachers will be offered additional leadership responsibilities.

**Person Responsible** Maria Fernandez (pr4341@dadeschools.net)

**#5. Instructional Practice specifically relating to ELA**

**Area of Focus Description and Rationale:** Based on the data review, our school will implement the Targeted Element of ELA. We selected the overarching area of ELA based on our findings that demonstrated 35% proficiency in ELA for grades 3 – 5 on the 2021 FSA. Sixty-five percent of the students in grades 3-5 are below level 3 on the 2021 statewide standardized English Language Arts assessment. We compared the current 2021 ELA FSA data of 35% proficiency to the 2019 FSA ELA proficiency of 58%. Over the last two years, ELA proficiency dropped 23 percentage points. Tier 1 instruction, in both planning and delivery, did not result in an increase in proficient students. Therefore, we will strategically develop, explicitly deliver, and systematically monitor tier 1 instruction. Additionally, 57% of students in grades Kindergarten to third grades are not on track to score Level 3 or above on the statewide, standardized grade 3 English Language Arts assessment.

**Measurable Outcome:** If we successfully develop, deliver, and monitor Tier 1 instruction, then our ELA Proficient students in grades 3-5 will increase by a minimum of 10 percentage points as evidenced by the 2022 State Assessments.

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

**Person responsible for monitoring outcome:** Maria Fernandez (pr4341@dadeschools.net)

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

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

**Action Steps to Implement**

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

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

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

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

**Person Responsible** [no one identified]

Beginning on November 1, 2021, the coach will ensure during planning that the teachers have identified a Daily Learning target that sets the tone for the lesson, that in return will lead the teachers to the daily end product. The coach will assist with questioning and collaborative strategies in planning and delivery.

**Person Responsible** [no one identified]

Beginning on November 1, 2021, the leadership team will ensure that intervention data tracking is updated and being utilized by the teachers and students to increase student achievement.

**Person Responsible** Maria Fernandez (pr4341@dadeschools.net)

Beginning on January 31, 2022, through April 29, 2022, we will ensure that the DLT's and the DEP's are evident in the lessons and that the teachers provides ample opportunities for student engagement and checks for understanding.

**Person Responsible** Althea DaCosta (adacosta@dadeschools.net)

Beginning on January 31, 2022, through April 29, 2022, we will continue to monitor collaborative planning to ensure the efficacy of instructional delivery.

**Person Responsible** Maria Fernandez (pr4341@dadeschools.net)

**#6. -- Select below -- specifically relating to**

**Area of Focus Description and Rationale:**

**Measurable Outcome:**

**Monitoring:**

**Person responsible for monitoring outcome:** [no one identified]

**Evidence-based Strategy:**

**Rationale for Evidence-based Strategy:**

**Action Steps to Implement**

*No action steps were entered for this area of focus*

**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.

**Compared to the State's data, we had a .8 incidence rate out of 100 students. Our primary goal is to eliminate any serious behavior infractions. Our secondary goal is to decrease the number of behavior incidents.**

### 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.

We build a positive school culture and environment by including all stakeholders in providing a learning environment that is safe, equitable, and diverse. Student and staff incentives are provided throughout the year. An emphasis is placed on mental health and wellness, positive behavior intervention and support. The Social Emotional Learning initiative is monitored to support and maintain positive relationships among all stakeholders. Teachers and staff consistently communicate with parents to ensure that the school-home connection is present. Parents are always encouraged to be active participants in the decision-making process for school improvement. The School Advisory Committee provides an open forum for continuous improvement.

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

The Leadership Team, teachers, staff, students, and parents promote a positive culture and environment by reviewing the Code of Student Conduct and ensuring that students follow District and school-wide procedures and protocols. School staff ensure that students feel safe in their learning environment. The Student Services Team provides counseling services to students. Teachers refer students to the Student Services Team for support. All students and staff are encouraged to utilize the Fortify application to report any incidences ("If you see something, say something."). Staff members have adopted the Check and Challenge system for visitors. The Raptor electronic identification system is utilized for all visitors. The school's Safety Committee meets monthly to discuss standing procedures and any concerns. Additionally, the Threat Assessment Team also discuss safety issues and concerns. Monthly situational drills are conducted to increase safety awareness.

### Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Differentiation	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Small Group Instruction	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Early Warning Systems	\$0.00
4	III.A.	Areas of Focus: Leadership: Leadership Development	\$0.00

5	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
6	III.A.	Areas of Focus: -- Select below --:	\$0.00
<b>Total:</b>			<b>\$0.00</b>