

Miami-Dade County Public Schools

Gulfstream Elementary School



2021-22 Schoolwide Improvement Plan

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Gulfstream Elementary School

20900 SW 97TH AVE, Cutler Bay, FL 33189

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

Demographics

Principal: Marlene Isa Rodriguez

Start Date for this Principal: 8/9/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (59%) 2017-18: A (67%) 2016-17: B (56%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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Gulfstream Elementary School

20900 SW 97TH AVE, Cutler Bay, FL 33189

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

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	86%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	94%

School Grades History

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

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Gulfstream Elementary will provide an educational foundation for students to become productive members of society.

Provide the school's vision statement.

Gulfstream Elementary will support and encourage children to develop their maximum potential and achieve success.

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
Rogers, Marsha	Assistant Principal	Ms. Rogers serves as an instructional leader by ensuring that all stakeholders have the opportunity to provide input for our School Improvement Plan.
Osborn, Mandy	ELL Compliance Specialist	Ms. Salazar serves as an instructional leader by ensuring that teachers and students have the resources they need in order to be successful.
Levern, Sarah	Teacher, ESE	Ms. Concepcion serves as an instructional leader by ensuring that students in the Exceptional Education Program are getting the accommodations and strategies they are needed.
Blanco, Jacqueline	Teacher, K-12	Ms. Blanco serves as an instructional leader by ensuring that our general education population is receiving the instruction that will bridge gaps in learning and push students to their full potential.

Demographic Information

Principal start date

Monday 8/9/2021, Marlene Isa Rodriguez

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.*

46

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

68

Total number of students enrolled at the school

544

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

5

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

1

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	75	77	86	85	73	76	0	0	0	0	0	0	0	472
Attendance below 90 percent	9	17	15	14	22	14	0	0	0	0	0	0	0	91
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	6	4	5	12	12	0	0	0	0	0	0	0	39
Course failure in Math	0	4	3	5	8	10	0	0	0	0	0	0	0	30
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	7	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Number of students with a substantial reading deficiency	4	20	42	26	21	18	0	0	0	0	0	0	0	131

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	3	7	4	7	10	10	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	5	8	3	6	5	0	0	0	0	0	0	0	0	27
Students retained two or more times	0	0	0	1	0	2	0	0	0	0	0	0	0	3

Date this data was collected or last updated

Friday 7/16/2021

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	85	95	88	76	86	106	0	0	0	0	0	0	0	536
Attendance below 90 percent	15	18	16	23	15	29	0	0	0	0	0	0	0	116
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	8	5	9	17	14	0	0	0	0	0	0	0	53
Course failure in Math	0	6	5	4	15	14	0	0	0	0	0	0	0	44
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	7	17	0	0	0	0	0	0	0	24
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	3	21	0	0	0	0	0	0	0	24

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	3	8	6	9	15	27	0	0	0	0	0	0	0	68

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	5	8	3	5	5	0	0	0	0	0	0	0	0	26
Students retained two or more times	0	0	1	0	2	1	0	0	0	0	0	0	0	4

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				60%	62%	57%	69%	62%	56%
ELA Learning Gains				63%	62%	58%	72%	62%	55%
ELA Lowest 25th Percentile				55%	58%	53%	64%	59%	48%
Math Achievement				65%	69%	63%	72%	69%	62%
Math Learning Gains				59%	66%	62%	73%	64%	59%
Math Lowest 25th Percentile				52%	55%	51%	58%	55%	47%
Science Achievement				56%	55%	53%	63%	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	56%	60%	-4%	58%	-2%
Cohort Comparison						
04	2021					
	2019	63%	64%	-1%	58%	5%
Cohort Comparison		-56%				
05	2021					
	2019	49%	60%	-11%	56%	-7%
Cohort Comparison		-63%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	64%	67%	-3%	62%	2%
Cohort Comparison						
04	2021					
	2019	70%	69%	1%	64%	6%
Cohort Comparison		-64%				
05	2021					
	2019	49%	65%	-16%	60%	-11%
Cohort Comparison		-70%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	51%	53%	-2%	53%	-2%
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 Progress Monitoring in Reading and Math was used for grades 1-5. The Science Mid-Year Assessment was also used for 5th grade.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	28.6%	38.1%	30.2%
	Economically Disadvantaged	29.6%	35.2%	25.9%
	Students With Disabilities	19.4%	27.8%	22.2%
	English Language Learners	25%	50%	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	23.8%	30.2%	33.3%
	Economically Disadvantaged	27.8%	27.8%	33.3%
	Students With Disabilities	16.7%	13.9%	27.8%
	English Language Learners	25%	25%	0

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	41.9%	53.2%	62.9%
	Economically Disadvantaged	39.6%	47.2%	60.4%
	Students With Disabilities	18.2%	31.8%	40.9%
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	19.4%	43.6%	69.4%
	Economically Disadvantaged	17%	37.7%	66%
	Students With Disabilities	9.1%	9.1%	50%
	English Language Learners	0	0	0
Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	38.9%	59.3%	68.5%
	Economically Disadvantaged	42.2%	64.4%	68.9%
	Students With Disabilities	9.5%	19.1%	33.3%
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	13%	35.2%	35.2%
	Economically Disadvantaged	13.3%	35.6%	35.6%
	Students With Disabilities	4.8%	19.1%	23.8%
	English Language Learners	0	0	0

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	39.3%	63.9%	47.5%
	Economically Disadvantaged	35.9%	62.3%	43.4%
	Students With Disabilities	12%	36%	20%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	36.1%	52.5%	50.8%
	Economically Disadvantaged	30.2%	49.1%	47.2%
	Students With Disabilities	12%	24%	20%
	English Language Learners	0	0	0
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	30%	44.3%	45.7%
	Economically Disadvantaged	29.2%	43.1%	44.6%
	Students With Disabilities	6.5%	12.9%	25.8%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	27.1%	44.3%	40%
	Economically Disadvantaged	24.6%	43.1%	38.5%
	Students With Disabilities	16.1%	25.8%	19.4%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	13%	0
	Economically Disadvantaged	0	10%	0
	Students With Disabilities	0	0%	0
	English Language Learners	0	0%	0

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	32	27	27	34	23	20	32				
ELL	45	35		36	15		43				
BLK	39	18		36	29		30				
HSP	50	45	42	47	23	18	45				
FRL	45	35	25	40	23	19	40				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	50	57	58	56	55	50	44				
ELL	59	65	56	67	58	59	55				
BLK	57	58	47	54	56	40	56				
HSP	61	65	61	70	61	59	58				
WHT	58			58							
FRL	58	62	57	63	59	52	53				
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	59	65	56	67	69	59	56				
ELL	59	71	59	61	74	59	50				
BLK	69	69	60	69	63	38	52				
HSP	69	73	66	74	78	68	65				
WHT	50			55							
FRL	68	73	67	72	74	60	64				

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	38
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	59
Total Points Earned for the Federal Index	301
Total Components for the Federal Index	8
Percent Tested	85%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	39
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	30
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	41
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	
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	36
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 Spring 2019 FSA Math assessment data shows that proficiency has decreased from 69% to 61% from 2018. This is a 8 percentage point decrease.

2021 Data Findings: The Spring 2021 FSA for Math shows that over 40% of students in grades 3-5 scored a Level 1.

2019 Data Findings: The Spring 2019 FSA ELA assessment data shows that proficiency has decreased from 69% in 2018 to 60% in 2019. This is a 9 percentage point decrease.

2021 Data Findings: The Spring 2021 FSA for ELA shows that 53% of students in grades 3-5 were not proficient (Level 1 or 2). This is 7 percentage point decrease from 2019.

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

The 2019-2020 i-Ready AP2 Math data indicated 36% of students were "proficient" in January 2020. The 2020-2021 AP2 Math data indicated 40% of students were "proficient" in January 2021. This is a 4 percentage point increase from 2020.

The 2019-2020 i-Ready AP2 ELA data indicated 43% of students were "proficient" in January 2020. The 2020-2021 AP2 ELA data indicated 46% of students were "proficient" in January 2021. This is a 3 percentage point increase from 2020.

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

During this school year, personnel that is strong with the content being taught was not evident during the entire year. Personnel was moved around to address this issue. Personnel will attend professional development and push-in support will be added to classrooms.

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

Seventy percent of fourth graders scored proficient on the Math state assessment in 2019, which was one percentage point over the District's.

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

Support was consistently provided by interventionists through small group and differentiated instruction. Grade levels planned collaboratively to address and bridge gaps in learning.

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

Differentiated Instruction and intervention need to be implemented with fidelity in order to accelerate learning.

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.

Teachers will be supported by receiving training on Schoology, Horizons for intervention, the updated McGraw Wonders series and BEST standards. This training will assist teachers with Reading strategies to implement during Math since Math Application problems are word problems that need to be read and deciphered.

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

Saturday Academy and afterschool tutoring will be implemented to sustain improvement for the 2021-2022 school year.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	In 2019, 61% of students were proficient on the Florida Standards Math Assessment as compared to 69% in 2018. This is a decrease of 8 percentage points. However, in 2021, only thirty-five percent of our students in grades 3-5 scored proficient on the FSA Math assessment which is a further decrease of 29 percentage points.
Measurable Outcome:	Gulfstream will increase proficiency in Mathematics based on the Florida State Assessment by 10 percentage points.
Monitoring:	i-Ready data, Performance Matters Weekly Assessments, and formative assessments will be monitored to gain knowledge of skills that need to be reinforced/taught in each classroom.
Person responsible for monitoring outcome:	Marsha Rogers (mhooover@dadeschools.net)
Evidence-based Strategy:	The term Student-Centered Learning refers to a wide variety of educational programs, learning experiences, instructional approaches, and academic-support strategies (physical or virtual) that are intended to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students and groups of students .
Rationale for Evidence-based Strategy:	These strategies will assist teachers in bridging gaps in learning to address student needs, specifically in Mathematics in grades Pre-K through fifth.

Action Steps to Implement

8/31/21-10/28/21 Teachers will provide differentiated instruction through small groups and/or i-Ready lessons to reinforce concepts previously taught to serve as building blocks for future knowledge.

Person Responsible Marsha Rogers (mhooover@dadeschools.net)

8/31/21-10/28/21 Teachers will identify skill sets that need to be reinforced by analyzing i-Ready Diagnostic data and weekly Math assessments through Performance Matters.

Person Responsible Mandy Osborn (278622@dadeschools.net)

8/31/21-10/28/21 Administration will conduct walk-throughs and classroom observations to assist with monitoring of classroom instruction and differentiated learning activities.

Person Responsible Marsha Rogers (mhooover@dadeschools.net)

8/31/21-10/28/21 Interventionist and Special Area teachers will push-in to classrooms to provide small group instruction and individualized instruction to students based on their area of need.

Person Responsible Mandy Osborn (278622@dadeschools.net)

11/01/21-12/17/21 Teachers will provide corrective feedback when reviewing Math assignments. This informal assessment will serve as a means to determine which concepts need reinforcement and will be retaught through differentiated instruction.

Person Responsible Marlene Iza-Rodriguez (pr2321@dadeschools.net)

11/01/21-12/17/21 Teachers will use supplemental, research-based software programs such as i-Ready Math, Reflex Math and IXL to reinforce skills previously taught, assigned lessons and to enhance student learning.

Person Responsible Marsha Rogers (mhooover@dadeschools.net)

01/31/22 - 04/29/22 Teachers will use pacing guides to plan strategically by incorporating "Just-In-Time" prerequisite skills into the instructional process and use the included teacher notes to help stream line instructional targets. The District Math Curriculum Support Specialist will meet with teachers on 02/15/22 to support the planning process.

Person Responsible Marlene Iza-Rodriguez (pr2321@dadeschools.net)

01/31/22 - 04/29/22 IXL will be implemented to support core instruction and monitored through students IXL dashboard. Teachers received professional development on IXL on 01/26/22.

Person Responsible Marlene Iza-Rodriguez (pr2321@dadeschools.net)

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

In 2021, 41% of students in grades 3-5 were proficient in ELA according to the Florida Standards Assessment as compared to 56% in 2019. This is a decrease of 15 percentage points.

On the 2021 ELA FSA, 46% of third graders, 51% of fourth graders and 36% of fifth graders scored a level 3 or above. Based on the 2020-2021 end of year i-Ready End of Year screening, the average proficiency of students in kindergarten was 73%, first grade was 31% and second grade was 63%. This is an overall average proficiency of 56% for kindergarten through second grade.

Measurable Outcome:

Gulfstream will increase student proficiency for grades 3-5 on the ELA FSA and the i-Ready End of Year Screener average for kindergarten through second grade by 10 percentage points.

Monitoring:

i-Ready data, Performance Matters Weekly Assessments and formative assessments will be monitored to gain knowledge of skills that need to be reinforced/taught in each classroom.

Person responsible for monitoring outcome:

Marsha Rogers (mhooover@dadeschools.net)

Evidence-based Strategy:

Job-Embedded Professional Development (JEPD) refers to teacher learning that is grounded in day-to-day teaching practice and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning. It is primarily school or classroom based and is integrated into the workday, consisting of teachers assessing and finding solutions for authentic and immediate problems of practice as part of a cycle of continuous improvement.

Rationale for Evidence-based Strategy:

These strategies will assist teachers in bridging gaps in learning to address student needs, specifically in English Language Arts in grades Pre-K through fifth.

Action Steps to Implement

8/31/21-10/28/21 Teachers will analyze i-Ready ELA Diagnostic data and weekly ELA assessments through Performance Matters to develop student groups based on needs for Reading intervention.

Person Responsible

Marsha Rogers (mhooover@dadeschools.net)

8/31/21-10/28/21 Teachers will provide differentiated instruction through small group instruction and/or i-Ready lessons to reinforce reading skills.

Person Responsible

Mandy Osborn (278622@dadeschools.net)

8/31/21-10/28/21 Administration will conduct walk-throughs and classroom observations to monitor classroom instruction and differentiated learning activities.

Person Responsible

Marsha Rogers (mhooover@dadeschools.net)

8/31/21-10/28/21 Interventionist and Special Area teachers will push-in to classrooms to provide small group instruction and individualized instruction to students based on their area of need.

Person Responsible Marsha Rogers (mhooover@dadeschools.net)

11/01/21-12/17/21 Teachers will provide evidence of appropriate differentiated instruction and intervention as evidenced through informal observations, folders with samples of differentiated instruction assignments and intervention journals.

Person Responsible Marlene Iza-Rodriguez (pr2321@dadeschools.net)

11/01/21-12/17/21 Teachers will use i-Ready diagnostic data, progress monitoring assessments and teacher observations to adjust differentiated instructional groups to ensure the individual academic needs of the students are being met during differentiated instruction.

Person Responsible Marlene Iza-Rodriguez (pr2321@dadeschools.net)

01/31/22- 04/29/22 Teachers will consistently utilize planning tools for Effective Tier 1 core Instruction for Grades 3-5 such as Reading writing Companion (RWC), SRM questions, i-Ready teacher toolbox lessons, ELA planning cards, McGraw-Hill Progress Monitoring Assessment Plan, writing notebook and the DI portion of ELA pacing guides. Push-in support for targeted students will be provided by the Literacy Academic Readiness Coach.

Person Responsible Marlene Iza-Rodriguez (pr2321@dadeschools.net)

01/31/22- 04/29/22 Kindergarten thru fifth grade interventions will be monitored to ensure the Reading Horizons "Daily Core 4" framework of instruction is implemented with fidelity using the teacher manuals.

Person Responsible Mandy Osborn (278622@dadeschools.net)

#3. Culture & Environment specifically relating to Student Attendance**Area of Focus Description and Rationale:**

Based on the data review, our school will implement the targeted element of student attendance. Through our data review, we notice the students who struggle with daily attendance are also the students who are not meeting expectations for learning gains as well as proficiency. In 2019-2020, 45 percent of students had 11 or more absences as compared to the District's average of 33 percent. This is a difference of 12 percentage points. Similarly in 2020-2021, forty-four percent of our students had 11 or more absences as compared with the District's 33 percent. We recognize the need to tailor our attendance initiatives and improve in making connections with families and the community to ensure attendance is consistently high.

Measurable Outcome:

If we successfully implement the targeted element of student attendance, our students will receive quality instruction that will contribute to improved student outcomes. With consistent student incentives, our students with 11 or more absences will increase their attendance by 5 percentage points by June 2022.

Monitoring:

The Leadership Team will work to connect with families who struggle with attendance and identify the root cause for absences and create a plan of action to ensure students are able to be present daily. The leadership team will monitor individual students using the daily attendance bulletin. The leadership team will plan regular student incentives to promote consistent student attendance. The leadership team will identify opportunities for students who are absent due to illness to connect virtually to class instruction. To ensure we are on track to meeting the outcome above, this data will be discussed during data chats with teachers and students and parental contact will be made when necessary.

Person responsible for monitoring outcome:

Marsha Rogers (mhooover@dadeschools.net)

Evidence-based Strategy:

We will use strategic attendance initiatives. These attendance initiatives involve close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies as well as incentives for students with perfect attendance.

Rationale for Evidence-based Strategy:

Attendance initiatives will assist in decreasing the number of student absences. The initiatives will provide the leadership team with a systematic approach to identify attendance issues, remediation, and awards. This strategy addresses all levels of truancy.

Action Steps to Implement

8/31/21-10/28/21 Attendance will be monitored on a daily basis through the attendance report.

Person Responsible

Marlene Iza-Rodriguez (pr2321@dadeschools.net)

8/31/21-10/28/21 An attendance action plan will be implemented to track students with frequent absences. Parents will be contacted to sign a parent attendance contract.

Person Responsible

Marsha Rogers (mhooover@dadeschools.net)

8/31/21-10/28/21 Students with perfect attendance for the nine weeks will receive incentives.

Person Responsible

Marsha Rogers (mhooover@dadeschools.net)

8/31/21-10/28/21 Teachers will offer incentives in the classroom for perfect attendance.

Person Responsible Mandy Osborn (278622@dadeschools.net)

11/01/21-12/17/21 Parent conferences will be conducted for students who have 7 or more unexcused absences to verify reasons for absences and offer community resources as needed.

Person Responsible Marsha Rogers (mhooover@dadeschools.net)

11/01/21-12/17/21 In order to improve student attendance, grade levels will participate in attendance wars working towards gaining incentives for the entire grade level.

Person Responsible Marsha Rogers (mhooover@dadeschools.net)

01/31/22- 04/29/22 Work with District personnel to identify students with habitual absences and refer them to the District's truancy Program in order to provide support to families in need of services that will assist with student attendance.

Person Responsible Marsha Rogers (mhooover@dadeschools.net)

01/31/22-04/29/22 Implement short term attendance initiatives such as "Wear What you Want Wednesday" for students with perfect attendance within a week. Offer monthly incentives for perfect attendance such as AttenDance and Craft Creation Day.

Person Responsible Marlene Iza-Rodriguez (pr2321@dadeschools.net)

#4. Leadership specifically relating to Walkthroughs

Area of Focus Description and Rationale: Based on qualitative data from the "2021 PD Needs Assessment Survey," we will address the targeted element of walkthroughs. Thirty-seven percent of teachers stated administrators conducted walkthroughs either annually or never. Therefore, we have identified walkthroughs as a critical need to be addressed.

Measurable Outcome: If we successfully implement walkthroughs daily, our administrative team will be able to provide specific feedback to improve instruction therefore improving student learning.

Monitoring: The frequency and effectiveness of the walkthroughs will be monitored through quarterly meetings among the faculty to review the Area of Focus.

Person responsible for monitoring outcome: Marsha Rogers (mhooover@dadeschools.net)

Evidence-based Strategy: Consistent developmental feedback involves providing a clear expectation, progress towards that goal, and a description of the behavior and support that will be provided. Feedback should be provided regularly as a means of professional growth.

Rationale for Evidence-based Strategy: Walkthroughs will provide consistent teacher feedback which is essential to teacher improvement and school-wide student learning.

Action Steps to Implement

8/31/21-10/28/21 Administration will create a calendar of scheduled walk-throughs to implement with fidelity.

Person Responsible Marlene Iza-Rodriguez (pr2321@dadeschools.net)

8/31/21-10/28/21 Administration will conduct walk-throughs with "look fors" in mind and discuss findings with teachers.

Person Responsible Marlene Iza-Rodriguez (pr2321@dadeschools.net)

8/31/21-10/28/21 Walk-throughs will serve a method of assessing student engagement levels within the classroom.

Person Responsible Marsha Rogers (mhooover@dadeschools.net)

8/31/21-10/28/21 Walk-throughs will serve as informal observations to lead to conversations with teachers on how to improve their craft.

Person Responsible Marsha Rogers (mhooover@dadeschools.net)

11/01/21-12/17/21 Walk-throughs during English Language Arts instruction will focus on higher order questioning strategies using Sample Response Mechanism (SRM) questions to align to the depth and rigor of the LAFS standards ensuring all learners are being pushed to their academic potential.

Person Responsible Marlene Iza-Rodriguez (pr2321@dadeschools.net)

11/01/21-12/17/21 Walk-throughs in Mathematics will focus on the pacing of lessons and instructional delivery using the 5Es model.

Person Responsible Marlene Iza-Rodriguez (pr2321@dadeschools.net)

01/31/22- 04/29/22 Walkthroughs in ELA will focus on monitoring the fidelity of Mc-Graw Hill Wonders and Reading Horizons Intervention Program to identify teachers in need of support who would benefit from a coaching cycle from the Literary Academic Coach.

Person Responsible Marlene Iza-Rodriguez (pr2321@dadeschools.net)

01/31/22-04/29/22 Walk-throughs in math will focus on monitoring the fidelity of effective instruction and use of the Pacing Guide "I Can" Statements to evoke meaningful mathematics conversations with students during the walk-through.

Person Responsible Marlene Iza-Rodriguez (pr2321@dadeschools.net)

Additional Schoolwide Improvement Priorities

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

Using the Safe Schools website, Gulfstream Elementary is ranked 229 out of 1,395 elementary schools statewide. In 2019-2020, Gulfstream reported .02 incidents per 100 students. When compared to all elementary schools statewide, it falls into the very low incidence category.

Our administrative team works closely with our school counselor and mental health coordinator to ensure that our students are taught coping strategies that deter violence in our students' behavior.

Part IV: Positive Culture & Environment

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

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

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

Our Strengths within School Culture are in Clearly Defined expectations, Physical & Emotional Safety, and Support, Care, and Connections. Our school strives to communicate rules and norms to create a positive environment where objectives are clearly defined to students and staff. Our staff works to provide a clean, orderly, and appealing environment to foster learning. Our students are supported to connect with the resources that they need to meet their social and emotional needs. The adults in our building work to model expected behaviors. The needs of the students are met through the creation of an environment that allows for open and safe interaction between the students and staff members. We also ensure information is provided to all stakeholders through our school website, School Messenger, Social Media and daily morning announcements on Eduvision to connect with one another consistently. We continue to build our skill-set in ensuring our classrooms are highly engaging and foster the highest level of engagement and learning.

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

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principals, Instructional Coaches, Teacher Leaders and Counselor (our School Leadership Team). The Principal's role is to monitor and oversee all the school's initiatives and respond to concerns with morale by planning Team-building and morale boosting activities. The Assistant Principal will monitor the mentorship programs and assist in ensuring all information is shared with stakeholders in a timely manner. Teacher leaders and instructional coaches assist in providing and responding to feedback from stakeholders. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Student Attendance	\$0.00
4	III.A.	Areas of Focus: Leadership: Walkthroughs	\$0.00
Total:			\$0.00