Virginia A Boone Highland Oaks School

2021-22 Schoolwide Improvement Plan

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Virginia A Boone Highland Oaks School

20500 NE 24TH AVE, Miami, FL 33180

http://vabhighlandoaks.dadeschools.net/

Demographics

Principal: Alexandra Lichtman B

Start Date for this Principal: 7/27/2021

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	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	66%
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: A (68%) 2017-18: B (60%) 2016-17: A (64%)
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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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	No	54%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	74%

School Grades History

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

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Virginia A. Boone Highland Oaks Elementary School is to develop a sense of pride, citizenship, and respect for the safety, rights, and property of every member of our multicultural community, while we continue to emphasize a nurturing environment in which all students become creative problem solvers, critical thinkers, and effective communicators in our ever changing technological world.

Provide the school's vision statement.

The vision of Virginia A. Boone Highland Oaks Elementary School is to be a premier institution of elementary education that inspires students to open their minds to the limitless universe of learning.

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
Sweetman, Morgan	Teacher, K-12	Kindergarten Teacher
Hill, Kristin	Teacher, K-12	5th grade Math/Science/Social Studies Teacher and STEM Coordinator
Lopez, Reynaldo	Teacher, PreK	Pre-K Teacher for Leap Program
Fong, Julio	Principal	Manage all functions of the school
Garcia, Lissette	Assistant Principal	Assist the Principal in managing all functions of the school

Demographic Information

Principal start date
Tuesday 7/27/2021, Alexandra Lichtman B

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.*
18

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.*
11

Total number of teacher positions allocated to the school

38

Total number of students enrolled at the school

508

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

8

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

6

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	82	86	86	93	67	94	0	0	0	0	0	0	0	508
Attendance below 90 percent	2	7	9	9	5	6	0	0	0	0	0	0	0	38
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	0	7	1	7	0	0	0	0	0	0	0	16
Course failure in Math	0	1	0	3	6	13	0	0	0	0	0	0	0	23
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Number of students with a substantial reading deficiency	3	13	31	33	13	16	0	0	0	0	0	0	0	109

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	4	3	5	8	3	0	0	0	0	0	0	0	0	23
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 7/27/2021

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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	102	87	96	78	107	95	0	0	0	0	0	0	0	565
Attendance below 90 percent	5	8	10	5	5	10	0	0	0	0	0	0	0	43
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	2	6	7	1	0	0	0	0	0	0	0	16
Course failure in Math	0	1	1	7	13	13	0	0	0	0	0	0	0	35
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	4	4	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	4	9	0	0	0	0	0	0	0	13

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	2	5	8	10	10	0	0	0	0	0	0	0	35

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	4	2	5	8	3	0	0	0	0	0	0	0	0	22
Students retained two or more times	0	0	0	0	0	2	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				75%	62%	57%	75%	62%	56%
ELA Learning Gains				71%	62%	58%	73%	62%	55%
ELA Lowest 25th Percentile				60%	58%	53%	60%	59%	48%
Math Achievement				76%	69%	63%	71%	69%	62%
Math Learning Gains				70%	66%	62%	54%	64%	59%
Math Lowest 25th Percentile				62%	55%	51%	32%	55%	47%
Science Achievement				63%	55%	53%	56%	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	67%	60%	7%	58%	9%
Cohort Comparison						
04	2021					
	2019	77%	64%	13%	58%	19%
Cohort Comparison		-67%				
05	2021					
	2019	76%	60%	16%	56%	20%
Cohort Comparison		-77%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	71%	67%	4%	62%	9%
Cohort Comparison						
04	2021					
	2019	77%	69%	8%	64%	13%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-71%				
05	2021					
	2019	77%	65%	12%	60%	17%
Cohort Comparison		-77%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	63%	53%	10%	53%	10%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

iReady Math & Reading for grades 1 - 5

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	46.3	55	65
	Economically Disadvantaged	29.2	43.8	52.1
	Students With Disabilities	64.3	35.7	57.1
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	36.3	41.3	56.3
	Economically Disadvantaged	33.3	31.3	47.9
	Students With Disabilities	42.9	0	50
	English Language Learners	0	0	0

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	49.4	57.3	71.1
	Economically Disadvantaged	31	39	61.9
	Students With Disabilities	38.5	0	53.8
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	30.5	51.8	66.3
	Economically Disadvantaged	22	33.3	47.6
	Students With Disabilities	0	61.5	46.2
	English Language Learners	0	0	0

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	53.5	67.1	74.6
	Economically Disadvantaged	43.9	60	65.9
	Students With Disabilities	0	0	33.3
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	23.9	43.7	59.2
	Economically Disadvantaged	14.6	31.7	43.9
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	53.1	67.7	69.8
	Economically Disadvantaged	41.5	50.9	56.6
	Students With Disabilities	0	0	23.8
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	34.4	53.1	63.5
	Economically Disadvantaged	22.6	37.7	50.9
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	53.5	46.5	56.5
	Economically Disadvantaged	38.0	38	40
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	36	45.3	57.6
	Economically Disadvantaged	28	34	40
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	16	0
	Economically Disadvantaged	0	4	0
	Students With Disabilities	0	15	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	33	25	18	31	25		27				
ELL	55	62		50	38		40				
BLK	55	45		42	25		35				
HSP	56	45	60	47	22	10	16				
WHT	72	59		63	23		42				
FRL	48	32	20	35	9	7	17				
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	48	59	53	48	63	71	47				
ELL	73	80	77	77	74	73	65				
BLK	62	57	43	65	59	52	50				
HSP	75	72	68	77	78	71	64				
WHT	85	81		81	69	64	70				
FRL	61	61	54	65	62	53	50				
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	46	53	50	49	42	31	25				
ELL	65	74	60	72	58	36	25				
BLK	63	77	63	53	43	19	38				
HSP	72	70	52	74	56	45	57				
WHT	90	76		83	59		76				
FRL	66	70	60	60	48	28	47				

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	41
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	68
Total Points Earned for the Federal Index	324
Total Components for the Federal Index	8
Percent Tested	84%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	25
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	52
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	40
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	
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	52
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	29
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:
Math subgroup L25 increased by 30 percentage points.
All ELA Subgroups Achievement remained the same at 75% proficiency.
All ELA Subgroups Learning Gains decreased by 2 percentage points.
Science Subgroups Achievement levels increased by 7 percentage points.

2021 data findings:
All ELA Subgroups Achievement decreased by 14 percentage points.
ELA Learning Gains decreased by 22 percentage points.
ELA subgroup L25 decreased by 28 percentage points.
All Math Subgroups Achievement decreased by 25 percentage points.
Math Learning Gains decreased b 48 percentage points.
Math subgroup L25 decreased by 51 percentage points.
All Science Subgroups Achievement levels decreased by 33 percentage points.

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

2019 data findings:
The overall ELA FSA results decreased by 2 percentage points.
The overall ELA FSA results for 4th grade decreased by 4 percentage points.
The overall Math FSA results for SWD students decreased by 1 percentage point.

2021 data findings:
Data for ELA, Math and Science demonstrate a need for improvement.

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

2019 data findings:
We created a collaborative planning schedule that allotted time to plan for DI. However, teachers ultilized the alotted time to provide intervention to their struggling students. Administrators will now attend weekly collaborative planning sessions and contribute to conversations with individual departments to carefully align resources.

2021 data findings:

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

2019 data findings:
The overall Math FSA results showed an increase of 5 percentage points.
The overall Science FCAT results showed an increase of 7 percentage points.
The Math Learning Gains increased from 54 percentage points in 2018 to 70 percentage points on the 2019 FSA.
The overall ELA FSA results remained at 75 percentage points.
The Math FSA results for the L25 subgroup increased by 30 percentage points.

2021 data findings:
In 2021, students in the L25 subgroup in ELA showed a growth of 25 points when comparing i-Ready AP1 to AP3 data.

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

2019 data findings:
An interventionist was hired to provide targeted instruction and remediation for the L25 subgroup.
Specific supplemental materials were provided to classroom teachers to differentiate instruction.
In addition, Afterschool and Saturday tutoring were implemented.

2021 data findings:

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

Student Engagement, Differentiation

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

The professional development priorities for the 2021-2022 school year will include Collaborative Practices and Intervention Strategies.

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

To ensure continued success in the areas of improvement, we will provide additional support by hiring an interventionist along with providing supplemental materials.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Student Engagement	
Area of Focus Description and Rationale:	Based on the data review, our school will implement the Targeted Element of Student Engagement as it was a contributing factor to our overall learning gains in 2019. 2021 FSA data indicates a decrease in ELA and Math proficiency showing there was a disconnect in student engagement and therefore a gap in student achievement.
Measurable Outcome:	If we successfully implement the Targeted Element of Student Engagement, then our students will increase by a minimum of 10 percentage points in ELA as evidenced by the 2022 State Assessments.
Monitoring:	The Leadership Team will continue to conduct quarterly data chats and walkthroughs to ensure quality instruction is taking place. The data will be analyzed for all grade levels during Leadership Team meetings to ensure students are demonstrating growth.
Person responsible for monitoring outcome:	Julio Fong (jfong@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Student Engagement, our school will focus on the evidence-based strategy of: The Gradual Release of Responsibilities Model (GRRM). This strategy will help students receive explicit instruction with clear expectations, guided practice and feedback both individually and collaboratively, lastly allowing students to demonstrate mastery independently.
Rationale for Evidence-based Strategy:	Gradual Release of Responsibility Model (GRRM) will ensure that teachers are using relevant, recent and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instructional delivery to ensure that the steps of the release process are implemented successfully.

Action Steps to Implement

8/31-10/11 Provide Professional Development for teachers on effective implementation of the Gradual Release of Responsibility Model (GRRM) that is aligned to the school goals based on data. As a result, teachers will be able to implement lessons using the model across content areas.

Person Responsible	Lissette Garcia (lalino@dadeschools.net)

8/31-10/11 Teachers will develop lesson plans that are inclusive of the Gradual Release of Responsibility Model (GRRM) model. As a results, teachers will have appropriate resources and lesson plans that reflect GRRM instruction.

Person Responsible	Lissette Garcia (lalino@dadeschools.net)

8/31-10/11 Facilitate weekly collaborative planning meetings amongst grade levels to provide teachers with an opportunity to collaborate and brainstorm challenges, needs, and shared best practices. Teachers will attend collaborative planning and take turns taking the lead at modeling successful ways they have implemented the GRRM model.

Person Responsible	Julio Fong (jfong@dadeschools.net)

8/31-10/11 Have teacher display a visual aid demonstrating the four steps of the Gradual Release of Responsibility Model (GRRM) model which will allow students with a daily reference the steps in this model. As a results, students will become familiar with the process and know what are the learning expectations for each lesson.

Person Responsible Julio Fong (jfong@dadeschools.net)

11/1/21 – 12/17/21 Teachers will be provided with a visual aid to display in the classroom of the Gradual Release of Responsibility Model (GRRM) which will allow students a visual representation of the steps in this model. As a result, students will become familiar with the process and know what the learning expectations for each lesson are.

Person Responsible Julio Fong (jfong@dadeschools.net)

11/1/21 – 12/17/21 During faculty meetings, teachers will watch videos of classroom scenarios using the Gradual Release of Responsibility Model (GRRM). As a result, teachers will be able to reflect on their own practice and improve based on models provided.

Person Responsible Julio Fong (jfong@dadeschools.net)

1/31/22 - 4/29/22 The Incentives Committee will meet to create an incentive plan to promote usage of i-Ready. As a result, we should see an increase of usage across grade levels having a positive impact on students academic performance.

Person Responsible Julio Fong (jfong@dadeschools.net)

1/31/22 - 4/29/22 The new plan created to promote usage of i-Ready will be shared with all stakeholders. As a result, everyone will be informed of the plan and know what the expectations are motivating the students to increase their usage in the program.

Person Responsible Julio Fong (jfong@dadeschools.net)

#2. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale:	Based on the data review, our school will implement the Targeted Element of Differentiation. We selected the overarching area of Differentiation based on our findings that demonstrated Learning Gains for the L25 subgroup did not make any gains in 2019 and decreased by 28 percentage points in 2021. In addition ELA Learning Gains decrease by 2 percentage points in 2019 and 22 percentage points in 2021. We need to continue addressing the needs of our diverse population of learners and therefore must improve our ability to differentiate instruction. We will continue to provide the scaffolding necessary for all students, including the L25 subgroup, to access grade-level content in order to make learning gains and move towards proficiency.
Measurable Outcome:	If we successfully implement Differentiation, then our L25 students will increase by a minimum of 10 percentage points in ELA as evidenced by the 2022 State Assessments.
Monitoring:	The Leadership Team will continue to conduct quarterly data chats and walkthroughs to ensure quality instruction is taking place. The data will be analyzed for all subgroups during Leadership Team meetings to ensure students are demonstrating growth on remediated standards. Teachers will create an intervention plan with a school wide tracking system inclusive of fluid grouping.
Person responsible for monitoring outcome:	Julio Fong (jfong@dadeschools.net)
Evidence-based Strategy:	Ongoing Progress Monitoring (OPM) is used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. OPM can be implemented with individual students or an entire class.
Rationale for Evidence-based Strategy:	This strategy will create a baseline for all subgroups and allow continuous tracking of the students academic progress.

Action Steps to Implement

8/31-10/11 Provide Professional Development for teachers on effective implementation of differentiated instruction and Ongoing Progress Monitoring (OPM) that is aligned to school goals. As a result, teachers will develop classroom systems that are conducive to small group instruction such as allocated space, student

folders, and posted groups.

Person Responsible	Julio Fong (jfong@dadeschools.net)

8/31-10/11 Teachers will develop lesson plans that are inclusive of DI instruction indicating scheduled progress monitoring dates. As a result, teachers will have student groups, appropriate resources, and lesson plans that reflect DI instruction and progress monitoring dates.

Person Responsible	Julio Fong (jfong@dadeschools.net)

8/31-10/11 Facilitate weekly collaborative planning meetings to provide teachers with an opportunity to collaborate and brainstorm challenges, needs, and shared best practices. As a result, teachers attending collaborative planning will take turns taking the lead and modeling explicit instruction during small groups.

Person Responsible   Julio Fong (jfong@dadeschools.net)

8/31-10/11 Teachers will collaboratively develop data trackers that can be used to track the Online Progress Monitoring Assessments that are aligned to weekly small group instruction. Teachers will use data trackers to monitor student progress and adjust as necessary.

Person Responsible   Julio Fong (jfong@dadeschools.net)

11/1/21 – 12/17/21 Teachers will be provided with data trackers that can be used to track the Online Progress Monitoring Assessments that are aligned to weekly and bi-weekly assessments. Teachers will use data trackers to monitor student progress and adjust as necessary.

Person Responsible   Julio Fong (jfong@dadeschools.net)

11/1/21 – 12/17/21 Facilitate quarterly data chat meetings for teachers to review their data with administration. As a result, teachers will be able to discuss data trends and opportunities for improvement.

Person Responsible   Julio Fong (jfong@dadeschools.net)

1/31/22 - 4/29/22 The school will begin offering before and after school tutoring. As a result, we will be able to target and remediate the academic gaps of our most vulnerable students.

Person Responsible   Julio Fong (jfong@dadeschools.net)

1/31/22 - 4/29/22 Facilitate data chat meetings based on i-Ready AP2 data for teachers to review their data with administration. As a result, teachers will be able to discuss data trends and opportunities for improvement.

Person Responsible   Julio Fong (jfong@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 noticed the students who struggle with daily attendance are also the students who are not meeting expectations for learning gains as well as proficiency. In addition, many of our MSO students have had reoccurring attendance issues. 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, the amount of students absent 11+ days will decrease by 6 percentage points.
Monitoring:	The teachers 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. Teachers will monitor their daily attendance and submit that data to the LT on a weekly basis with emphasis on attendance trends. The counselor will step in if additional support is needed. The Leadership Team will plan regular student incentives to promote consistent student attendance. 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:	Julio Fong (jfong@dadeschools.net)
Evidence-based Strategy:	Strategic 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 good attendance. Student absences will be monitored on a weekly basis to prevent a pattern of excessive absences.
Rationale for Evidence-based Strategy:	Attendance Initiatives will assist in decreasing the number of student absences. The initiatives will provide the LT with a systematic approach to identify attendance issues, remediation, and rewards.

Action Steps to Implement

8/31-10/11 Create a school wide attendance referral process to track student absences including specific responsibilities for teachers, counselor and administration. As a result, we should see an overall improvement of attendance tracking by all stakeholders.

Person Responsible	Julio Fong (jfong@dadeschools.net)

8/31-10/11 Recognize student birthdays daily during morning announcements. As a result, students will be excited to come to school even on their birthdays to be recognized and celebrated by school staff.

Person Responsible	Julio Fong (jfong@dadeschools.net)

8/13-10/11 Teachers will reach out to parents concerning student absences on a daily basis to follow-up and encourage daily attendance. As a result, teachers will develop parent/teacher communication to decrease the number of absences for their students.

Person Responsible   Julio Fong (jfong@dadeschools.net)

8/31-10/11 Create an attendance committee that monitors student attendance and creates ways to promote and incentivize students for coming to school every day and on time. As a results, the number of late and absent students should decrease.

Person Responsible   Lissette Garcia (lalino@dadeschools.net)

11/1/21 – 12/17/21 Create a flow chart to streamline the process for attendance referrals for both absences and tardies. As a result, we should see an overall improvement in attendance tracking by all stakeholders.

Person Responsible   Julio Fong (jfong@dadeschools.net)

11/1/21 – 12/17/21 Monthly tracking of student attendance using the iAttend Targeted Student Status Form. As a result, we should see an improvement of attendance tracking and a decrease in student absences and tardies.

Person Responsible   Julio Fong (jfong@dadeschools.net)

1/31/22 - 4/29/22 Begin scheduling Truancy meetings with the Attendance Committee targeting the students with the most absences across grade levels. As a result, we will have an understanding of the barriers associated with these students and we should begin to see a decrease of absences.

Person Responsible   Julio Fong (jfong@dadeschools.net)

1/31/22 - 4/29/22 Communicate to all of our parents as to what constitutes an excused absence versus an unexcused absence. As a result, our parents will be informed and we should begin to see a decrease of unexcused absences.

Person Responsible   Julio Fong (jfong@dadeschools.net)

#4. Leadership specifically relating to Instructional Leadership Team	
Area of Focus Description and Rationale:	Based on data review from the School Climate survey and the Core Leadership Competencies, our school will focus on the Targeted Element of Instructional Leadership Team. We selected this area based on our findings from the 2021 Climate survey indicating that only 43% of staff strongly agree that their ideas are listened to and considered. We strive to have all of our teachers in the building feel that their ideas are listened to and considered. The Leadership Team fosters participation from all stakeholders to make important school decisions.
Measurable Outcome:	If we successfully implement the Targeted Element of Instructional Leadership Team, our teachers will continue to have their voices heard which help to contribute to school-wide decisions through monthly meetings. Our school will increase their responses on the School Climate Survey by at least 10 percentage points of teachers who feel that their ideas are listened to and considered. This will be realized through teachers participating in the logistical elements of meetings, presenting ideas to solve issues that arise, etc.
Monitoring:	The Leadership Team will identify specific staff members that are experts in areas that will serve as leads with new initiatives and development. By involving teachers, we hope to create an environment of shared leadership. This initiative will be evident by teacher leaders providing support and development to their colleagues in various areas.
Person responsible for monitoring outcome:	Julio Fong (jfong@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Instructional Leadership Team, we will focus on the evidence-based strategy of: Involving Staff in Important Decisions. By involving teachers in the decision making process, our goal is to increase the feeling of shared leadership throughout the school. Teachers will provide a summary of support to the Leadership Team on a monthly basis to ensure the school is on track for meeting the desired outcome.
Rationale for Evidence-based Strategy:	Involving Staff will assist us with integrating the many talents of teachers within the building to carry out our vision and to make problem solving a collaborative effort. Throughout this process the Leadership Team will create buy in and bring creative and innovative solutions to the forefront.

Action Steps to Implement

8/31-10/11 During faculty meetings all stakeholders will use academic data to make decisions, determine learning priorities and expand resources. As a result, teachers will be able to provide feedback and have input in the decision process.

Person Responsible	Julio Fong (jfong@dadeschools.net)

8/31-10/11 Survey teachers to identify their various areas of strength and find opportunities for others to learn from them. As a result, teachers will have the chance to share their expertise with colleagues.

Person Responsible	Julio Fong (jfong@dadeschools.net)

8/31-10/11 At each faculty meetings one grade level will have the opportunity to share a best practice with all teachers. As a result, teachers will become leaders and provide support and development to their colleagues in various areas.

Person Responsible Julio Fong (jfong@dadeschools.net)

8/31-10/11 Create a suggestion box for teachers to drop off ideas for school wide improvements. Ideas will be discussed during faculty meetings to get additional teacher input before final decisions are made by school administration.

Person Responsible Julio Fong (jfong@dadeschools.net)

11/1/21 – 12/17/21 During the interview process, all staff members directly related to the position being filled will be invited to be on the interview panel. As a result, teachers will be able to provide feedback and have input in the decision process.

Person Responsible Julio Fong (jfong@dadeschools.net)

11/1/21 – 12/17/21 Survey teachers to identify the supplemental materials they would like to use for their classroom. As a result, teachers will be able to provide feedback and have input in the decision process.

Person Responsible Julio Fong (jfong@dadeschools.net)

1/31/22 - 4/29/22 Teachers will begin to implement the supplemental materials that were purchased in their classroom. As a result, teachers will be able to provide a targeted approach to remediation and see an increase in student performance across benchmarks.

Person Responsible Julio Fong (jfong@dadeschools.net)

1/31/22 - 4/29/22 A suggestion box will be created and placed in a central location allowing all staff members to provide their feedback. As a result, teachers will be able to provide feedback anonymously without any pressure and have input in the decision process.

Person Responsible Julio Fong (jfong@dadeschools.net)

Additional Schoolwide Improvement Priorities

Using the 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.

Discipline data across grade levels indicates that our fifth grades had an increased number of referrals when compared to the other grade levels. We will create additional opportunities for these students to be actively engaged in academics in order to decrease the need for behavioral referrals.

Part IV: Positive Culture & Environment

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

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

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

Our school addresses building a positive school culture and environment through building relationships and making connections with all stakeholders. We continue to build our skill-set in ensuring our classrooms are highly engaging and foster the highest level of engagement and learning. We provide opportunities for both staff and students to provide ongoing feedback and suggestions to school leaders and we gather information about their educational/professional experience at our school. Our school works hard to engage with parents and families and ensures they have necessary information and resources to support their children. Staff are provided opportunities to take part in Team-Building activities where we come together to share celebrations of success. We also ensure information is provided to all stakeholder through our Schoology page.

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, Teacher Leaders and Counselors (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 Principals will monitor and assist in ensuring all information is shared with stakeholders in a timely manner. Teacher leaders 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: Student Engagement	$0.00
2	III.A.	Areas of Focus: Instructional Practice: Differentiation	$0.00
3	III.A.	Areas of Focus: Culture & Environment: Student Attendance	$0.00
4	III.A.	Areas of Focus: Leadership: Instructional Leadership Team	$0.00

Total:	**$0.00**