Melrose Elementary School

2021-22 Schoolwide Improvement Plan

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Melrose Elementary School

3050 NW 35TH ST, Miami, FL 33142

http://melrose.dadeschools.net/

Demographics

Principal: Dania Garcia

Start Date for this Principal: 8/1/2004

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 Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: A (70%) 2017-18: A (72%) 2016-17: D (39%)
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	Yes	91%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

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

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Melrose Elementary School is to enable all stakeholders to realize their potential by utilizing
effective communication, adapting to students' individual needs, and fostering an open response line between all
stakeholders. Knowing that instruction and accountability are the keys that will unlock our students' personal
and academic potential, we will continue to exude enthusiasm in the delivery of instruction and education as our
priority. Our staff will be master instructional leaders and our parents and community will be active
participants in the educational process.

Provide the school's vision statement.

The vision of Melrose Elementary School is to provide all stakeholders with a nurturing atmosphere, which will
produce a multi-learning state-of-the-art environment that will enhance student accountability and
achievement.

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
Munoz, Sergio	Principal	Provides a shared vision for all stakeholders through the use of data to drive the instructional focus for collaborative planning, standard aligned instruction, and progress monitoring to ensure students are making adequate progress.
	Assistant Principal	Develops, leads, and evaluates our school data, supports MTSS through team collaboration while leading teachers to a common goal of student achievement. Conducts classroom walk-throughs pinpoints areas of support as well as provides feedback and opportunities to enhance instructional practices.
Fernandez, Karen	Teacher, K-12	Provides instructional support for 4th and 5th grade writing curriculum. Develops collaborative teaching strategies with English Language Arts colleagues to ensure best practices are implemented.
Thomas, Sachelle	Teacher, K-12	Provides instruction in grade 3 math curriculum ensuring best practices are implemented. Manages the electronic gradebook for all instructional staff school-wide.

Demographic Information

Principal start date

Sunday 8/1/2004, Dania Garcia

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.*

8

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.*

21

Total number of teacher positions allocated to the school

26

Total number of students enrolled at the school

295

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.

0

Demographic Data

Early Warning Systems

2021-22

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	22	31	47	80	46	69	0	0	0	0	0	0	0	295
Attendance below 90 percent	2	14	17	26	16	20	0	0	0	0	0	0	0	95
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	3	6	29	15	31	0	0	0	0	0	0	0	84
Course failure in Math	0	0	4	16	9	26	0	0	0	0	0	0	0	55
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	8	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	6	0	0	0	0	0	0	0	6
Number of students with a substantial reading deficiency	1	14	37	55	6	34	0	0	0	0	0	0	0	147

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	1	4	9	27	10	26	0	0	0	0	0	0	0	77

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	4	6	16	0	0	0	0	0	0	0	0	0	28
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

Wednesday 6/30/2021

2020-21 - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

2020-21 - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	33	49	72	66	73	55	0	0	0	0	0	0	0	348
Attendance below 90 percent	13	16	23	24	20	10	0	0	0	0	0	0	0	106
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	4	21	28	31	24	0	0	0	0	0	0	0	108
Course failure in Math	0	3	10	17	26	15	0	0	0	0	0	0	0	71
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	9	13	0	0	0	0	0	0	0	22
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	6	7	0	0	0	0	0	0	0	13

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	1	8	19	24	26	21	0	0	0	0	0	0	0	99

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	4	6	16	0	0	0	0	0	0	0	0	0	28
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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				51%	62%	57%	46%	62%	56%
ELA Learning Gains				66%	62%	58%	69%	62%	55%
ELA Lowest 25th Percentile				82%	58%	53%	64%	59%	48%
Math Achievement				79%	69%	63%	81%	69%	62%
Math Learning Gains				75%	66%	62%	89%	64%	59%
Math Lowest 25th Percentile				82%	55%	51%	86%	55%	47%
Science Achievement				55%	55%	53%	67%	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	40%	60%	-20%	58%	-18%
Cohort Comparison						
04	2021					
	2019	51%	64%	-13%	58%	-7%
Cohort Comparison		-40%				
05	2021					
	2019	44%	60%	-16%	56%	-12%
Cohort Comparison		-51%				

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	83%	69%	14%	64%	19%
Cohort Comparison		-64%				
05	2021					
	2019	71%	65%	6%	60%	11%
Cohort Comparison		-83%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	49%	53%	-4%	53%	-4%
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 Diagnostic AP1 for Fall, AP2 for Winter, and Spring AP3.

Grade 1			
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	35.2%	42.8%	56.3%
	Economically Disadvantaged	32.9%	39.8%	53.5%
	Students With Disabilities	27.7%	31.3%	41.7%
	English Language Learners	20.0%	23.3%	34.4%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	30.8%	36.2%	53.8%
	Economically Disadvantaged	20%	32.8%	50.5%
	Students With Disabilities	27.8%	30.7%	42.7%
	English Language Learners	25.9%	24.9%	40.2%

Grade 2			
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	34.5%	44.9%	54.3%
	Economically Disadvantaged	31.5%	42.2%	52%
	Students With Disabilities	21.7%	26.7%	34.1%
	English Language Learners	16.5%	19.6%	25%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	24.8%	36.5%	52.1%
	Economically Disadvantaged	22.3%	33.3%	49.4%
	Students With Disabilities	19.6%	25.8%	35.8%
	English Language Learners	22.3%	23.2%	32.5%

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	45.9%	57.4%	66.9%
	Economically Disadvantaged	43%	55.1%	65%
	Students With Disabilities	23%	30.6%	39.8%
	English Language Learners	22.3%	24.6%	31.8%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	18.8%	38.3%	54.2%
	Economically Disadvantaged	16.6%	35.3%	51.5%
	Students With Disabilities	13.3%	21.5%	33.3%
	English Language Learners	19.2%	24.3%	34.2%
Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	34.1%	44%	49.7%
	Economically Disadvantaged	31.1%	41.2%	47.2%
	Students With Disabilities	13.6%	15.4%	21.9%
	English Language Learners	14.8	20%	24%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	24.3%	42.7%	57.4%
	Economically Disadvantaged	21.7%	39.6%	55.1%
	Students With Disabilities	13.7%	21.7%	33%
	English Language Learners	18.9%	24.7%	39.1%

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	35.2%	44.2%	50%
	Economically Disadvantaged	32.3%	41.2%	47.3%
	Students With Disabilities	15.6%	20.7%	24.5%
	English Language Learners	14.4%	18.3%	19.6%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	29.1%	42%	56.4%
	Economically Disadvantaged	26.5%	38.8%	53.8%
	Students With Disabilities	15.1%	21.5%	32.4%
	English Language Learners	17.1%	19.7%	24.7%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	n/a	21.7%	n/a
	Economically Disadvantaged	n/a	19.2%	n/a
	Students With Disabilities	n/a	7.5%	n/a
	English Language Learners	n/a	4.3%	n/a

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	25	43		45	33		27				
ELL	36	63	58	54	55	55	45				
HSP	40	55	54	54	51	54	51				
FRL	39	58	58	54	54	54	52				
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	25	73	79	70	93	95	27				
ELL	42	66	81	77	73	77	46				
HSP	51	66	82	79	76	84	56				
FRL	51	65	83	79	74	82	55				

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	11	50	55	39	80	82					
ELL	35	67	62	73	87	80	48				
HSP	46	69	66	81	89	86	67				
FRL	46	70	68	81	89	85	69				

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	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	42
Total Points Earned for the Federal Index	400
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
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	51
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	
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	50
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	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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 2021 FSA ELA results 39% of students in Grades 3-5 were proficient, 55% of students made learning gains, and 55% of students in the lowest quartile were proficient. The results of the 2021 FSA Mathematics indicate 55% of students were proficient, 51% made learning gains and 54% of students in the lowest quartile were proficient. When comparing 2021 Math FSA to 2019 there was a 24 percentage point decrease in students that were proficient and students that made learning gains. In Science, results indicate 50% of students were proficient resulting in a 5 percentage point decrease when comparing it to the 2019 science statewide assessment.

According to the 2019 iReady Diagnostic Test (AP1), ELA results 14% of students were in Tier 1, in AP3 56% were in Tier 1 resulting in a 38% increase. Overall, in Math AP1 22% of students were in Tier 1, and in AP3 59% were in Tier 1- a 37% increase. In grade 4 there was a 21% increase of students scoring proficient from AP1 to AP3 in ELA and in grade 3 there was a 32% increase. Math iReady data indicates 55% of fourth-grade students made learning gains when comparing AP1 to AP3 and over 77% of students in grade 4 are proficient in YTD topic assessments. In grade 5 math, over 52% of students made learning gains, and 56% of students are proficient.

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

The 2021 FSA ELA data indicates that students in the lowest quartile demonstrate the greatest need for improvement, although more than 50% of the student's in the lowest quartile scored a level3 or above the data indicates they decreased over 20 percentage points in both reading and math when compared to 2019. Learning gains is another area of concern, although in reading there was an 11% decrease from 66% to 55%, in Math, there was a 24 percentage point decrease from 75% to 51%.

According to the 2019 data findings we find most concerning is the learning gains of third-grade students in the lowest 35% subgroup from AP1 to AP2 who made only 27% learning gains on iReady Math. The FSA data findings reflect that the majority of our Math Subgroups Learning Gains decreased by at least 42 percentage points. Students with Free and Reduced lunch decreased by 15 percentage points, Hispanic students decreased by 13 percentage points and ELL students decreased by 14 percentage points.

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

ELA teachers in grades 3-5 are provided with feedback cards with populated question stems in order to provide students with constructive feedback that will help them understand their errors, misconceptions or strengths in a given lesson. However, although there is effective feedback for some students, for others they are limited or vague.

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

ELA Learning Gains increased from 50 percentage points in 2018 to 73 percentage points on the 2019 FSA. Math lowest 25th percentile showed the most improvement by increasing 13 percentage points to 95% on 2019 FSA.

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

The instructional coach facilitated weekly collaborative planning meetings to analyze student data and work samples. Additionally, staff attended a professional development on Performance Matters to better monitor student progress, participated in quarterly data chats with administration, and were engaged in a lesson tuning protocol.

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

Standards-Based Collaborative Planning, Differentiated Instruction, Data-driven Instruction, Extended Learning Opportunities, Intervention-RTI and increase our systematic use of explicit instruction.

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

The PLST team will develop professional development in using data to drive instruction (September/ 21), Aligning resources to student needs (October/21), Fluid groups based on OPM data (November/ December/21), Analyzing several data points to regroup students for small group instruction (2/21) and continuous data-informed conversations that lead to strategic decision making and action (ongoing).

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

Collaborative planning between grade levels will be scheduled weekly allowing teachers to participate in, in-depth lesson planning and the sharing of strategies and best practices that will assist with closing student learning gaps. Extended Learning opportunities will be provided with before and after-school tutoring as well as with Saturday Academies.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Based on the statewide 2021 statewide assessment English language Arts assessment 39% of students in grades 3-5 scored below Level 3. This is a 12 percentage point decrease when comparing it to the 2019 statewide assessment. Furthermore, iReady Diagnostic (AP3) results indicate more than 50% of students tested in grades 1-2 are not on track to meet proficiency on the statewide reading assessment. The data indicates 21% of our current second graders are proficient and 34% of our current third graders are on level.
Measurable Outcome:	If we effectively plan and implement standards-based instruction, then we will increase the percentage of students scoring a 3 or above on the 2022 statewide assessment English language Arts assessment by 3 percentage points.
Monitoring:	Instructional walkthroughs will be conducted regularly to ensure the best practices discussed during collaborative planning is evident.
Person responsible for monitoring outcome:	Sergio Munoz (sergiomunoz@dadeschools.net)
Evidence-based Strategy:	Standards-Based Collaborative Planning refers to any period of time that is scheduled during the school day for multiple teachers, or teams of teachers, to work together. Its primary purpose is to bring teachers together to learn from one another and collaborate on projects that will lead to improvements in standards-aligned lesson quality, instructional effectiveness, and student achievement. Standards-Based lessons should include detailed objectives, activities and assessments that evaluate students on the aligned standards-based content. Collaborative Planning improves collaboration among teachers and promotes learning, insights, and constructive feedback that occur during professional discussions among teachers. Standards-Based lessons, units, materials, and resources are improved when teachers work on them collaboratively.
Rationale for Evidence-based Strategy:	Research indicates that for sustainable improvement efforts to be realized, collective ownership is necessary. Through standards-based collaborative planning, teachers can implement efficient and sustainable instructional practices that will support the academic progress of students.

Action Steps to Implement

8/30-10/11 During collaborative planning, ELA teachers will plan lessons that are aligned to the standards. As a result, students will engage in instructional activities that are rigorous and purposeful.

Person Responsible	Angela Almaguer (almaguer@dadeschools.net)

8/30-10/11 During collaborative planning intermediate ELA teachers will refer to Level 3 Achievement Level Descriptors to determine appropriate daily end products (DEP). As a result, DEP's will be written at or above grade level.

Person Responsible	Karen Fernandez (kafernandez@dadeschools.net)

8/31-10/11 During collaborative planning, ELA teachers utilize the Gradual Release of Responsibility model to plan lessons. As a result, instruction will be explicit, teachers will model, allow students with the opportunity to collaborate, and independent practice will occur.

Person Responsible	Karen Fernandez (kafernandez@dadeschools.net)

8/31-10/11 During collaborative planning, ELA teachers will evaluate student work samples. As a result, teachers will be able to provide feedback and share best practices.

Person Responsible Karen Fernandez (kafernandez@dadeschools.net)

11/1-12/17 Teachers will provide meaningful effective feedback to students. As a result, it will help students deepen their understanding and reinforce their knowledge by correcting their mistakes.

Person Responsible Angela Almaguer (almaguer@dadeschools.net)

11/1-12/17 During collaborative planning, ELA teachers will evaluate daily end products to determine if student responses show mastery.

Person Responsible Karen Fernandez (kafernandez@dadeschools.net)

1/31- 4/29 During collaborative planning, teachers will utilize aggregated assessment data to determine which standards students are not mastering. As a result, teachers will target specific standards during whole group instruction.

Person Responsible Angela Almaguer (almaguer@dadeschools.net)

1/31-4/29 During whole group instruction teachers will utilize standard-based passages targeting the lowest-performing standards based on previous assessments. As a result, students will increase their understanding of the target skill.

Person Responsible Karen Fernandez (kafernandez@dadeschools.net)

#2. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale:	Data from the 2021 FSA ELA indicates that although 54% of our L25 were proficient in reading there was a 28% point decrease from 2019. There was also a regression of 11% percentage point decrease in learning gains from 66% to 55% in reading. The results of the 2021 FSA Mathematics indicate 55% of students tested were proficient, 51% made learning gains and 54% of students in the lowest quartile were proficient. When comparing 2021 Math FSA to 2019 there was a 24 percentage point decrease in students that were proficient and students that made learning gains. Establishing and implementing Instructional Frameworks is a critical need because it is essential to increasing student learning and achievement.
Measurable Outcome:	If we increase the rigor of standard-based differentiated instruction through close reading, engagement strategies, and small groups; we anticipate an increase in ELA learning gains for students in the lowest quartile from 54% to 64%, and Mathematics learning gains in our lowest 25% will increase from 51% to 61%.
Monitoring:	The Leadership Team will conduct quarterly data chats, adjust groups based on current data and conduct weekly walkthroughs utilizing the walkthrough protocol to capture what was observed. Review of lesson plans for indication of differentiation for lowest 25%. Data trackers will be utilized to measure the progress of the lowest 25% bi-weekly.
Person responsible for monitoring outcome:	Sergio Munoz (sergiomunoz@dadeschools.net)
Evidence-based Strategy:	Establishing and Implementing Instructional Frameworks is a planning tool for promoting and sustaining a set of inquiry practices that result in the achievement of all students during the instructional block. The content period is separated into blocks of time to maximize learning for all students. It may include an opening routine, whole group, small group, and closing activity that promotes bell to bell instruction.
Rationale for Evidence-based Strategy:	Based on a study conducted by Yvonne L. Goddard and a team of other researchers determined that differentiated instruction is a positive and significant predictor of student achievement. The findings were also consistent with the conceptual understanding that leaders can influence school-wide instructional practices associated with improved student achievement.

Action Steps to Implement

8/30-10/11 Teachers will access the Performance Matters testing platform to view and manipulate student assessment data. As a result, teachers will be able to adjust instruction as necessary.

Person Responsible	Angela Almaguer (almaguer@dadeschools.net)

8/30-10/11 During collaborative planning teachers will utilize assessment data to identify specific skills to target. As result, teachers will use their assessment data to target these skills during small group instruction.

Person Responsible	Karen Fernandez (kafernandez@dadeschools.net)

8/31-10/11 Teachers will utilize their assessment data to group students for differentiated instruction. As a result, teachers will be able to assist students according to their instructional needs.

Person Responsible	Karen Fernandez (kafernandez@dadeschools.net)

8/31-10/11 Teachers will determine appropriate resources for differentiated instruction aligned to students' data. As a result, leveled materials will be tailored to meet students' needs during small group instruction.

Person Responsible   Angela Almaguer (almaguer@dadeschools.net)

11/1-12/17 Teachers will utilize iReady AP1 results to create instructional groups based on levels in iReady. As a result, teachers will be able to track student progress, time on task and assign lessons based on student needs.

Person Responsible   Angela Almaguer (almaguer@dadeschools.net)

11/1-12/17 Intermediate teachers will use the iReady results to determine which students need phonics instruction. As a result, teachers will be able to provide explicit phonics instruction to students who struggle with decoding.

Person Responsible   Angela Almaguer (almaguer@dadeschools.net)

1/31-4/29 During collaborative planning, teachers will utilize aggregated assessment data to regroup students. As a result, teachers will be able to remediate standards during small group instruction.

Person Responsible   Angela Almaguer (almaguer@dadeschools.net)

1/31-4/29 Teachers will utilize iReady AP2 data to determine which domains had minimal progress. As a result, teachers will be able to regroup students based on their instructional needs.

Person Responsible   Karen Fernandez (kafernandez@dadeschools.net)

#3. Culture & Environment specifically relating to Parent Involvement	
Area of Focus Description and Rationale:	Based on the 2021 School Climate Survey, more than 70% of our teachers reported a lack of concern from parents. Therefore, we want to focus our efforts on engaging parents in their child's education.
Measurable Outcome:	If we engage families and educate them on how to be more involved in their child's education, then we will build a more positive school culture that values family engagement.
Monitoring:	The Leadership team will utilize parent survey responses to tailor workshops, meetings, and ensure the parent resource center meets their needs and interests.
Person responsible for monitoring outcome:	Sergio Munoz (sergiomunoz@dadeschools.net)
Evidence-based Strategy:	Family Engagement studies show that parent involvement is a major factor in student outcomes, including closing the achievement gap between various groups of students. Different families have different capacities for involvement, meaning schools should provide a range of ways for parents to be involved. Examples of Family Engagement activities include, but are not limited to, open houses, orientations, parent workshops, home visits, volunteer opportunities, and community events. The most important elements of a Family Engagement program are (1) creating genuine and collaborative relationships with families, (2) creating interactive sessions between staff and families, and (3) linking all interactions to learning to help build families' capacities in supporting their students' academic growth.
Rationale for Evidence-based Strategy:	Based on an article written by Holly Kreider for Harvard Graduate School of Education, for school-age children, family involvement is important. Children whose parents participate in school activities tend to have high-quality work habits and task orientation compared to children whose parents do not participate. Moreover, parents who provide support with homework have children who tend to perform better in the classroom.

Action Steps to Implement

9/22 An Open House Meeting will be conducted where are all parents are welcomed and where the importance of Home-School Connection is presented to parents. As a result, parents will meet and engage with teachers and staff members.

Person Responsible	Sergio Munoz (sergiomunoz@dadeschools.net)

9/22 Parents will be provided with the annual Title I Parent Survey to determine the types of resources and information they would like to receive throughout the school year. As a result, the school will be able to plan meetings and provide resources to meet their needs.

Person Responsible	Angela Almaguer (almaguer@dadeschools.net)

8/31-10/11 After reviewing the Parent survey results we will select the high-interest topic selected on the Title I survey to present a parent workshop. As a result, parents will participate in workshops tailored to their needs.

Person Responsible	Angela Almaguer (almaguer@dadeschools.net)

8/31-10/11 Information and location of the Parent resource center will be distributed and posted throughout the school. As a result, parents will be able to visit the parent resource center to select resources and find information to support their child's learning.

Person Responsible Sergio Munoz (sergiomunoz@dadeschools.net)

11/1-12/17 To assist parents of students in grade 5 with assistance in completing magnet applications parents will be provided with selected dates and times to meet with the school counselor. Parents will have the opportunity to select from several different magnet programs that will meet their child's needs. As a result, parents will be able to select a school of choice, complete and submit magnet applications and the student will have the opportunity to attend a school that meets their personal and educational interests.

Person Responsible Angela Almaguer (almaguer@dadeschools.net)

11/1-12/17 The school counselor will share the monthly calendar of events with parents. As a result, parents will learn about the opportunities available to them to be involved in schoolwide activities.

Person Responsible Angela Almaguer (almaguer@dadeschools.net)

1/31-4/29 Teachers will review their Class Dojo accounts and invite parents that are not connected to their class. As a result communication between teachers and parents will increase.

Person Responsible Angela Almaguer (almaguer@dadeschools.net)

1/31-4/29 The counselor will meet with parents of students in grade 5 that are exhibiting early warning indicators in ELA and Math. As a result, parents will be provided with resources to support their child's academic growth at home.

Person Responsible Sergio Munoz (sergiomunoz@dadeschools.net)

#4. Leadership specifically relating to Walkthroughs	
Area of Focus Description and Rationale:	Based on qualitative data from the School Climate survey, the SIP survey, and review of the Core Leadership Competencies, we want to use Demonstrating Perseverance as a Team. Teachers want specific and targeted feedback after the administration conducts walkthroughs.
Measurable Outcome:	If we successfully implement the Targeted Element of Consistent, Developmental Feedback it will provide an opportunity for teachers to reflect on their practice and it provides an opportunity for the Leadership Team to highlight effective practices that will impact student achievement.
Monitoring:	The use of walkthrough protocols will be utilized to provide immediate feedback to our teachers. The feedback protocol will be shared with all teachers and will include look-fors as well as what is working, what can be improved, and areas that need immediate attention.
Person responsible for monitoring outcome:	[no one identified]
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:	Based on the article," Feedback on Teaching", establishing a common language and protocols for formal (and informal) feedback sessions helps school staff sustain a healthy culture that is focused on student learning.

Action Steps to Implement

8/31-10/11 Review the school's observation protocol and Framework of Effective Instruction with all teachers. As a result, teachers will be aware of administration look- fors and expectations.

Person Responsible	Angela Almaguer (almaguer@dadeschools.net)

8/31-10/11 Outline the Expectations and provide feedback on those expectations. As a result, focusing the feedback on the goal directly helps the teacher a path to meeting that goal.

Person Responsible	Sergio Munoz (sergiomunoz@dadeschools.net)

8/31-10/11 During instructional walkthroughs administration will utilize the school's observation protocol to provide teachers with immediate feedback. As a result, teachers are made aware of what is working, what needs adjustment, and areas that need immediate attention as a result of the walkthrough.

Person Responsible	Sergio Munoz (sergiomunoz@dadeschools.net)

8/31-10/11 Administration will provide feedback through email, notes, and formal/informal conversations. As a result, this will help improve their teaching and improve student outcomes.

Person Responsible Sergio Munoz (sergiomunoz@dadeschools.net)

11/1-12/17 During instructional walkthrough administration will ensure TIER 1 instructional essentials are being utilized during ELA instruction. As a result, using the specific core essentials will result in the instruction being aligned to the depth of the standards.

Person Responsible Angela Almaguer (almaguer@dadeschools.net)

11/1-12/17 During instructional walkthroughs administration look for evidence that short response mechanism questions are being utilized with grades 3-5 students. As a result, students will engage with questions that are aligned to the depth and rigor of the standards.

Person Responsible Angela Almaguer (almaguer@dadeschools.net)

1/31-4/29 During instructional walkthroughs administration will look for evidence of teachers executing feedback given during collaborative planning and/or informal conversations. As a result, teachers will adjust and align their lessons to meet the needs of students and the rigor of the standards.

Person Responsible Angela Almaguer (almaguer@dadeschools.net)

1/31-4/29 Administration will meet with teachers to review ongoing progress monitoring assessments, provide constructive feedback, and determine the next steps. As a result, teachers will be able to implement a plan of action to improve student learning outcomes.

Person Responsible Sergio Munoz (sergiomunoz@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.

When reviewing the disciplinary data we found that most referrals were written in the months of February, March, and April. the data also revealed a handful of students received several referrals. Based on this data review, teachers, counselor, and administration will track patterns of disciplinary incidents including how misbehaviors are being addressed and how they can be minimized or prevented. We will use guiding questions when analyzing the data to better understand what systems are working and what adjustments need to be made in order to achieve better student outcomes. We will also use this data to decide if the school staff will benefit from training in evidence-based strategies to address misbehaviors.

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.

To encourage school culture and motivate our staff to contribute to the school's vision, we have implemented, "We Time Wednesday's". This professional development provides opportunities for grade-level teams to implement creative and interactive activities where all staff members are encouraged to participate and collaborate with teachers from different subjects and grade levels.

Building positive relationships with our students and families is key to establishing mutual trust and respect. Recent research indicates when students feel supported by their teacher, they're more likely to engage in learning and have better academic success.

To support the students' well being, Social-Emotional Learning is infused throughout the reading curriculum and the expectations of the district's core values are communicated with parents and students. Students are also recognized for demonstrating these values, which we believe empowers students to become responsible members of their community.

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

The Melrose Elementary Principal and Assistant principal consults with various stakeholder groups such as teachers, students, families, volunteers, and business partners to assist with strategies in creating a positive school culture and environment.