

Miami-Dade County Public Schools

Zora Neale Hurston Elementary School



2021-22 Schoolwide Improvement Plan

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Zora Neale Hurston Elementary School

13137 SW 26TH ST, Miami, FL 33175

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

Demographics

Principal: Isabel Valenzano G

Start Date for this Principal: 12/15/2010

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)	84%
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 (63%) 2017-18: A (68%) 2016-17: A (69%)
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	80%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

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

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Zora Neale Hurston Elementary School prepares students with the academic skills, habits of mind and character traits necessary to perform on or above grade level in middle school and to succeed in rigorous high school courses.

Provide the school's vision statement.

The staff of Zora Neale Hurston Elementary School works diligently each day and often beyond school hours to ensure that the students receive a quality educational program to meet students' academic and socio-emotional needs. Constant interaction with parents is initiated and nurtured by faculty and staff members. The parents and faculty work cooperatively to enhance each child's learning potential. A sense of family exists among administrators, faculty, staff, parents and students.

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
Valenzano, Isabel	Principal	Oversee the implementation of standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, implement district policies and procedures, administer the budget, hire and evaluate staff and oversee facilities.
Gonzalez, Christopher	Assistant Principal	Assist the Principal in overseeing the implementation of standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, implement district policies and procedures, administer the budget, hire and evaluate staff and oversee facilities.
Aday, Caridad	Instructional Coach	Provide coaching and other professional development support that enables teachers to think reflectively about improving student learning and implementing various instructional programs and practices.
Dougery, Jonelle	School Counselor	Fosters family and community partnerships to support the social/emotional and academic development of all students. Provides preventative education and skill building along with counseling for students during times of transition, separation, heightened stress and critical change.

Demographic Information

Principal start date

Wednesday 12/15/2010, Isabel Valenzano G

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.*

25

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

36

Total number of students enrolled at the school

354

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

3

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

3

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	48	53	60	67	66	60	0	0	0	0	0	0	0	354
Attendance below 90 percent	12	5	4	7	5	3	0	0	0	0	0	0	0	36
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	9	8	3	6	0	0	0	0	0	0	0	27
Course failure in Math	0	2	4	1	5	13	0	0	0	0	0	0	0	25
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Number of students with a substantial reading deficiency	5	6	19	20	13	12	0	0	0	0	0	0	0	75

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	4	2	9	3	3	6	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	6	4	9	3	1	1	0	0	0	0	0	0	0	24
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	60	65	77	73	65	83	0	0	0	0	0	0	0	423
Attendance below 90 percent	9	4	10	5	4	5	0	0	0	0	0	0	0	37
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	4	16	2	7	10	0	0	0	0	0	0	0	39
Course failure in Math	0	4	4	4	14	13	0	0	0	0	0	0	0	39
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	3	7	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	2	8	0	0	0	0	0	0	0	10

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	4	6	11	2	7	12	0	0	0	0	0	0	0	42

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	6	5	9	2	1	1	0	0	0	0	0	0	0	24
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				62%	62%	57%	67%	62%	56%
ELA Learning Gains				65%	62%	58%	64%	62%	55%
ELA Lowest 25th Percentile				51%	58%	53%	59%	59%	48%
Math Achievement				73%	69%	63%	80%	69%	62%
Math Learning Gains				67%	66%	62%	73%	64%	59%
Math Lowest 25th Percentile				67%	55%	51%	70%	55%	47%
Science Achievement				53%	55%	53%	66%	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	52%	64%	-12%	58%	-6%
Cohort Comparison		-56%				
05	2021					
	2019	55%	60%	-5%	56%	-1%
Cohort Comparison		-52%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	72%	67%	5%	62%	10%
Cohort Comparison						
04	2021					
	2019	68%	69%	-1%	64%	4%
Cohort Comparison		-72%				
05	2021					
	2019	70%	65%	5%	60%	10%
Cohort Comparison		-68%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	46%	53%	-7%	53%	-7%
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 Assessments

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	34.5	58.2	74.5
	Economically Disadvantaged	37.5	54.2	75.0
	Students With Disabilities	37.5	43.8	62.5
	English Language Learners	0	0	42.9
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	28.3	54.5	68.5
	Economically Disadvantaged	25.5	52.1	66.0
	Students With Disabilities	20.0	43.8	40.0
	English Language Learners	50.0	28.6	50.0

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	39.1	58.0	66.7
	Economically Disadvantaged	36.7	56.7	66.3
	Students With Disabilities	26.1	21.7	26.1
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	20.6	43.5	55.9
	Economically Disadvantaged	20.0	38.3	52.5
	Students With Disabilities	18.2	21.7	40.9
	English Language Learners	0	0	0
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	55.7	54.1	78.7
	Economically Disadvantaged	55.6	51.9	75.9
	Students With Disabilities	41.7	33.4	58.3
	English Language Learners	0	0	66.7
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	25.0	45.9	60.7
	Economically Disadvantaged	24.5	42.6	57.4
	Students With Disabilities	9.1	50.0	41.7
	English Language Learners	16.7	0	33.3

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	44.6	48.2	57.1
	Economically Disadvantaged	40.4	44.7	57.4
	Students With Disabilities	25.0	18.8	37.5
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	28.6	42.9	73.2
	Economically Disadvantaged	25.5	38.3	70.2
	Students With Disabilities	12.5	18.8	43.8
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	42.3	55.1	58.4
	Economically Disadvantaged	31.7	45	50.8
	Students With Disabilities	0	7.7	16.7
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	31.6	45.5	63.6
	Economically Disadvantaged	22.4	36.7	55.9
	Students With Disabilities	8.3	7.7	25.0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	26	0
	Economically Disadvantaged	0	20	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring

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	28	44	45	42	31	36	15				
ELL	51	53	67	56	27	29	29				
HSP	62	60	61	61	35	28	49				
FRL	54	53	56	56	29	28	38				
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	24	52	53	50	71	79	29				
ELL	51	55	44	65	61	68	40				
HSP	63	66	52	73	67	67	53				
FRL	57	62	54	70	64	69	48				
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	29	30	25	65	82	87	36				
ELL	48	58	54	79	74	79	68				
HSP	66	64	58	81	72	70	66				
FRL	62	63	58	79	71	73	65				

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	51
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	58
Total Points Earned for the Federal Index	411
Total Components for the Federal Index	8
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES

Students With Disabilities	
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	46
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	
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	52
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	47
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?

2019 data findings:

- The ELA proficiency levels in grades 3-5 decreased 5 percentage points from 67% in 2018 to 62% in 2019.
- The Mathematics proficiency levels in grades 3-5 decreased 7 percentage points from 80% in 2018 to 73% in 2019.
- The 2019 Science proficiency levels for fifth grade decreased by 13 percentage points from 66% to 53% when compared to the 2018 results.

2021 data findings:

- The ELA proficiency levels across grades 3-5 decreased 1 percentage point from 62% in 2019 to 61% in 2021.
- The Mathematics proficiency levels across grades 3-5 decreased 13 percentage points from 73% in 2019 to 60% in 2021.
- The Science proficiency levels decreased by 4 percentage points from 53% in 2019 to 49% in 2021.
- The SAT Reading median percentile ranking dropped 12 percentage points from 73% in 2019 to 61% in 2021.
- The SAT Mathematics median percentile ranking dropped 7 percentage points from 60% in 2019 to 53% in 2021.
- The Learning Gains for ELA decreased 7 percentage points from from 65% in 2019 to 58% in 2021.
- The Learning Gains of the L25 in ELA increased 7 percentage points from 51% in 2019 to 58% 2021.
- The Learning Gains for Mathematics decreased 42 percentage points from 77% in 2019 to 35% in 2021.
- The 2021 Learning Gains of the L25 in Mathematics decreased 35 percentage points from 67% in 2019 to 32% in 2021.

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

2019 data findings:

- Our English Language Learners (ELLs) proficiency level was 17%, lower than that of other subgroups, such as Students With Disabilities (SWD) whose proficiency level was 25% and economically disadvantaged students whose proficiency level was 59%.
- Our ELA proficiency level of 54% is 5 percentage points lower than that of the district's 59 percentage points and 9 percentage points lower than the 63 scored by other TIER 1 schools.

2021 data findings:

- The number of students making learning gains in Mathematics dropped from 77 percentage points to 35 percentage points when compared to the 2019 data.
- The number of students in the L25 making learning gains in Mathematics dropped from 67 percentage points to 35 percentage points when compared to the 2019 data.
- The Mathematics proficiency level dropped 13 percentage points from 73% to 60% when compared to the 2019 data.

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:

Due to our scores being lower than other TIER 1 schools and that of the district, we recognize the need to focus on ELA as a targeted area for improvement.

2021 data findings:

Due to the drop in proficiency levels and learning gains, we recognize Mathematics as a targeted area for improvement.

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

2019 data findings:

- Mathematics Learning Gains for grades 3 - 5 equaled that of other TIER 1 schools at 58 percentage points and was 10 points higher than that of the district's which was 68 percentage points.
- Our SAT Reading median percentile ranking of 73 exceeded that of the district's 67 median percentile ranking and that of other TIER 1 schools whose ranking was 68.

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

2019 data findings:

- We conducted instructional reviews, focusing on the completion of higher order thinking questions and completed data chats between teachers and administration and teachers and students in which

results of

topic assessments were discussed.

- Standards aligned and data driven instruction was utilized to aid students' conceptual understanding of mathematics concepts.

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

Academic Vocabulary Instruction, Corrective Feedback, Data Driven Decision Making, Data Driven Instruction, Differentiated Instruction, Inquiry Based Learning, Interventions, Standards Aligned Instruction, English Language Learners Strategies, STEM, Thinking Maps, Student Journals, Interventions/RTi

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 School Leadership Team will develop and conduct a professional development needs survey to identify staff needs and a PLC will be created to meet those needs. The PLST will develop whole group sessions targeting standards aligned instruction, English language learner strategies and academic vocabulary instruction.

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

Collaborative planning will be scheduled weekly. Quarterly data chats will take place between teachers and administrators. Extended learning opportunities will be provided with before and after school tutoring, interventions, and STEM based activities. Thinking maps, student interactive journals, and corrective feedback will be utilized to provide rigorous standards-based instruction.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale: Based on the 2021 FSA ELA data, the school will increase the implementation of differentiated instruction as a tool to aid students in making learning gains. We selected this area because the FSA ELA data showed learning gains of 58% in 2021 as compared to 65% in 2019, a decrease of 7 percentage points.

Measurable Outcome: If we successfully implement Differentiation, then we expect students to increase learning gains by 5 percentage points.

Monitoring: The Leadership Team will conduct quarterly data chats, adjust groups based on current data in real time, and follow-up with regular walkthroughs to ensure quality instruction is taking place. Data Analysis of formative assessments will be reviewed monthly to observe progress. We will conduct quarterly instructional reviews to ensure differentiated instruction is taking place.

Person responsible for monitoring outcome: Isabel Valenzano (pr2511@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Differentiation our school will focus on the evidence-based strategy of Data-Driven Instruction. Data-Driven instruction will assist in accelerating the proficiency levels of our students. Data-Driven Instruction will be monitored by quarterly data chats, walkthroughs, and quarterly instructional reviews.

Rationale for Evidence-based Strategy: Data-Driven Instruction 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 instruction, plans, and instructional delivery as new data becomes available.

Action Steps to Implement

Teachers will utilize data from weekly and biweekly assessments to target areas of focus for differentiation.

Person Responsible Isabel Valenzano (pr2511@dadeschools.net)

Teachers will implement differentiated instruction daily with students in the lowest 25 percentile ranking.

Person Responsible Isabel Valenzano (pr2511@dadeschools.net)

Instructional walkthroughs will be conducted to ensure that differentiation is taking place in each classroom.

Person Responsible Isabel Valenzano (pr2511@dadeschools.net)

Data chats between administration and individual grade levels will be conducted. These will be utilized to drive instruction and to give teachers an opportunity to share best practices.

Person Responsible Isabel Valenzano (pr2511@dadeschools.net)

Students in the lowest 25% for Mathematics will be assigned to the lab daily for 30 minutes of iReady and IXL Mathematics interventions.

Person Responsible Isabel Valenzano (pr2511@dadeschools.net)

ELL students in grades 3-5 will receive before/after school Reading and Mathematics tutoring for 2 hours per week through the Title III Supplemental Tutoring Academy for English Learners.

Person Responsible Christopher Gonzalez (cglez@dadeschools.net)

Lowest 25 percent of students in grades 4-5 will receive Reading & Mathematics tutoring before and after school for two hours per week through ESSER from January 31- April 29, 2022.

Person Responsible Christopher Gonzalez (cglez@dadeschools.net)

Leadership Team will perform data chats with low-performing subgroups and lowest 25 students during the month of February.

Person Responsible Isabel Valenzano (pr2511@dadeschools.net)

#2. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:	Based on the 2021 FSA Mathematics and SAT data, the school will implement Standards-Aligned Instruction as our area of focus. We selected this area because the FSA Mathematics data showed a proficiency level of 60% in 2021 as compared to 73% in 2019, a decrease of 13 percentage points; learning gains of 35% in 2021 as compared to 77% in 2019, a decrease of 42 percentage points; and learning gains of the L25 students of 32% compared to 67% in 2019, a decrease of 35 percentage points. In addition, our Mathematics mean in grades K-2 dropped from 60% to 53%.
Measurable Outcome:	If we successfully implement Standards-Aligned Instruction, then we expect our mathematics percentage to increase by 10 percentage points in proficiency and mean and 30 percentage points in learning gains.
Monitoring:	The leadership team will conduct quarterly instructional reviews to ensure that students are completing the higher order thinking questions, corrective feedback is being provided, and implementation of the STEM initiative is taking place. Additionally, monthly meetings between the leadership team and teachers will take place to review topic assessment results.
Person responsible for monitoring outcome:	Isabel Valenzano (pr2511@dadeschools.net)
Evidence-based Strategy:	Within the targeted area of Standards-Aligned Instruction, our school will focus on the evidence-based strategy of Collaborative Data Chats.
Rationale for Evidence-based Strategy:	Collaborative Data Chats will provide opportunities to monitor data to plan for data driven instruction and target students for remediation and acceleration.

Action Steps to Implement

Integrate Thinking Maps into lesson plans to ensure conceptual understanding of the targeted standard.

Person Responsible Isabel Valenzano (pr2511@dadeschools.net)

Align all lessons to the pacing guide to ensure that Standards-Aligned instruction is taking place.

Person Responsible Isabel Valenzano (pr2511@dadeschools.net)

Teachers will implement a quarterly Science, Technology, Engineering, and Math (STEM) activity which integrates the STEM standards.

Person Responsible Isabel Valenzano (pr2511@dadeschools.net)

Facilitate common planning sessions, at least once a week, so that teachers can plan for rigorous instruction.

Person Responsible Isabel Valenzano (pr2511@dadeschools.net)

Implement a Cambridge Global Perspectives Challenge at the end of the semester which integrates rigorous content area standards.

Person Responsible Christopher Gonzalez (cglez@dadeschools.net)

Debriefing sessions between teachers and administration will be taking place after instructional walk-throughs to provide feedback and support.

Person Responsible Isabel Valenzano (pr2511@dadeschools.net)

Establish partnerships with Mag Lab, a Scientist in Every Classroom and the Everglades Foundation to provide virtual STEM interactive lessons for students that meet the standards during the second semester.

Person Responsible Isabel Valenzano (pr2511@dadeschools.net)

Assign IXL standards-aligned lessons in Mathematics to all low-performing subgroups and provide weekly feedback to teachers of progress and incentives to students for meeting established goals from January 31- April 29, 2022.

Person Responsible Isabel Valenzano (pr2511@dadeschools.net)

#3. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale: Based on the impact of the COVID 19 pandemic, the number of students who participated in MSO rather than in the physical building, and the limitations set on social interactions, we are selecting Social Emotional Learning (SEL) as our focus for culture and environment.

Measurable Outcome: With a more positive growth mindset, students will increase their self-awareness, student attendance and academic achievement.

Monitoring: This area of focus will be monitored with a pre and post inventory assessment, walkthroughs, attendance monitoring and incentives.

Person responsible for monitoring outcome: Isabel Valenzano (pr2511@dadeschools.net)

Evidence-based Strategy: The evidence-based strategy being implemented for this Area of Focus is social emotional learning activities. These activities will allow for students to become more self-aware, build their confidence, manage their emotions, feel and show empathy, achieve positive goals, establish and maintain positive relationships, and make responsible decisions.

Rationale for Evidence-based Strategy: If students grow in their social emotional development, students will be more engaged and attendance will improve. Consequently, student achievement will be positively impacted.

Action Steps to Implement

To address this area of focus, SEL initiatives will be implemented throughout the year. These will include Growth Mindset and Mindfulness based activities.

Person Responsible Isabel Valenzano (pr2511@dadeschools.net)

Attendance expectations will be presented to parents at virtual open house, through Messenger and REMIND.

Person Responsible Isabel Valenzano (pr2511@dadeschools.net)

Classes with 100% attendance will be recognized daily through social media and morning announcements.

Person Responsible Isabel Valenzano (pr2511@dadeschools.net)

Teachers will recognize students who demonstrate the Cambridge attributes (responsibility, innovative, confident, engaged, and reflective) in their classroom. Students will also be recognized on the morning announcements.

Person Responsible Isabel Valenzano (pr2511@dadeschools.net)

Implementation of a Wellness Club and the No Place for Hate initiative will take place to improve the social and emotional well-being of students.

Person Responsible Jonelle Dougery (jdougery@dadeschools.net)

The school will implement the following clubs: Drama, Basketball, Cheerleading, Robotics and Chorus in order to meet the social and emotional needs of students.

Person Responsible Isabel Valenzano (pr2511@dadeschools.net)

Attendance incentives for teachers and students will be implemented and funded through the PTA for homerooms that have 100% attendance on 22 of the 44-46 days in the quarter for the last semester.

Person Responsible Christopher Gonzalez (cglez@dadeschools.net)

Select classrooms will implement the 180 days of Social Emotional Learning with the materials through an Adapter Grant from the Education Fund Expo from January 31- April 29, 2022.

Person Responsible Jonelle Dougery (jdougery@dadeschools.net)

#4. Leadership specifically relating to Instructional Leadership Team

Area of Focus Description and Rationale: Based on qualitative data from the School Climate Survey and review of the Core Leadership competencies we want to use the Targeted Element of Instructional Leadership Team. Teachers in the building didn't feel they had opportunities for leadership positions. They also stated they were overwhelmed. Therefore, we want to develop teacher leaders by involving them in school-wide initiatives and ensuring they are informed and included in the decision making process. By involving them in school-wide initiatives and allowing them to further their learning and leadership, student success is positively impacted.

Measurable Outcome: School Leadership Team will conduct a school culture survey, PD needs survey and leadership opportunity survey to gather data.

Monitoring: Data from the school culture survey, PD needs survey and leadership opportunity survey will be analyzed and shared with the staff at a faculty meeting. This will inform and involve teachers in school-wide initiatives and help plan PD.

Person responsible for monitoring outcome: Isabel Valenzano (pr2511@dadeschools.net)

Evidence-based Strategy: Data Analysis will be used to promote a positive school culture.

Rationale for Evidence-based Strategy: Surveying teacher needs and analyzing the data collected will empower teachers and promote a positive culture and environment.

Action Steps to Implement

Teachers will complete a School Culture Survey. Data will be shared with staff and used to provide incentives for teachers, involve more staff members in the planning and implementation of school-wide initiatives and promote a positive school culture.

Person Responsible Isabel Valenzano (pr2511@dadeschools.net)

Teachers will complete a PD Needs Survey. Data will be shared with staff and used to plan for school-wide PD and assignment of teachers to district PDs.

Person Responsible Isabel Valenzano (pr2511@dadeschools.net)

Teachers will complete a Leadership Opportunity Survey. Data will be shared with staff and used to provide teachers with opportunities to take on new and existing leadership roles.

Person Responsible Isabel Valenzano (pr2511@dadeschools.net)

A shout-out board will be created and teachers will be encouraged to recognize each other. These will then be shared at faculty meetings.

Person Responsible Isabel Valenzano (pr2511@dadeschools.net)

A PLC titled, Utilizing Multi-Sensory Learning During Reading Instruction, will be implemented to learn strategies for helping struggling readers develop foundational skills.

Person Responsible Christopher Gonzalez (cglez@dadeschools.net)

Instructional coaches will model lessons for teachers as needed.

Person Responsible Isabel Valenzano (pr2511@dadeschools.net)

Provide opportunities for teachers to meet vertically to articulate with the grade level below and above to discuss standards, gaps in proficiency, and develop strategies to decrease gaps and meet the standards during the second semester.

Person Responsible Isabel Valenzano (pr2511@dadeschools.net)

Survey faculty for feedback on strengths and interests and provide opportunities to take on leadership roles during the second semester.

Person Responsible Isabel Valenzano (pr2511@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.

Reported 0.0 incidents per 100 students. When compared to all elementary schools statewide, falls into the very low category, ranked #1 out of 1,395 schools. A School-Based Alternatives to Suspension Plan and SEL strategies will be implemented to reduce disruptive behaviors and support a positive school culture.

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 Relationships, Engaging Learning Environments, Support, Care, Connections and Clearly Defined Expectations. Our school creates experiences throughout the year to engage parents and families and ensure they have the necessary information to support their children. Parent meetings are conducted monthly by grade level teacher groups. Opportunities for both staff and

students to provide ongoing feedback and suggestions to school leaders is ongoing. Classrooms are highly engaging and foster the highest level of engagement and learning. Parents are informed about the happenings in the school through the use of REMIND, Class DOJO, Messenger, and other modes of communication. Microsoft TEAMS pages are utilized to communicate with all stake holders.

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 principal, instructional coaches, teachers and counselor. The principal's role is to monitor and oversee all of 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: Differentiation	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
4	III.A.	Areas of Focus: Leadership: Instructional Leadership Team	\$0.00
Total:			\$0.00