West Hialeah Gardens Elementary School

2021-22 Schoolwide Improvement Plan

Table of Contents

West Hialeah Gardens Elementary School

11990 NW 92ND AVE, Hialeah Gardens, FL 33018

http://whg.dadeschools.net/

Demographics

Principal: Hector Guerra L

Start Date for this Principal: 7/29/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	95%
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: B (60%) 2017-18: B (57%) 2016-17: B (58%)
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.

Table of Contents

West Hialeah Gardens Elementary School

11990 NW 92ND AVE, Hialeah Gardens, FL 33018

http://whg.dadeschools.net/

School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	88%

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		B	B	B

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

West Hialeah Gardens Elementary will strive to create a supportive environment where school, home, and community form a partnership dedicated to maximizing each student's learning potential.

Provide the school's vision statement.

West Hialeah Gardens Elementary is committed to providing the highest standard of educational excellence while seeking to create bilingual and biliterate citizens who will flourish in a global society.

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
Gonzalez, Sharon	Principal	Ms. Gonzalez provides direction and support as she oversees the effective planning and implementation of schoolwide decision-making and overall instruction. She oversees all school plans, actions and initiatives regarding stakeholder engagement and collaboration. She delegates as she shares the day-to-day operation of the school with the assistant principals and the school's leadership team.
Pineiro, Mary	Assistant Principal	Ms. Pinerio is responsible for identifying and aligning personnel and curricular resources in order to meet the needs of all students and maximize desired student outcomes. She supports the principal with the continuous improvement model, as she provides direction and support to the teachers and staff by overseeing the implementation and facilitation of schoolwide instruction and decision-making. She also engages with the principal in the collaboration with all stakeholders through weekly communications and meetings.
Fernandez, Susan	School Counselor	Ms. Fernandez is responsible for providing social and emotional support for students, as well as training teachers to deliver SEL instruction and provide ongoing support for parents/families to implement strategies/plans at home. She helps students achieve academic success by providing education, prevention, early identification, and intervention. She collaborates with the MTSS team to establish clear and effective behavior plans that include additional measures for individual student support. She also works with the school staff, parents, and the community to provide incentive programs and individual student recognition.
Gonzalez, Laurie	School Counselor	Ms. Gonzalez is responsible for providing social and emotional support for students, as well as training teachers to deliver SEL instruction and provide ongoing support for parents/families to implement strategies/plans at home. She helps students achieve academic success by providing education, prevention, early identification, and intervention. She collaborates with the MTSS team to establish clear and effective behavior plans that include additional measures for individual student support. She also works with the school staff, parents, and the community to provide incentive programs and individual student recognition.
Nodarse, Lourdes	Instructional Coach	Ms. Nodarse leads the school in the preparation and evaluation of the school improvement plan. She gathers and analyzes school-wide data as she establishes and supports the implementation of focused priorities for improving school and classroom effectiveness. She is also responsible for supervising and coordinating the school-wide testing program.
Gnefkow, Blanca	Instructional Coach	Ms. Gnefkow is responsible for providing instructional support, resource gathering, and targeted professional development for teachers. She generally concentrates in the area of math by providing data and analyzing school-wide trends in instruction to make recommendations about potential

Name	Position Title	Job Duties and Responsibilities
		next steps to address areas of need. She designates time to meet with grade levels and/or individual teachers to ensure their understanding of the standards, item specifications, and best practices. She also serves as the school liaison for I-Ready and provides schoolwide and individual teacher data to monitor student growth and assist students to reach or exceed grade-level proficiency.
Reyes, Ingrid	Teacher, K-12	As Kindergarten Grade Level Chair, Ms. Reyes is responsible for fostering a collaborative culture among her peers, using research to improve practice and student learning, promoting professional learning, facilitating improvements in instruction and student learning, implementing the use of assessments and data, improving outreach and collaboration with families and the community, and delivering effective comprehensive instructional program.
Paradelo, Sonia	Teacher, K-12	As Second Grade Level Chair, Ms. Paradelo is responsible for fostering a collaborative culture among her peers, using research to improve practice and student learning, promoting professional learning, facilitating improvements in instruction and student learning, implementing the use of assessments and data, improving outreach and collaboration with families and the community, and delivering effective comprehensive instructional program.
Ferrera, Kristina	Teacher, K-12	As Third Grade Level Chair, Ms. Ferrera is responsible for fostering a collaborative culture among her peers, using research to improve practice and student learning, promoting professional learning, facilitating improvements in instruction and student learning, implementing the use of assessments and data, improving outreach and collaboration with families and the community, and delivering effective comprehensive instructional program. Ms. Ferrera also serves as Technology Coordinator and is responsible for facilitating technology implementation to her colleagues.
Leon, Aaron	Teacher, K-12	As Fourth Grade Level Chair, Mr. Leon is responsible for fostering a collaborative culture among his peers, using research to improve practice and student learning, promoting professional learning, facilitating improvements in instruction and student learning, implementing the use of assessments and data, improving outreach and collaboration with families and the community, and delivering effective comprehensive instructional program.
Menendez-Butler, Rosa	Teacher, K-12	As Fifth Grade Level Chair, Ms. Menendez-Butler is responsible for fostering a collaborative culture among her peers, using research to improve practice and student learning, promoting professional learning, facilitating improvements in instruction and student learning, implementing the use of assessments and data, improving outreach and collaboration with families

Name	Position Title	Job Duties and Responsibilities
		and the community, and delivering effective comprehensive instructional program.
Sanchez, Barbara	Teacher, ESE	As ESE Department Chair, Ms. Sanchez is responsible for fostering a collaborative culture among her peers, using research to improve practice and student learning, promoting professional learning, facilitating improvements in instruction and student learning, implementing the use of assessments and data, improving outreach and collaboration with families and the community, and delivering effective comprehensive instructional program. Ms. Sanchez also facilitates and provides support to the ESE department and all stakeholders to ensure that students with disabilities demonstrate increased participation and performance in the standard or access curriculum, statewide assessments, and accountability systems.
Hernandez, Alicia	ELL Compliance Specialist	As ELL Department Chair, Ms. Hernandez is responsible for fostering a collaborative culture among her peers, using research to improve practice and student learning, promoting professional learning, facilitating improvements in instruction and student learning, implementing the use of assessments and data, improving outreach and collaboration with families and the community, and delivering effective comprehensive instructional program. Ms. Hernandez leads and guides the development and implementation of effective programming of English language learners (ELLs), monitors the effectiveness of programming for ELLs to ensure increased student achievement.
Guerra, Hector	Assistant Principal	Mr. Guerra is responsible for identifying and aligning personnel and curricular resources in order to meet the needs of all students and maximize desired student outcomes. She supports the principal with the continuous improvement model, as she provides direction and support to the teachers and staff by overseeing the implementation and facilitation of schoolwide instruction and decision-making. She also engages with the principal in the collaboration with all stakeholders through weekly communications and meetings.

Demographic Information

Principal start date
Thursday 7/29/2021, Hector Guerra L

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.*
57

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.*

27

Total number of teacher positions allocated to the school

89

Total number of students enrolled at the school

1,009

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

9

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	97	111	186	175	184	222	0	0	0	0	0	0	0	975
Attendance below 90 percent	10	14	20	18	14	17	0	0	0	0	0	0	0	93
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	6	12	7	14	0	0	0	0	0	0	0	39
Course failure in Math	0	1	4	9	20	27	0	0	0	0	0	0	0	61
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	17	0	0	0	0	0	0	0	17
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	8	0	0	0	0	0	0	0	8
Number of students with a substantial reading deficiency	6	23	62	72	32	50	0	0	0	0	0	0	0	245

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	1	4	13	7	25	0	0	0	0	0	0	0	54

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	9	6	4	12	1	2	0	0	0	0	0	0	0	34
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Thursday 7/29/2021

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	123	198	172	194	225	199	0	0	0	0	0	0	0	1111
Attendance below 90 percent	17	19	17	15	17	26	0	0	0	0	0	0	0	111
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	4	10	10	14	29	0	0	0	0	0	0	0	67
Course failure in Math	0	4	6	23	25	40	0	0	0	0	0	0	0	98
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	15	35	0	0	0	0	0	0	0	50
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	6	28	0	0	0	0	0	0	0	34

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	3	8	16	23	44	0	0	0	0	0	0	0	98

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	10	6	4	16	1	2	0	0	0	0	0	0	0	39
Students retained two or more times	0	0	0	2	0	0	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				62%	62%	57%	62%	62%	56%
ELA Learning Gains				65%	62%	58%	57%	62%	55%
ELA Lowest 25th Percentile				51%	58%	53%	49%	59%	48%
Math Achievement				71%	69%	63%	71%	69%	62%
Math Learning Gains				69%	66%	62%	61%	64%	59%
Math Lowest 25th Percentile				50%	55%	51%	45%	55%	47%
Science Achievement				54%	55%	53%	53%	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	53%	60%	-7%	58%	-5%
Cohort Comparison						
04	2021					
	2019	67%	64%	3%	58%	9%
Cohort Comparison		-53%				
05	2021					
	2019	56%	60%	-4%	56%	0%
Cohort Comparison		-67%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	68%	67%	1%	62%	6%
Cohort Comparison						
04	2021					
	2019	76%	69%	7%	64%	12%
Cohort Comparison		-68%				
05	2021					
	2019	63%	65%	-2%	60%	3%
Cohort Comparison		-76%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	52%	53%	-1%	53%	-1%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

The school will be using iReady to compile data for both Reading and math. Grades 1 - 5 will use iReady Data AP1 for Fall, AP2 for Winter, and AP3 for Spring.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	36.4	51.9	68.8
	Economically Disadvantaged	35.9	51.4	67.4
	Students With Disabilities	22.7	43.8	50.0
	English Language Learners	14.6	28.9	45.0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	27.7	35.3	66.9
	Economically Disadvantaged	27.3	33.6	64.5
	Students With Disabilities	30.0	11.8	66.7
	English Language Learners	30.0	12.8	57.5

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	31.4	54.8	63.5
	Economically Disadvantaged	29.9	53.4	62.6
	Students With Disabilities	20.0	40.0	48.0
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	22.9	46.1	60.9
	Economically Disadvantaged	23.4	46.2	59.9
	Students With Disabilities	20.0	36.0	36.0
	English Language Learners			

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	59.9	71.2	77.0
	Economically Disadvantaged	60.9	72.0	77.2
	Students With Disabilities	26.7	40.0	43.3
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	20.7	51.7	70.3
	Economically Disadvantaged	20.2	51.9	69.8
	Students With Disabilities	16.1	20.7	35.7
	English Language Learners			

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	40.3	52.3	58.7
	Economically Disadvantaged	38.8	50.0	56.1
	Students With Disabilities	7.3	9.8	26.8
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	24.8	50.7	73.4
	Economically Disadvantaged	24.2	49.2	71.2
	Students With Disabilities	2.4	12.5	24.4
	English Language Learners			

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	34.9	42.9	50.8
	Economically Disadvantaged	34.3	42.1	48.8
	Students With Disabilities	10.3	12.8	19.4
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	34.6	43.5	58.4
	Economically Disadvantaged	33.9	42.0	56.9
	Students With Disabilities	10.8	10.8	22.9
	English Language Learners			16.7
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students		29.0	
	Economically Disadvantaged		29.0	
	Students With Disabilities		2.0	
	English Language Learners		9.0	

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	40	36	35	34	36	33	24				
ELL	54	44	51	58	37	33	31				
HSP	60	51	46	59	41	31	40				
FRL	58	51	46	58	40	33	37				
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	39	43	27	48	49	25	18				
ELL	56	64	54	69	68	51	54				
HSP	61	64	51	71	69	50	54				
FRL	59	62	50	69	69	50	53				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	40	41	29	43	37	38	30				
ELL	54	58	52	65	58	48	35				
HSP	62	57	49	70	61	45	53				
FRL	60	56	49	69	60	46	51				

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	49
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	60
Total Points Earned for the Federal Index	390
Total Components for the Federal Index	8
Percent Tested	96%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
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	48
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	48
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 school to district comparison shows an increase in the Achievement Gap widening in 3rd and 5th grade for ELA and in 5th grade for Math. The school outperformed the District and State in 4th grade for both ELA and Math. All ELA Subgroups Achievement decreased, except the ELL subgroup which increased by 2 percentage points. All ELA Subgroups Learning Gains increased by at least 6 percentage points, except the ELL subgroup which increased by 2 percentage points. All ELA Subgroups Learning Gains L25 increased by at least 1 percentage point, except for SWD students which decreased by 2 percentage points. All Math Subgroups' Learning Gains increased by at least 8 percentage points. There were increases in Learning Gains for Math Subgroups L25, except for the SWD students which decreased by 13 percentage points. Science Achievement levels increased for all Subgroups except for SWD students which decreased by 12 percentage points. Science ELL Subgroup made increases in Achievement levels by 19 percentage points.

2021 Data Findings:
Based on i-Ready, we can see an increase in proficiency in ELA and Math for all students in grades K-2 and in Math for all students in grade 4. However, the SWD proficiency in grade 5 ELA and Math was 6 and 11 percentage points lower than ALL Students in ELA and Math, respectively. 2021 FSA data indicate that there was an 11 percentage point drop in students scoring Level 3+ in Math from 2019 to 2021.

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

2019 Data Findings:
The majority of our ELA Subgroups Achievement decreased by 1 percentage point, except the ELL Subgroup which increased by 2 percentage points. While ELA Learning Gains L25 increased for all Subgroups, SWD students decreased by 2 percentage points. The same concern is evident for the SWD Subgroup L25 in Math which decreased by 13 percentage points. The Science Subgroup Achievement Levels also decreased for the SWD Subgroup by 13 percentage points.

2021 Data Findings:

The greatest need for improvement is needed for grade 5 SWD in the area of Math. SWD students increased proficiency by 11 percentage points in i-Ready Fall to Spring monitoring as compared to ALL students who increased 24 percentage points. Additionally, the 2021 FSA data supports the findings in the i-Ready progress monitoring tool as there was an 11 percentage point drop in students scoring Level 3+ in Math from 2019 to 2021.

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:
The learning gains shown in ELA and Math indicate that interventions, before and after school tutoring, and enhanced measures to track our lowest performance students had shown some success. However, students with the potential to be on grade level were not gaining in performance. As a result, there needs to be a uniform effort to further meet the students' needs on an individual basis with teacher instruction driven by specific and consistent analysis of performance data as students meet or do not meet the expected benchmarks.

2021 Data Findings:
The learning gains shown in grades K-2 in both ELA and Math and in grades 3-5 in Math indicate that interventions, before and after school tutoring, and enhanced measures to track our lowest performance students had shown some success. However, students in grades 3-5 did not show significant improvement in ELA. As a result, there needs to be a uniform effort to further meet the students' needs on an individual basis with teacher instruction driven by specific and consistent analysis of performance data with a focus on DI in order to meet the expected benchmarks.

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

2019 Data Findings:
The ELA Learning Gains increased from 57% percent in 2018 to 65% percent on the 2019 FSA showing an increase of 8 percentage points. Likewise, our Math Learning Gains increased from 61% in 2018 to 69% in 2019 showing an increase of 8 percentage points.

2021 Data Findings:
Based on i-Ready AP1 to AP3, we can see an increase in proficiency in ELA and Math for all students in grades K-2 and in Math for all students in grade 4. All subgroups showed an increase in proficiency in across all grades and subjects, ELA and Math.

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

2019 Data Findings:
Professional development activities that were driven by data and aligned to the curriculum were developed with and by teachers. Also, ongoing classroom assessments were provided by the teachers and shared as best practices during grade-level meetings. A collaborative planning schedule that allotted time for differentiated instruction was also created. Administrators will now attend weekly grade-level meetings to collaborate with teachers and contribute to conversations that would help analyze grade-level data and sign it to the instructional needs of the students.

2021 Data Findings:
Ongoing professional development activities that were driven by data and aligned to the curriculum were developed with and by teachers. Also, ongoing classroom assessments were provided by the teachers and shared as best practices during grade-level meetings. A collaborative planning schedule that allotted time for differentiated instruction was also created. Administrators will now attend weekly

grade-level meetings to collaborate with teachers and contribute to conversations that would help analyze grade-level data and sign it to the instructional needs of the students.

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

Strategies will include data-driven instruction, differentiated instruction, extended learning opportunities and RtI interventions.

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.

In-house professional development activities will be provided for teachers to diagnose learner needs with surgical precision and personalize instruction as much as possible while maintaining grade-level focus. The Professional Learning Support Team (PLST) will develop whole group sessions and job-embedded sessions on using data to drive instruction (Sept 2021), aligning resources to small group instruction (Oct 2021), tackling OPM data (Nov/Dec 2021), making adjustments to groups as data becomes available, and continuous data chats with individualized feedback to teachers. Coaching cycles will also be implemented individually with teachers to support specific needs (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 will be scheduled weekly through the grade-level teams and a member of the Leadership Team will attend to ensure fidelity to the strategies being implemented schoolwide that are aligned to the goals. Extended Learning opportunities and interventions will also be provided. Systemic planning, modeling, and co-teaching by instructional coaches will be provided to ensure rigor of instruction across all content areas.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale:	Based on the data review, our school will implement a Targeted Element of Differentiated. We selected the overarching area of Differentiation based on data findings that demonstrated an overall 12 percentage point decrease based on the 2019-2020 Math FSA proficiency. Additionally, the 2021 FSA data indicate that there was an 11 percentage point drop in students scoring Level 3+ in Math from 2019 to 2021. We are not meeting the individual needs of all learners; therefore, we must improve our ability to differentiate instruction based on current student data. Data will continue driving instruction and scaffolding will be implemented for the L25 subgroup to have on grade-level content that will enable them to make learning gains and move towards proficiency.
Measurable Outcome:	If differentiated instruction is successfully implemented, then all our students to include L25 and L35 students will increase schoolwide Math scores by a minimum of 3 percentage points as evidenced by the 2022 State Assessments.
Monitoring:	The Leadership Team will develop the Bullseye standards-based intervention groups and adjust them based on recent student data. Ongoing data chats will be conducted to adjust learning groups by performance. Follow-up leadership meetings will take place to debrief instructional trends based on data and ensure students are demonstrating growth in deficient standards. Formative assessments will be analyzed to provide explicit instruction that meets the needs of all learners. Monitoring of iReady and Reflex will be implemented by the classroom teacher to ensure fidelity in student usage.
Person responsible for monitoring outcome:	Sharon Gonzalez (pr2371@dadeschools.net)
Evidence-based Strategy:	Data-driven instruction will be used to accelerate the learning gains of all our student population, including our lowest 25. Data-driven instructions will be monitored through the use of data trackers which will drive instructional planning and data-driven conversations.
Rationale for Evidence-based Strategy:	Data-driven instruction will ensure that teachers use the most recent data from the topic assessments item analysis and iReady instructional grouping to customize their students' DI plans. Ongoing adjustments will be made to the students' individual DI plans as new data becomes available.

Action Steps to Implement

8/31-10/11 Every quarter, students will be grouped and provided intervention in small cohorts to target deficient standards utilizing data from the Math Topic Assessments. This will guide instruction for the L25 subgroup to have on grade-level content that will enable them to make learning gains and move towards proficiency.

Person Responsible	Blanca Gnefkow (bsanjudo@dadeschools.net)

8/31-10/11 Every week, teachers will use i-Ready, teacher-made tests, and student observational data to plan and create a differentiated instructional plan that targets deficits preventing students from meeting the Math standards.

Person Responsible	Blanca Gnefkow (bsanjudo@dadeschools.net)

8/31-10/11 Every week, teachers will participate in common planning in order to target differentiated instruction for the L25% and L35% and ESSA subgroups in Math and to ensure proficiency in meeting the Math standards.

Person Responsible Sharon Gonzalez (pr2371@dadeschools.net)

8/31-10/11 Every week, during collaborative planning sessions, teachers will align District Pacing Guides and resources to lesson plans to target Math DI of L25%, L35% and ESSA Students with Disabilities.

Person Responsible Sharon Gonzalez (pr2371@dadeschools.net)

11/1-12/21 Every day, Differentiated Instruction will be implemented with fidelity to ensure the academic growth of all students with an emphasis in Math for L25%, L35%, and ESSA Students with Disabilities.

Person Responsible [no one identified]

11/1-12/21 Every grading period, teachers will formally review their data to target planning and DI to meet the instructional needs of the L25%, L35% and ESSA subgroups in ELA and Math.

Person Responsible Sharon Gonzalez (pr2371@dadeschools.net)

1/31-4/29 Using ESSER funds, we will provide additional intervention during school and extended learning opportunities before and after school to target Math DI of L25%, L35% and ESSA Students with Disabilities. Additionally, ELL Title III funds will be used for after-school tutoring to target ELL students.

Person Responsible Sharon Gonzalez (pr2371@dadeschools.net)

1/31-4/29 Continue to implement weekly collaborative planning sessions that will identify instructional practices with a focus on student data and progress monitoring through DI of the L25%, L35% and ESSA Students with Disabilities.

Person Responsible Sharon Gonzalez (pr2371@dadeschools.net)

#2. 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, we noticed our highest number of student course failures have been in the area of Math from 3rd to 5th grade during 2020-21. Many of those students had recurring issues with attendance. We recognize the need to tailor our attendance initiatives and improve in making connections with families and the community to ensure attendance is consistently high.
Measurable Outcome:	If we successfully implement the Targeted Element of Student Attendance, our students will receive quality instruction that will contribute to improved student outcomes. With consistent student incentives, our attendance will increase by 5 percentage points by June 2022.
Monitoring:	To respond to the challenges created by the Covid-19 pandemic, the Leadership Team (LT) will work to connect with families who struggle with attendance and identify the root cause for absences and create a plan of action to ensure students are able to be present daily. The LT will mentor individual students who have consistent truancy and connect with them bi-weekly to reward or encourage attendance efforts. The LT will plan regular student incentives to promote consistent student attendance. Teachers will monitor their daily attendance and submit that data to the LT on a weekly basis with an emphasis on attendance trends. The LT will identify opportunities for students who are absent due to illness to connect virtually to class instruction or have access to on-demand lessons. 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:	Sharon Gonzalez (pr2371@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Student Attendance, our school will focus on the evidence-based strategy of: Attendance Initiatives. Attendance Initiatives will assist in narrowing the absence gap amongst our students. Student absences will be monitored on a weekly basis to prevent a pattern of excessive absences.
Rationale for Evidence-based Strategy:	Research shows that attendance is an important factor in student achievement. 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 At the end of each week, counselors will recognize classrooms with perfect attendance and implement rewards program.

Person Responsible	Susan Fernandez (susanfernandez@dadeschools.net)

8/31-10/11 Based on ongoing teacher referrals, the counselors will conference with students to provide support and individualized strategies to resolve issues causing poor attendance.

Person Responsible	Laurie Gonzalez (lauriegonzalez@dadeschools.net)

8/31-10/11 Based on monthly iAttend reports, the counselors will conference with students to provide support and individualized strategies to resolve issues causing poor attendance.

Person Responsible Susan Fernandez (susanfernandez@dadeschools.net)

8/31-10/11 After counselors' referral due to 15+ excessive unexcused absences, Community Support Specialist will contact parents of students who have 11-15 absences in order to provide support and resources to resolve issues causing poor attendance.

Person Responsible Agnes Lopez (agneslopez@dadeschools.net)

11/1-12/21 At the end of each week, homeroom teachers will implement an attendance reward program to encourage perfect attendance that will reduce tardiness and absences.

Person Responsible Sharon Gonzalez (pr2371@dadeschools.net)

11/1-12/21 Every month, the Community Support Specialist will provide workshops via ZOOM to parents to provide resources that will resolve issues causing poor attendance.

Person Responsible Agnes Lopez (agneslopez@dadeschools.net)

1/31-4/29 Every week, the Assistant Principal sends out an attendance report to the staff in order to increase awareness of student attendance an encourage teachers to promote student attendance in individual classrooms.

Person Responsible Hector Guerra (mrguerra@dadeschools.net)

1/31-4/29 Every week, students with 5+ are referred to administration and counselors for monitoring and interventions are implemented to deter future absences.

Person Responsible Hector Guerra (mrguerra@dadeschools.net)

#3. Leadership specifically relating to Instructional Leadership Team	
Area of Focus Description and Rationale:	Based on qualitative data from the SIP survey and review of the Core Leadership Competencies, we want to use the Targeted Element of Instructional Leadership Team. Most of the teachers in the building indicated they are not receiving guidance in using data to plan instruction on a weekly basis. In order to address unfinished learning and help students get on track and stay on track to reach their learning goals, the Leadership Team (LT) will provide weekly guidance for teachers with data-driven instruction in 2021-2022.
Measurable Outcome:	If we successfully implement the Targeted Element of Instructional Leadership Team, our teachers will be provided guidance with data-driven instruction on a weekly basis. This will be realized through teachers participating in the weekly grade-level meetings where they will meet with LT members to disaggregate and analyze student data, as well as share best practices that would help them plan for instruction. The percentage of teachers receiving guidance to plan instruction by the Leadership Team on a weekly basis will increase by at least 50% during the 2021-2022 school year.
Monitoring:	The Leadership Team (LT) will create a schedule that will identify which LT members will assist the weekly grade-level meetings. The LT will also create a meeting protocol that will help drive the data-driven discussion during the weekly grade-level meetings. This protocol will drive the meeting and will allow all teachers in the group to participate by analyzing their own data and create learning instructional goals for their students. Teachers will also bring their own class student data and discuss their instructional goals with the group based on their analysis.
Person responsible for monitoring outcome:	Sharon Gonzalez (pr2371@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Instructional Leadership Team, the school will focus on the evidence-based strategy of Managing Data Systems & Processes. This strategy involves setting expectations and practices around the ongoing examination of data to evaluate the effectiveness of instruction to improve outcomes for students. The strategy will require teachers to meet every week and dedicate a portion of the grade-level meeting to analyze and review data and implement the next steps.
Rationale for Evidence-based Strategy:	Providing guidance to teachers in using data to plan instruction will initiate meaningful discussions during the same grade level, as data is disaggregated to form grade-level specific goals, whole class and individual student learning goals, and instructional strategies that will impact student achievement. Throughout this process, the LT will be able to assist teachers frequently and address specific concerns that will guide teachers in planning and creating laser-focused lesson plans.

Action Steps to Implement

8/31-10/11 Every week, the Leadership Team will participate weekly grade level meetings in order to provide support to teachers with data-driven instruction in order to improve learning outcomes for students.

Person Responsible	Sharon Gonzalez (pr2371@dadeschools.net)

8/31-10/11 During weekly collaborative lesson planning, the Leadership Team will share best practices to ensure standards-aligned lessons are delivered in order to set expectations and practices around the ongoing examination of data and evaluate the effectiveness of instruction.

Person Responsible	Sharon Gonzalez (pr2371@dadeschools.net)

8/31-10/11 Every week, members of the LT will model effective lessons to target L25 &L35 students in order to address specific concerns that will guide teachers in planning and creating laser-focused lesson plans.

Person Responsible   Mary Pineiro (marypineiro@dadeschools.net)

8/31-10/11 Every quarter, PLST along with members of the Leadership Team will provide Professional Development opportunities to analyze data across various platforms and inform instruction

Person Responsible   Lourdes Nodarse (lourdesnodarse@dadeschools.net)

11/1-12/21 Every grading period, the Leadership Team will meet with teachers to formally review their data to target planning and DI to meet the instructional needs of the L25%, L35% and ESSA subgroups in ELA and Math.

Person Responsible   Sharon Gonzalez (pr2371@dadeschools.net)

11/1-11/21 Every week, members of the Leadership Team will meet with their grade level to ensure DI is administered with fidelity to the L25% and L35% students.

Person Responsible   Sharon Gonzalez (pr2371@dadeschools.net)

1/31-4/29 At the end of i-Ready AP2, teachers will use results to guide placement and intervention groups to target planning and DI in order to meet the instructional needs of the L25%, L35% and ESSA subgroups in ELA and Math.

Person Responsible   Blanca Gnefkow (bsanjudo@dadeschools.net)

1/31-4/29 The members of the Leadership Team will continue meet with their grade level to ensure DI is administered with fidelity to the L25% and L35% students.

Person Responsible   Sharon Gonzalez (pr2371@dadeschools.net)

#4. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	This area was identified as a critical need due to the decrease in ELA Achievement by 1% in the SWD, HSP, and FRL Subgroups. The school to district comparison also shows an increase in the Achievement Gap widening for 3rd grade by 7 percentage points as indicated by 53% from our school in comparison to 60% in our District, and in 5th grade by 4 percentage points as indicated by 56% for our school in comparison to 60% from our District. Our SWD students were also the only subgroup with a decrease in Science proficiency indicating a 12 percentage point decrease from 30% to 18% from 2018 to 2019.
Measurable Outcome:	Student Achievement in ELA Subgroups will increase by at least 1 percentage point thus decreasing the Achievement Gap for 3rd and 5th grade by at least 1 percentage point as evidenced by the 2022 State Assessments. Also, SWD students will increase in Science Achievement by at least 2 percentage points from 18% in 2019 to 20% in 2022 State Assessments.
Monitoring:	The administrative team and instructional coaches will meet bi-weekly with teachers to review data on student progress and discuss/update the delivery plan for each standard targeted as indicated in the Pacing Guides. Administrators will follow up with regular walkthroughs to ensure quality instruction is taking place and lessons are aligned to standards. The administrative team will also meet bi-weekly to analyze and discuss grade-level data by teachers to ensure students are demonstrating proficiency or growth on remediated standards.
Person responsible for monitoring outcome:	Mary Pineiro (marypineiro@dadeschools.net)
Evidence-based Strategy:	Our school will focus on the evidenced-based strategy of Standards-Aligned Instruction. This strategy will be utilized as teachers will create lesson plans and deliver instruction to guide students through the rigor and demands of the ELA standards and learning targets.
Rationale for Evidence-based Strategy:	Standards Aligned Instruction will ensure that teachers plan interventions that will be customized to student needs and delivered through differentiated instruction driven by the most recent data. Students will show mastery of the ELA objectives through their work samples and tasks, iReady diagnostics, and mini-benchmark assessments which will help clarify which students need further support to attain proficiency on each ELA standard.

Action Steps to Implement

8/31-10/11 During weekly collaborative planning sessions, teachers will analyze i-Ready diagnostic and growth-monitoring reports to ensure Standards Aligned Instruction is implemented with particular focus on the ELA and Math standards.

Person Responsible	Sharon Gonzalez (pr2371@dadeschools.net)

8/31-10/11 Standards-aligned intervention will be delivered daily across ELA, Math, and Science instructional groups with a focus on the L25 & L35 students and ESSA subgroup Students with Disabilities in order to increase proficiency in the targeted standards.

Person Responsible	Sharon Gonzalez (pr2371@dadeschools.net)

8/31-10/11 Teachers will collaborate weekly to examine ELA, Math, and Science student work samples and ensure that Standards-Aligned Instruction is implemented across all grade levels with targeted focus on the SWD, HSP, and FRL Subgroups.

Person Responsible   Sharon Gonzalez (pr2371@dadeschools.net)

8/31-10/11 The PLST will provide ongoing professional development opportunities in the implementation of ELA, Math, and Science Standards-Aligned Instruction across grade levels and disciplines.

Person Responsible   Lourdes Nodarse (lourdesnodarse@dadeschools.net)

11/1-12/21 Teachers will ensure that Standards-Aligned Instruction is implemented during their DI to ensure a targeted focus on said standards.

Person Responsible   Sharon Gonzalez (pr2371@dadeschools.net)

11/1-12/21 Classroom walkthroughs will be implemented to ensure that teachers are delivering Standards-Based Instruction during their DI routine.

Person Responsible   Sharon Gonzalez (pr2371@dadeschools.net)

1/31-4/29 Teachers will continue to collaborate weekly to examine ELA, Math, and Science student work samples and ensure that Standards-Aligned Instruction is implemented across all grade levels with targeted focus on the SWD, HSP, and FRL Subgroups.

Person Responsible   Sharon Gonzalez (pr2371@dadeschools.net)

1/31-4/29 Before and after school tutoring with a focus on Standards-Aligned instruction will be implemented with targeted focus on the SWD, HSP, and FRL Subgroups.

Person Responsible   Sharon Gonzalez (pr2371@dadeschools.net)

#5. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	According to the Reading Achievement Initiative for Scholastic Excellence (RAISE), our school was identified as needing additional support in the area of English Language Arts. Results of the 2021 FSA ELA assessment indicate that 49% of Grade 5 students scored below Achievement Level 3, one percentage point below the 50% requirement.
Measurable Outcome:	If data-driven instruction used to guide DI is successfully implemented, then all our students to include L25 and L35 students will increase schoolwide ELA scores by a minimum of 3 percentage points as evidenced by the 2022 State Assessments.
Monitoring:	The administrative team and instructional coaches will meet bi-weekly with teachers to review data on student progress and discuss/update the delivery plan for ELA standards as indicated in the Pacing Guides. Administrators will follow up with regular walkthroughs to ensure quality DI is taking place with an emphasis on ELA.
Person responsible for monitoring outcome:	Sharon Gonzalez (pr2371@dadeschools.net)
Evidence-based Strategy:	The evidence-based strategy used to accelerate the learning gains in ELA will be data-driven instruction. Data-driven instructions will be monitored through the use of data trackers which will drive instructional planning and data-driven conversations.
Rationale for Evidence-based Strategy:	Data-driven instruction will ensure that teachers use the most recent data from the topic assessments item analysis and i-Ready instructional grouping to customize their students' English Language Arts DI plans. Ongoing adjustments will be made to the students' individual DI plans as new data becomes available.

Action Steps to Implement

8/31-10/11 During weekly collaborative planning sessions, teachers will analyze i-Ready diagnostic and growth-monitoring reports to ensure Standards Aligned Instruction is implemented with particular focus on the ELA standards.

Person Responsible	Sharon Gonzalez (pr2371@dadeschools.net)

8/31-10/11 During weekly grade level meetings teachers will discuss standards-aligned best practices that will close the ELA achievement gap in L25 and L35 students.

Person Responsible	Sharon Gonzalez (pr2371@dadeschools.net)

8/31-10/11 Every quarter, students will be grouped and provided intervention in small cohorts to target deficient standards utilizing data from the ELA Topic Assessments. This will guide instruction for the L25 subgroup to have on grade-level content that will enable them to make learning gains and move towards proficiency.

Person Responsible	Sharon Gonzalez (pr2371@dadeschools.net)

8/31-10/11 Teachers will align District Pacing Guides and resources to lesson plans to target ELA DI of L25%, L35% and ESSA Students with Disabilities.

Person Responsible	Sharon Gonzalez (pr2371@dadeschools.net)

11/1-12/21 Using data from topic assessments, Performance Matters, and Power BI, teachers will plan for DI to target English Language Arts for L25%, L35% and ESSA Students with Disabilities.

Person Responsible   Sharon Gonzalez (pr2371@dadeschools.net)

11/1-12/21 Every week, during collaborative planning sessions, teachers will share best practices targeting DI in ELA instruction to ensure the academic growth of L25%, L35% and ESSA Students with Disabilities.

Person Responsible   Sharon Gonzalez (pr2371@dadeschools.net)

1/31-4/29 Using i-Ready AP2 results, teachers will disaggregate data to ensure targeted instruction of ELA standards and implement DI for L25%, L35% and ESSA Students with Disabilities.

Person Responsible   Sharon Gonzalez (pr2371@dadeschools.net)

1/31-4/29 Teachers will use the Wonders intervention programs: Discovery for grades K-3 and Elevate for 4-5 to provide DI and give targeted intervention to L25%, L35% and ESSA Students with Disabilities.

Person Responsible   Sharon Gonzalez (pr2371@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.

According to SafeSchoolsforAlex.org, West Hialeah Gardens ranks in the LOW Category on the School Safety Dashboard. WHG is ranked #261 out of #1395 elementary schools in the state of Florida. Based on the data, WHG had zero violent incidents, zero property incidents, and two Drug/Public Order Incidents (vaping). In order to continue with our low rate of negative discipline incidents, we will continue to provide support for students and families through our counselors, teachers, and Title I parent community specialist. Additionally, elements of Socio-Emotional Learning will be embedded throughout the curriculum and shared with stakeholders.

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 greatest strength within the school culture is in building relationships with staff, students, and families. Our school creates a variety of experiences to engage parents and families to feel welcomed and stay informed to support their children. Staff is also provided opportunities to participate in activities where they come together to share their successes and concerns. Ongoing feedback opportunities are provided to the staff to offer suggestions to school leaders. Monthly wellness sessions are provided where the staff celebrates and recognizes the outstanding things that our school community accomplishes, both inside and out of our building. The wellness sessions will also comprise of social activities using protocols to engage willing participants.

This information will also be provided to our staff through our weekly and monthly calendars, emails, and grade-level meetings. Parents are provided information via ClassDojo, Instagram, website, emails, and School Messenger. A consistent vision is shared to help staff and students feel they are being treated in the same manner as everyone else, regardless of their differences. As a way to accomplish this task, the leadership also follows through consistently with discipline and consequences to create a sense of support and trust so staff can feel they are supported to do their jobs well and trust that rules will be followed consistently.

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

The leadership team that will be involved in building positive school culture and environment will be comprised of the Principal, Assistant Principals, Instructional Coaches, Counselors, and Grade Level Chairs.

The Principal's role will be to serve as a bridge across the school and regularly monitor the progress of school efforts, keeping staff focused on school goals and helping them determine the effectiveness of their strategies. Assistant principals will assist in ensuring all information is shared with stakeholders in a timely manner. Grade-level chairs 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. Students are afforded numerous methods, such as FortifyFL and District mental health crisis hotline, to communicate issues related to safety and personal health at any time during the day or night.

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: Culture & Environment: Student Attendance	$0.00
3	III.A.	Areas of Focus: Leadership: Instructional Leadership Team	$0.00
4	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	$0.00
5	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
		Total:	$0.00