Phyllis R. Miller Elementary School

2021-22 Schoolwide Improvement Plan

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Phyllis R. Miller Elementary School

840 NE 87TH ST, Miami, FL 33138

http://prmiller.schoolwires.com

Demographics

Principal: Kisa Humphrey D

Start Date for this Principal: 7/1/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (55%) 2017-18: B (55%) 2016-17: B (59%)
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.](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	85%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	94%

School Grades History

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

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SIP Authority

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The primary mission of Phyllis Ruth Miller Elementary School is to meet the needs of the whole child in order to ensure that he or she gains the skills necessary to successfully transition to higher education and become career ready. This belief drives every fundamental decision that is made at the school site. The Phyllis Ruth Miller Elementary School staff also recognizes that the school/home/community partnership is an important variable in the total development of the child. The collaborative relationship that exists between staff and parents is integral to the successful reputation that has enveloped the school since its opening in 1992.

Provide the school's vision statement.

The vision of Phyllis Ruth Miller Elementary School is to provide quality academic and educational programs that maximize the potential of each student, preparing him or her to succeed in today's changing society and to meet the challenges of our rapidly changing world. Phyllis Ruth Miller Elementary School will provide an environment which enables students to acquire the critical skills, knowledge, attitudes, and values that will empower them to function 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
Humphrey, Kisa	Principal	The role of the principal is accountable for all aspects of the school. The principal provides strategic direction in the school setting. The principal assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff and oversee facilities. Other important duties include developing safety protocols and emergency response procedures.
Penafiel, Patricia	Reading Coach	The Reading Coach will support all K-5 staff in the implementation of the site reading plan and program. The Coach will work directly with teachers in a school providing classroom-based demonstrations, collaborative and one-on-one support, and facilitating teacher inquiry and related professional development. The Coach will focus on enhancing teachers' ability to provide instruction that builds students' sense of engagement in the ownership of learning. The Coach will also work with administrators and teachers to collect and analyze data, interpret, and use it to guide instructional decisions.
Meme, Farrah	Math Coach	To increase the mathematics achievement of elementary school students by building instructional capacity of classroom teachers; provide technical assistance and support to classroom teachers and principals in math instruction. Model lessons which include best instructional practices in math instruction for elementary school teachers, monitor classroom instruction, and coach teachers in best practices for math instruction including the implementation of manipulatives into instruction.
Garcia, Claribel	Assistant Principal	Assists in the planning, development, organization, coordination, and supervision of instructional programs and activities; interprets and implements the District approved curriculum program considering individual school needs. Assists in providing leadership to the professional staff in determining objectives and identifying school needs as the basis for developing long and short-range plans for the school. Assists the principal in the overall administration of the school and assumes leadership of the school in the absence of the principal. Assists in the supervision of student enrollment, records, attendance, and health requirements. Assists in hiring and training faculty and staff. Creates and coordinates school schedules. Develops plans for emergency situations, in cooperation with staff and public safety agencies and ensures compliance. Maintains a commitment to ongoing growth in self and others, supporting and participating in district and site professional growth programs. Relates to students with mutual respect while carrying out a positive and effective discipline policy. Supervise the reporting and monitoring of student attendance, with follow-up student/parent contact where necessary. Has knowledge of local policies, state and federal laws relating to minors. Performs other related duties as needed.

Demographic Information

Principal start date
Sunday 7/1/2018, Kisa Humphrey D

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.*

12

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.*

22

Total number of teacher positions allocated to the school

34

Total number of students enrolled at the school

584

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

1

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

2

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	69	85	80	84	97	0	0	0	0	0	0	0	463
Attendance below 90 percent	1	8	11	18	12	29	0	0	0	0	0	0	0	79
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	2	12	9	20	0	0	0	0	0	0	0	43
Course failure in Math	0	0	0	3	10	12	0	0	0	0	0	0	0	25
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	9	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	5	0	0	0	0	0	0	0	5
Number of students with a substantial reading deficiency	0	9	24	31	30	44	0	0	0	0	0	0	0	138

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	1	8	9	25	0	0	0	0	0	0	0	43

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	0	0	0	2	0	0	0	0	0	0	0	0	0	2
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

Wednesday 7/21/2021

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	71	83	85	99	105	100	0	0	0	0	0	0	0	543
Attendance below 90 percent	8	11	17	13	29	10	0	0	0	0	0	0	0	88
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	11	12	20	0	2	0	0	0	0	0	0	46
Course failure in Math	0	0	2	11	12	12	0	0	0	0	0	0	0	37
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	10	10	0	0	0	0	0	0	0	20
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	6	8	0	0	0	0	0	0	0	14

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	6	11	25	11	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	0	0	0	2	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	1	1	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				53%	62%	57%	61%	62%	56%
ELA Learning Gains				55%	62%	58%	63%	62%	55%
ELA Lowest 25th Percentile				45%	58%	53%	53%	59%	48%
Math Achievement				70%	69%	63%	63%	69%	62%
Math Learning Gains				69%	66%	62%	58%	64%	59%
Math Lowest 25th Percentile				48%	55%	51%	48%	55%	47%
Science Achievement				44%	55%	53%	42%	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	47%	60%	-13%	58%	-11%
Cohort Comparison						
04	2021					
	2019	60%	64%	-4%	58%	2%
Cohort Comparison		-47%				
05	2021					
	2019	46%	60%	-14%	56%	-10%
Cohort Comparison		-60%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	71%	67%	4%	62%	9%
Cohort Comparison						
04	2021					
	2019	73%	69%	4%	64%	9%
Cohort Comparison		-71%				
05	2021					
	2019	56%	65%	-9%	60%	-4%
Cohort Comparison		-73%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	41%	53%	-12%	53%	-12%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

Grade K-5 used iReady Reading and Math Data AP1 for Fall, AP2 for Winter, and AP3 for Spring as a progress monitoring tool.
Grade 5 Science used quarterly and mid-year assessment for progress monitoring.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	49%	47%	72%
	Economically Disadvantaged	52%	46%	68%
	Students With Disabilities	25%	0%	0%
	English Language Learners	94%	88%	94%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	36%	45%	66%
	Economically Disadvantaged	35%	39%	64%
	Students With Disabilities	25%	25%	50%
	English Language Learners	33%	17%	33%

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	43%	61%	69%
	Economically Disadvantaged	40%	56%	65%
	Students With Disabilities	25%	38%	25%
	English Language Learners	22%	0%	22%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	38%	41%	69%
	Economically Disadvantaged	34%	34%	63%
	Students With Disabilities	38%	29%	38%
	English Language Learners	22%	22%	44%

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	42%	58%	65%
	Economically Disadvantaged	40%	57%	63%
	Students With Disabilities	25%	25%	29%
	English Language Learners	15%	31%	31%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	15%	40%	48%
	Economically Disadvantaged	14%	39%	45%
	Students With Disabilities	29%	14%	38%
	English Language Learners	0	23%	38%

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	28%	29%	40%
	Economically Disadvantaged	26%	25%	39%
	Students With Disabilities	7%	6%	25%
	English Language Learners	0%	0%	14%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	17%	32%	46%
	Economically Disadvantaged	15%	28%	43%
	Students With Disabilities	0%	0%	27%
	English Language Learners	0%	14%	29%

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	36%	36%	46%
	Economically Disadvantaged	29%	29%	39%
	Students With Disabilities	29%	14%	14%
	English Language Learners	0%	7%	20%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	25%	50%	56%
	Economically Disadvantaged	20%	45%	51%
	Students With Disabilities	14%	29%	29%
	English Language Learners	0%	0%	20%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	1%	12%	
	Economically Disadvantaged	0%	8%	
	Students With Disabilities	0%	0%	
	English Language Learners	0%	0%	

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	19	42		28	23						
ELL	38	69	71	37	34	36	43				
BLK	35	46	50	45	29	33	41				
HSP	40	75		38	29		58				
WHT	76			65							
FRL	35	54	57	41	28	33	40				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	17	25	33	34	50	31					
ELL	49	62	46	62	63	43	42				
BLK	50	47	35	68	68	42	39				
HSP	54	69	63	68	69	50	55				
WHT	82	87		86	80						
FRL	52	54	45	68	69	49	43				

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	48	56	55	43	63						
ELL	53	59	50	52	57	67	25				
BLK	56	66	66	62	58	51	38				
HSP	68	63	18	61	61		42				
WHT	80	38		70	46						
FRL	60	64	54	62	58	49	41				

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	48
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	79
Total Points Earned for the Federal Index	385
Total Components for the Federal Index	8
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	51
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students 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	44
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	54
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	71
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	46
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:
There was an increase in the Achievement that emerged across grade levels as as demonstrated by the comparison of the fall to spring data in both ELA and Math:

All ELA Subgroups Achievement increased except for SWD which decreased by 14 percentage points in 5th grade.
All ELA Subgroups Learning Gains decreased except for Hispanic students, which increased by 6 percentage points.
All ELA Subgroups Learning Gains L25 decreased by at least 15 percentage points.
All Math Subgroups overall and L25 decreased across all grade levels.
Science Subgroups Achievement levels decreased by 19 percentage points.

2021 data findings:
There was a decrease of students meeting high standards across all grade-levels for both ELA and Math:

Overall, there was a decrease of students meeting high standards in ELA across grade-levels from 53% to 39% in 2021.
There was a slight decrease of students achieving learning gains in ELA from 55% to 53%.
There was an increase of students achieving learning gains in the L25 subgroups in ELA from 45% to 57%.

Overall, there was a decrease of students meeting high standards in Math across grade-levels from 70% to 45% in 2021.
There was a decrease of students achieving learning gains in Math from 69% to 30%.
There was a decrease of students achieving learning gains in the L25 subgroups in Math from 48% to

33%.

Overall, there was an increase of students achieving high standards in Science across the grade-level from 44% to 49%.

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 Learning Gains decreased by at least 25 percentage points. Students with Free and Reduced lunch decreased by 25 percentage points, black students decreased by 30 percentage points and SWD students decreased by 32 percentage points.

2021 data findings:
There was a decrease of students meeting high standards across all grade-levels for both ELA and Math, by at least 20 percentage points.
The percent of students achieving learning gains in Math decreased by 39 percentage points, from 69% to 30%.

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:
For the last 3 years, we have been focused on implementing standards-based instruction in all classrooms. We will continue to support this while incorporating data-driven instruction to help meet the needs of our L25 subgroup. We will also develop teachers using strategies that focus on scaffolding and intervention for lower performing students to help them access grade level content. We will be strategic with aligning resources and include OPM in our data chats.

2021 data findings:
Students are returning from a year of learning lost. They faced a variety of challenges which lead to a decrease in students learning gains and achieving proficiency levels. Therefore, there is a need to focus in a systematic plan to develop rigorous lesson plans guided by the new standards.

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

2019 data findings:
ELA Learning Gains increased from 47 percentage points in 2018 to 53 percentage points on the 2019 FSA.

2021 data findings:
There was an increase in the percent of students achieving high standard on the Science assessment, from 44% to 49%, surpassing the District average.

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

2019 data findings:
We created a collaborative planning schedule that allotted time to plan for DI. Administrators will now attend weekly collaborative planning sessions and contribute to conversations with individual departments to carefully align resources.

2021 data findings:

A systematic and inquiry-based planning paired with rigorous questioning and instructional delivery, contributed to an increase in the percentage of student achieving high standards in science.

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

To accelerate learning, Differentiated Instruction, Intervention/ RtI, and Data Driven Instruction are some strategies that will need to be utilized in the classroom.

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.

Consistent coaching cycles, weekly collaborative planning, and professional development are approaches that will be implemented at the school to provide persistent support to teachers and administrators.

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

By infusing the QR code to track, analyze, and monitor student's data, (iReady, District-wide assessments) instructional progress, and needs, teachers and instructional coaches can be purposeful in evaluating the learning outcomes and adjust planning to improve the effectiveness of data driven instructions.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Instructional Coaching	
Area of Focus Description and Rationale:	Based on the new implementation of the Florida's Benchmarks for Excellent Student Thinking (B.E.ST.) standards for ELA and Math, and the decreased in the percent of students meeting high standards in Reading, from 53% to 39%, and Math from 70% to 45% on the 2021 FSA, our school will implement the the instructional practice of Instructional Coaching. It is going to be essential that we meet the unique needs of all learners therefore it is evident that we must ensure that all instructional staff have developed a clear understanding of the benchmarks by providing explicit support.
Measurable Outcome:	If we successfully implement Instructional Coaching support, then our overall student achievement will increase by a minimum of 10 percentage points as evidenced by the 2022 State Assessments.
Monitoring:	The Instructional Coaches will utilize the coaching cycle to provide on-site embedded professional learning opportunities aligned to address the needs of students based upon student assessment data.
Person responsible for monitoring outcome:	Kisa Humphrey (pr3431@dadeschools.net)
Evidence-based Strategy:	With Instructional Coaching, our school will focus on the evidence-based strategy of: utilizing the coaching model (planning, modeling and providing feedback) with the implementation of evidenced-based instructional strategies to improve students' academic success.
Rationale for Evidence-based Strategy:	Through the implementation of the instructional coaching cycle and data analysis, we will monitor and prioritize the support needed for each teacher. Coaches will meet with teachers weekly to make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

Action Steps to Implement

The action step that will be taken to address the Area of Focus will be to implement the Instructional Coaching Cycle (observe, plan, model, provide feedback) based on administration feedback, teacher request or coach's observation. This action step will be implemented during the following dates: August 30 - October 11, 2021.

Person Responsible	Claribel Garcia (claribelgarcia@dadeschools.net)

The action step that will be taken to address the Area of Focus will be to provide support during collaborative planning sessions. This action step will be implemented during the following dates: August 30 - October 11, 2021.

Person Responsible	Farrah Meme (fameme7@dadeschools.net)

The action step that will be taken to address the Area of Focus will be to assist teachers with the interpretation of student assessment data to plan for instructional implications. This action step will be implemented during the following dates: August 30 - October 11, 2021.

Person Responsible	Patricia Penafiel (ppenafiel@dadeschools.net)

The action step that will be taken to address the Area of Focus will be to provide professional development on the Florida's Benchmarks for Excellent Student Thinking (B.E.ST.) standards. This action step will be implemented during the following dates: August 30 - October 11, 2021.

Person Responsible   Farrah Meme (fameme7@dadeschools.net)

The action step that will be taken to address the Area of Focus will be to develop a weekly calendar of support to be more intentional on the support provided and track frequency of support. As a result, coaches can develop a strategic log that ensures direct support to teachers. This action step will be implemented during the following dates: November 2 - December 15, 2021.

Person Responsible   LaKevia Ford-White (lford-white@dadeschools.net)

The action step that will be taken to address the Area of Focus will be to utilize a google sheet to provide feedback to the teachers after support provided. This protocol will include follow up steps and be shared with administration for feedback and future visits. As a result, coaches and teachers are engaged in a continuous reflective practice. This action step will be implemented during the following dates: November 2 - December 15, 2021.

Person Responsible   Farrah Meme (fameme7@dadeschools.net)

The action step that will be taken to address the Area of Focus will be to and additional professional development analyzing the AP2 data and align the resources that can be utilized to aid learning acceleration. This action step will be implemented during the following dates: January 31 - March 1, 2022.

Person Responsible   Claribel Garcia (claribelgarcia@dadeschools.net)

The action step that will be taken to address the Area of Focus will be to provide coaching support to the teachers with the low performing subgroups. This action step will be implemented during the following dates: January 31 - April 29, 2022.

Person Responsible   LaKevia Ford-White (lford-white@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, many of our L25 students have had reoccurring attendance issues. We recognize the need to tailor our attendance initiatives and improve in making connections with families and the community to ensure attendance is consistently high.
Measurable Outcome:	If we successfully implement the Targeted Element of Student Attendance, our students will receive quality instruction that will contribute to improved student outcomes. With consistent student incentives, our attendance will increase 6 percentage points by June 2022.
Monitoring:	The Leadership Team along with Student Services 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 Student Service personnel will mentor individual students who have consistent truancy and connect with them bi-weekly to reward or encourage attendance efforts. The Leadership Team will plan regular student incentives to promote consistent student attendance. Teachers will monitor their daily attendance and document any students that are of concern. The Student Services will identify opportunities for students who are absent due to illness to complete missed assignments. To ensure we are on track to meeting the outcome above, this data will be discussed during data chats with teachers and students and parental contact will be made when necessary.
Person responsible for monitoring outcome:	Kisa Humphrey (pr3431@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 absenteeism 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:	Attendance Initiatives will assist in decreasing the number of student absences. The initiatives will provide the Leadership Team with a systematic approach to identify attendance issues, remediation, and rewards.

Action Steps to Implement

The action step that will be taken to address the Area of Focus will be to identify students with poor attendance. This action step will be implemented during the following dates: August 30 - October 11, 2021.

Person Responsible	Deborah Jones-Allen (104537@dadeschools.net)

The action step that will be taken to address the Area of Focus will be to meet with students and families to establish a support plan that will reflect an improvement on student attendance. This action step will be implemented during the following dates: August 30 - October 11, 2021.

Person Responsible	Claribel Garcia (claribelgarcia@dadeschools.net)

The action step that will be taken to address the Area of Focus will be to establish incentives to focus on school climate. This action step will be implemented during the following dates: August 30 - October 11, 2021.

Person Responsible Claribel Garcia (claribelgarcia@dadeschools.net)

The action step that will be taken to address the Area of Focus will be to monitor the implementation and outcome of the attendance initiative. This action step will be implemented during the following dates: August 30 - October 11, 2021.

Person Responsible Kisa Humphrey (pr3431@dadeschools.net)

The action step that will be taken to address the Area of Focus will be to track the classes with perfect attendance on 3 out of 5 days of the week via Daily Attendance Bulleting. As a result, students will be supported in celebrating progress towards the bigger goal. This action step will be implemented during the following dates: November 2 - December 15, 2021.

Person Responsible Deborah Jones-Allen (104537@dadeschools.net)

The action step that will be taken to address the Area of Focus will be to celebrate via morning announcements, the classes with perfect attendance from previous week. Each class will be rewarded with token of appreciation. This action step will be implemented during the following dates: November 2 - December 15, 2021.

Person Responsible Claribel Garcia (claribelgarcia@dadeschools.net)

The action step that will be taken to address the Area of Focus will be to track the classes with the most perfect attendance days within a week. As a result, students will display a perfect attendance award in celebrating progress towards the bigger goal. This action step will be implemented during the following dates: January 31- April 29, 2022.

Person Responsible Claribel Garcia (claribelgarcia@dadeschools.net)

The action step that will be taken to address the Area of Focus will be to track the top three classes with the most perfect attendance days in a month. As a result, students will display an attendance "on Time and On Target" award in celebrating progress towards the bigger goal. This action step will be implemented during the following dates: January 31- April 29, 2022.

Person Responsible Claribel Garcia (claribelgarcia@dadeschools.net)

#3. Leadership specifically relating to Instructional Leadership Team	
Area of Focus Description and Rationale:	Based on qualitative data from the School Climate survey and the SIP survey and review of the Core Leadership Competencies, we want to use the Targeted Element of Instructional Leadership Team. Instructional staff in need of support with the implementation of school-wide initiatives will be provided support from colleagues who are considered "Content Experts". By involving them in school-wide initiatives and allowing them the opportunity to further their learning, student success is positively impacted.
Measurable Outcome:	If we successfully implement the Targeted Element of Instructional Leadership Team, our teachers will be provided support from select colleagues that have expertise in a particular area . This will be evident through teachers participating in the logistical elements of meetings, presenting ideas to solve issues that arise and to be an ongoing support system. The percentage of teachers in leadership roles will increase by at least 5% during the 2021-2022 school year.
Monitoring:	The Leadership Team will identify specific staff members that are experts in areas that will serve as leads with new initiatives and development. By involving teachers, we hope to create an environment of shared leadership. This initiative will be evident by teacher leaders providing support and development to their colleagues in various areas. To ensure we are on the right track, teachers who receive support will share the knowledge they have gained during faculty meetings.
Person responsible for monitoring outcome:	Kisa Humphrey (pr3431@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Instructional Leadership Team, we will focus on the evidence-based strategy of: Involving Staff in Important Decisions. By creating a "Content Experts" list and involving teachers in the decision making process, we hope to increase the feeling of shared leadership. Experts in the building will provide a summary of support to the Leadership Team on a monthly basis to ensure we are on the right track to meeting the outcome above.
Rationale for Evidence-based Strategy:	Involving Staff will assist in integrating the expertise of teachers within the building to carry out the vision, the mission, and problem solve. Throughout this process the Leadership Team will create buy in and bring creative and innovative solutions to the forefront.

Action Steps to Implement

The action step that will be taken to address the Area of Focus will be that administration will identify Teacher Content Experts. This action step will be implemented during the following dates: August 30 - October 11, 2021.

Person Responsible	Claribel Garcia (claribelgarcia@dadeschools.net)

The action step that will be taken to address the Area of Focus will be that Teacher Content Experts will share and support content information with select teachers on school-wide initiative and curriculum. This action step will be implemented during the following dates: August 30 - October 11, 2021.

Person Responsible	Claribel Garcia (claribelgarcia@dadeschools.net)

The action step that will be taken to address the Area of Focus will be that select teachers will provide feedback on support or request extended support via PD or classroom observations as needed. This action step will be implemented during the following dates: August 30 - October 11, 2021.

Person Responsible Claribel Garcia (claribelgarcia@dadeschools.net)

The action step that will be taken to address the Area of Focus will be that administration will monitor the progress, create opportunities for the support and provide immediate feedback to the Content Expert. This action step will be implemented during the following dates: August 30 - October 11, 2021.

Person Responsible Claribel Garcia (claribelgarcia@dadeschools.net)

The action step that will be taken to address the Area of Focus will be to implement a Pineapple PD chart to allow teachers to visit the "Content Expert" classrooms and observe best practices selected by teachers. A chart will be utilized in the main office so teachers can sign up to visit classrooms that are open for observations of best practices. As a result, teachers will be engage in a continuous practice of building each other's capacity. This action step will be implemented during the following dates: November 2 - December 15, 2021.

Person Responsible Claribel Garcia (claribelgarcia@dadeschools.net)

The action step that will be taken to address the Area of Focus will be to create opportunities for teachers to conduct classroom visits by providing coverage. After each observation, teachers visiting classrooms will receive an online exit slip utilizing the 3-2-1 protocol: 3 things the observer learned, 2 questions they have for the expert, and 1 goal they will set for themselves. As a result, teachers will be able to reflect on the implementation of the strategy observed to impact student learning. This action step will be implemented during the following dates: November 2 - December 15, 2021.

Person Responsible Claribel Garcia (claribelgarcia@dadeschools.net)

The action step that will be taken to address the Area of Focus will be to improve and sustain the implementation of the school's Pineapple PD chart to allow more teachers the opportunity to be the "Content Expert". A chart will be utilized in the main office so teachers can sign up to visit classrooms that are open for observations of best practices. As a result, teachers will be engage in a continuous practice of building each other's capacity. This action step will be implemented during the following dates: January 31- April 29, 2022.

Person Responsible Claribel Garcia (claribelgarcia@dadeschools.net)

The action step that will be taken to address the Area of Focus will be increase the opportunities for teachers to go into other teachers' classroom to model and implement school-wide initiatives. As a result, teachers will be engage in a continuous practice of building each other's capacity. This action step will be implemented during the following dates: January 31- April 29, 2022.

Person Responsible Claribel Garcia (claribelgarcia@dadeschools.net)

#4. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Based on the percentage of students scoring above Level 3 on grade 3 ELA, standardized English Language Arts assessment at 13%, grade 4 ELA at 17%, grade 5 ELA at 15%. Additionally, results of the 2021 i-Ready Reading AP3 indicate that 13% of kindergarten, 27% of 1st grade, 33% of 2nd grade, and 37% of 3rd grade students are not on track to score a Level 3 or above on the statewide, standardized grade 3 ELA assessment. It is going to be essential that we meet the unique needs of all learners therefore it is evident that we must ensure that all instructional staff have developed a clear understanding of the benchmarks by providing explicit support to increase the percentage of students meeting high standards in ELA.
Measurable Outcome:	If we successfully implement Instructional Practice specifically relating to ELA, then our overall percentage of student meeting high standards in ELA will increase by a minimum of 10 percentage points as evidenced by the 2022 State Assessments.
Monitoring:	The Leadership Team will conduct quarterly data chats, provide feedback to instructional coaches and teachers for lesson planning implications, and follow-up with regular walkthroughs to ensure quality instruction is taking place. Administrators will review bi-weekly lesson plans for rigorous and systematic standard-based instruction. Data Analysis of formative assessments will be reviewed monthly to track progress. We will create an online QR code tracker to monitor progress on a bi-weekly basis. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards.
Person responsible for monitoring outcome:	Claribel Garcia (claribelgarcia@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of ELA, our school will focus on the evidence-based strategy of: Standards-Based Collaborative Planning. Standards based collaborative planning brings teachers together to learn from each other and collaborate. These collaborations will result in improved lesson quality, instructional effectiveness, and student achievement. Standards based collaborative planning will be monitored by observation of developed instruction, product reviews, and progress monitoring performance.
Rationale for Evidence-based Strategy:	Standards-Based Collaborative Planning will ensure teachers plan rigorous and aligned lessons that translate into effective delivery. Leadership's feedback related to delivery, product effectiveness, and assessment performance will guide instructional planning, enhance instructional delivery and student performance.

Action Steps to Implement

The action step that will be taken to address the Area of Focus will be to analyze student data from QR trackers. This action step will be implemented during the following dates: September 30 - October 11, 2021.

Person Responsible	Claribel Garcia (claribelgarcia@dadeschools.net)

The action step that will be taken to address the Area of Focus will be to conduct collaborative planning sessions to discuss data findings. This action step will be implemented during the following dates: September 30 - October 11, 2021.

Person Responsible	Patricia Penafiel (ppenafiel@dadeschools.net)

The action step that will be taken to address the Area of Focus will be to develop a calendar of implementation to address deficiencies. This action step will be implemented during the following dates: September 30 - October 11, 2021.

Person Responsible   LaKevia Ford-White (lford-white@dadeschools.net)

The action step that will be taken to address the Area of Focus will be to implement data driven instruction on targeted standards during the following dates: September 30 - October 11, 2021.

Person Responsible   Claribel Garcia (claribelgarcia@dadeschools.net)

The action step that will be taken to address the Area of Focus will be to conduct ongoing data chats with students to track progress toward meeting learning gains goals. As a result, students will be making ongoing connections that leads to improvement. This action step will be implemented during the following dates: November 2 - December 15, 2021.

Person Responsible   Claribel Garcia (claribelgarcia@dadeschools.net)

The action step that will be taken to address the Area of Focus will be to celebrate students' success towards meeting instructional goals. Each student will be presented with a token of appreciation. As a result, students will be engaged in a culture of positive feedback that will lead to creating positive classroom changes in learning. This action step will be implemented during the following dates: November 2 - December 15, 2021.

Person Responsible   Claribel Garcia (claribelgarcia@dadeschools.net)

The action step that will be taken to address the Area of Focus will be to analyze student data from i-Ready AP2 results to plan for instruction supporting low-performance subgroups and alignment of resources. This action step will be implemented during the following dates: January 31- April 29, 2022.

Person Responsible   LaKevia Ford-White (lford-white@dadeschools.net)

The action step that will be taken to address the Area of Focus will be to support teachers in utilizing the Item Analysis report from Performance Matter to drive instruction while re teaching, accelerating and remediating secondary standards. This action step will be implemented during the following dates: January 31- April 29, 2022.

Person Responsible   Claribel Garcia (claribelgarcia@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 the 2021-2022 District/School Disciplinary Comparison data from Power BI SIP Dashboard, 5% of students in 5th Grade accumulated one referral as compared to 3% at the District level overall. This specific grade level shows a 2% increase to that of the District. Monitoring student behavior is essential in allowing school staff to quickly detect and correct inappropriate behavior. The School Leadership Team (SLT) will monitor student behavior via the number of referrals per quarter; the teachers and counselor will guide students in setting behavioral goals along with their curriculum goals, and assist students in tracking those goals while reflecting on their own behavior and its effect on others. In addition, school attendance and student engagement will be an indicator of this goal.

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, Physical & Emotional Safety and Support, Care, and Connections. Our school creates experiences throughout the year to engage with parents and families and ensures they have necessary information to support their children. Students are recognized through iReady and attendance incentives, Do The Right Thing, and Values Matter initiatives. Staff are provided opportunities to take part in weekly Principal's Wellness Toolkit challenges to promote mental wellness and healthy living and attend faculty meetings where we share best practices, celebrate successes, and spotlight staff accomplishments. We provide opportunities for both staff and students to provide ongoing feedback and suggestions to school leaders and we schedule informal conferences with staff and students to garner information about their educational/professional experience at our school. We also ensure information is provided to all stakeholder through our weekly curriculum updates and monthly newsletter for staff. We continue to build our skill-set in ensuring our classrooms are highly engaging and foster the highest level of engagement and learning.

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

b. The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principals, Instructional Coaches, Teacher Leaders and Counselors. The Principal's role is to monitor and oversee all the school's initiatives and respond to concerns with morale by planning Team-

building and morale boosting activities. The Assistant Principal will monitor 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: Instructional Coaching	$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: ELA	$0.00
		Total:	$0.00