Dr. Gilbert L. Porter Elementary School

2021-22 Schoolwide Improvement Plan

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Dr. Gilbert L. Porter Elementary School

15851 SW 112TH ST, Miami, FL 33196

http://glpsod.dade.k12.fl.us/

Demographics

Principal: Jesus Gonzalez   Start Date for this Principal: 7/14/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	75%
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 White Students Economically Disadvantaged Students
School Grades History	2018-19: B (55%) 2017-18: I (%) 2016-17: A (74%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	67%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

School Grades History

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

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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.

Dr. Gilbert L. Porter Elementary School envisions every child to be a lifelong learner who is a responsible, productive, and caring citizen. It is our mission to create an environment that focuses on the child's strengths; to motivate parents, teachers, administrators, and non-instructional personnel to believe that, at "The School of Discovery," all children are allowed to explore the depths of their potential; and to create an environment for learning where every child succeeds.

Provide the school's vision statement.

We are committed to provide educational excellence for all.

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
Gutierrez, Raul	Principal	The principal will monitor the implementation of standardized curriculum across grade levels, assess teaching methods, monitor students achievement, encourage the involvement of all stakeholders, revise policies and procedures, manage school budget, hire and evaluate staff and oversees the operation of the building.
Somohano, Lorena	Assistant Principal	The Assistant Principal will support the school principal with the day to day activities to include curriculum. As a curriculum leader, she attends District meetings and disseminates information with all of the instructional staff and/ or grade level teachers as well as provide assistance. In addition, she oversees all of the educational programs (Bilingual, ESOL, ESE and Gifted) and assist with the operation of the facilities.
Cid, Maria	ELL Compliance Specialist	As ELL Compliance Specialist, the team leader over sees the ELL compliance and plans. She ensures students are receiving all of necessary services and assistance. As a PLST leader, she is responsible for creating and holding the in-school professional development courses. She also assistant staffs with their professional developments needs.
Martinez, Julie	Other	As instructional coach, the school leader attends District meetings and disseminates information with all of the instructional staff and/or grade level teachers as well as provide assistance.
Arredndo, Eric	Other	As a digital Innovation Leader, the team leader attends District meetings and trainings in new technology programs to be implemented in the classroom. The team leader provides training and/or in-house professional development to instructional staff as well as provide support as needed.

Demographic Information

Principal start date
Wednesday 7/14/2021, Jesus Gonzalez

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.*
9

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.*
40

Total number of teacher positions allocated to the school
57

Total number of students enrolled at the school

528

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.

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	62	91	99	79	84	104	0	0	0	0	0	0	0	519
Attendance below 90 percent	7	7	6	7	9	13	0	0	0	0	0	0	0	49
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	1	2	1	7	0	0	0	0	0	0	0	12
Course failure in Math	0	0	1	4	1	15	0	0	0	0	0	0	0	21
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Number of students with a substantial reading deficiency	4	17	31	34	30	27	0	0	0	0	0	0	0	143

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	3	1	2	2	2	9	0	0	0	0	0	0	0	19

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	5	4	2	0	2	0	0	0	0	0	0	0	0	13
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Wednesday 6/30/2021

2020-21 - As Reported

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

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

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

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

2020-21 - Updated

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	102	115	83	92	112	96	0	0	0	0	0	0	0	600
Attendance below 90 percent	11	6	7	8	14	2	0	0	0	0	0	0	0	48
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	3	0	8	6	0	0	0	0	0	0	0	18
Course failure in Math	0	0	5	0	16	11	0	0	0	0	0	0	0	32
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	4	10	0	0	0	0	0	0	0	14
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	4	10	0	0	0	0	0	0	0	14

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	3	1	4	0	11	12	0	0	0	0	0	0	0	31

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	5	4	2	0	2	0	0	0	0	0	0	0	0	13
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				69%	62%	57%		62%	56%
ELA Learning Gains				48%	62%	58%		62%	55%
ELA Lowest 25th Percentile				38%	58%	53%		59%	48%
Math Achievement				72%	69%	63%		69%	62%
Math Learning Gains				52%	66%	62%		64%	59%
Math Lowest 25th Percentile				51%	55%	51%		55%	47%
Science Achievement				54%	55%	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	65%	60%	5%	58%	7%
Cohort Comparison						
04	2021					
	2019	68%	64%	4%	58%	10%
Cohort Comparison		-65%				
05	2021					
	2019	62%	60%	2%	56%	6%
Cohort Comparison		-68%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	67%	67%	0%	62%	5%
Cohort Comparison						
04	2021					
	2019	77%	69%	8%	64%	13%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-67%				
05	2021					
	2019	62%	65%	-3%	60%	2%
Cohort Comparison		-77%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	48%	53%	-5%	53%	-5%
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 progress monitoring tool used was I-Ready AP1through AP3 for Reading and Mathematics data.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	37.0	50.0	63.0
	Economically Disadvantaged	26.6	40.6	56.3
	Students With Disabilities	21.7	34.8	35.7
	English Language Learners	28.6	28.6	30.4
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	30.3	39.0	60.0
	Economically Disadvantaged	22.2	31.3	51.6
	Students With Disabilities	14.3	14.3	35.7
	English Language Learners	9.1	13.0	34.8

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	23.5	47.5	58.0
	Economically Disadvantaged	19.0	46.6	51.7
	Students With Disabilities	11.1	16.7	11.1
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	16.0	43.8	50.0
	Economically Disadvantaged	13.8	43.1	41.8
	Students With Disabilities	11.1	5.6	11.1
	English Language Learners	0	0	0

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	38.6	57.8	67.5
	Economically Disadvantaged	39.3	54.1	63.9
	Students With Disabilities	20	24.0	40.0
	English Language Learners	0	36.8	57.9
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	25.3	41.0	53.0
	Economically Disadvantaged	26.2	41.0	45.9
	Students With Disabilities	8	20	24.0
	English Language Learners	0	0	0

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	32.4	50.0	57.4
	Economically Disadvantaged	32.9	46.8	55.7
	Students With Disabilities	10.7	11.1	21.4
	English Language Learners	0	20	20
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	16.7	36.1	53.7
	Economically Disadvantaged	16.5	30.4	51.9
	Students With Disabilities	7.1	10.7	28.6
	English Language Learners	20	40	40

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	37.8	46.7	55.6
	Economically Disadvantaged	33.8	45.6	57.4
	Students With Disabilities	15	5	21.1
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	43.3	57.8	62.2
	Economically Disadvantaged	41.2	59.9	58.8
	Students With Disabilities	25	25	38.9
	English Language Learners	0	0	0
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	29	0
	Economically Disadvantaged	0	25	0
	Students With Disabilities	0	0	0
	English Language Learners	0	11.1	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	29		49	24		27				
ELL	55	50	36	60	36	36	35				
HSP	57	50	37	56	29	26	38				
FRL	57	56	38	53	37	31	33				
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	43	32	26	57	45	56	29				
ELL	62	46	33	67	52	58	50				
BLK	50			67							
HSP	69	48	39	70	51	50	52				
WHT	56	38		88	69						
FRL	66	49	37	68	49	46	45				
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

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	43
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	53
Total Points Earned for the Federal Index	344
Total Components for the Federal Index	8
Percent Tested	92%

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	45
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	43
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	45
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?

Based on the 2019 data findings:
In 2019 proficient data, 69% of the students were proficient compared to 72% from 2018 proficiency data. That is a decrease of 3%.
ELA learning gains have decreased by 8 percentage points from 56% in 2018 to 48% in 2019.
The lowest 25% in ELA has decrease by 22 percentage points from 60% in 2018 to 38% in 2019.
All subgroups demonstrated a decrease in learning gain in ELA.
In the 2019 proficient data, 86% of the students were proficient compared to 72% from the 2018 proficiency data. That is a decrease of 14%.
Math Learning gain have decreased by 8 percentage points from 60% in 2018 to 52% in 2019.
The lowest 25% in Math decreased by 4 percentage points from 55% in 2018 to 51% in 2019.
Science proficiency demonstrate a decrease of 3 percentage points from 57% in 2018 to 54% in 2019.
Based on the 2021 data findings:
ELA proficiency is 57%, a decrease of 12 percentage points from 69% in 2019.
ELA learning gains is 51%, an increase of 3 percentage points from 48% in 2019.
Math proficiency is 57%, a decrease of 15 percentage points from 72% in 2019.
Math Learning gains is 30%, a decrease of 22 percentage points from 52% in 2019.
Science proficiency indicates a 16 % decrease from 54% in 2019 to 38% in 2021.
ELA is an area in need of improvement. Math is also a need of improvement.

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

2019 Data Findings:
ELA learning gains for the lowest 25 percentile decreased by 8 percentage points to 48%.
Progress monitoring data for I-Ready Reading for grades 3, 4 and 5 are below 70%.
Overall, according to I-Ready Reading data, all the grades have shown growth of at least of 18 percentage points from the fall to spring.
2021 Data Findings:
ELA proficiency is 57%, this indicates a decrease of 12 percentage points from 69% in 2019.
Math proficiency is 57%, this indicates a 15 percentage points from 72% in 2019.
Science proficiency is 38%, this indicates a 16 percentage points from 54% in 2019.
Improvement needs to be made in all the subjects, ELA, Math and Science.

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 past two years, we have been focused on planning with the end in mind, the contributing factor to these areas of improvement is a decrease in the fidelity of including in their planning differentiated instruction. We will continue to support this while incorporating data-driven instruction to help remediate standards and prerequisite skills. We will also develop teachers by using strategies that focus on differentiated instruction. Teachers will be also use data in order to form their small groups and provided differentiated instruction. In addition, SWD students will be participating in Tier 2 intervention during the day.
2021 Data Findings:
Although we have focused on implementing rigorous planning with the end in mind, the contributing factor to these areas of improvement is a decrease in the fidelity of including in their planning differentiated instruction. The learning loss index due to Covid-19 was also identified as a contributing factor.

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

2019 Data Findings:
When analyzing the 2019 FSA Assessment, areas of improvement were not identified. Although, the smallest decrease in ELA and Science proficiency, with a decrease of 3 percentage points in each of the subjects. However, according to the I-Ready Math Data, the fourth grade scored 16.7% in the fall and 53.7 in the spring. This is an increase of 37 percentage points.
2021 Data Findings:
ELA Learning gains increased from 48% in 2019 to 51% on the 2021 FSA ELA Assessment. That's an increase of 3 percentage points.

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

2019 Data Findings:
Fourth grade teachers created a collaborative planning schedule that allotted time to plan for differentiated instruction and disseminate data to create and/or revise the small groups. Administrators will alternate attending the weekly collaborative planning sessions and conduct data chats with teachers.
2021 Data Findings:
During the 2020-2021 school year, I-Ready was used to remediate schools as an additional tool for intervention.

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

Various strategies will need to be implemented to accelerate learning. Weekly common planning sessions will be held to analyze data and plan for data-driven instruction. Planning for effective Differentiated instruction will be included in the collaborative planning sessions. Additionally, Reading Horizons will be utilized for intervention and to monitor students through Response to Intervention (RtI).

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

The PLST will develop whole group as well as grade-level sessions on using data to drive instruction (September /21) and differentiated instruction (September/21) and continuous data chats with individualized feedback and next steps (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, and a member of the Leadership Team will attend to ensure fidelity to the strategies being implemented school-wide that are aligned to the goals. Within the collaborative planning, Instructional Focus Calendars with specific standards to target instruction will be developed.

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 the intended element of Differentiation. We selected the overarching area of Differentiation based a decrease of ELA Proficiency from 2019 of 69% to 2021 of 57%; a decrease of 12 percentage points and Math proficiency from 2019 of 72% to 2021 of 57%, a decrease of 15 percentage points. We are not meeting the unique needs of all learners therefore it is evident that we must improve our ability to differentiate instruction based on student data. We will provide the scaffolding necessary for the L25 subgroup to access grade-level content in order make learning gains and move towards proficiency.
Measurable Outcome:	If we successfully implement Differentiation in ELA and Math, then the student Math proficiency will increase by 10 percentage points and ELA student Proficiency will increase by a minimum of 10 percentage points as evidenced by the 2022 State Assessment.
Monitoring:	The Leadership team will conduct quarterly data chats after each i-Ready Diagnostic Assessment, AP1, and AP2. During data chats, groups for differentiated instructions will be created and adjusted based on current data in real time, and follow-up with regular walkthroughs to ensure quality instruction is taking place. The administration will perform walkthroughs to monitor the fidelity of differentiated instruction in the classroom. Data analysis of topic assessments will also be tracked and monitored for progress. This data will be used to focus differentiation within the small group setting and ensure student learning gains.
Person responsible for monitoring outcome:	Lorena Somohano (221594@dadeschools.net)
Evidence-based Strategy:	Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring content, processing, construction, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability.
Rationale for Evidence-based Strategy:	Differentiated Instruction strategies will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to students needs. Teacher will continually make adjustment to their instruction, plans, and instructional delivery as new data becomes available to drive D.I groups.

Action Steps to Implement

8/31-10/11- Teachers will be utilizing FSA as well as i-Ready data to analyze students strengths and weaknesses. Teachers will utilize Differentiated Instruction to remediate their weaknesses to close achievement gaps. Differentiated Instruction will be used to give enrichment opportunities to ensure anticipated progress to those students who are high performing.
Differentiated Instruction groups will be fluid and based on bi-weekly assessments.

Person Responsible	Lorena Somohano (221594@dadeschools.net)

8/31- 10/11- Teachers will have periodic data chats with students. The results of the assessment will be discussed in detail with each student. An educational plan will be made in an effort to close individual achievement gaps.

Person Responsible	Lorena Somohano (221594@dadeschools.net)

8/31- 10/21- Logs of Differentiated Instruction will be kept by teachers. This is a good way of capturing how often students are doing Differentiated Instruction. It also is a great form of accountability that can be shared with parents. Teachers will have these logs readily available at any time.

Person Responsible   Lorena Somohano (221594@dadeschools.net)

8/31-10/11- In-house professional development will be offered by a key teacher leader to help teachers who don't feel confident in implementing differentiate instruction.

Person Responsible   Maria Cid (mbbergouignancid@dadeschools.net)

11/1-12/17- During common planning, teachers will identify additional resources to implement during Differentiation Instruction.

Person Responsible   Lorena Somohano (221594@dadeschools.net)

11/1-12/17- Based on FSA as well as i-Ready data, teachers will identify students that need intervention. Teachers will implement intervention to the selected students.

Person Responsible   Marilyn Vega (mvega78@dadeschools.net)

1/31-4/29- Teachers will meet to review and address student data, specifically i-Ready AP2 data, McGraw-Hill and Topic Assessment.

Person Responsible   Lorena Somohano (221594@dadeschools.net)

1/31-4/29- Restructure the small groups and the materials being used in differentiated instruction.

Person Responsible   Lorena Somohano (221594@dadeschools.net)

1/31-4/29- Restructure the small groups and the materials being used in differentiated instruction.

Person Responsible   Lorena Somohano (221594@dadeschools.net)

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Using I-Ready Reading data, teachers will develop small group instruction lessons to close Reading achievement gaps while accelerating all students to their full academic potential.
Measurable Outcome:	If we successfully implement ELA data driven instruction, then the L25 students will increase by a minimum of 10 percentage points as evidenced by the 2022 ELA State Assessments.
Monitoring:	The Leadership Team will conduct quarterly Reading data chats, adjust groups based on current data in real time, and follow-up with regular walkthroughs to ensure grade level reading instruction is taking place. Administrators will attend bi-weekly common planning sessions and give feedback to all grade levels.
Person responsible for monitoring outcome:	Raul Gutierrez (pr4511@dadeschools.net)
Evidence-based Strategy:	Data Driven Instruction is an educational approach that relies on the teacher's use of performance data to inform instructional planning and delivery. This systematic approach of instruction uses assessment, analysis, and actions to meet students needs. Data- Driven Instruction may include developing Instructional Focus Calendars to inform teachers on specific standards to target during instruction throughout the year, based on data outcomes.
Rationale for Evidence-based Strategy:	The teachers are implementing data driven instruction based on the data outcomes. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

Action Steps to Implement

8/11 to 10/31- Teachers will provide an Interactive Learning Environment within Reading classes where students are allowed to interact with each other and improve reading comprehension.

Person Responsible	Raul Gutierrez (pr4511@dadeschools.net)

8/11 to 10/31- In-house B.E.S.T. standard professional development will be offered to respected grade level teachers.

Person Responsible	Maria Cid (mbbergouignancid@dadeschools.net)

8/11 to 10/31- ELA Teachers will plan on a weekly basis with small group instruction in mind. Teachers' lesson plans should reflect for small group instruction. Teachers will use data to create their small groups.

Person Responsible	Raul Gutierrez (pr4511@dadeschools.net)

8/11 to 10/31- Teachers will develop their small groups based on their biweekly assessments.

Person Responsible	Lorena Somohano (221594@dadeschools.net)

11/1-1/217- Teachers will hold student data chats to review the biweekly assessments and create an individual plan to address deficiencies.

Person Responsible   Lorena Somohano (221594@dadeschools.net)

11/1-12-17 After reviewing the bi-weekly assessments, teachers will review and select resources to address the standard that needs to be remediated.

Person Responsible   Lorena Somohano (221594@dadeschools.net)

1/31-4-29-Utilize Performance Matters to create fluid groups based on deficient standards as identified in ELA progress monitoring assessments.

Person Responsible   Lorena Somohano (221594@dadeschools.net)

1/31-4-29-Restructure small groups for Reading to include bubble students for pull out instruction.

Person Responsible   Marilyn Vega (mvega78@dadeschools.net)

#3. Culture & Environment specifically relating to Parent Involvement

Area of Focus Description and Rationale:	According to the school climate survey results, 53% of staff agreed that they feel a lack of concern/support from the parents. This shows an increase of 8 percentage points from last school year. We feel this is a critical need because if our teachers don't have the support of the parents, students have a higher chance of falling behind. Parental support is needed for positive student outcomes.
Measurable Outcome:	If we successfully communicate with stakeholders, offer clubs and extracurricular programming, and family engagement opportunities, our teachers should feel more supported by the parents. The results of the school climate survey should reflect a decrease in at least 5 percentage points on the question regarding lack of support from parents.
Monitoring:	The leadership team will work to plan and offer open house, family nights, home visits, volunteer opportunities and community events. This should improve relationship with families thus encouraging parents to understand and support students in their academic growth.
Person responsible for monitoring outcome:	Lorena Somohano (221594@dadeschools.net)
Evidence-based Strategy:	Family Engagement studies show that parent involvement is a major factor in student outcomes, including closing the achievement gap between various groups of students. Different families have different capacities for involvement, meaning schools should provide a range of ways for parents to be involved. Examples of Family Engagement activities include, but are not limited to, open houses, orientations, parent workshops, home visits, volunteer opportunities, and community events. The most important elements of a Family Engagement program are (1) creating genuine interactive sessions with families, (2) creating interactive sessions between between staff and families, and (3) linking all interactions to learning to help build families' capacities in supporting their students academic growth.
Rationale for Evidence-based Strategy:	The most important elements of a Family Engagement program creating genuine and collaborative relationships with families and linking all interactions to learning to help build families capacities in supporting their students their academic growth .

Action Steps to Implement

8/31 to 10/11- Staff will plan to communicate with stakeholders and promote family engagement programs. We will invite key members of the community to be a part of leadership team meetings, EESAC, PLST, and many more. We will value their input and use their advice to meet the needs of the community.

Person Responsible	Laurie Nevins (lnevins@dadeschools.net)

8/31 to 10/11- Key staff members will work together to create digital surveys for parents/families to continuously have an idea of what are their needs. The results of these surveys will be used to drive decision making.

Person Responsible	Maria Cid (mbbergouignancid@dadeschools.net)

8/31 to 10/11- Weekly updates to our school website will be made with key information. Person responsible will add any pertinent information on Fridays.

Person Responsible Mayte Armas (marmas5@dadeschools.net)

8/31 to 10/11- Staff will plan to provide monthly opportunities for parents to visit the building. Open house, family nights, festivals, school information tutorials, and other opportunities for parents to come to our building will be provided so that they can be apprised of what is going on at school.

Person Responsible Maria Cid (mbbergouignancid@dadeschools.net)

11/1-12/17- Each grade-level will hold a STEAM Night for parents and students. Each individual teacher will conduct a virtual STEAM night to showcase and engage students in Science experiments and/or activities.

Person Responsible Maria Cid (mbbergouignancid@dadeschools.net)

11/1-12/17- Winter Concert, sponsored by the PTA, will be held to showcase students' talent. PTA will also recruit parents to become members and be involved in the decision making process.

Person Responsible Laurie Nevins (lnevins@dadeschools.net)

1/31-4/29- Updates with key information will be sent to parents through School Messenger. Person responsible will send out any pertinent information as needed.

Person Responsible Raul Gutierrez (pr4511@dadeschools.net)

1/31-4/29- Each grade-level will hold an Information Assessment Night for parents. Each individual teacher will conduct a virtual Information Assessment Night to discuss the different District and State Assessments (SAT-10, FSA, etc.)

Person Responsible Raul Gutierrez (pr4511@dadeschools.net)

#4. Leadership specifically relating to Instructional Leadership Team	
Area of Focus Description and Rationale:	According to the 2020-2021 SIP survey, 35% of the staff felt that they are provided with support to implement the newly learned strategies only some of the time. This was identified as a critical need because staff should feel supported.
Measurable Outcome:	If we successfully implement relevant professional development in managing data systems and involve staff in important decision making, then we should see an increase in percentage points to the question regarding professional opportunities and support.
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 key teachers, we hope to create an environment where shared leadership is taking place. 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:	Marilyn Vega (mvega78@dadeschools.net)
Evidence-based Strategy:	Managing Data Systems and Processes involves setting expectations and practices around the ongoing examination of data to evaluate the effectiveness of instruction to improve student outcomes. Some strategies to improve Managing Data Systems and Processes include meeting with stakeholders regularly to review data, having a pre-determined set of questions to assist in analyzing the data, discussing implications from the data, and implementing next steps.
Rationale for Evidence-based Strategy:	Involving staff in important decision making allows for staff to gain professional and personal stake in the school and its overall success. Managing Data System protocols must be in place to have a pulse of how the children are performing. This commitment leads to the increased productivity as members of the staff are actively participating in reviewing data.

Action Steps to Implement	

8/31 to 10/11- School will invite members of the community to EESAC meeting to review schools data systems review process. Suggestions will be welcomed to improve these systems.

Person Responsible	Raul Gutierrez (pr4511@dadeschools.net)

8/31 to 10/11- Administration will give timely feedback after classroom walkthroughs. The feedback will help teachers feel supported. Constructive criticism will be given for teachers to work on weaknesses.

Person Responsible	Raul Gutierrez (pr4511@dadeschools.net)

8/31 to 10/11- Administration will plan to meet regularly with stakeholders to review data. They will discuss management systems and a plan to implement next steps.

Person Responsible	Raul Gutierrez (pr4511@dadeschools.net)

8/31 to 10/11- Teacher leaders will facilitate for in-house professional development during non opt teacher planning days. A variety of training will be offered on how to analyze data and use this to drive instructional planning.

| **Person Responsible** | Maria Cid (mbbergouignancid@dadeschools.net) |

11/1-12/17- Administration will selected specific teachers to attend subject level ICADS to acquire information, best practices and data. Selected teacher will disseminate the information with all stakeholders.

| **Person Responsible** | Lorena Somohano (221594@dadeschools.net) |

11/1-12/17- In-House Schoology 101 and 102 professional development will be provided by District personnel for all faculty members interested in attending.

| **Person Responsible** | Maria Cid (mbbergouignancid@dadeschools.net) |

1/31-4/29- Administration will select different teachers to attend subject/grade ICADS to acquire information and disseminate to the appropriate stakeholders.

| **Person Responsible** | Raul Gutierrez (pr4511@dadeschools.net) |

1/31-4/29- Administration will attend the grade level meetings to provide information and/or clarification.

| **Person Responsible** | Lorena Somohano (221594@dadeschools.net) |

1/31-4/29- Administration will attend the grade level meetings to provide information and/or clarification.

| **Person Responsible** | Lorena Somohano (221594@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.

Reviewing the school's discipline data from PowerBi, 1% of the fifth grade students have one referral and 1% of fifth grade students have two or more referrals. The school will continue to monitor students discipline during the upcoming school year. It is a collaborative effort with teachers and counselors working cohesively alongside parents and administration to diffuse any negative behavior and implement the district provided Code of Student Conduct. The counselor will continue to visit classrooms and implement Social Emotional Learning lessons. Mental health activities will be offered in order to increase awareness to students. We want them to feel comfortable and have someone they trust in the building to talk to.

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.

Dr. Gilbert L. Porter Elementary feels that a positive school culture is important for student achievement to take place. We place an emphasis on providing ongoing support for the development of a safe and supportive school environment. The PLST team is actively engaged in making themselves available to staff. The roles will be clearly defined at the beginning of the school year and we will make sure the staff members know who to reach out to when they have a concern. We hope targeted social and emotional needs of students will be addressed especially given the recent distance learning impacts. Collaborative spaces will continue to be a need. We implemented attendance incentive programs to improve our overall attendance. We are optimistic for the overall school culture for 2021-2022 school year.

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

All of Dr. Gilbert L. Porters school leadership team are involved in promoting a positive school culture. The Principals role is to oversee all of the schools initiatives and respond to concerns with morale by planning team building and morale boosting activities. The Assistant Principal will also monitor and assist in ensuring all information is being shared with all stakeholders. Teacher leaders and instructional coaches spearhead in-house professional development to foster a positive school culture.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Differentiation	$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
3	III.A.	Areas of Focus: Culture & Environment: Parent Involvement	$0.00
4	III.A.	Areas of Focus: Leadership: Instructional Leadership Team	$0.00
		Total:	$0.00