Springview Elementary School

2021-22 Schoolwide Improvement Plan

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Springview Elementary School

1122 BLUEBIRD AVE, Miami Springs, FL 33166

http://svelem.dadeschools.net/

Demographics

Principal: Catalina Flor   Start Date for this Principal: 7/15/2013

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)	69%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: A (67%) 2017-18: A (69%) 2016-17: A (77%)
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	56%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	93%

School Grades History

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

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Springview Elementary is committed to developing the physical and mental well-being of all stakeholders and creating lifelong learners in a climate of excellence through school, family and community.

Provide the school's vision statement.

The staff and community at Springview Elementary School is committed to the belief that all children should be encouraged to grow, learn and become productive members through involvement in a continuous progression of meaningful learning experiences that incorporates the physical and mental well-being of all stakeholders. We believe that our school's purpose is to challenge all students to apply high levels of critical and creative thinking in achieving academic and social skills. The staff and parents accept and share responsibility for personal, academic, and social growth as well as positive participation in the learning process of their children.

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
Flor, Catalina	Principal	Manage the physical, financial, and human resources of the school. • Build an effective school-community partnership. • Become informed and effective change agents. • Understand the interpretation and application of data to drive school improvement. • Provide instructional leadership to increase the quality of teaching and learning at the school site. • Provide vision and leadership to foster a culture of high expectations for all students. • Become part of a professional community of practice. • Provide a model of strong instructional leadership capable of transforming school cultures.
Gomez-Lugo, Irene	Assistant Principal	Assist the principal with: Manage the physical, financial, and human resources of the school. • Build an effective school-community partnership. • Become informed and effective change agents. • Understand the interpretation and application of data to drive school improvement. • Provide instructional leadership to increase the quality of teaching and learning at the school site. • Provide vision and leadership to foster a culture of high expectations for all students. • Become part of a professional community of practice. • Provide a model of strong instructional leadership capable of transforming school cultures.
Castro-Hernandez, Sylvia	Instructional Media	Manage the physical and financial resources of the media center. Reading Contact for the school, I-Ready facilitator, Assist with the School Improvement Plan. As the Designated Site Person, duties include coordination of deliveries with service providers, communicate with site based technician regarding repair issues, oversee the distribution of devices to teachers & students & manage the circulation and inventory of devices through the ATMS. United Way Representative.
Jimenez, Tania	Teacher, K-12	PD Liaison, proposes professional development activities for the school, Fourth Grade ELA and Science teacher, Fourth Grade Chairperson and assists with the writing and monitoring of the implementation of the School Improvement Plan.
Vizcaino, Jill	Teacher, K-12	Second Grade teacher, EESAC Chairperson, Substitute Locator, PTA teacher Representative and assists with the writing and Implementation of the School Improvement Plan.

Name	Position Title	Job Duties and Responsibilities
Storr, Gayla	Teacher, K-12	Second Grade teacher, Second Grade Chairperson, Gradebook Manager and assists with the writing and Implementation of the School Improvement Plan.

Demographic Information

Principal start date

Monday 7/15/2013, Catalina Flor

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.*

16

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.*

12

Total number of teacher positions allocated to the school

24

Total number of students enrolled at the school

278

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	32	32	56	46	57	37	0	0	0	0	0	0	0	260
Attendance below 90 percent	2	0	3	1	2	3	0	0	0	0	0	0	0	11
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	2	1	0	0	0	0	0	0	0	0	0	3
Course failure in Math	0	0	0	1	1	4	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	1	1	15	9	5	5	0	0	0	0	0	0	0	36

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	2	0	2	1	0	2	0	0	0	0	0	0	0	7

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	0	2	1	0	0	0	0	0	0	0	0	0	5
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	39	60	55	68	46	54	0	0	0	0	0	0	0	322
Attendance below 90 percent	2	3	1	2	3	1	0	0	0	0	0	0	0	12
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	2	1	0	1	0	0	0	0	0	0	0	4
Course failure in Math	0	0	0	2	4	1	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	1	7	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4

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	2	0	2	1	2	2	0	0	0	0	0	0	0	9

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	2	0	2	1	0	0	0	0	0	0	0	0	0	5
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				77%	62%	57%	80%	62%	56%
ELA Learning Gains				61%	62%	58%	71%	62%	55%
ELA Lowest 25th Percentile				43%	58%	53%	66%	59%	48%
Math Achievement				81%	69%	63%	80%	69%	62%

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
Math Learning Gains				75%	66%	62%	65%	64%	59%
Math Lowest 25th Percentile				63%	55%	51%	54%	55%	47%
Science Achievement				71%	55%	53%	67%	58%	55%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	77%	60%	17%	58%	19%
Cohort Comparison						
04	2021					
	2019	71%	64%	7%	58%	13%
Cohort Comparison		-77%				
05	2021					
	2019	74%	60%	14%	56%	18%
Cohort Comparison		-71%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	78%	67%	11%	62%	16%
Cohort Comparison						
04	2021					
	2019	79%	69%	10%	64%	15%
Cohort Comparison		-78%				
05	2021					
	2019	78%	65%	13%	60%	18%
Cohort Comparison		-79%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	69%	53%	16%	53%	16%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

For grades K-5 in reading and math, iReady will be the progress monitoring tool. Science progress monitoring will be based on the Science Mid-Year Assessment.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	43.4	58.5	75.5
	Economically Disadvantaged	41.9	51.6	64.5
	Students With Disabilities	40	0	60
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	36.5	55.8	84.9
	Economically Disadvantaged	33.3	46.7	74.2
	Students With Disabilities	20	0	60
	English Language Learners			

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	55.3	74.5	83
	Economically Disadvantaged	47.6	76.2	85.7
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	48.9	68.1	80.9
	Economically Disadvantaged	42.9	61.9	71.4
	Students With Disabilities			
	English Language Learners			

Grade 3				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	63.5	82.5	93.8
	Economically Disadvantaged	54.3	77.1	88.9
	Students With Disabilities	28.6	85.7	85.7
	English Language Learners			
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	31.7	48.4	68.8
	Economically Disadvantaged	17.1	33.3	61.1
	Students With Disabilities	14.3	42.9	57.1
	English Language Learners			

Grade 4				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	52.4	73.8	78.6
	Economically Disadvantaged	40.9	63.6	68.2
	Students With Disabilities	14.3	42.9	42.9
	English Language Learners			
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	39	59.5	82.9
	Economically Disadvantaged	23.8	45.5	81
	Students With Disabilities	28.6	28.6	42.9
	English Language Learners			

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	64	66	79.6
	Economically Disadvantaged	54.2	58.3	73.9
	Students With Disabilities	30	30	30
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	44	62	72
	Economically Disadvantaged	45.8	50	58.3
	Students With Disabilities	20	40	40
	English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students		48	
	Economically Disadvantaged		29	
	Students With Disabilities		10	
	English Language Learners			

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	46	40		46	40		30				
ELL	72			50							
HSP	80	66	50	66	48	25	71				
WHT	100			91							
FRL	76	68	60	58	50		59				

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	43	40	43	64						
ELL	65	55	35	73	73	65	62				
HSP	76	60	39	80	75	64	69				
WHT	86	70		93	70						
FRL	68	58	46	72	69	64	58				

	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	46			62							
ELL	63	76	71	68	52	33	36				
HSP	80	71	65	80	64	54	66				
WHT	67			75							
FRL	73	74	70	72	64	50	62				

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	58
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	52
Total Points Earned for the Federal Index	467
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
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	58
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	57
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	96
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	60
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?

The trends that emerge in 2019 show that the ELA percent proficient is 77% in grades 3 - 5. The trends that emerge in 2019 show that the Math percent proficient is 81% in grades 3 - 5.
ELA:
The ELL and Whites ELA subgroups achievement increased. The SWD, HSP, and FRL ELA subgroups achievement decreased. All ELA subgroups learning gains decreased by an average of 16 percentage points. All ELA subgroups L25 learning gains decreased by an average of 28 percentage points.
Math:
All Math subgroups achievement increased except for SWD which decreased by 19 percentage points. All Math subgroups learning gains and L25 learning gains increased.
Science:
All Science subgroups achievement increased except for FRL which decreased by 4 percentage points. All Math subgroups learning gains and L25 learning gains increased.

The trends that emerge from the 2021 data is, the ELA achievement gap is slowly closing as we improved in the overall percent proficient from 77% proficient in 2019 to 82% proficient in 2021. This shows a 5 percentage point increase.

The trends that emerge from the 2021 data is, the Math achievement gap widened from 81% in 2019 to 68% in 2021. This shows a 13 percentage point decrease.

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:

The greatest need for improvement is in the area of Mathematics. The school decreased in Math achievement from 81% in 2019 to 68% in 2021,this is a 13 percentage point difference. The Math learning gains decreased from 75% in 2019 to 48% in 2021, this is a 27 percentage point difference. The Math learning gains of the lowest 25 decreased from 63% in 2019 to 25% in 2021, this is a 38 percentage point difference.

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

For the last 3 years, we have been focused on implementing standards-based instruction in all classrooms. This year, our focus will continue to support all data-driven instruction and focus on hands on learning in Math. We will continue to 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. We will also use the i-Ready Math Prerequisite report and use the essential skills for review.

The main contributor for the decrease in the area of Math was the virtual teaching and the dual modality. Data shows that students learn and perform best in the area of Math when instruction is conducted face to face.

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

2019 data findings: ELA Learning Gains decreased from 71 percentage points in 2018 to 61 percentage points on the 2019 FSA.

In 2021, students in ELA Learning Gains showed 8 percentage points improvement when comparing 2019 FSA score of 61% to 2021 FSA score of 69%.

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

Our improvement is due to the fidelity of our intervention program, our ESE and resource teachers enhanced the instruction by collaborating with the classroom teacher. Additionally, we created collaborative planning schedules that allotted time to plan for Differentiated Instruction (DI)and we offered Extended learning opportunities (before/after school tutoring).

Administrators attended weekly collaborative planning sessions and contributed to conversations with individual departments to carefully align resources utilizing digital platforms. The remote students were able to participate in the extended learning programs.

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

Data-driven instruction, Differentiated Instruction, Extended Learning Opportunities, Standards-Based Collaborative Planning, 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.

Our i-Ready Representative will continue to conduct grade level specific data chats to align resources to small group instruction and make adjustments to groups based on data. The first i-Ready data chat is on 10-01-21.
Teachers attended Schoology professional development training on 09-07-21.

Continuous data chats with individualized feedback and next steps or revisions to DI groups will be ongoing throughout the school year. Math, ELA and Science Liaisons will continue to attend District Professional Development during 08/31/21-10/11/21. These Liaisons will then meet with their respective subject area teachers to disseminate information.

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 LT will attend to ensure fidelity to the strategies being implemented school-wide that are aligned to the goals. Extended Learning opportunities will be provided with before and after school tutoring and interventions.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Small Group Instruction	
Area of Focus Description and Rationale:	Based on the data review, our school will implement the Instructional Practice related to Small Group Instruction in Math. We selected the area of Math based on our findings that demonstrated that our proficiency, Learning Gains and Learning Gains for the L25 decreased. 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 the levels of the students we serve. We will provide the scaffolding necessary for the L25 subgroup to access grade-level content in order to make learning gains and move towards proficiency. The percentage of students below Level 3 on the 2021 statewide, standardized Mathematics assessment is 32%. The percentage of students in kindergarten through grade 3, based on 2020-2021 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized grade 3 Mathematics are as follows: Kindergarten is 9.4%, First Grade is15.1%, Second Grade is 19.1%, and Third Grade is 31.2%.
Measurable Outcome:	If we successfully implement the Instructional Practice related to Small Group Instruction in Math, then our percent proficient in Math will increase in grades 3-5 by a minimum of 5 percentage points as evidenced by the 2022 Statewide Assessments. Our Math will increase in grades k-2 by a minimum of 5 percentage points as evidenced by the i-Ready AP3.
Monitoring:	The Leadership Team will conduct data chats, adjust groups based on current data in real time, and follow-up with regular walkthroughs to ensure quality instruction is taking place. Administrators will review lesson plans for indication of differentiation for students. Teacher will conduct Data Analysis of formative assessments of L25 students, this will be reviewed monthly to observe progress. Extended learning opportunities will be provided to those students who are not showing growth.
Person responsible for monitoring outcome:	Catalina Flor (pr5361@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Instructional Practice related to Small Group Instruction in Math, our school will focus on the evidence-based strategy of Data-Driven Instruction. Data-Driven instruction will assist in accelerating the learning gains of our L25s as it is a systematic approach of instruction to meet the students' needs. Data-Driven instruction will be monitored through Reports in Power BI to drive instructional planning and data driven conversations.
Rationale for Evidence-based Strategy:	Data-Driven Instruction will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

Action Steps to Implement

i-Ready representative will conduct training and provide support to all K-5 Grade teachers in order to review AP1 and AP2 data. The i-Ready toolkit will be provided as an additional resource to enhance data driven instruction targeting specific deficiencies. i-Ready will also provide support to teachers in order to

desegregate data after AP1 to guide teachers on assigning individual student lessons. The first i-Ready data chat will be on 10-01-21.

Person Responsible Catalina Flor (pr5361@dadeschools.net)

Teachers will attend District professional development, which will allow each grade level/department to share best practices through digital platforms during 08/31/21-10/11/21.

Person Responsible Catalina Flor (pr5361@dadeschools.net)

Teachers will have the opportunity to attend monthly virtual iCAD meetings for Math during 08/31/21-10/11/21.

Person Responsible Catalina Flor (pr5361@dadeschools.net)

Teachers will incorporate additional instructional resources from 08/31/21-10/11/21 such as Sumdog, Reflex, Bell-Ringers, ixl drills., GoMath Think Central. Primary teachers will work on cardinality skills. Reflex with addition and subtraction for K & 1st grade.

Person Responsible Catalina Flor (pr5361@dadeschools.net)

Collaborative Learning will continue from 11/01/21-12/21/21 utilizing Problem of the day, Bell ringers and data obtained from Performance Matters/Topic Assessments to search for understanding and solutions.

Person Responsible Catalina Flor (pr5361@dadeschools.net)

Individualized i-Ready skill based lessons will be assigned from 11/01/21-12/21/21 in order to assist students in understanding their areas of success and areas of improvement. i-Ready Growth monitoring will take place from 11/15/21-11/19/21 for additional monitoring of all Math students.

Person Responsible Catalina Flor (pr5361@dadeschools.net)

i-Ready representative will conduct a follow up training and provide support to all K-5 Grade teachers in order to review AP2 data. The i-Ready toolkit will be provided as an additional resource to enhance data driven instruction targeting specific deficiencies. i-Ready will also provide support to teachers in order to desegregate data after AP2 to guide teachers on assigning individual student lessons. The next i-Ready data chat will be on 02-01-22.

Person Responsible Catalina Flor (pr5361@dadeschools.net)

Extended learning opportunities will be provided to those students who are not showing growth by offering FSA Math tutorial before and after school.

Person Responsible Catalina Flor (pr5361@dadeschools.net)

#2. Culture & Environment specifically relating to Early Warning Systems

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.
Measurable Outcome:	If we successfully implement the Targeted Element of Early warning Systems, our students will receive quality instruction that will contribute to improve student outcomes. With consistent student incentives, our attendance will increase 3 percentage points by June 2022.
Monitoring:	The LT will work to connect with families who struggle with attendance and identify the root cause for absences and create a plan of action to ensure students are able to be present daily. Teachers will monitor their daily attendance. 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:	Olga Siddons (osiddons@dadeschools.net)
Evidence-based Strategy:	Within the targeted Element of Early Warning Systems, our school will focus on the evidence-based strategy of: attendance initiatives. Attendance initiatives will assist in narrowing the absence gap amongst our students. Student absences will be monitored on a weekly basis to prevent a pattern of excessive absences.
Rationale for Evidence-based Strategy:	Attendance initiatives will assist in decreasing the number of student absences. The initiatives will provide the LT with a systematic approach to identify attendance issues, remediation, and rewards.

Action Steps to Implement

School will call parents once the child has three absences during 08/31/21-10/11/21.

Person Responsible	Olga Siddons (osiddons@dadeschools.net)

Classes with 100% attendance during 08/31/21-10/11/21, will be announced on morning announcements in order to continue to motivate all students.

Person Responsible	Catalina Flor (pr5361@dadeschools.net)

Students with excessive absences will be referred to the school's social worker during 08/31/21-10/11/21.

Person Responsible	Olga Siddons (osiddons@dadeschools.net)

An Attendance agreement will be created for students who have excessive absences during 08/31/21-10/11/21.

Person Responsible	Olga Siddons (osiddons@dadeschools.net)

Attendance initiatives will continue to be closely monitored from 11/01/21-12/21/21. Reporting of student absences will continue and parents will be called. Classes with 100 percent attendance will continue to be announced on morning announcements.

Person Responsible   Olga Siddons (osiddons@dadeschools.net)

Teachers will write a SCM for students with 10 or more absences. Students with more than 15 absences will be referred to Truancy from 11/01/21-12/21/21.

Person Responsible   Olga Siddons (osiddons@dadeschools.net)

A perfect attendance class challenge will start during the 3rd 9 weeks. Ms. Pimentel, the school counselor will be acknowledging the winning classes (with perfect attendance).

Person Responsible   Olga Siddons (osiddons@dadeschools.net)

Students who are present will have their names read during the morning announcements and a treat will be delivered to their classrooms as part of the "Glad you are here" attendance initiative.

Person Responsible   Olga Siddons (osiddons@dadeschools.net)

#3. Leadership specifically relating to Leadership Development	
Area of Focus Description and Rationale:	Based on qualitative data from the School Climate Survey, we want to use the Targeted Element of Instructional Leadership Team. We want to develop teacher leaders by involving them in school-wide initiatives and ensuring they are informed and feel as though they are invested to the school community. By involving them in school-wide committees such as grade level chairs and department heads.
Measurable Outcome:	If we successfully implement the Targeted Element of Leadership development, our teachers will be provided the opportunity to contribute to school-wide decisions through monthly meetings. The percentage of teachers in leadership roles will increase by at least 2% 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 initiatives. By involving teachers, we hope to create an environment of shared leadership. Teachers who receive support will share the knowledge they have during grade level/department meetings.
Person responsible for monitoring outcome:	Catalina Flor (pr5361@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Leadership Development, we will focus on the evidence-based strategy of: Involving Staff in the decision making process. We hope to increase shared leadership by involving teachers that are experts. Experts in the building will keep us updated in faculty meetings.
Rationale for Evidence-based Strategy:	Involving Staff will allow the expertise of teachers to carry out the school's vision and mission with fidelity and allow for a community feel.

Action Steps to Implement

Teachers will have the opportunity to sign up for school-wide committees and before/after school activities during 08/31/21-10/11/21. Teachers can lead within their grade level and departments.

Person Responsible	Catalina Flor (pr5361@dadeschools.net)

The Leadership Team will meet monthly during 08/31/21-10/11/21, in order to allow teachers to take a more leadership role in the school such as Grade level chairperson, Committee Chairperson for Hispanic Heritage, safety Committee, etc..

Person Responsible	Catalina Flor (pr5361@dadeschools.net)

Teachers will take on a leadership role by disseminating information at their weekly grade level meetings during 08/31/21-10/11/21.

Person Responsible	Catalina Flor (pr5361@dadeschools.net)

Teachers are able to present information at the monthly faculty meetings during 08/31/21-10/11/21, in order to take a more leadership role.

Person Responsible	Catalina Flor (pr5361@dadeschools.net)

Administration, Teachers, Staff and Parents will continue to work together by meeting at EESAC mtgs, monthly faculty mtgs, grade level meetings and individual parent conferences from 11/01/21-12/21/21 in order to solve problems and create an engaging school climate that fosters student learning.

Person Responsible   Catalina Flor (pr5361@dadeschools.net)

The Engagement of the School Team will continue from 11/01/21-12/21/21 by involving staff in important decision making through monthly faculty meetings, grade level meetings and leadership team meetings. Staff will be encouraged to actively participate in school-wide activities such as Bookfair, AR reward, principal honor roll celebration, selection of RTOY and TOY and other activities prior to the winter break.

Person Responsible   Catalina Flor (pr5361@dadeschools.net)

Teachers will participate in Peer observations and give feedback.

Person Responsible   Catalina Flor (pr5361@dadeschools.net)

Teachers will model lessons and mentor beginning teachers.

Person Responsible   Catalina Flor (pr5361@dadeschools.net)

#4. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale:	Based on the data review, our school will implement the Targeted Element of Differentiation. We have chosen the area of Differentiation based on our findings that demonstrated that differentiation is needed in all subject areas. 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 the levels of the students we serve. We will provide the scaffolding necessary for the students to access grade-level content in order to make learning gains and move towards proficiency. The percentage of students below Level 3 on the 2021 statewide, standardized Mathematics assessment is 32%. The percentage of students in kindergarten through grade 3, based on 2020-2021 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized grade 3 Mathematics are as follows: Kindergarten is 9.4%, First Grade is15.1%, Second Grade is 19.1%, and Third Grade is 31.2%.
Measurable Outcome:	If we successfully implement the Instructional Practice related to Small Group Instruction in Math, then our percent proficient in Math will increase in grades 3-5 by a minimum of 5 percentage points as evidenced by the 2022 Statewide Assessments. Our Math will increase in grades k-2 by a minimum of 5 percentage points as evidenced by the i-Ready AP3.
Monitoring:	The Leadership Team will conduct data chats, adjust groups based on current data in real time, and follow-up with regular walkthroughs to ensure quality instruction is taking place. Administrators will review lesson plans for indication of differentiation. Extended learning opportunities will also be provided to students who are not showing growth.
Person responsible for monitoring outcome:	Catalina Flor (pr5361@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Differentiation, our school will focus on the evidence-based strategy of : Data-Driven Instruction. Data-Driven Instruction will assist in acceleration the learning gains of students as it is a systematic approach of instruction to meet the student's needs.
Rationale for Evidence-based Strategy:	Data-Driven Instruction will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

Action Steps to Implement	
Teachers will examine the i-Ready AP1 data and utilize it for data driven instruction such as their individual DI groups during 08/31/21-10/11/21.	
Person Responsible	Catalina Flor (pr5361@dadeschools.net)
Teachers will have student data chats and set expectations and goals for their individualized i-Ready lessons and differentiate instruction during 08/31/21-10/11/21.	
Person Responsible	Catalina Flor (pr5361@dadeschools.net)

Teachers will utilize i-Ready reports, STAR reports and any other assessment tool to show mastery of skills taught and individualize lessons to ensure mastery of the skills in each domain during 08/31/21-10/11/21.

Person Responsible Catalina Flor (pr5361@dadeschools.net)

Teachers will establish clear daily classroom routines that will allow them to successfully have small groups for differentiation during 08/31/21-10/11/21.

Person Responsible Catalina Flor (pr5361@dadeschools.net)

Teachers will continue to assess students utilizing Topic Assessments and analyze student data utilizing Performance Matters in order to work with different students on individualized skills during 11/01/21-12/21/21.

Person Responsible Catalina Flor (pr5361@dadeschools.net)

Pre-Requisites will be used by teachers from 11/01/21-12/21/21 in order to determine which skills need to be re-taught during Differentiated Instruction.

Person Responsible Catalina Flor (pr5361@dadeschools.net)

Send i-Ready for Families Diagnostic Report, parent letter notification upon completion of AP2 assessment.

Person Responsible Catalina Flor (pr5361@dadeschools.net)

Teachers will examine the i-Ready AP2 data and utilize it for data driven instruction such as their individual DI groups during January 31- April 29, 2022.

Person Responsible Catalina Flor (pr5361@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.

Based on the School Disciplinary Data, 6% of the 4th graders last year had 2 or more disciplinary referrals. These students are now 5th graders. In order to reduce the disciplinary referrals, we will be implementing the following strategies: The Do the Right Thing Program and The Values Matters Program. This will be utilized by the teachers identifying one student monthly who demonstrates the core value of the month. The student will be receiving a certificate and will be recognized during the morning announcements. Fifth Grade will also continue having Student Patrols to assist with monitoring students who are following morning and afternoon school rules.

Additionally, we have the following school resources that align with our school discipline plan. This includes the following: school counselor, school resource officer, mental health coordinator.

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 Engaging Learning Environment. Our school creates protocols which allow for honest communication and feedback amongst all stakeholders through schoolwide online platforms (School Webpage, Classdojo, Phone Messenger) to provide opportunities between staff, students and families to create meaningful connections and to elicit feedback and suggestions about their educational/professional experiences. We also ensure that students and parents understand the safety protocols established to support their physical and emotional safety. Staff, families and students are notified prior to the various safety drills to review the monthly scenarios in order to alleviate anxiety. Our counselor and security staff, including the resource officer, are accessible to ensure the emotional stability of our students and families. Springview continues to celebrate the success of students and staff by emphasizing collaboration and accomplishments. Staff and students are recognized through Values Matters to highlight achievements within our engaging learning environment. These factors are the foundation of our effective school culture.

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

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principals, Instructional Coaches, Teacher Leaders and Counselors (our School Leadership Team). 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 Principals will monitor the mentorship programs and assist in ensuring all information is shared with stakeholders in a timely manner. Teacher leaders and instructional coaches assist in providing and responding to feedback from stakeholders. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Small Group Instruction	$0.00
2	III.A.	Areas of Focus: Culture & Environment: Early Warning Systems	$0.00

3	III.A.	Areas of Focus: Leadership: Leadership Development	$0.00
4	III.A.	Areas of Focus: Instructional Practice: Differentiation	$0.00
		Total:	$0.00