

Miami-Dade County Public Schools

Oliver Hoover Elementary School



2021-22 Schoolwide Improvement Plan

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Oliver Hoover Elementary School

9050 HAMMOCKS BLVD, Miami, FL 33196

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

Demographics

Principal: Mercy Aguilar

Start Date for this Principal: 7/22/2010

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	72%
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: A (67%) 2017-18: A (72%) 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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<http://hoover.dadeschools.net/>

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	75%
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		A	A	A

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Oliver Hoover Elementary School is to make learning an exciting, productive, and vital part of each child's life. We foster an environment that promotes and encourages students to care for one another. We encourage truthfulness, sincerity, and integrity to build honest and responsible citizens. We motivate our student body to work together toward common goals. We promote an environment that will create a society based upon democratic values.

Provide the school's vision statement.

Oliver Hoover Elementary aspires to be a caring community of learners in which all stakeholders fulfill their personal, professional, and intellectual potential.

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
Aguilar, Mercy	Principal	The Principal oversees the daily activities and operations within a school. The main duties include disciplining or advising students, approving teachers' curriculums and ensuring the school environment is safe for all students and staff members.
Lopez, Maria	Assistant Principal	The Assistant Principal discusses student behavior and learning problems with parents, implements school safety procedures and ensures compliance, handles disciplinary issues, and observes and evaluates teachers. The Assistant Principal also serves as the MTSS Coordinator.
Montero, Kimberly	Other	The Media Specialist is responsible for working collaboratively with school administration and staff to develop a library program that supports the curriculum.
Rodriguez, Eva	Teacher, K-12	A Teacher provides a variety of learning materials and resources for use in educational activities and observes and evaluates students' performance and development. As Professional Development Liaison, the Teacher facilitates onsite professional development opportunities.
Heistand, Michelle	Teacher, K-12	A Teacher provides a variety of learning materials and resources for use in educational activities and observes and evaluates students' performance and development. As Digital Innovator, the Teacher assists in selecting the right technology and facilitating the school's digital transformation.
Sanchez, Lissette	Teacher, K-12	A Teacher provides a variety of learning materials and resources for use in educational activities and observes and evaluates students' performance and development. As EESAC Chairperson, the Teacher brings together all stakeholders and involves them in an authentic role in decisions which affect instruction and the delivery of programs.
Rosenik, Kristin	Teacher, K-12	A Teacher provides a variety of learning materials and resources for use in educational activities and observes and evaluates students' performance and development. As New Teacher Mentor, the Teacher provides assistance to new teachers in classroom organization and management, instructional planning, delivery of effective instruction, and differentiation.
Perez, Sandra	School Counselor	A School Counselor listens to students' concerns about academic, emotional or social problems, helps students process their problems and plans goals and actions, mediates conflict between students and teachers, improves parent/teacher relationships, conducts classroom lessons on selected topics, refers students to mental health agencies, and works to improve learning conditions.

Demographic Information

Principal start date

Thursday 7/22/2010, Mercy Aguilar

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.*

29

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.*

14

Total number of teacher positions allocated to the school

49

Total number of students enrolled at the school

505

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

8

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	79	78	71	91	98	88	0	0	0	0	0	0	0	505
Attendance below 90 percent	4	6	8	6	7	1	0	0	0	0	0	0	0	32
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	1	3	2	2	1	0	0	0	0	0	0	0	9
Course failure in Math	0	0	1	4	5	0	0	0	0	0	0	0	0	10
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	1	0	0	0	0	0	0	0	1
Number of students with a substantial reading deficiency	2	14	24	42	24	13	0	0	0	0	0	0	0	119

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	1	1	3	3	1	1	0	0	0	0	0	0	0	10
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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	1	1	2	0	0	0	0	0	0	0	0	0	6
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Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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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
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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
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Students with two or more indicators

The number of students identified as retainees:

Indicator	Grade Level	Total
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Retained Students: Current Year

Students retained two or more times

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	86	80	102	110	96	125	0	0	0	0	0	0	0	599
Attendance below 90 percent	7	8	8	7	1	12	0	0	0	0	0	0	0	43
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	3	2	3	1	3	0	0	0	0	0	0	0	12
Course failure in Math	0	0	4	6	0	8	0	0	0	0	0	0	0	18
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	1	9	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	1	11	0	0	0	0	0	0	0	12

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	1	3	3	2	1	12	0	0	0	0	0	0	0	22

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	1	1	2	0	0	0	0	0	0	0	0	0	6
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%	78%	62%	56%
ELA Learning Gains				68%	62%	58%	74%	62%	55%
ELA Lowest 25th Percentile				64%	58%	53%	68%	59%	48%
Math Achievement				78%	69%	63%	79%	69%	62%
Math Learning Gains				64%	66%	62%	69%	64%	59%
Math Lowest 25th Percentile				58%	55%	51%	62%	55%	47%
Science Achievement				62%	55%	53%	76%	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	80%	60%	20%	58%	22%
Cohort Comparison						
04	2021					
	2019	75%	64%	11%	58%	17%
Cohort Comparison		-80%				
05	2021					
	2019	65%	60%	5%	56%	9%
Cohort Comparison		-75%				

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	78%	69%	9%	64%	14%
Cohort Comparison		-78%				
05	2021					
	2019	70%	65%	5%	60%	10%
Cohort Comparison		-78%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	60%	53%	7%	53%	7%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

Student progress was monitored through the administration of the i-Ready Diagnostic assessments during the Fall, Winter, and Spring of the 2020-2021 school year (AP1, AP2, and AP3, respectively). This tool was used in kindergarten through fifth grade for both Reading and Mathematics. i-Ready data from AP1 for Fall, AP2 for Winter, and AP3 for Spring was used to monitor student progress in the aforementioned subject areas. Progress in fifth grade Science was monitored through the administration of the District's Science Baseline and Mid-Year assessments.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	47.8%	50.7%	68.1%
	Economically Disadvantaged	52.6%	54.4%	70.2%
	Students With Disabilities	47.4%	42.1%	57.9%
	English Language Learners	37.5%	25.0%	37.5%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	26.1%	39.1%	52.2%
	Economically Disadvantaged	22.8%	38.6%	54.4%
	Students With Disabilities	26.3%	31.6%	42.1%
	English Language Learners	12.5%	12.5%	37.5%
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	39.6%	51.6%	60.4%
	Economically Disadvantaged	37.5%	54.2%	58.3%
	Students With Disabilities	10.5%	15.8%	15.8%
	English Language Learners	0	0	11.1%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	29.7%	37.8%	54.4%
	Economically Disadvantaged	26.4%	35.2%	53.5%
	Students With Disabilities	15.8%	10.5%	21.1%
	English Language Learners	22.2%	22.2%	44.4%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	54.5%	66.7%	72.7%
	Economically Disadvantaged	50.6%	65.1%	71.1%
	Students With Disabilities	17.4%	21.7%	30.4%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	30.3%	40.4%	60.6%
	Economically Disadvantaged	26.5%	36.1%	56.6%
	Students With Disabilities	0	8.7%	17.4%
	English Language Learners	0	0	0

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	49.4%	57.1%	61.2%
	Economically Disadvantaged	48.5%	55.2%	58.8%
	Students With Disabilities	21.1%	21.1%	15.8%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	21.2%	51.2%	70.6%
	Economically Disadvantaged	20.6%	46.3%	67.6%
	Students With Disabilities	10.5%	21.1%	26.3%
	English Language Learners	0	0	0

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	49.6%	65.0%	69.2%
	Economically Disadvantaged	45.7%	62.0%	66.3%
	Students With Disabilities	0	11.1%	22.2%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	36.8%	57.3%	69.2%
	Economically Disadvantaged	32.6%	54.3%	66.3%
	Students With Disabilities	5.6%	5.6%	27.8%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	18.0%	0
	Economically Disadvantaged	0	14.0%	0
	Students With Disabilities	0	6.0%	0
	English Language Learners	0	11.0%	0

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	30	13	18	32	7	8	7				
ELL	67	56	50	59	37	27	53				
HSP	69	53	48	60	38	21	58				
WHT	69			69							
FRL	64	50	45	55	37	20	51				
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	50	48	33	58	66	65	17				
ELL	77	70	71	76	62	64	59				
HSP	76	67	63	78	63	59	61				
WHT	92			92							
FRL	76	70	67	78	67	62	60				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	48	62	53	56	63	57	60				
ELL	67	77	77	78	75	72	67				
BLK				100							
HSP	75	74	69	77	67	61	73				
WHT	100			100							
FRL	78	72	65	80	69	64	74				

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	52
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	74
Total Points Earned for the Federal Index	417
Total Components for the Federal Index	8
Percent Tested	91%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	23
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	53
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	53
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	69
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	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

2019 Data Findings:

In ELA, 77% of the students in grades 3-5 were proficient, while 78% of the students in grades 3-5 were proficient in Mathematics. 62% of the fifth graders were proficient in Science.

In ELA, 68% of the students made learning gains, while 64% of the students made learning gains in Mathematics.

In terms of students in the Lowest 25%, 64% made learning gains in ELA, while 58% made learning gains in Mathematics.

62% of the fifth graders were proficient in Science.

2021 Data Findings:

In ELA, 67% of the students in grades 3-5 were proficient. This indicates a 10 percentage point decrease from 2019.

In Mathematics, 60% of the students in grades 3-5 were proficient, which indicates an 18 percentage point decrease from 2019.

In ELA, 52% of the students made learning gains, while 48% of the Lowest 25% made learning gains. This indicates a decrease of 16 percentage points in learning gains and a 16 percentage point decrease in the learning gains of the Lowest 25% when compared to the results from 2019.

In Mathematics, 38% of the students made learning gains, while 18% of the Lowest 25% made learning gains. This indicates a decrease of 26 percentage points in learning gains and a 40 percentage point decrease in the learning gains of the Lowest 25% when compared to the results from 2019.

60% of the fifth grade students were proficient in Science. This is a 2 percentage point decrease from 2019.

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

2019 Data Findings:

64% of the students in grades 4-5 made learning gains in Mathematics, and 58% of the Lowest 25% made learning gains in Mathematics.

2021 Data Findings:

38% of the students in grade 5 made learning gains in Mathematics, and 18% of the Lowest 25% made learning gains in Mathematics.

This represents a 26 percentage point decrease in the percent of students making learning gains and a 40 percentage point decrease in the percent of students in the Lowest 25% making learning gains, when compared to the results from 2019.

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;

There was a need for enhanced hands-on activities across all grade levels in Mathematics and Science.

2021 Data Findings:

Unfinished learning contributed greatly to these results. Additionally, it was difficult to maintain high levels of student engagement during the pandemic. In order to address this need for improvement,

we will need to accelerate learning for all students and to provide extended learning opportunities to targeted students.

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

2019 Data Findings:

In 2019, students in grades 1-5 showed a growth of 7 percentage points, when comparing i-Ready Reading AP1 to AP3 data.

2021 Data Findings:

In 2021, students in grades 1-5 showed a growth of 11 percentage points, when comparing i-Ready Reading AP1 to AP3 data.

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

2019 Data Findings;

Students were provided intervention after school through the ELL Tutoring Academy.

2021 Data Findings;

Students were provided intervention during, before and after school using data from i-Ready to assist them in achieving the skills that were indicated as their deficiency. Data chats allowed administration and teachers to consistently monitor students who were in need of intervention throughout the year.

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

In order to accelerate learning, we will be implementing several learning strategies. Most significantly, we will be implementing data-driven decision-making to help us identify students' needs, facilitate differentiated instruction, and provide a basis for selecting and prioritizing standards to be taught to the whole group, as well as the smaller flexible groups. Additionally, teachers will scaffold instruction by demonstrating a concept/ skill ("I do"), providing guided practice ("we do"), and finally allowing for independent practice ("you do"). Strategic vocabulary instruction will allow the students to build their knowledge and vocabulary across the disciplines in order to improve reading and concept comprehension. Moreover, small group instruction will have to be more targeted and strategic.

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.

Various professional opportunities will be available to teachers. Oliver Hoover Elementary is a Teachers CHOICE school, which will afford faculty the opportunity to seek professional learning opportunities that have not previously been available to them at no cost (e.g., conferences, college courses). At the school site, we will continue offering sessions based on our PD Needs Assessment Survey. Additionally, we plan to offer PLCs.

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

In order to ensure sustainability of improvement in the future, we will offer extended learning opportunities to students who are working below grade level. First, we will address the learning needs of English Language Learners and provide after school tutorials for them. Similarly, we will offer tutorials to non-ELLs who are working below grade levels. These tutorials will be funded through Title III and Title I, for which our school has traditionally qualified.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Analysis of the 2021 FSA Mathematics results indicate that the percent of students who were proficient in Mathematics declined from 75% in 2019 to 58% in 2021. This 17 percentage point drop indicates that approximately 42% of the students who took the 2021 FSA Mathematics assessment did not acquire the skills necessary to demonstrate mastery of the grade level content.

Measurable Outcome: If we successfully implement Mathematics, the percent of students who are proficient in Mathematics in third through fifth grades will increase by 5 percentage points.

Monitoring: Progress in this Area of Focus (Mathematics) will be monitored through data analysis and data chats. Specifically, student progress will be monitored by analyzing and interpreting performance on the i-Ready Diagnostics, Growth Monitoring, and Performance Matters assessments. The Leadership Team will conduct data chats quarterly with the teachers, discussing changes to instructional groups as more data becomes available. Teachers will hold data chats with their students. Classroom walkthroughs will be conducted by the Administrative Team to ensure that quality instruction is taking place.

Person responsible for monitoring outcome: Mercy Aguilar (pr2521@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Mathematics, our school will focus on the evidence-based strategy of: Data-Driven Instruction. Data-Driven Decision-Making is a process embedded in the culture of the school where data is used at every level to make informed decisions on what is best for students, including goal-setting, interventions, teacher placement, coursework, and differentiation. When applied to Mathematics, Data-Driven Decision-Making will ensure that instructional efforts target the actual mathematical needs of students.

Rationale for Evidence-based Strategy: After reviewing data, we determined that a downward trend in Mathematics was evident. In order to reverse this trend, we feel that we need to pinpoint exactly what the student needs are by carefully analyzing student data and using those data points to make instructional decisions conducive to enhanced learning across the curriculum.

Action Steps to Implement

09/13-10/08 – After the students have completed the i-Ready AP1 Diagnostic, the Administrative Team will hold data chats with teachers to discuss their students' levels. Based on the data available, teachers will develop their Tier 1 instructional groups, keeping in mind that these groups are fluid. As a result of the data chats, teachers will group students based on instructional needs.

Person Responsible: Mercy Aguilar (pr2521@dadeschools.net)

09/13-10/08 - The Assistant Principal and Interventionist will meet to review the AP1 Diagnostic results and revise intervention groups as needed. As a result of reviewing AP1 data, students will be targeted for appropriate intervention.

Person Responsible: Maria Lopez (mglopez@dadeschools.net)

09/20-10/11 - The teachers will engage in data chats with the students to review program data and set learning goals for the year. Students will record their goals on their OPM Data Folders. As result of data chats with students, students will be able to view their progress throughout the school year.

Person Responsible Mercy Aguilar (pr2521@dadeschools.net)

08/31-10/11 - Classroom walkthroughs will be conducted by the Administrative Team to ensure that differentiation is taking place in the classroom and that students are tracking their progress on their Ongoing Progress Monitoring folders. As a result of the classroom walk-throughs, the Administrative Team will be able to ensure that differentiation is being conducted in a fluid and ongoing manner.

Person Responsible Mercy Aguilar (pr2521@dadeschools.net)

11/01-12/17 - The Administrative Team will monitor i-Ready Mathematics usage and percent of lessons passed on a weekly basis through the i-Ready Challenge. As a result of the weekly i-Ready Challenge, classes will be motivated to complete at least 50 minutes or more of i-Ready Mathematics with a passing rate of 70 % or higher.

Person Responsible Maria Lopez (mglopez@dadeschools.net)

11/01-12/17 - The Administrative Team will monitor the percentage of green lights usage on a weekly basis. As a result of the weekly Reflex Challenge, classes will be motivated to complete at least three green lights each week.

Person Responsible Maria Lopez (mglopez@dadeschools.net)

01/31-04/29 - The Administrative Team, working collaboratively with the teachers, will identify students in need of additional intervention. Intervention opportunities will be provided before and after school. As a result, students will improve their mastery of mathematics skills.

Person Responsible Mercy Aguilar (pr2521@dadeschools.net)

01/31-04/29 - The Administrative Team will continue to monitor i-Ready Mathematics usage and percent of lessons passed on a weekly basis through the i-Ready Challenge. As a result of the weekly i-Ready Challenge, classes will be motivated to complete at least 50 minutes or more of i-Ready Mathematics with a passing rate of 70 % or higher.

Person Responsible [no one identified]

#2. Instructional Practice specifically relating to Professional Learning

Area of Focus Description and Rationale: In order to accelerate learning, teachers will need to acquire new techniques that allow them to meet the students where they are and to take them to higher levels. This year, the District is piloting a new learning management system and a new reading series. Teachers will need professional development to support them during the implementation. Furthermore, on the 2021 SIP PD Needs Assessment Survey, 29% of the teachers expressed the need for additional professional learning opportunities addressing Knowledge of Learners, while 33% expressed interest in attending professional development sessions focusing on the use of assessment data to assign students to appropriate interventions.

Measurable Outcome: If we successfully implement Professional Learning, 80% of the instructional staff will complete a professional development session focusing on the students' academic performance, as documented on the Professional Development Management Plan system.

Monitoring: This Area of Focus will be monitored through classroom walkthroughs and informal conversations. The Administrative Team will conduct classroom walkthroughs to monitor the implementation of the strategies discussed in the professional learning activities. Additionally, survey results addressing the professional development offerings will be analyzed and used to improve future sessions offered at the school site. Student data related to the topics of the professional development courses will also be analyzed.

Person responsible for monitoring outcome: Mercy Aguilar (pr2521@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Professional Learning, we will focus on the evidenced-based strategy of: Job-Embedded Professional Development. Job-Embedded Professional Development refers to teacher learning that is grounded in day-to-day teaching practices and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning. It is primarily school- or classroom-based and is integrated into the workday, consisting of teachers assessing and finding solutions for authentic and immediate problems of practice as part of a cycle of continuous improvement.

Rationale for Evidence-based Strategy: Job-Embedded Professional Development is a shared, ongoing process that is locally rooted and makes a direct connection between new learning and its application in daily practice, thereby requiring active teacher involvement in cooperative, inquiry-based work. As teachers engage with their colleagues to address instructional challenges that are relevant to them, the probability that the strategies that they are learning will be implemented increases significantly. Furthermore, high-quality Job-Embedded Professional Development is aligned with state standards for student academic achievement and school improvement goals.

Action Steps to Implement

08/31-09/07 - During the first week of school, the Assistant Principal will disseminate the PD Needs Assessment Survey to gauge the staff's professional learning needs for the coming year. As a result of the PD needs assessment survey, the teachers will be able to identify the professional development topics most relevant to them.

Person Responsible Maria Lopez (mglopez@dadeschools.net)

09/07-09/17 - The PLST will analyze the results of the Survey and develop a PD Action Plan that will meet the identified needs. As a result of analyzing the PD Needs Assessment Survey data, the PLST will be be

able to provide job-embedded professional development, as well as guide teachers to other PD opportunities outside of the school.

Person Responsible Maria Lopez (mglopez@dadeschools.net)

09/07- 10/11 - In order to support the implementation of Schoology, the Assistant Principal and Digital Innovator will offer Tech Cafe sessions to address questions and provide assistance as needed. As a result of this professional support, teachers will have assistance with the implementation of this new program.

Person Responsible Maria Lopez (mglopez@dadeschools.net)

09/16- 10/11 - In order to support the implementation of the new reading basal, the Assistant Principal and Interventionist will offer Reading Happy Hours to address questions and provide assistance as needed. As a result of the professional support, teachers will have assistance with the implementation of the new reading program.

Person Responsible Maria Lopez (mglopez@dadeschools.net)

11/01-11/08 - The Professional Growth Leader will send out a PLC Interest Survey to determine the areas that are of interest to our staff. As a result, we will be able to identify the areas for our PLCs.

Person Responsible Eva Rodriguez (erodriguez2521@dadeschools.net)

11/08-12/17 - The Professional Growth Leader will create the PLC courses based on the areas of interest identified on the PLC Interest Survey. As a result, the teachers will be able to sign up for the PLCs that are relevant to them.

Person Responsible Eva Rodriguez (erodriguez2521@dadeschools.net)

01/31-04/29 - The teachers will attend the PLCs that they signed up for earlier in the school year. As a result of participating in PLCs that are relevant to them, the teachers will be able to develop new insights and strategies that will allow them to improve their practice.

Person Responsible Eva Rodriguez (erodriguez2521@dadeschools.net)

01/31-04/29 - The teachers participating in the Teachers Choice initiative will continue to participate in the PD sessions relevant to them. As a result of participating in these self-selected PD opportunities, the teachers will be able to develop new insights and strategies that will allow them to improve their practice.

Person Responsible Eva Rodriguez (erodriguez2521@dadeschools.net)

#3. Culture & Environment specifically relating to Early Warning Systems**Area of****Focus****Description
and****Rationale:**

Data from the 2020-2021 School Climate Survey states that 71% of the staff feels that students are deficient in basic academic skills.

**Measurable
Outcome:**

If we successfully implement Early Warning Systems, our students will receive quality instruction that will contribute to improved student outcomes. With consistent data monitoring and incentives, 75% of the targeted students will increase their scale score on i-Ready.

Monitoring:

This Area of Focus will be monitored using various reports: i-Ready reports will be monitored on a weekly basis, including usage and percent lessons passed. i-Ready Growth Monitoring data for students on intervention will be analyzed as it becomes available. Student progress will be tracked from AP1 to AP2 to AP3. Student attendance data will be monitored through the use of the attendance bulletin and the District dashboard.

**Person
responsible
for
monitoring
outcome:**

Maria Lopez (mglopez@dadeschools.net)

**Evidence-
based
Strategy:**

Within the Targeted Element of Early Warning Systems, we will focus on the evidence-based strategy of: Response to Early Warning Systems (EWS). Response to Early Warning Systems (EWS) involves establishing a system based on student data to identify students who exhibit behavior or academic performance that puts them at risk of dropping out of school. Response to EWS utilized predictive data identifies off track or at risk students, targets intervention, and reveals patterns and root causes.

**Rationale
for
Evidence-
based
Strategy:**

Based on the concerns expressed by the teachers on the School Climate Survey, many students are deficient in basic academic skills for their grade level. Thus, it is imperative that students receive targeted and ongoing support to reduce their learning loss.

Action Steps to Implement

09/13-10/11 - On a weekly basis, the Assistant Principal will monitor i-Ready to recognize the i-Ready Champions, based on usage and percent lessons passed, for both Reading and Mathematics. Teachers will monitor classroom data. As a result, the students will feel motivated to reach their instructional goal.

**Person
Responsible**

Maria Lopez (mglopez@dadeschools.net)

09/07-09/17 - The Administrative Team will survey teachers to identify staff to provide extended learning opportunities to targeted students. Sessions will be scheduled after school hours as appropriate. As a result, more tutoring sessions will become available as interested staff are identified.

**Person
Responsible**

Maria Lopez (mglopez@dadeschools.net)

09/07-09/17 - Using the EWS reports and prior data, the Assistant Principal and Counselor will identify students with poor attendance. An Attendance Group will be created to support the students and promote adequate attendance patterns. As a result, the students targeted for the Attendance Group will improve their attendance.

**Person
Responsible**

Sandra Perez (sandraperez@dadeschools.net)

08/31-10/11 - Classroom walkthroughs will be conducted by the Administrative Team to ensure that the students are receiving appropriate, grade level and/or targeted instruction. As a result of the walk-throughs, the Administrative Team will ensure that the students are receiving appropriate instruction. and/or that the teachers receive the support that they need in order to implement the required standards.

Person Responsible Mercy Aguilar (pr2521@dadeschools.net)

11/01-12/17 - With the assistance of the PTA, the Administrative Team will organize the Attendance and Punctuality Celebration to recognize students with perfect attendance. As a result of the Attendance and Punctuality Celebration, motivation to attend school on time will be improved.

Person Responsible Maria Lopez (mglopez@dadeschools.net)

11/01-12/17 - In-house Mathematics intervention will begin for students identified as working below grade level and/or part of the lowest 25th percentile. As a result of the in-house intervention sessions, student performance in Mathematics will improve.

Person Responsible Maria Lopez (mglopez@dadeschools.net)

01/21-04/29 - Additional Attendance Groups will be created to support the students and promote adequate attendance patterns. As a result of participating in attendance intervention groups, the students will improve their attendance record.

Person Responsible Sandra Perez (sandraperez@dadeschools.net)

01/31-04/29 - The ELL Tutoring Academy will target ELL students in Levels 1-4 and provide additional instruction and support after school hours. As a result of participating in the ELL Tutoring Academy, many of these students, who scored at the Lowest 25% in the 2021 FSA Administration, will be able to improve their scores in ELA and Mathematics.

Person Responsible Maria Lopez (mglopez@dadeschools.net)

#4. Leadership specifically relating to Teacher Recruitment and Retention

Area of Focus	Data from the School Climate Survey indicates that fifty-two percent of the teachers feel overloaded and overwhelmed. This poses a threat to a healthy and thriving school culture that rises to meet the challenges of the current milieu.
Description and Rationale:	
Measurable Outcome:	If we successfully implement the targeted element of Teacher Recruitment and Retention, our teachers will feel less overloaded and overwhelmed on a daily basis, as measured by a decrease of three percentage points in responses to the aforementioned question on the 2021-2022 School Climate Survey.
Monitoring:	On a monthly basis at our Faculty Meetings, we will be conducting "how are you feeling" polls. The Leadership Team will monitor this data, as strategies are implemented to improve teacher feelings of self-efficacy. Additionally, the 2022 School Climate Survey results will be analyzed to determine if there was a decrease in the number of teachers feeling overwhelmed.
Person responsible for monitoring outcome:	Maria Lopez (mglopez@dadeschools.net)
Evidence-based Strategy:	Promoting the Morale and performance of the team means that leaders check in with team members regularly and identify the need for boosting morale through incentive programs, rewards for positive performance, or other positive reinforcement. Motivation efforts are employed regularly to ensure the morale remains high. Leaders also incorporate opportunities to elevate the team's morale during times of need.
Rationale for Evidence-based Strategy:	Within the Targeted Element of Teacher Recruitment and Retention, we will focus on the evidence based strategy of Promoting the Morale and Performance of the Team. By the use of incentives and motivators, we hope to decrease the feeling of being overwhelmed and overburdened.

Action Steps to Implement

08/31-10/11 - Using a Microsoft Forms, staff members will recognize other staff members who have helped them. At each faculty meeting, the Administrative Team will recognize these "W.I.S.E." Team Players who have contributed in different ways to the school. As a result, staff members will feel appreciated and valued as an integral part of Oliver Hoover Elementary School.

Person Responsible Mercy Aguilar (pr2521@dadeschools.net)

09/01-10/11 - At each Faculty Meeting, staff members will complete a "How are you feeling poll?" to determine their collective level of comfort and ease. As a result, the Administrative Team will find ways to help teachers manage their stress levels.

Person Responsible Eva Rodriguez (erodriguez2521@dadeschools.net)

09/08-10/11 - At each Faculty Meeting, the Administrative Team will recognize teachers with Perfect Attendance for the month. As a result, staff members will feel appreciated and valued when recognized for coming to work on a consistent basis.

Person Responsible Maria Lopez (mglopez@dadeschools.net)

08/31-10/11 - On an ongoing basis, the Administrative Team will provide inspirational posters and treats to provide motivation and encouragement. As a result, teachers will experience a sense of belonging.

Person Responsible Maria Lopez (mglopez@dadeschools.net)

11/01-12/17 - The Media Specialist will promote Moments of Mindfulness on the Morning Announcements. As a result of the Moments of Mindfulness, the staff's levels of self-awareness and resilience will improve.

Person Responsible Kimberly Montero (kmontero@dadeschools.net)

11/01-12/17 - On a weekly basis, teachers and staff members will be recognized on social media and on the Morning Announcements. As a result of this recognition, teachers will feel valued. Therefore, they will be motivated.

Person Responsible Kimberly Montero (kmontero@dadeschools.net)

01/31-04/29 - Working in conjunction with the school's Social Committee, the SLT will plan several activities to bring the staff together and enhance the staff's feelings of belonging (e.g., Valentine Social, trip to Miami Zoo, bowling activity, etc.). As a result of participating in these activities, staff morale will improve and teachers will feel less stressed and overwhelmed.

Person Responsible Maria Lopez (mglopez@dadeschools.net)

01/31-04/29 - Staff members will be encouraged to continue submitting nominees for the "It's OWL about Teamwork" recognition program. At each faculty meeting, the Administrative Team will continue to recognize these "W.I.S.E." Team Players who have contributed in different ways to the school. As a result, staff members will feel appreciated and valued as an integral part of Oliver Hoover Elementary School.

Person Responsible Maria Lopez (mglopez@dadeschools.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Discipline infractions at the school are minor and are addressed individually by the Administrative Team. The District's Core Values are emphasized throughout the year, with a focus on student recognition and incentives for students adhering to the Core Values. Discipline data in the form of Student Case Management (SCMs) is monitored on an on-going basis. During the 2020-2021 school year, two percent of the students had a discipline referral. while one percent of the students had two or more discipline referrals. Lessons by the School Counselor and classroom meetings with the Administrative Team will be conducted as needed (based on SCMs data).

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 school family works collaboratively to develop and promote a welcoming school environment. Our teachers and students are proud to be "W.I.S.E. Owls." Student recognition activities allow our staff to celebrate the successes of students and staff by emphasizing accomplishments and collaboration. New students are welcomed to the school by the Administrative Team, and parents and community members are encouraged to join the myriad of activities that are available for them. We seek to integrate social and emotional skills into academic instruction throughout the day, beginning with our daily "words of wisdom" on the morning announcements. We encourage mutual respect for individual differences among students and promote tolerance and inclusivity. Our goal is to create an environment where everyone feels safe and comfortable sharing thoughts and ideas.

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

The stakeholders involved in promoting a positive culture and environment at the school are the Principal, Assistant Principal, School Counselor, Media Specialist, PLST Leaders, and Grade Level/ Department Chairs. The Principal's role is to monitor and oversee the school's initiatives and respond to stakeholder concerns by engaging in Data-Driven Decision-Making with members of the Leadership Team. The Assistant Principal monitors programs and ensures all information is shared with stakeholders in a timely manner. The PLST Leaders analyze stakeholder data and plan relevant professional development opportunities to benefit all instructional personnel. Grade Level/ Department Chairs share information relevant to their grade level/ department. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families.