

Miami-Dade County Public Schools

Jack David Gordon Elementary School



2021-22 Schoolwide Improvement Plan

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Jack David Gordon Elementary School

14600 COUNTRY WALK DR, Miami, FL 33186

<http://jdgordon.dadeschools.net>

Demographics

Principal: Maileen Ferrer

Start Date for this Principal: 7/15/2015

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)	81%
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 (63%) 2016-17: A (65%)
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://jdgordon.dadeschools.net>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2020-21 Title I School</p> <p>Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>76%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>96%</p>

School Grades History

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

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SIP Authority

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Jack D. Gordon Elementary Community School is to provide opportunities for students in order to develop their maximum potential through the infusion of advanced technology within an environmentally conscious theme. Jack D. Gordon Elementary Community School fosters an environment of inspiring students to dream so that they achieve whatever they set as their goal.

Provide the school's vision statement.

The vision of Jack D. Gordon Elementary Community School, with the commitment of the community, is to meet the individual needs of the student population, thus producing productive citizens who can successfully compete in today's global society through an environmentally conscious curriculum that promotes advanced technology. Jack D. Gordon Elementary Community School is committed to promoting student achievement.

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
Ferrer, Maileen	Principal	The role of the principal is to provide strategic direction to Jack D. Gordon Elementary. The principal will monitor the implementation of standardized curriculum across grade levels, assess teaching methods, monitor student achievement, encourage the involvement of all stakeholders, revise policies and procedures, manage the school budget, hire and evaluate staff, and oversee facilities.
Varona-Perez, Amie	Assistant Principal	The role of the assistant principal is to support the principal in providing strategic direction to Jack D. Gordon Elementary. The assistant principal will assist in monitoring the implementation of standardized curriculum across grade levels, assess teaching methods, monitor student achievement and attendance, encourage the involvement of all stakeholders, monitor policies and procedures, and oversee facilities. Additionally, the assistant principal will ensure the implementation of school-wide initiatives and practices.
Sosa-Hidalgo, Lily	Reading Coach	The role of the Reading Coach is to supports teachers with the implementation of district and state curriculum standards to plan for instruction and assessment. The instructional coach will collaborate and support teachers in using the curriculum to analyze students' strengths and target areas for improvement. Additionally, the instructional coach will serve as Jack D. Gordon's professional development liaison. She will conduct a needs assessment to identify and support teachers in the area of professional development.
Corugedo, Mari	ELL Compliance Specialist	The ELL compliance specialist will monitor compliance with the ELL program at Jack D. Gordon Elementary. She will collaborate and support teachers in the implementation of strategies to ensure student achievement of ELL students.
Caride, Carmen	Teacher, ESE	The role of Exceptional Student Education (ES) Chairperson is to serve as the instructional leader of the ESE department. She will assist teachers with the implementation of the curriculum, instructional strategies, and the use of data to determine student needs to increase student achievement. She will also assist with professional development needs. Additionally, she will serve as a Local Educational Agency (LEA), participate in student IEP meetings, and ensure compliance within the Exceptional Student Education program.
Sanchez, Yvonne	Math Coach	The role of the Math Coach is to supports teachers with the implementation of district and state curriculum standards to plan for instruction and assessment. The instructional coach will collaborate and support teachers in using the curriculum to analyze students' strengths and target areas for improvement. She will model classroom lessons and facilitate the implementation of differentiated instruction.

Name	Position Title	Job Duties and Responsibilities
Leyva-Bostick, Susan	Assistant Principal	The role of the assistant principal is to support the principal in providing strategic direction to Jack D. Gordon Elementary. The assistant principal will assist in monitoring the implementation of standardized curriculum across grade levels, assess teaching methods, monitor student achievement and attendance, encourage the involvement of all stakeholders, monitor policies and procedures, and oversee facilities. Additionally, the assistant principal will ensure the implementation of school-wide initiatives and practices.
Kirby, Shakira	Assistant Principal	The role of the assistant principal is to support the principal in providing strategic direction to Jack D. Gordon Elementary. The assistant principal will assist in monitoring the implementation of standardized curriculum across grade levels, assess teaching methods, monitor student achievement and attendance, encourage the involvement of all stakeholders, monitor policies and procedures, and oversee facilities. Additionally, the assistant principal will ensure the implementation of school-wide initiatives and practices.

Demographic Information

Principal start date

Wednesday 7/15/2015, Maileen Ferrer

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.*

37

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.*

17

Total number of teacher positions allocated to the school

46

Total number of students enrolled at the school

760

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	106	111	126	125	128	137	0	0	0	0	0	0	0	733
Attendance below 90 percent	6	5	9	13	10	10	0	0	0	0	0	0	0	53
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	5	3	1	1	0	0	0	0	0	0	0	11
Course failure in Math	0	0	4	2	3	1	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
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	4	5	23	38	15	16	0	0	0	0	0	0	0	101

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	1	6	3	2	2	0	0	0	0	0	0	0	16

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	5	2	6	4	2	0	0	0	0	0	0	0	0	19
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Wednesday 7/21/2021

2020-21 - As Reported

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

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

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

Indicator	Grade Level	Total
Students with two or more indicators		
The number of students identified as retainees:		
Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

2020-21 - Updated

The number of students by grade level that exhibit each early warning indicator:														
Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	116	129	134	134	141	165	0	0	0	0	0	0	0	819
Attendance below 90 percent	6	7	15	9	11	16	0	0	0	0	0	0	0	64
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	6	1	2	1	0	0	0	0	0	0	0	11
Course failure in Math	0	0	4	2	3	6	0	0	0	0	0	0	0	15
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	2	14	0	0	0	0	0	0	0	16
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	1	9	0	0	0	0	0	0	0	10

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	7	1	4	11	0	0	0	0	0	0	0	25

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	4	2	5	4	2	0	0	0	0	0	0	0	0	17
Students retained two or more times	0	0	0	0	1	2	0	0	0	0	0	0	0	3

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				78%	62%	57%	81%	62%	56%

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Learning Gains				66%	62%	58%	63%	62%	55%
ELA Lowest 25th Percentile				51%	58%	53%	52%	59%	48%
Math Achievement				81%	69%	63%	80%	69%	62%
Math Learning Gains				69%	66%	62%	56%	64%	59%
Math Lowest 25th Percentile				58%	55%	51%	47%	55%	47%
Science Achievement				66%	55%	53%	60%	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	75%	60%	15%	58%	17%
Cohort Comparison						
04	2021					
	2019	76%	64%	12%	58%	18%
Cohort Comparison		-75%				
05	2021					
	2019	76%	60%	16%	56%	20%
Cohort Comparison		-76%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	81%	67%	14%	62%	19%
Cohort Comparison						
04	2021					
	2019	82%	69%	13%	64%	18%
Cohort Comparison		-81%				
05	2021					
	2019	74%	65%	9%	60%	14%
Cohort Comparison		-82%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	64%	53%	11%	53%	11%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

The results of the IReady Diagnostics were used as the progress monitoring tool to compile the data below by grade level.

Grade 1					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts		All Students	38.5	57.5	83.6
		Economically Disadvantaged	36.2	53.3	83.0
		Students With Disabilities	22.2	38.9	66.7
		English Language Learners	20.96	33.3	53.3
		Number/% Proficiency	Fall	Winter	Spring
Mathematics		All Students	29.5	43.8	77.9
		Economically Disadvantaged	23.4	43.0	75.5
		Students With Disabilities	11.1	27.8	83.3
		English Language Learners	13.3	33.3	73.3
Grade 2					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts		All Students	43.0	59.2	69.4
		Economically Disadvantaged	34.5	52.3	64.4
		Students With Disabilities	21.4	35.7	28.6
		English Language Learners	0	0	0
		Number/% Proficiency	Fall	Winter	Spring
Mathematics		All Students	21.7	54.2	68.6
		Economically Disadvantaged	18.6	44.2	62.1
		Students With Disabilities	7.7	28.6	35.7
		English Language Learners	0	0	0

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	66.1	79.5	88.2
	Economically Disadvantaged	64.6	75.0	84.4
	Students With Disabilities	31.8	40.9	54.6
	English Language Learners	36.4	66.7	81.8
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	22.8	50.4	76.4
	Economically Disadvantaged	20.8	47.9	75.0
	Students With Disabilities	9.1	27.3	45.5
	English Language Learners	0	30.3	63.6
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	50.4	64.4	68.2
	Economically Disadvantaged	47.7	60.8	67.3
	Students With Disabilities	9.1	18.2	36.4
	English Language Learners	0	0	31.8
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	34.4	56.7	75.6
	Economically Disadvantaged	31.1	53.8	72.0
	Students With Disabilities	4.5	13.6	31.8
	English Language Learners	0	40.9	50

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	56.1	56.8	68.2
	Economically Disadvantaged	50.8	49.2	63.9
	Students With Disabilities	20.0	20.8	24.0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	36.5	51.9	70.1
	Economically Disadvantaged	31.4	44.6	64.8
	Students With Disabilities	16.0	16.0	24.0
	English Language Learners	0	0	47.4
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	17.0	39.0
	Economically Disadvantaged	0	17.0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	6.0	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	24	17	25	16	6	18				
ELL	66	53	32	52	17	15	36				
BLK	50			40							
HSP	72	52	29	60	19	13	39				
WHT	68	50		58	21		36				
FRL	67	50	24	54	16	8	34				
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	47	51	48	54	62	56	28				
ELL	72	63	49	72	61	52	57				
BLK	65			71							
HSP	78	66	52	81	68	57	65				

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
WHT	83	59		89	76		70				
FRL	73	61	48	77	67	58	62				
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	46	25	51	39	20	45				
ELL	65	59	54	73	51	46	42				
ASN	80			90							
BLK	68	46		79	31						
HSP	81	64	55	79	56	49	60				
WHT	88	63		88	75						
FRL	79	62	53	77	52	48	55				

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	42
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	60
Total Points Earned for the Federal Index	333
Total Components for the Federal Index	8
Percent Tested	97%
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	41
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	45
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	43
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	47
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	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

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

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

Based on the 2019 data findings:

- ELA achievement has remained constant above 75% proficient when looking at the 2019 proficiency data.
- ELA learning gains have increased by 3 percentage points from 63% in 2018 to 66% in 2019.
- All subgroups demonstrated an increase in learning gains in ELA, however, there was a decrease in proficiency in all subgroups except the ELL subgroup.
- The lowest 25% in ELA decreased by 1 percentage point from 52% in 2018 to 51% in 2019.
- Math achievement remains consistent above 80% proficient when looking at the 2019 proficiency data.
- Math learning gains increased by 13 percentage points from 56% in 2018 to 69% in 2019.
- All subgroups demonstrated an increase in Math learning gains, however, there was a slight decrease in Math proficiency in the SWD and ELL subgroups.
- Science proficiency demonstrates an increase of 6 percentage points from 60% in 2018 to 66% in 2019.

Based on the 2021 data findings:

- ELA proficiency is 71%, a decrease of 7 percentage points from 78% in 2019.
 - ELA learning gains is 51%, a decrease of 15 percentage points from 66% in 2019.
 - Math proficiency is 59%, a decrease of 22 percentage points from 81% in 2019.
 - Math learning gains is 19%, a decrease of 50 percentage points from 69 % in 2019.
 - Science proficiency indicates a 27% decrease from 66% in 2019 to 39% in 2021.
- Mathematics is an area in need of improvement. Science proficiency is also an area in need of improvement.

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

2019 Data Findings:

- ELA learning gains for the lowest 25 percentile decreased by 1 percentage point to 51%.
- Progress monitoring data for i-Ready Reading for grades 4 and 5 are below 70%.
- Progress monitoring data for Grade 2 ELA shows below 70%.
- Grade 5 progress monitoring math data indicates a minimal increase of 1 percent from winter to spring.

2021 Data Findings:

- Math proficiency is 59%, this indicates a decrease of 22 percentage points from 2019.
 - Science proficiency is 39%, this indicates a decrease of 27 percentage points from 2019.
 - ELA proficiency is 71%, this indicates a decrease of 7 percentage points from 78% in 2019.
- The greatest need for improvement is in Math and Science proficiency.

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:

Although we have been focused on implementing rigorous standards-based instruction in all classrooms, the contributing factor to these areas of improvement is a decrease in the fidelity in

remediation of standards and prerequisite skills. We will continue to support the implementation of standards-based instruction while streamlining data analysis to identify specific strategies to address the learning needs of the L25 and all students. We will also develop teachers using strategies that focus on intervention for lower-performing students to help them master grade-level content. We will strategically align resources and assessments through weekly collaborative planning meetings across grade levels. We will focus on strategic data analysis and the identification of strategies and resources to ensure rigorous instruction and academic progress across grade levels. Administrators and teacher leaders will be provided the opportunity to attend weekly collaborative planning sessions.

2021 Data Findings:

Although we have been focused on implementing rigorous standards-based instruction in all classrooms regardless of teaching modality, the contributing factor to these areas of improvement is a decrease in the fidelity in remediation of standards and prerequisite skills. The learning loss index due to Covid-19 was also identified as a contributing factor.

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

2019 Data Findings:

Math learning gains increased from 56% in 2018 to 69% on the 2019 FSA. Significant learning gains were noted in the area of math across grade levels when comparing AP1 to AP3 data.

2021 Data findings:

However, when analyzing 2021 FSA assessment data, areas of improvement were not identified. Although, the smallest decrease in proficiency was identified in ELA, with a decrease of 7 percentage points.

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

2019 Data Findings

During the 2019 school year, we incorporated "DI Wednesday's" in the area of Math to differentiate instruction based on student needs. Data was analyzed and used to plan for data-driven instruction.

2021 Data Findings:

During the 2020-2021 school year, iReady was used to remediate schools as a tool for intervention. It did not prove to be an effective tool to use for differentiated instruction,

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

Various strategies will need to be implemented to accelerate learning. Weekly common planning sessions will be held to analyze data and plan for data-driven instruction. Planning for effective Differentiated instruction will be included in the collaborative planning sessions. Our reading and math coaches will facilitate data analysis and collaboratively identify resources and strategies with teachers to increase student achievement. Extended learning opportunities will be implemented to help students in need of additional support. Additionally, Reading Horizons will be utilized for intervention and to monitor students through Response to Intervention (RtI)

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

The PLST and teacher leaders will develop sessions on using data to drive instruction (September/21), aligning resources to small group instruction (October/21), peer observations with pre and post-

conferencing (November/21), continuous data chats with constructive feedback (ongoing). Coaching cycles will also be implemented with individual teachers to support specific needs. (ongoing)

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

Collaborative planning sessions will be provided weekly, and a member of the leadership team will attend to ensure fidelity to the strategies being implemented school-wide that are aligned to the goals. 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 intended element of small group instruction. We selected the area of small group instruction based on a decrease in Math Proficiency from 2019 of 81% to 2021 of 59%; a 22 percentage point decrease and an ELA Proficiency from 2019 of 78% to 2021 71%; a decrease of 7 percentage points. We are not meeting the needs of all learners, it is evident we need to improve the effectiveness of small group instruction to meet the individual needs of all students. We will provide the necessary interventions and remediation for students not meeting the required ELA and Math standards. We will provide the necessary scaffolding for students to access grade level content to demonstrate learning gains and proficiency.

Measurable Outcome: If we successfully implement small group instruction in ELA and Math, then student Math Proficiency will increase by 10 percentage points and ELA student Proficiency will increase by 7 percentage points.

Monitoring: Data chats will be conducted by the leadership team after each iReady diagnostic assessment, AP1, and AP2. During the data chats, groups for differentiated instruction will be established and/or reviewed. The administration will perform walkthroughs to monitor the fidelity of small group instruction in the classroom. Data analysis of topic assessments will also be tracked and monitored for progress. This data will be used to focus differentiation within the small group setting and ensure student learning gains. Extended Learning Opportunities will be provided for students who are not demonstrating progress.

Person responsible for monitoring outcome: Susan Leyva-Bostick (183009@dadeschools.net)

Evidence-based Strategy: Within the targeted elements of small group instruction, our school will focus on the evidence based strategy of Differentiated Instruction (DI). Differentiation will be used to address and meet the academic needs of all students.

Rationale for Evidence-based Strategy: Differentiated instruction will ensure teachers are responding to variance among learners in the classroom. Teachers will implement evidence-based strategies and data analysis to maximize student learning. Teachers may utilize district provided pacing guides, resources, and assessments to target student needs and measure student progress.

Action Steps to Implement

Teachers will meet to review and address student data; specifically i-Ready data, McGraw-Hill, and Topic Assessments.

Person Responsible Susan Leyva-Bostick (183009@dadeschools.net)

Teachers will create fluid groupings of students based on data.

Person Responsible Susan Leyva-Bostick (183009@dadeschools.net)

Teachers will be provided with the opportunity to meet weekly to plan and gather curriculum resources for targeted small group instruction.

Person Responsible Susan Leyva-Bostick (183009@dadeschools.net)

Administration will conduct walkthroughs to ensure the implementation of small group instruction; targeting meaningful and purposeful DI lessons.

Person Responsible Susan Leyva-Bostick (183009@dadeschools.net)

Teachers and the math coach will identify the L25 students for weekly small group intervention with the math coach.

Person Responsible Yvonne Sanchez (yvonesanchez@dadeschools.net)

Math coach will track math intervention groups through data analysis of topic assessments to ensure students are making adequate progress and meeting grade level standards.

Person Responsible Yvonne Sanchez (yvonesanchez@dadeschools.net)

Utilize performance matters to create fluid groups based on deficient standards as identified in ELA progress monitoring assessments. (January 31- April 29, 2022)

Person Responsible Shakira Kirby (271689@dadeschools.net)

Restructure small groups for math coach to include bubble students for pull-out instruction. (January 31- April 29, 2022)

Person Responsible Shakira Kirby (271689@dadeschools.net)

#2. Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale: Based on the data review, our school identified a need for collaborative planning. We selected this area of focus because there has been an absence of collaboration among the grade levels. Through collaborative planning, teachers will be provided the opportunity to come together to analyze data, discuss strategies and resources to implement a rigorous standards based curriculum leading to increases in student achievement. Participating teachers will work to increase collaboration, promote learning, and provided feedback during professional discussions.

Measurable Outcome: If we successfully implement collaborative planning with fidelity, participating teachers will utilize district pacing guides to create lessons and share best practices. As a result, ELA Proficiency will increase by 7 percentage points as evidenced by the 2022 Florida State Assessments (FSA) and Math Proficiency will increase by 10 percentage points as evidenced by the 2022 Florida State Assessments (FSA).

Monitoring: The Leadership Team will participate in weekly collaborative planning sessions with each grade level and will monitor collaborative planning sessions by providing agendas and sign-in sheets. Results from Topic Assessments and i-Ready data will be analyzed and used to address areas of concern. Weekly review of data will ensure students are demonstrating progress on i-Ready, McGraw-Hill assessments and Topic assessments. Participating teachers will share best practices and use collaboration opportunities to provide feedback to grade level team members.

Person responsible for monitoring outcome: Amie Varona-Perez (vpereza@dadeschools.net)

Evidence-based Strategy: We will focus on the evidence-based strategy of Collaborative Planning. During collaborative planning, participating teachers, members of the leadership team, and administration will analyze student performance data and determine how the information will be used to drive future instruction. Grade-level teams and instructional facilitators will work together to plan lessons according to the areas of need. Lessons will be monitored for rigor and relevance. Additionally, during collaborative planning, the team will discuss teacher needs as it relates to additional support needed within the classroom. Administration and instructional coaches will support and assist teachers as needed.

Rationale for Evidence-based Strategy: Collaborative planning will ensure that teachers are analyzing data and incorporating rigor and relevance in lesson planning to meet the various needs of their students. Teachers will continuously make adjustments to their lesson plans and instructional delivery as new data becomes available. Collaborative planning sessions will address achievement gaps, learning loss, and enrichment opportunities.

Action Steps to Implement

Use the provided district resources; pacing guides, McGraw-Hill resources, Go Math, Intervention Tools, and i-Ready to plan and create standards aligned lessons.

Person Responsible Amie Varona-Perez (vpereza@dadeschools.net)

Lesson plans and Instructional delivery will be monitored through teacher observations and walkthroughs to ensure standards-based instruction is delivered.

Person Responsible Amie Varona-Perez (vpereza@dadeschools.net)

Use progress monitoring tools; McGraw-Hill Assessments, Topic Assessments, Ongoing Progress Monitoring Assessments (OPM) to ensure student mastery of the focus standard.

Person Responsible Amie Varona-Perez (vpereza@dadeschools.net)

Use teacher-student conferencing and data tracking tools to provide feedback to students.

Person Responsible Amie Varona-Perez (vpereza@dadeschools.net)

Teachers will plan for remediation of deficient grade level standards that will be addressed during differentiated instruction.

Person Responsible Amie Varona-Perez (vpereza@dadeschools.net)

Teachers will implement Tier 2 and Tier 3 intervention and monitor student progress through the use of Reading Horizons progress monitoring trackers.

Person Responsible Shakira Kirby (271689@dadeschools.net)

Create a crunch time calendar with specific skills to revisit based on the i-Ready AP2 data. (January 31-April 29, 2022)

Person Responsible Amie Varona-Perez (vpereza@dadeschools.net)

Administer a simulation as provided by the district with debriefing protocols. (January 31- April 29, 2022)

Person Responsible Amie Varona-Perez (vpereza@dadeschools.net)

#3. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale: Based on the data review, our school identified student attendance as an area in need of improvement. In the 2021 school year, the following students accumulated 15 or more absences: 33% of the T3, 3rd graders, 24% of students in grades 3-5 scoring at a Level 1 in ELA, and 23% of students in grades 3-5 scoring a Level 1 in Math.

Measurable Outcome: If we successfully implement the targeted element of student attendance through daily and quarterly school-wide incentives, students will be motivated to attend school daily. We anticipate a decrease of 3% in the percentage of students with 15 or more absences.

Monitoring: The administration will monitor the daily attendance reports to identify students with excessive absences. Teachers will contact parents following three absences and counselors will complete truancy referrals as needed.

Person responsible for monitoring outcome: Shakira Kirby (271689@dadeschools.net)

Evidence-based Strategy: Within the targeted element of attendance, our school will focus on the evidence-based strategy of Attendance Based Initiatives. Attendance initiatives will motivate students to attend school daily. Attendance will be monitored closely, absences will be reported and parents will be contacted. Additionally, resources will be provided through counseling, home visits, and outside agencies as needed.

Rationale for Evidence-based Strategy: Attendance initiatives will assist in decreasing the number of students with 11 or more absences. Thus, increasing student motivation and achievement.

Action Steps to Implement

Attendance clerk will check attendance reports weekly to monitor students; absences and tardiness.

Person Responsible Shakira Kirby (271689@dadeschools.net)

Refer students to counselor for truancy referrals.

Person Responsible Shakira Kirby (271689@dadeschools.net)

Implement an attendance incentive for classes with 100% attendance Quarterly (Olympics themed).

Person Responsible Shakira Kirby (271689@dadeschools.net)

Daily attendance drawings for treasure box; Present, Ontime and in Uniform.

Person Responsible Shakira Kirby (271689@dadeschools.net)

Students will be individually recognized for quarterly perfect attendance.

Person Responsible Susan Leyva-Bostick (183009@dadeschools.net)

Classes will complete a paw chart incentive program accumulating 15 perfect attendance days. Each class reaching 15 perfect attendance days will be rewarded by the administration.

Person Responsible Susan Leyva-Bostick (183009@dadeschools.net)

Complete and submit the monthly i-Attend Targeted Student Status Form identifying students with excessive unexcused absences. (January 31- April 29, 2022)

Person Responsible Susan Leyva-Bostick (183009@dadeschools.net)

Implementation of the i-Attend Intensive Intervention i3 Program. (January 31- April 29, 2022)

Person Responsible Susan Leyva-Bostick (183009@dadeschools.net)

#4. Leadership specifically relating to Walkthroughs

Area of Focus Description and Rationale: Based on SIP survey results and review of the Core Leadership Competencies we want to use the targeted element of walkthroughs. According to the survey, teachers feel that administrators do not consistently conduct classroom walkthroughs, therefore members of the administrative team will conduct instructional classroom walkthroughs on a weekly basis.

Measurable Outcome: If we successfully implement the targeted element of walkthroughs, the administration will be able to provide specific feedback to teachers, thus increasing student learning. Administrative walkthroughs will be logged and feedback will be provided.

Monitoring: Classroom walkthroughs and debriefing sessions will be logged by each administrator.

Person responsible for monitoring outcome: Maileen Ferrer (pr2151@dadeschools.net)

Evidence-based Strategy: Administrators will use walkthroughs to ensure effective instructional delivery, observe teachers' instructional practices; to convey a message to all that instructional time is valued.

Rationale for Evidence-based Strategy: The strategy of classroom walkthroughs was selected because the teacher responses on the school climate survey indicated that they feel administrators do not consistently conduct classroom walkthroughs.

Action Steps to Implement

The administrative team will create and implement a schedule to ensure walkthroughs are conducted consistently and on a weekly basis.

Person Responsible Maileen Ferrer (pr2151@dadeschools.net)

Create a walkthrough checklist and share with teachers (Look Fors).

Person Responsible Maileen Ferrer (pr2151@dadeschools.net)

Follow up with teachers as needed (informally).

Person Responsible Maileen Ferrer (pr2151@dadeschools.net)

Provide debriefing opportunities within common planning time to share best practices.

Person Responsible Maileen Ferrer (pr2151@dadeschools.net)

Based on teacher need, the math coach will conduct model lessons to support effective instructional delivery.

Person Responsible Yvonne Sanchez (yvonesanchez@dadeschools.net)

Identify teachers for peer observations and create instructional peer observation schedules.

Person Responsible Maileen Ferrer (pr2151@dadeschools.net)

A schedule will be created to implement administrative walkthroughs. (January 31- April 29, 2022)

Person Responsible Maileen Ferrer (pr2151@dadeschools.net)

Teachers will be provided with informal feedback following a walkthrough. (January 31- April 29, 2022)

Person Responsible Maileen Ferrer (pr2151@dadeschools.net)

#5. -- Select below -- specifically relating to

Area of Focus Description and Rationale:

Measurable Outcome:

Monitoring:

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy:

Rationale for Evidence-based Strategy:

Action Steps to Implement

No action steps were entered for this area of focus

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.

Using the SafeSchoolsforAlex.org School Safety Dashboard, the discipline data of the school compared to the discipline data across the state falls in the category of moderate for elementary schools. Reviewing the school’s discipline data by grade level, 3% of fifth grade students have one referral and 1% of fifth grade students have two or more referrals. The school will continue to monitor student discipline during the upcoming school year. It is a collaborative effort with teachers and counselors working cohesively alongside parents and administration to diffuse negative behavior and implement the district provided Code of Student Conduct. Fifth grade students will participate in SEL lessons and continue to participate in the D.A.R.E. program. The school culture and environment will be monitored as they align with our school values. SCM and behavioral intervention plans will continue to be monitored by designated staff. Improvement in school culture will be monitored by implementing these elements: strong school leadership, a safe and stimulating learning climate, strong ethical and trusting relationships, increased teachers’ professional capacity for instruction and leadership, student-centered instruction, and links to parents and the community.

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 establishing effective home-to-school communications, empowering leaders within the school community, and promoting a positive growth mindset. Our school uses various communication platforms to disseminate pertinent information. Teachers and school leaders involve parents in the process of their academic achievements. We communicate the importance of their contributions towards the school goal. Team morale is developed, therefore enhancing performance and engaging in the school's mission and vision. We post positive attributes throughout the building, and students participate by sharing positive quotes on the announcements.

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

The stakeholders involved in building positive school culture and environment are the Principal, Assistant Principals, Instructional Coaches, Teacher Leaders, and Counselors. The Principal's role is to monitor and oversee all the school's home communication, empower teachers, and promote a positive mindset. The Assistant Principals implement the school-to-home communication. They also implement the daily attendance initiative. Finally, teacher leaders and instructional coaches assist in promoting a positive mindset.

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: Instructional Practice: Collaborative Planning	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Student Attendance	\$0.00
4	III.A.	Areas of Focus: Leadership: Walkthroughs	\$0.00
5	III.A.	Areas of Focus: -- Select below --:	\$0.00
Total:			\$0.00