Southside Preparatory Academy

2021-22 Schoolwide Improvement Plan

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Southside Preparatory Academy

45 SW 13TH ST, Miami, FL 33130

http://southside.dadeschools.net/

Demographics

Principal: Linette Tellez

Start Date for this Principal: 7/14/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	60%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (63%) 2017-18: A (63%) 2016-17: A (64%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School PK-8	No	58%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	85%

School Grades History

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

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Southside Preparatory Museums Magnet School is committed to providing a culturally diverse learning environment in collaboration with museums throughout the community. A humanities-based curriculum infused with museum resources and expeditions provides hands-on, minds-on authentic learning experiences taking students beyond the walls of the classroom.

Provide the school's vision statement.

Southside Preparatory Museums Magnet School is a unique and challenging museums-based learning environment, which enables students to: Explore, Examine, Experiment, and Exhibit; therefore becoming self-directed, creative, critical thinkers.

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
Tellez, Linette	Principal	Principal: Classroom walkthroughs, coordinate data chats, ambassadors meetings, " Parliament" meetings, monitor SIP steps to ensure fidelity
Raposo-Rodriguez, Barbara	Assistant Principal	Assistant Principal: Classroom walkthroughs, coordinate data chats, " Parliament" meetings, monitor SIP steps to ensure fidelity
Prelaz, Katherine	Magnet Coordinator	STEAM Coordinator Magnet Lead EESAC Member PLST Member
Jimenez, Barbara	Teacher, K-12	EESAC Chairperson 2nd Grade Teacher: 2nd Grade Chairperson
Rohani , Juliana	Teacher, PreK	ReadingPals Liaison Pre-K Teacher

Demographic Information

Principal start date
Friday 7/14/2017, Linette Tellez

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.*

0

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.*

0

Total number of teacher positions allocated to the school

61

Total number of students enrolled at the school

955

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

5

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

9

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	105	91	128	136	139	123	87	79	67	0	0	0	0	955
Attendance below 90 percent	0	16	21	11	18	21	19	17	21	0	0	0	0	144
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	1	6	6	6	0	8	2	0	0	0	0	29
Course failure in Math	0	0	2	0	4	10	0	5	2	0	0	0	0	23
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	1	3	12	14	0	0	0	0	30
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	5	17	14	0	0	0	0	37
Number of students with a substantial reading deficiency	0	7	42	32	25	26	17	36	24	0	0	0	0	209
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	3	3	4	9	2	18	14	0	0	0	0	53

The number of students identified as retainees:

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

Date this data was collected or last updated

Sunday 8/15/2021

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	107	145	147	154	140	130	104	74	0	0	0	0	0	1001
Attendance below 90 percent	12	18	9	13	17	16	13	17	0	0	0	0	0	115
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	4	7	5	8	11	2	0	0	0	0	0	38
Course failure in Math	0	2	0	4	9	11	7	3	0	0	0	0	0	36
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	1	11	13	14	0	0	0	0	0	39
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	1	12	18	15	0	0	0	0	0	46

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	3	1	6	8	13	20	15	0	0	0	0	0	66

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				78%	63%	61%	77%	62%	60%
ELA Learning Gains				70%	61%	59%	66%	61%	57%
ELA Lowest 25th Percentile				64%	57%	54%	60%	57%	52%
Math Achievement				72%	67%	62%	75%	65%	61%
Math Learning Gains				64%	63%	59%	61%	61%	58%
Math Lowest 25th Percentile				32%	56%	52%	42%	55%	52%
Science Achievement				63%	56%	56%	62%	57%	57%
Social Studies Achievement					80%	78%		79%	77%

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	74%	60%	14%	58%	16%
Cohort Comparison						
04	2021					
	2019	73%	64%	9%	58%	15%
Cohort Comparison		-74%				
05	2021					
	2019	65%	60%	5%	56%	9%
Cohort Comparison		-73%				
06	2021					
	2019					
Cohort Comparison		-65%				
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	73%	67%	6%	62%	11%
Cohort Comparison						
04	2021					
	2019	64%	69%	-5%	64%	0%
Cohort Comparison		-73%				
05	2021					
	2019	64%	65%	-1%	60%	4%
Cohort Comparison		-64%				
06	2021					
	2019					
Cohort Comparison		-64%				
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	57%	53%	4%	53%	4%
Cohort Comparison						
08	2021					
	2019					
Cohort Comparison		-57%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

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

The progress monitoring tool for Reading and Math used by all grade levels is iReady.
The progress monitoring tool for Science used by 5th grade is the Mid Year Assessment.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	56	56.9	71.6
	Economically Disadvantaged	46.8	41.3	55.3
	Students With Disabilities	NA	NA	NA
	English Language Learners	23.5	25	35.3
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	51.7	46.6	64.4
	Economically Disadvantaged	43.5	32.6	53.2
	Students With Disabilities	NA	NA	NA
	English Language Learners	35.3	25	52.9

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	52.8	62.4	78.4
	Economically Disadvantaged	46.3	55.2	73.1
	Students With Disabilities	NA	NA	25
	English Language Learners	11.1	11.1	22.2
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	42.7	58.1	80.8
	Economically Disadvantaged	38.8	51.5	80.6
	Students With Disabilities	NA	NA	NA
	English Language Learners	33.3	22.2	33.3

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	54.6	67.4	81.1
	Economically Disadvantaged	47.5	62.5	77.5
	Students With Disabilities	NA	NA	NA
	English Language Learners	19.4	36.1	55.6
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	29.6	47.7	76.5
	Economically Disadvantaged	28.8	46.3	67.5
	Students With Disabilities	NA	NA	NA
	English Language Learners		27.8	55.6

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	43.8	41.1	55.4
	Economically Disadvantaged	28.8	26.0	42.5
	Students With Disabilities	NA	NA	NA
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	35.7	38.4	60.7
	Economically Disadvantaged	24.7	28.8	52.1
	Students With Disabilities	NA	NA	NA
	English Language Learners			

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	48.3	60.5	63.5
	Economically Disadvantaged	44.1	53.6	57.1
	Students With Disabilities	0	0	0
	English Language Learners	0	0	00
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	31.6	48.3	67.5
	Economically Disadvantaged	25.0	41.7	64.3
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	22.2	0
	Economically Disadvantaged	0	18.4	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	42.1	45.5	58.0
	Economically Disadvantaged	38.1	41.3	54.0
	Students With Disabilities	NA	NA	NA
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	25.0	42.1	58.0
	Economically Disadvantaged	23.8	41.3	55.6
	Students With Disabilities	NA	NA	NA
	English Language Learners	0	0	0

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	48.4	57.8	59.4
	Economically Disadvantaged	42.9	55.1	55.1
	Students With Disabilities	NA	NA	NA
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	26.6	45.3	45.3
	Economically Disadvantaged	28.6	38.8	40.8
	Students With Disabilities	NA	NA	NA
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	0	78.6	0
	Economically Disadvantaged	0	79.5	0
	Students With Disabilities	0	75.5	0
	English Language Learners	0	45.5	0

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA

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	28	52	42	19	48	42	30				
ELL	60	60	51	51	42	38	46	63			
BLK	50			33							
HSP	62	57	47	53	41	40	51	65			
WHT	80	81		75	52		80				
FRL	56	54	45	50	38	38	48	63			
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	43	27		43	27						
ELL	75	68	66	70	61	30	61				
BLK	79			79							
HSP	76	70	61	68	61	32	59				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
WHT	84	76		80	66		73				
FRL	74	63	60	68	62	30	53				
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	43	46		55	93						
ELL	67	64	58	72	51	41	36				
BLK	69	55		65	67						
HSP	75	65	61	73	55	37	63				
WHT	83	65		87	81		63				
FRL	72	65	54	71	58	47	59				

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	54
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	64
Total Points Earned for the Federal Index	490
Total Components for the Federal Index	9
Percent Tested	94%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
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	42
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	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	77
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 Reflection:
The 2018-2019 FSA ELA Learning Gains data for grades 3-5 indicates a 4 percentage point increase in proficiency (64%) when compared to the 2017-2018 school year (60%).

2020-2021 Progress Monitoring Data Reflection:
When comparing iReady Reading Fall versus Spring data for the 2020-2021 school year for grades 3-7, the data shows an increase of 16 percentage points

2020-2021 FSA Data Reflection:
When comparing FSA data across grades 3-5, there is a visible trend in reduced proficiency rates:
ELA: (grade 3: 20%, grade 4: 21%, grade 5: 3%) Math: (grade 3: 8%, grade 4: 26%, grade 5: 19%).
*There are no scores for grade 6 or 7 for the 2019 school year.

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

2019 Data Reflection:
According to the SIP dashboard, for the 2019-2020 school year, 61% of students are predicted to demonstrate proficiency in ELA. This is a significant decrease of 10 percentage points from the 2018-2019 school year.

2020-2021 FSA Data Reflection:
When analyzing FSA data, the greatest need for improvement lies in increasing our proficiency rates and learning gains for grades 4-8.

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

The contributing factors to this need for improvement are our students' language acquisition. The data show that 0% of ELL students demonstrated mastery on the Mid Year Assessments.

In alignment with our BISO Program, the new actions that need to be taken to address this need for improvement would be to incorporate an integration of essential vocabulary during the Spanish block of instruction.

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

When comparing iReady Reading Fall versus Spring data for the 2020-2021 school year, third grade students showed the most improvement, with a 47% increase of students who demonstrated proficiency.

When comparing iReady Math Fall versus Spring data for the 2020-2021 school year, third grade students showed the most improvement, with a 26.5% increase of students who demonstrated proficiency.

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

The contributing factors that led to this improvement are interventions in Reading and Math. The new actions that our school took in this area was that all students had access to a district-issued device.

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

A strategy that will be implemented in order to accelerate learning is to ensure that all students have a device. Teachers can tailor instruction based on student need (ex: Students who need additional remediation in comprehension will receive prescribed lessons).

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.

During grade level meetings, teachers will share best practices in using technology to guide instruction.

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

Collaborative planning will be scheduled weekly and a member of the Leadership Team will attend to ensure fidelity to the strategies being implemented school-wide that are aligned to the goals. Extended Learning opportunities will be provided with before and after school tutoring and STEM-based clubs.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale:	*Based on the data review, our school will implement the Targeted Element of Differentiation. We selected the overarching area of Differentiation based on our findings that demonstrated Learning Gains for the L25 subgroup were 9.4% (Grades 3-8). We are not meeting the unique needs of all learners; therefore, it is evident that we must improve our ability to differentiate instruction based on the levels of the students we serve. We will provide the scaffolding necessary for the L25 subgroup to access grade-level content in order to make learning gains and move towards proficiency. *Results of the 2021 FSA ELA assessments show that our percent in levels 3-5 was 63. This is an 14 point decrease from 2019. *Results of the 2021 FSA Math assessments show that our percent in levels 3-5 was 55. This is a 17 point decrease from 2019.
Measurable Outcome:	*If we successfully implement Differentiation, then our L25 students will increase by a minimum of 10 percentage points as evidenced by the 2022 State Assessments. *If we successfully implement differentiation, we will increase our percent in levels 3-5 for ELA by a minimum of 7 points on the 2022 FSA assessments. *If we successfully implement differentiation, we will increase our percent in levels 3-5 for Math by a minimum of 10 points on the 2022 FSA assessments.
Monitoring:	The Leadership Team will conduct quarterly data chats, adjust groups based on current data in real time, and follow-up with regular walkthroughs to ensure quality instruction is taking place. Administrators will review bi-weekly lesson plans for indication of differentiation for L25 students, in particular. Data Analysis of formative assessments of L25 students will be reviewed monthly to observe progress. We will create an online tracker to monitor OPM data on a bi-weekly basis. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards. Extended learning opportunities will be provided to those students who are not showing growth on OPMs.
Person responsible for monitoring outcome:	Linette Tellez (pr5321@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Differentiation, our school will focus on the evidence-based strategy of: Data-Driven Instruction. Data-Driven instruction will assist in accelerating the learning gains of our L25s as it is a systematic approach of instruction to meet the students' needs. Data-Driven instruction will be monitored through the use of data trackers to drive instructional planning and data driven conversations to include OPMs.
Rationale for Evidence-based Strategy:	Data-Driven Instruction will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

Action Steps to Implement

Meet with "parliament" (L25) and (L35) students to differentiate their instructional needs (i-Ready goal setting) from 8/31/21-10/11/21 .

Person Responsible	Linette Tellez (pr5321@dadeschools.net)

Conduct data chats with teachers to ensure they identify students' individual needs to differentiate instruction from 8/31/21-10/11/21.

Person Responsible	Linette Tellez (pr5321@dadeschools.net)

Meet with teachers to discuss student data chat expectations so they may differentiate instruction based on student individual needs from 8/31/21-10/11/21.

Person Responsible	Linette Tellez (pr5321@dadeschools.net)

Meet with teachers to identify students eligible for intervention to differentiate student needs from 8/31/21-10/11/21.

Person Responsible	Linette Tellez (pr5321@dadeschools.net)

Monitor i-Ready monthly progress, focusing on students meeting their weekly time goals (45 minutes a week), passing rates above 75%, and number of lessons passed from 11/1/21 - 12/21/21.

Person Responsible	Linette Tellez (pr5321@dadeschools.net)

Meet with "parliament" (L25) and (L35) students to differentiate their instructional needs reviewing growth monitoring data with students from 11/01/21-12/21/21 .

Person Responsible	Linette Tellez (pr5321@dadeschools.net)

Conduct data chats with teachers to ensure they identify students' individual needs to differentiate instruction from 11/01/21-12/21/21.

Person Responsible	Linette Tellez (pr5321@dadeschools.net)

Meet with teachers again to identify if additional students are eligible for intervention to differentiate student needs from 11/01/21-12/21/21.

Person Responsible	Linette Tellez (pr5321@dadeschools.net)

Review the AP2 i-Ready diagnostic data for reading and mathematics and focus on students that are not making sufficient progress and identify an intervention plan from 01/31/22-4/29/22.

Person Responsible	Linette Tellez (pr5321@dadeschools.net)

Conduct mid-year data chats with teachers and create a plan on how to target learning gains by using differentiated instruction from 01/31/22-4/29/22.

Person Responsible	Linette Tellez (pr5321@dadeschools.net)

#2. Instructional Practice specifically relating to Student Engagement	
Area of Focus Description and Rationale:	Based on 2020-2021 progress monitoring data, the fifth grade Mid Year Assessments show that 22.2% of students demonstrated proficiency in Science. In order to increase student engagement and interest with the use of hands on activities that are aligned to the NGSS standards. *Results of the 2021 FSA ELA assessments show that our percent in levels 3-5 was 63. This is an 14 point decrease from 2019. *Results of the 2021 FSA Math assessments show that our percent in levels 3-5 was 55. This is a 17 point decrease from 2019.
Measurable Outcome:	If we successfully implement Student Engagement, then our fifth grade students will increase by a minimum of 10 percentage points as evidenced by the 2022 State Assessments. *If we successfully implement Student Engagement, we will increase our percent in levels 3-5 for ELA by a minimum of 7 points on the 2022 FSA assessments. *If we successfully implement Student Engagement, we will increase our percent in levels 3-5 for Math by a minimum of 10 points on the 2022 FSA assessments.
Monitoring:	Highlight the implementation of the STEAM curriculum by showcasing student projects via video conferencing platform.
Person responsible for monitoring outcome:	Linette Tellez (pr5321@dadeschools.net)
Evidence-based Strategy:	Collaborative Learning involves students working in groups of two or more, mutually searching for understanding, solutions, meanings, or creating a product. Collaborative Structures vary widely, but most center on students' exploration or application of the course material. Effective Collaborative Learning can take place physically or virtually.
Rationale for Evidence-based Strategy:	Collaborative Learning will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available

Action Steps to Implement

Increase student engagement by ensuring students have a voice (student ambassadors) from 8/31/21-10/11/21.

Person Responsible	Linette Tellez (pr5321@dadeschools.net)

Conduct classroom walkthroughs to ensure students are engaged through the various instructional practices from 8/31/21-10/11/21.

Person Responsible	Linette Tellez (pr5321@dadeschools.net)

Ensure intervention programs are being implemented with fidelity to increase student engagement in academics from 8/31/21-10/11/211.

Person Responsible	Linette Tellez (pr5321@dadeschools.net)

Implement a schoolwide data chats system where students are active participants in their achievements from 8/31/21-10/11/21.

| **Person Responsible** | Linette Tellez (pr5321@dadeschools.net) |

Implement schoolwide data tracking for students via tracker forms (11/1/21-12/21/21).

| **Person Responsible** | Linette Tellez (pr5321@dadeschools.net) |

Implement Inquiry-based Science labs, providing hands-on experiences emphasizing essential question and measure mastery through topic assessments. (11/1/21-12/21/21).

| **Person Responsible** | Linette Tellez (pr5321@dadeschools.net) |

Conduct data chats with students to review and compare their iReady data and track their progress from AP1 to AP2 from 01/31/22-4/29/22.

| **Person Responsible** | Linette Tellez (pr5321@dadeschools.net) |

Several technology platforms (iReady, Horizons, IXL, Reflex Math, etc.) will be implemented with the purpose of reinforcing standards taught and student engagement. Usage/passing rates will be monitored and rewarded.

| **Person Responsible** | Linette Tellez (pr5321@dadeschools.net) |

#3. Culture & Environment specifically relating to Community Involvement	
Area of Focus Description and Rationale:	Our school will implement the Targeted Element of Community Involvement. This data was identified from the staff climate survey, where 43% of teachers reported that they feel a lack of concern/support from parents.
Measurable Outcome:	If we successfully implement the Targeted Element of Community Involvement, our teachers will be provided additional opportunities to engage with parents and the community via quarterly STEAM showcases and classroom student showcases (musical concerts, Fathers in Education, Holiday Festivals) and aftercare community activities.
Monitoring:	The Leadership Team will work to connect with community businesses and agencies to support parents as evidenced by sign in sheets and participation logs.
Person responsible for monitoring outcome:	Linette Tellez (pr5321@dadeschools.net)
Evidence-based Strategy:	Communicate with stakeholders is the establishment of well-designed communication protocols which keep students, parents, stakeholders, and the community abreast of the positives things that are happening at the school. This includes, but not limited to, recurring meetings, an up-to-date website, e-mails, phone calls, message boards/marquis, monthly newsletters and other printed/digital materials. When school leaders communicate effectively, students learn, parents and community members understand and support what the school is doing, and the process of teaching and learning moves forward. When a school leader ensures that students, staff, and parents are not only informed but have an active voice in their school community, they build a culture of inclusivity, eliminating feelings of distrust, uncertainty, and hostility.
Rationale for Evidence-based Strategy:	Within the targeted element of Community Involvement, our school will focus on the evidence-based strategy of: Celebrate Successes when staff and student accomplishments are given special recognition and achievements are publicly celebrated allowing for encouragement from all stakeholders.

Action Steps to Implement

The Leadership Team will identify the community members who will participate in various school activities from 8/31/21-10/11/21.

Person Responsible	Linette Tellez (pr5321@dadeschools.net)

The Leadership Team and community members will meet on a continuing basis to make short and long range goals from 8/31/21-10/11/21.

Person Responsible	Linette Tellez (pr5321@dadeschools.net)

The Leadership Team will monitor the activities and revise as needed from 8/31/21-10/11/21.

Person Responsible	Linette Tellez (pr5321@dadeschools.net)

The Leadership Team will participate in school events where community members also participate from 8/31/21-10/11/21.

| **Person Responsible** | Linette Tellez (pr5321@dadeschools.net) |

The Leadership Team will ensure that all teachers and students are given opportunities to participate in school events (STEAM showcase, Winter Concert) where community member also participate either in person or via zoom from 11/01/21-12/21/21.

| **Person Responsible** | Linette Tellez (pr5321@dadeschools.net) |

The leadership team will continue meet and suggest community agencies that our teachers can work with and plan for virtual or in person learning activities. All teachers and students will be given opportunities to participate in virtual learning expeditions with community agencies from 11/01/21-12/21/21.

| **Person Responsible** | Linette Tellez (pr5321@dadeschools.net) |

The leadership team will continue to meet and assist teachers with reaching out to M-DCPS partners on how to participate in various community activities and events from 01/31/22-4/29/22.

| **Person Responsible** | Linette Tellez (pr5321@dadeschools.net) |

The leadership team will continue to promote school activities and network with the community to provide students with field trip opportunities to enhance their education from 01/31/22-4/29/22.

| **Person Responsible** | Linette Tellez (pr5321@dadeschools.net) |

#4. Leadership specifically relating to Leadership Development	
Area of Focus Description and Rationale:	Based on qualitative data from the School Climate survey and the SIP survey and review of the Core Leadership Competencies, we want to use the Targeted Element of Leadership Development. Teachers in the building expressed an interest in the decision-making process, therefore we want to develop teacher leaders by involving them in school-wide initiatives and ensuring they are informed and feel as though they have membership to the school community. By involving them in school-wide initiatives and allowing them the opportunity to further their learning, student success is positively impacted.
Measurable Outcome:	If we successfully implement the Targeted Element of Leadership Development, our teachers will be provided the opportunity to contribute to school-wide decisions through monthly meetings. This will be realized through teachers participating in the logistical elements of meetings, presenting ideas to solve issues that arise, etc. The percentage of teachers in leadership roles will increase by at least 5% during the 2021-2022 school year.
Monitoring:	The Leadership Team will identify specific staff members that are experts in areas that will serve as leads with new initiatives and development. By involving teachers, we hope to create an environment of shared leadership. This initiative will be evident by teacher leaders providing support and development to their colleagues in various areas. To ensure we are on the right track, teachers who receive support will share the knowledge they have gained during faculty meetings.
Person responsible for monitoring outcome:	Linette Tellez (pr5321@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Leadership Development Team, we will focus on the evidence-based strategy of: Involving staff in important decisions. By creating leadership opportunities and involving teachers in the decision making process, we hope to increase the feeling of shared leadership.
Rationale for Evidence-based Strategy:	Involving staff will assist in integrating the talents of teachers within the building to carry out the school's vision and mission. Throughout this process the Leadership Team will create buy in and bring creative and innovative solutions to the forefront.

Action Steps to Implement

Our first initiative will be to create an interest survey to gauge staff interest in leadership roles from 8/31/21-10/11/21.

Person Responsible	Linette Tellez (pr5321@dadeschools.net)

The next step is to assign roles and responsibilities from 8/31/21-10/11/21.

Person Responsible	Linette Tellez (pr5321@dadeschools.net)

Another step would be to meet periodically to monitor both short and long term goals from 8/31/21-10/11/21.

Person Responsible	Linette Tellez (pr5321@dadeschools.net)

The leadership team will collaborate in identifying other teacher leaders within the school to enable leadership growth from 11/1/21-12/21/21.

| **Person Responsible** | Linette Tellez (pr5321@dadeschools.net) |

Identify one teacher per grade level to participate in monthly ELA and Mathematics ICADs trainings (11/1/21-12/21/21) in order to ensure that all teachers within the grade level are trained.

| **Person Responsible** | Linette Tellez (pr5321@dadeschools.net) |

Have teacher leaders present instructional strategies (Performance Matters, Schoology) during faculty meetings (11/1/21-12/21/21).

| **Person Responsible** | Linette Tellez (pr5321@dadeschools.net) |

Identify teacher leaders that will share standards-based best practices with our staff during faculty meetings from 01/31/22-4/29/22.

| **Person Responsible** | Linette Tellez (pr5321@dadeschools.net) |

Identify teacher leaders that will create a teacher needs assessment survey and lead focus groups based on the results from the survey from 01/31/22-4/29/22.

| **Person Responsible** | Linette Tellez (pr5321@dadeschools.net) |

Additional Schoolwide Improvement Priorities

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

According to safeschoolsforalex.org, our school is very low in incidents per 100 students. The school is ranked very low in violent incidents. The school is ranked very low in drug /public order incidents.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Our Strengths within School Culture are in Relationships, Physical & Emotional Safety and Support, Care, and Connections. Our school creates experiences throughout the year to engage with parents and families and ensures they have necessary information to support their children. Students are supported through mentorship programs such as our Student Ambassador Program. Staff are provided opportunities to take part in best instructional practices where classroom successes are shared monthly at faculty meetings. We provide opportunities for both staff and students to provide ongoing feedback and suggestions to school leaders and we schedule informal conferences with staff and students to garner information about their educational/professional experience at our school. We also ensure information is provided to all faculty through our weekly newsletter. We celebrate student success via various social media channels. We continue to build our skill-set in ensuring our classrooms are highly engaging and foster the highest level of engagement and learning. Quarterly, we host Student Showcases which highlight our STEAM and museum magnet projects. Our school also celebrates student attendance on a monthly basis, which is essential for student success.

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

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principals, Teacher Leaders and Counselors (our School Leadership Team). The Principal's role is to monitor and oversee all the school's initiatives and respond to concerns with morale by planning Team-building and morale boosting activities. The Assistant Principals will monitor and assist in ensuring all information is shared with stakeholders in a timely manner. Teacher leaders and instructional coaches assist in providing and responding to feedback from stakeholders. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Differentiation	$0.00
2	III.A.	Areas of Focus: Instructional Practice: Student Engagement	$0.00
3	III.A.	Areas of Focus: Culture & Environment: Community Involvement	$0.00
4	III.A.	Areas of Focus: Leadership: Leadership Development	$0.00
		Total:	**$0.00**