South Hialeah Elementary School

2021-22 Schoolwide Improvement Plan

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South Hialeah Elementary School

265 E 5TH ST, Hialeah, FL 33010

http://she.dadeschools.net/

Principal: Dillon Williams M

Start Date for this Principal: 8/1/2016

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)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: B (57%) 2017-18: A (62%) 2016-17: C (53%)
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.	

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	93%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

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

School Board Approval

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

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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 South Hialeah Elementary School is to accept the challenge of preparing our students to reach their greatest potential and become responsible and contributing members of our school and the community.

Provide the school's vision statement.

The parents, students, teachers, and community are the educational entities that ensure our students achieve the maximum educational experience with an extensive variety of educational programs empowering our students and the community.

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
Williams, Dillon	Principal	The Principal's role is to provide leadership and administration in motivating instructional and support personnel to strive for superior performance and provide the best possible opportunities for student growth and development. The principal ensures academic policies and curriculum are followed and develops and tracking standards for measuring academic success. She helps teachers maximize their teaching potential and supports all stakeholders to ensure the goals for success are met by all. Ms. Tellez provides an atmosphere free of any bias in which students and staff can achieve their maximum potential
Penedo, Chris	Assistant Principal	The assistant principal's role is to support the Principal in the administrative operations of the schools. This position shares the existing commonalities of the team and facilitates meetings and interactions. Roles include monitoring and supervising of the implementation of intervention, maintenance of the record keeping system, provide professional development to support MTSS/Rti Implementation and maintain an open channel of communication with parents and stakeholders as it relates to school-based MTSS/Rti functions, plans and projects.
Otano, Janet	Reading Coach	Works with educators to identify support for students in the curriculum and set goals for the Comprehensive school-wide Reading program. Ms. Otano collaborates with educators and school administrators to develop curriculum, share best practices, and plans for instruction. ,he provides coaching through the coaching continuum and professional development support that enables teachers to think reflectively about improving student learning and implementing various instructional programs and practices.
Faraldo, Gladys	Instructional Technology	The data liaison maintains reports, records, files and all other information and data that supports the leadership team with day to day implementation. She assists the school and the community with technological devices for remote learning, assist students with intervention programs, as well as academic and alternative programs.
Loriga, Barbara	Math Coach	Works with educators to identify support for students in the curriculum and set goals for the Mathematics and Science program. Ms. Loriga collaborates with educators and school administrators to develop curriculum, share best practices, and plans for instruction. She provides coaching through the coaching continuum and professional development support that enables teachers to think reflectively about improving student learning and implementing various instructional programs and practices.

Demographic Information

Principal start date
Monday 8/1/2016, Dillon Williams M

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.*

52

Total number of teacher positions allocated to the school

27

Total number of students enrolled at the school

719

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

3

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

7

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	79	105	120	138	111	117	0	0	0	0	0	0	0	670
Attendance below 90 percent	18	26	21	30	22	13	0	0	0	0	0	0	0	130
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	4	10	21	18	6	0	0	0	0	0	0	0	59
Course failure in Math	0	5	5	14	10	5	0	0	0	0	0	0	0	39
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	5	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Number of students with a substantial reading deficiency	8	24	46	73	28	26	0	0	0	0	0	0	0	205
	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	4	6	6	21	12	8	0	0	0	0	0	0	0	57

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	9	6	5	15	1	0	0	0	0	0	0	0	0	36
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Wednesday 6/30/2021

2020-21 - As Reported

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

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

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

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

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	115	130	143	135	128	134	0	0	0	0	0	0	0	785
Attendance below 90 percent	28	19	27	29	14	24	0	0	0	0	0	0	0	141
One or more suspensions	0	8	0	0	0	0	0	0	0	0	0	0	0	8
Course failure in ELA	0	10	11	32	6	4	0	0	0	0	0	0	0	63
Course failure in Math	0	7	9	17	6	14	0	0	0	0	0	0	0	53
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	5	19	0	0	0	0	0	0	0	24
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	4	28	0	0	0	0	0	0	0	32

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	4	17	11	26	9	24	0	0	0	0	0	0	0	91

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	9	6	5	15	1	0	0	0	0	0	0	0	0	36
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

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				60%	62%	57%	60%	62%	56%
ELA Learning Gains				63%	62%	58%	60%	62%	55%
ELA Lowest 25th Percentile				49%	58%	53%	47%	59%	48%
Math Achievement				68%	69%	63%	70%	69%	62%
Math Learning Gains				68%	66%	62%	74%	64%	59%
Math Lowest 25th Percentile				52%	55%	51%	68%	55%	47%
Science Achievement				42%	55%	53%	53%	58%	55%

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	55%	60%	-5%	58%	-3%
Cohort Comparison						
04	2021					
	2019	56%	64%	-8%	58%	-2%
Cohort Comparison		-55%				
05	2021					
	2019	56%	60%	-4%	56%	0%
Cohort Comparison		-56%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	54%	67%	-13%	62%	-8%
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		-54%				
05	2021					
	2019	68%	65%	3%	60%	8%
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	40%	53%	-13%	53%	-13%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

Grades K 5 will use iReady Data AP1 for Fall, AP2 for Winter, and AP3 for Spring.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	30	42	60
	Economically Disadvantaged	30	42	59
	Students With Disabilities	13	33	13
	English Language Learners	8	17	
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	23	26	47
	Economically Disadvantaged	23	25	47
	Students With Disabilities	15	27	33
	English Language Learners	9	17	17

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	23	44	52
	Economically Disadvantaged	24	44	52
	Students With Disabilities	13	25	31
	English Language Learners	NA	NA	17
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	18	36	56
	Economically Disadvantaged	19	37	56
	Students With Disabilities	7	6	19
	English Language Learners	NA	33	33

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	51	62	73
	Economically Disadvantaged	51	61	72
	Students With Disabilities	33	27	27
	English Language Learners	NA	NA	17
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	26	43	56
	Economically Disadvantaged	23	41	55
	Students With Disabilities	23	13	8
	English Language Learners	NA	NA	33

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	35	50	61
	Economically Disadvantaged	33	48	60
	Students With Disabilities	11	17	39
	English Language Learners	17	17	17
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	30	57	72
	Economically Disadvantaged	31	56	71
	Students With Disabilities	28	28	29
	English Language Learners	NA	17	33

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	30	49	47
	Economically Disadvantaged	31	48	46
	Students With Disabilities	10	19	10
	English Language Learners	NA	NA	NA
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	34	49	62
	Economically Disadvantaged	34	50	62
	Students With Disabilities	10	15	25
	English Language Learners	NA	NA	NA
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	NA	29	NA
	Economically Disadvantaged	NA	28	NA
	Students With Disabilities	NA	5	NA
	English Language Learners	NA	4	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	20	32	29	12	18	21	20				
ELL	49	51	45	49	45	38	45				
BLK	40			30							
HSP	54	53	48	52	46	32	44				
FRL	53	54	48	50	44	34	44				
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	18	42	41	31	36	25	5				
ELL	58	61	48	66	66	52	42				
BLK	43	58		53	50						
HSP	60	63	50	68	69	54	42				
FRL	60	63	49	68	68	50	42				

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	16	35	38	24	40	33	25				
ELL	50	57	49	64	76	76	45				
HSP	61	60	48	70	74	68	53				
FRL	60	61	48	70	74	68	53				

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	47
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	49
Total Points Earned for the Federal Index	379
Total Components for the Federal Index	8
Percent Tested	99%

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	46
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	
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	35
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	47
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

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

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

The iREADY ELA Diagnostic Assessment demonstrated that our grade 3 students scored 49 percent on AP 1 compared to 72 percent on AP 3, a 23 percentage point increase. Fourth graders READY ELA Diagnostic Assessment demonstrated that our students scored 35 percent on AP 1 compared to 60 percent on AP 3, a 25 percentage point increase. The iREADY ELA Diagnostic Assessment demonstrated that our grade 5 students scored 30 percent on AP 1 compared to 46 percent on AP 3, a 16 percentage point increase. The iREADY Math Diagnostic Assessment demonstrated that our grade 3 students scored 25 percent on AP 1 compared to 53 percent on AP 3, a 28 percentage point increase. Fourth graders READY Math Diagnostic Assessment demonstrated that our students scored 29 percent on AP 1 compared to 70 percent on AP 3, a 41 percentage point increase. The iREADY Math Diagnostic Assessment demonstrated that our grade 5 students scored 34 percent on AP 1 compared to 62 percent on AP 3, a 28 percentage point increase. In the core content areas, ELA and Math have demonstrated growth across the intermediate grades throughout the 2020 - 2021 school year

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

The 2021 FSA data shows that our 3-5 grade students scored 49 percent on the Mathematics assessment a thirteen percentage point decrease form the 2019 FSA data.

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

Students are returning from a year long of learning loss. They faced a variety of challenges which led to academic regression. Throughout the 2020-2021 school year the students and teachers did not target standards through differentiated instruction due to the COVID pandemic. In addition, throughout the school year students were unable to work together during their hand-on math inquiries that provided opportunities for students to address each other misconceptions. The students approach to the work was individual and not project based learning as it has been in the past.

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

In the ELA FSA 2021 data, 58 percent of students in grade 4 were proficient. During the 2021 iREADY AP 3 assessment, 61 percent of students in Grade 4 were on grade level demonstrating a 3 percentage point increase.

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

Throughout the 2020 - 2021 school year we provided before and after-school tutoring to students. Reading remained an area of focus throughout the 2020 -2021 school year.

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

Teachers will need to use data to drive their instruction. Differentiated instruction will need to be a focus during the instructional block where teachers can target students areas of weakness. In addition, the school will appoint mentors to students and establish a rapport with their students in order to promote and monitor students progress in iREADY as well as academic improvement.

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.

Teachers along with the Instructional Coaches will participate in the coaching continuum. The Coaches will pair teachers based on strengths and weaknesses in order to conduct peer observations. In addition, the instructional coaches will appoint teachers that can model and share best practices during our Wednesday professional development sessions. Teachers will participate in a professional development session that will assist in using Performance Matter reports to monitor student progress and plan instruction.

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

Intervention through out the day, before and afterschool care tutoring, and after-school care homework help will ensure sustainability of improvement throughout the years.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale:	Based on the data review, our school will implement the Targeted Element of Collaborative Planning. We selected the overarching area of Collaborative Planning based on our findings from the School Climate Survey that demonstrated it as an area of high priority for teachers. We are not meeting the unique needs of all learners therefore, it is evident that we must improve our ability to review data as a grade level and plan collaboratively to target areas of weakness and share resources to plan effectively based on the levels of the students we serve. We will plan collaboratively to access grade-level content in order to make learning gains and move towards proficiency.
Measurable Outcome:	Teachers will feel comfortable with the content and have the ability to participate in weekly common planning sessions with an instructional coach. During the 2021 - 2022 school year we hope 100 percent of teachers will feel confident planning for their lessons.
Monitoring:	If we successfully implement Collaborative Planning, then our L25 students will increase by a minimum of 5 percentage points as evidenced by the 2022 State Assessments.
Person responsible for monitoring outcome:	Chris Penedo (cpenedo@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Collaborative planning, 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:	Collaborative planning will ensure that teachers are using relevant, recent, and aligned data to plan lessons. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

Action Steps to Implement

8/30/21-10/11/21 Provide teachers the opportunity to plan with the Science Coach for hands-on Science Inquiries.

Person Responsible	Barbara Loriga (bloriga@dadeschools.net)

8/30/21-10/11/21 Instructional coach will provide targeted support through the coaching continuum. As a result, the delivery of instruction will improve as evidenced by classroom observations.

Person Responsible	Janet Otano (jotano@dadeschools.net)

8/30/21-10/11/21 During collaborative planning, teachers will review data provided through Performance Matters and iReady to target lowest performing standards. As a result, teachers will develop targeted instruction to improve student achievement.

Person Responsible	Barbara Loriga (bloriga@dadeschools.net)

8/30/21-10/11/21 Through collaborative planning, teachers will select standards-based SRM questions using planning cards. As a result, students will develop critical thinking skills.

Person Responsible	Janet Otano (jotano@dadeschools.net)

11/1/21-12/21/21 - Teachers will model SRM questions during common planning sessions to determine the the best student responses.

Person Responsible   Janet Otano (jotano@dadeschools.net)

11/1/21-12/21/21 - During common planning a selected teacher will model the "I DO" portion of the upcoming week.

Person Responsible   Janet Otano (jotano@dadeschools.net)

1/31/22-4/29/22 - During collaborative planning, teachers will review data provided through Performance Matters and iReady AP2 data to target lowest performing standards. As a result, teachers will develop targeted instruction to improve student achievement.

Person Responsible   Barbara Loriga (bloriga@dadeschools.net)

1/31/22-4/29/22 - During collaborative planning, teachers will present writing techniques, model best practices, and showcase student writing samples.

Person Responsible   Janet Otano (jotano@dadeschools.net)

#2. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale:	Based on the data review, our school will implement the Targeted Element of Student Attendance. Through our data review, we noticed the students who struggle with daily attendance are also the students who are not meeting expectations for learning gains as well as proficiency. In addition, many of our L25 students have had reoccurring attendance issues. We recognize the need to tailor our attendance initiatives and improve in making connections with families and the community to ensure attendance is consistently high.
Measurable Outcome:	If we successfully implement the Targeted Element of Student Attendance, our students will receive quality instruction that will contribute to improved student outcomes. With consistent student incentives, our attendance will increase 6 percentage points by June 2022.
Monitoring:	The Leadership Team (LT) will work to connect with families who struggle with attendance and identify the root cause for absences and create a plan of action to ensure students are able to be present daily. The Leadership Team will mentor individual students who have consistent truancy and connect with them bi-weekly to reward or encourage attendance efforts. The Leadership Team will plan regular student incentives to promote consistent student attendance. Teachers will monitor their daily attendance and submit that data to the LT on a weekly basis with emphasis on attendance trends. The Leadership Team will identify opportunities for students who are absent due to illness to connect virtually to class instruction or have access to on-demand lessons. To ensure we are on track to meeting the outcome above, this data will be discussed during data chats with teachers and students and parental contact will be made when necessary.
Person responsible for monitoring outcome:	Dillon Williams (pr5201@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Student Attendance, our school will focus on the evidence-based strategy of: Attendance Initiatives. Attendance Initiatives will assist in narrowing the absence gap amongst our students. Student absences will be monitored on a weekly basis to prevent a pattern of excessive absences.
Rationale for Evidence-based Strategy:	Attendance Initiatives will assist in decreasing the number of student absences. The initiatives will provide the LT with a systematic approach to identify attendance issues, remediation, and rewards.

Action Steps to Implement

8/30/21-10/11/21 Track daily attendance to celebrate homerooms with perfect attendance during announcements..

Person Responsible	Chris Penedo (cpenedo@dadeschools.net)

8/30/21-10/11/21 Track daily attendance to celebrate homerooms with perfect attendance after 10 days. Students will be rewarded with incentives.

Person Responsible	Susanne MacDougall (smacdougall@dadeschools.net)

8/30/21-10/11/21 Students with Perfect Attendance will be showcased at the quarterly Awards Assembly.

Person Responsible   Susanne MacDougall (smacdougall@dadeschools.net)

8/30/21-10/11/21 The social worker, administrators, community involvement specialist, and counselors will meet bi-weekly to review the attendance bulletin, monitor the EWS students to develop resources and create incentives.

Person Responsible   Susanne MacDougall (smacdougall@dadeschools.net)

11/1/21 - 12/21/21 - The attendance review committee (ARC) will target the 2020 disengaged students during the 2021 - 2022 school year.

Person Responsible   Valerie Gilchrist (vogilchrist@dadeschools.net)

11/1/21 - 12/21/21 The Community Involvement Specialist & Assistant Principal will conduct a meeting with targeted parents to share the value of daily school attendance.

Person Responsible   Valerie Gilchrist (vogilchrist@dadeschools.net)

1/31/22 - 4/29/22 The counselors will track student attendance and provide an incentive for targeted lowest attendance period of the school year.

Person Responsible   Susanne MacDougall (smacdougall@dadeschools.net)

1/31/22 - 4/29/22 The Community Involvement Specialist, Counselors and Assistant Principal will conduct home visits and send truancy packets to students with fifteen (15) or more absences as well as disengaged students.

Person Responsible   Chris Penedo (cpenedo@dadeschools.net)

#3. Leadership specifically relating to Specific Teacher Feedback	
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 Specific Teacher Feedback. Teachers in the building felt they needed explicit feedback in regards to instructional delivery and lesson planning, therefore administration will provide critical conversations immediately following the walk-through ensuring they have received constructive feedback. By providing immediate feedback, all stakeholders are positively impacted.
Measurable Outcome:	If we successfully implement the Targeted Element of Specific Teacher Feedback, our teachers will be provided the feedback necessary to reflect on their practice. This will be realized through administrative walk-throughs and post admin/teacher conversations reflecting on the lesson and providing support.. The percentage of teachers receiving adequate feedback will increase by at least 5% during the 2021-2022 school year.
Monitoring:	The Administration will identify specific staff members that are experts in areas that will serve as leads with new initiatives and development in curriculum. By involving lead teachers, we hope to increase the number of classroom walkthroughs to provide immediate explicit feedback. 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 common planning.
Person responsible for monitoring outcome:	Dillon Williams (pr5201@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Specific Teacher Feedback, we will focus on the evidence-based strategy of giving Consistent Developmental Feedback. This involves providing a clear expectation, progress towards that goal, and a description of the behavior and the support that will be provided. Feedback will be provided regularly, as a means of professional growth.
Rationale for Evidence-based Strategy:	Developmental Feedback will empower teachers to grow professionally therefore improve student achievement. Throughout this process the teachers will reflect on their practice and improve their learning environment.

Action Steps to Implement

8/30/21-10/11/21 Select teacher leaders and coaches to deliver high quality, actionable feedback to teachers. As a result, more teachers can be reached and provided with feedback and support.

Person Responsible	Dillon Williams (pr5201@dadeschools.net)

8/30/21-10/11/21 Administrators and Coaches will provide critical conversations immediately following walk-throughs ensuring constructive feedback. As a result, teachers can reflect and adjust instruction so that all stakeholders are positively impacted.

Person Responsible	[no one identified]

8/30/21-10/11/21 Provide teachers the opportunity to collaborate during weekly grade level planning sessions and brainstorm challenges, needs, and shared best practices. As a result, lead teachers can reflect on their practice and make necessary changes.

Person Responsible Janet Otano (jotano@dadeschools.net)

8/30/21 - 10/11/21 - During common planning, teachers will bring student journals with teacher feedback . Teachers will share their journals with their colleagues and their colleague will provide feedback. As a result of this process, teachers will enhance their ability to provide students with corrective feedback.

Person Responsible Janet Otano (jotano@dadeschools.net)

11/1/21 - 12/21/21 Administrator and teacher data chat will be conducted to discuss student progress and provide next steps for teachers to ensure student success.

Person Responsible Dillon Williams (pr5201@dadeschools.net)

11/1/21 - 12/21/21 Instructional coach and administrators will debrief weekly classroom walkthroughs to help guide the focus of the walkthroughs the following week.

Person Responsible Dillon Williams (pr5201@dadeschools.net)

1/31/22 - 4/29/22 Administrator and teacher data chats will be conducted to discuss mid-year student data and academic grades to review student growth and modify instruction to ensure continued student success.

Person Responsible Chris Penedo (cpenedo@dadeschools.net)

1/31/22 - 4/29/22 Administrators and coaches will continue to conduct classroom visits and provide corrective feedback, as well as, opportunities to participate in peer observations.

Person Responsible Janet Otano (jotano@dadeschools.net)

#4. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Differentiated Instruction - Based on the data review, 49 percent of students in grades 3 - 5 were below level 3 on 2021 statewide standardized ELA assessment. Forty-one percent of students in Kindergarten through grade 2 were below grade level on the iREADY AP 3 assessment. Based on our ELA data, 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 for all students to access grade-level content in order to make learning gains and move towards proficiency.
Measurable Outcome:	If we successfully implement Differentiation, then our ELA proficiency will increase by a minimum of 5 percentage points as evidenced by the 2022 State 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. Data Analysis of formative assessments of students will be reviewed quarterly to observe progress. Teachers will use trackers to monitor Ongoing Progress Monitoring (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. Teacher and administrator, teachers and students, and parents and teachers will conduct quarterly data chats to inform academic progress.
Person responsible for monitoring outcome:	Chris Penedo (cpenedo@dadeschools.net)
Evidence-based Strategy:	Data-Driven instruction will assist in accelerating the learning gains of our students 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 continuously make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

Action Steps to Implement

8/30/21-10/11/21 Coach will assist teachers during collaborative planning with collecting resources and interpreting data to plan for D.I. weekly. As a result, differentiated instruction lessons and resources will be reflected on lesson plans and student work samples.

Person Responsible	Janet Otano (jotano@dadeschools.net)

8/30/21-10/11/21 Teachers will implement a student data tracker using iReady data and bi-weekly unit assessments. As a result, teachers will conference with students, target instruction, monitor student progress and adjust as necessary.

Person Responsible	Janet Otano (jotano@dadeschools.net)

8/30/21-10/11/21 Planning time will be scheduled to focus on reviewing data, gathering resources, and planning for differentiated instruction. As a result, develop classroom systems that are conducive to small group instruction such as student grouping, class setting, and student folders.

**Person
Responsible** Janet Otano (jotano@dadeschools.net)

8/30/21-10/11/21 Reading Coach will monitor small group data driven instruction, based on non-mastered standards, through classroom walkthroughs and observations.

**Person
Responsible** Janet Otano (jotano@dadeschools.net)

11/1/21 - 12/21/21 - The school leadership team will monitor and mentor students in the lowest 25% to ensure they on track to success.

**Person
Responsible** Valerie Gilchrist (vogilchrist@dadeschools.net)

11/1/21 - 12/21/21 - Building vocabulary will be used 3 times a week bi-weekly during the DI rotations.

**Person
Responsible** Chris Penedo (cpenedo@dadeschools.net)

1/31/22 - 4/29/22 - Through the implementation of the Accelerated Reading program students will have the opportunity to increase fluency and comprehension by reading books of interest and meeting quarterly goals.

**Person
Responsible** Janet Otano (jotano@dadeschools.net)

1/31/22 - 4/29/22 - Targeted students have been selected to attend before and after school tutoring to mitigate learning loss.

**Person
Responsible** Chris Penedo (cpenedo@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.

Tobacco is the primary area of concern and physical attack is the secondary area of concern. The Student Service Team, School Resource Officer, and School Nurse will provide lessons to educate students on the health and safety concerns related to the use of tobacco products. The goal is to improve from 0.11 per 100 students to 0 incidents with tobacco. The Student Services team will provide counseling along with training to students on how to solve their problems and deescalate situations. Teachers will track student behavior, monitor students progress and request assistance when needed to improve physical attacks from 0.5 per 100 students to 0.00 per 100 students.

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. Staff are provided opportunities to take part in Team-Building activities and social seminars where we come together to share celebrations of success during informal meet-ups. 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 stakeholder through our weekly newsletter, monthly calendar, and school branding to connect with one another consistently. We continue to build our skills-set in ensuring our classrooms are highly engaging and foster the highest level of engagement and learning.

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

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Collaborative Planning	$0.00
2	III.A.	Areas of Focus: Culture & Environment: Student Attendance	$0.00
3	III.A.	Areas of Focus: Leadership: Specific Teacher Feedback	$0.00

4	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
		Total:	$0.00