

Miami-Dade County Public Schools

Nathan B. Young Elementary School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	10
Planning for Improvement	18
Positive Culture & Environment	29
Budget to Support Goals	0

Nathan B. Young Elementary School

14120 NW 24TH AVE, Opa Locka, FL 33054

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

Demographics

Principal: Niurka Davis

Start Date for this Principal: 11/16/2020

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* Black/African American Students Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: C (53%) 2017-18: B (58%) 2016-17: B (61%)
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 was approved by the Dade County School Board on 9/30/2021.

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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	10
Planning for Improvement	18
Title I Requirements	0
Budget to Support Goals	0

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14120 NW 24TH AVE, Opa Locka, FL 33054

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

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	99%
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		C	C	B

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

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Nathan B. Young Elementary aims to educate students utilizing a holistic approach. Academic literacy, physical and mental well-being, and preparation for the future are at the core of our beliefs.

Provide the school's vision statement.

Nathan B. Young Elementary School is committed to providing students with a myriad of educational experiences in and out of the classroom. Our focus is to lead students on paths of discovery that prepare them to become quality citizens, who live purpose filled lives.

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
Davis, Niurka	Principal	The duties and responsibilities of the principal is to provide strategic direction of the school. The principal monitors curriculum, assesses teaching methods, monitors student achievement, encourages parent involvement, manages school budget, hires and evaluates staff and is charge of school operations and safety of students.
Casey, Elizabeth	Assistant Principal	Assist the principal with duties and responsibilities to provide strategic direction of the school. The assistant principal monitors curriculum, assesses teaching methods, monitors student achievement, encourages parent involvement, manages school budget, hires and evaluates staff and is charge of school operations and safety of students.
Orozco, Sara	Teacher, ESE	The ESE teacher is responsible for the instruction of exceptional students through the teaching of academic, social skills in accordance with the students Individualized Educational Plan (IEP). She meets with parents, administrators, staffing specialist , social workers, and develop individual plans for students. Participates in faculty and professional development meetings.
Henderson, Cyntheria	Teacher, K-12	The job duties and responsibilities of the teacher is to instruct students, using various methods including whole group instruction, small group instruction, utilizing technology and other hands on activities. Also, teachers prepare and administer tests to evaluate student's progress. Meet with parents to discuss student's academic, social and behavioral progress. Participate in faculty and professional development meetings.
Sinclair, Delores	Reading Coach	To generate improvement in reading instruction and reading achievement by conducting on-site, on-going literacy-related professional development; modeling best practices; assisting teachers in analyzing student performance data for differentiated instruction; and supporting school-wide progress monitoring programs.
Allen, Annlyn	Math Coach	Duties and responsibilities include coaching, supporting and guiding teachers in best practices for math instruction. The position coaches teachers, models lessons, co-teaches, collaborative plans, provides feedback to teachers, and conducts professional development
Brown, Quinnesha	School Counselor	Provides leadership in the school through the implementation of a comprehensive, data-driven school counseling program aligned with the district and school's mission to promote academic, social/emotional, and college/career development, while ensuring equity and access for all students.

Demographic Information

Principal start date

Monday 11/16/2020, Niurka Davis

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.*

4

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.*

9

Total number of teacher positions allocated to the school

18

Total number of students enrolled at the school

289

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

8

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

0

Demographic Data**Early Warning Systems****2021-22**

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	29	51	39	52	32	44	0	0	0	0	0	0	0	247	
Attendance below 90 percent	17	28	28	26	16	21	0	0	0	0	0	0	0	136	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	10	7	7	11	20	0	0	0	0	0	0	0	55	
Course failure in Math	0	7	3	1	5	17	0	0	0	0	0	0	0	33	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	9	0	0	0	0	0	0	0	9	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	8	0	0	0	0	0	0	0	8	
Number of students with a substantial reading deficiency	3	24	26	40	17	29	0	0	0	0	0	0	0	139	

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	3	12	6	14	11	21	0	0	0	0	0	0	0	67

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	3	13	0	15	4	0	0	0	0	0	0	0	0	35
Students retained two or more times	0	0	0	7	2	5	0	0	0	0	0	0	0	14

Date this data was collected or last updated

Friday 7/16/2021

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	46	57	42	49	54	29	0	0	0	0	0	0	0	277	
Attendance below 90 percent	20	41	18	25	24	18	0	0	0	0	0	0	0	146	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	19	1	14	25	7	0	0	0	0	0	0	0	66	
Course failure in Math	0	11	0	4	20	9	0	0	0	0	0	0	0	44	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	9	10	0	0	0	0	0	0	0	19	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	8	9	0	0	0	0	0	0	0	17	

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	3	19	1	21	27	14	0	0	0	0	0	0	0	85	

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	3	13	0	16	4	0	0	0	0	0	0	0	0	36
Students retained two or more times	0	0	0	9	6	3	0	0	0	0	0	0	0	18

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				33%	62%	57%	42%	62%	56%
ELA Learning Gains				52%	62%	58%	61%	62%	55%
ELA Lowest 25th Percentile				56%	58%	53%	65%	59%	48%
Math Achievement				63%	69%	63%	59%	69%	62%
Math Learning Gains				70%	66%	62%	58%	64%	59%
Math Lowest 25th Percentile				61%	55%	51%	64%	55%	47%
Science Achievement				38%	55%	53%	58%	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	18%	60%	-42%	58%	-40%
Cohort Comparison						
04	2021					
	2019	32%	64%	-32%	58%	-26%
Cohort Comparison		-18%				
05	2021					
	2019	45%	60%	-15%	56%	-11%
Cohort Comparison		-32%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	62%	67%	-5%	62%	0%
Cohort Comparison						
04	2021					
	2019	52%	69%	-17%	64%	-12%
Cohort Comparison		-62%				
05	2021					
	2019	60%	65%	-5%	60%	0%
Cohort Comparison		-52%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	39%	53%	-14%	53%	-14%
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 utilize iReady AP1 data for Fall, AP2 for Winter, and AP3 for Spring.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	26.1	21.7	32.6
	Economically Disadvantaged	26.1	21.7	32.6
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	23.8	21.7	39.1
	Economically Disadvantaged	23.8	21.7	39.1
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	11.8	16.7	25
	Economically Disadvantaged	11.8	16.7	25
	Students With Disabilities	33.3	0	33.3
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	16.7	5.6	30.6
	Economically Disadvantaged	16.7	5.6	30.6
	Students With Disabilities	0	0	33.3
	English Language Learners	0	0	0

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	20.0	27.5	36.6
	Economically Disadvantaged	20.0	27.5	36.6
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	4.9	19.0	31.7
	Economically Disadvantaged	4.9	19.0	31.7
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	6.5	15.2	16.3
	Economically Disadvantaged	6.5	15.2	16.3
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	6.7	21.7	25.6
	Economically Disadvantaged	6.7	21.7	25.6
	Students With Disabilities	0	18.2	25.0
	English Language Learners	0	0	0

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	15.0	22.7	33.3
	Economically Disadvantaged	15.0	22.7	33.3
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	33.3	39.1	38.1
	Economically Disadvantaged	33.3	39.1	38.1
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	11.0	0
	Economically Disadvantaged	0	11.0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	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	15			23							
BLK	19	32		18	8		18				
HSP	20			20							
FRL	20	41		19	10		21				
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	17			38	30						
ELL											
BLK	34	55	67	64	67	54	40				
HSP	20			53							
FRL	33	52	56	62	69	61	38				

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	33	54		47	50						
BLK	42	61	63	56	57	63	57				
HSP	40			86							
FRL	42	62	65	59	58	64	58				

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	22
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	111
Total Components for the Federal Index	5
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	19
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	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	19
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	20
Hispanic Students Subgroup Below 41% in the Current Year?	YES
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	22
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?

I will answer the question utilizing iReady 21-22 data. The trends across grade levels for ELA reflect an increase in percent proficient between Fall and Winter Assessments in grades K, 2, 3, 4, and 5. The iReady trends in Mathematics reflect that there was an increase in percent proficient between Fall and Winter Assessments in grades 1, 3, 4, and 5. ELA data trends also reflect an increase in percent proficient between Winter and Spring Assessments except in grade K. Math data trends also reflect an increase in percent proficient between Winter and Spring Assessments except in grade K. According the 2021 SIP Dashboard, ELA FSA data indicates that 20% of students are proficient as compared to 33% on the 2019 ELA FSA, which is a decrease of 13 percentage points. The 2021 Math FSA data indicates that 19% of students are proficient as compared to the 2019 Math FSA data which indicates that 63% of students were proficient, a decrease of 44 percentage points. Science FSA 2021 indicates that only 21% students were proficient compared to 38% on the 2019 Science FSA, which is a decrease of 17 percentage points.

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

2019 FSA assessment data shows that the greatest need for improvement is in overall ELA proficiency which was reported at 33%. The next greatest area of need can be seen 4th grade Mathematics which was reported at 52% proficiency. Additionally, 5th grade science achievement was at 38% which is below the district average.

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

Factors contributing to this need for improvement include changes in instructional personnel and the acquisition of first year teachers. Actions that will be taken include primary grades focusing on literacy components such as phonological awareness, vocabulary and comprehension. Coaching cycles targeting new teachers in grades 4 and participation in professional development on new B.E.S.T. standards are steps to be taken for improvement.

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

The 2019 FSA data components which show the most improvement was the 3rd grade learning gains in mathematics. There was a 27% increase in learning gains from 2018.

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

Goal oriented learning and differentiated instruction being implemented with fidelity can be attributed to the these improvements. New actions include incorporating bi-weekly collaborative planning for mathematics. There is an ELA and Mathematics collaborative planning schedule that allotted time to plan for DI. The administrative team will now attend weekly collaborative planning to ensure the use of data driven decision making.

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

In order to accelerate learning, the following evidence based strategies will employed throughout the school year. Extended learning opportunities through the District TALENTS initiative Monday through Friday; bi-weekly collaborative data chats to analyze student performance on topic tests; instructional support and coaching to set measurables goals to improve instructional outcomes.

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.

Professional development opportunities will include district organized PD including, but not limited to, "Getting to the Core" ELA/ELL sessions. Nathan B. Young Mathematics PD for core teachers on August 19, 2021. Data analysis in-house PD on October 29, 2021. Extended learning opportunities will be made available during the winter and spring breaks as well as after school tutoring.

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

Additional services that will ensure sustainability include supplemental learning opportunities such as Saturday tutoring, winter and spring break tutoring as well as after school tutoring provided by teachers. Participation in the District TALENTS initiative targeting students in the L25.

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale:	The data from the 2019-2020 school year reflects that 36% of students had 16 or more absences, while in the 2020-2021 school year 67% of students had 16 or more absences. This is a 31% increase.
Measurable Outcome:	If we successfully implement the evidence based action steps, which include incentives and clearly defined expectations, there will be a notable reduction in student absences. The number of students with 16 or more absences will be reduced by 37% during the 2021-2022 school year.
Monitoring:	This area of focus will be monitored twice quarterly in order to achieve the desired outcome. Attendance bulletins will be monitored by the office staff, CIS and teachers for students with 3 or more absences. Parent contact will be made to offer resources and assistance.
Person responsible for monitoring outcome:	Niurka Davis (pr5971@dadeschools.net)
Evidence-based Strategy:	Evidence based strategies being implemented include attendance initiatives such as review of attendance bulletins on a daily basis, home visits and referrals for counseling services (including outside agencies). An additional strategy will include celebrating successes for students with perfect attendance at the end of each quarter.
Rationale for Evidence-based Strategy:	This strategy ensures that monitoring can be done on a daily basis, including communication with teachers and parents.

Action Steps to Implement

Starting on August 23, 2021 through June 9, 2022, the attendance bulletin will be shared with staff on a daily basis for the purpose of corrections and identifying students on a negative trend. Daily parent contact will be made by the teacher or administrator utilizing phone calls, emails or school messenger. The office staff will discourage early dismissal from school. Recognition will be given to students, parent teacher and staff for perfect attendance after the 4th week of school.

Person Responsible Niurka Davis (pr5971@dadeschools.net)

Starting October 11, 2021, the PBIS rewards initiative will be utilized by teachers to give students points that can be redeemed for special events or used at the reward store. Pizza parties will be held quarterly for students with perfect attendance (or students who are in the top 3%).

Person Responsible Quinnesha Brown (qgrant@dadeschools.net)

Students with 3 or more absences on or before October 11, 2021, will be referred to the attendance coach for conferences and contracts. Personal phone calls will be made to congratulate students with 5 or fewer absences by Quarter 3. Marquee spotlights will be given to students with no absences by Quarter 3.

Person Responsible Niurka Davis (pr5971@dadeschools.net)

October 11, 2021, January 21, 2021, and April 5, 2021, award ceremonies will be held physically or virtually to honor students with year long perfect attendance. Truant students will be flagged and paperwork completed by attendance interventionist.

Person Responsible Niurka Davis (pr5971@dadeschools.net)

Students with 4-9 absences will be enrolled in the 100% club which monitors their weekly attendance. Students achieving a set goal of 5 days present will participate in a special activity each Friday for 30 minutes. Students not achieving the goal will have a letter sent home with the parent the following week.

Person Responsible Niurka Davis (pr5971@dadeschools.net)

Meet with the parents of students who have 10 or more absences in quarter 1 and provide incentives for those attending school 5 days in a row. Parents will receive written attendance contracts.

Person Responsible Quinnesha Brown (qgrant@dadeschools.net)

Students who have between 9-15 absences will be targeted for attendance incentives. Parents will receive notices regarding pending truancy.

Person Responsible Niurka Davis (niurkadavis@dadeschools.net)

By January 31, 2022, students who have between 9-15 absences will be targeted for attendance intervention incentives. Parents will receive notices regarding pending truancy.

Person Responsible Niurka Davis (niurkadavis@dadeschools.net)

By February 5, 2022, the school's attendance review committee will meet to finalize February, March, and April attendance incentives for students (Principal's lunch club, field trips, daily rewards, PBIS). Attendance bulletins and daily averages will determine the effectiveness of the strategies.

Person Responsible Niurka Davis (niurkadavis@dadeschools.net)

#2. Instructional Practice specifically relating to Differentiation**Area of Focus**

Differentiated Instruction was identified as a critical need area since the data shows that students are not demonstrating an increase in proficiency on the iReady assessment data and FSA Data. Bi-weekly assessments also show that students are not proficient on the standards being assessed.

Description and Rationale:

According the 2021 SIP Dashboard, ELA FSA indicates that 20% of students are proficient as compared to 33% on the 2019 SIP Dashboard, a decrease of 13 percentage points. The 2021 Math FSA data indicates that 19% of students are proficient as compared to the 2019 Dashboard which indicates that 63% of students were proficient, a decrease of 44 percentage points. Science FSA 2021 indicates that 2021 data results 21% proficient and compared to 38% on the 2019, a decrease of 17 percentage points.

Measurable Outcome:

If we successfully implement differentiated instruction then at least 50% of students will demonstrate a 10 point or more increase in their scale score when comparing the AP1 and AP3 assessments. DI will improve our ability to provide targeted and data-driven instruction. The measurable outcome for state assessments will be an increase of third-fifth grade students scoring Level 3/Proficient on the 2022 statewide, standardized English Language Arts Assessment by 10 percentage points.

Monitoring:

The area of focus will be monitored by the administrative team after each diagnostic period. Student usage and pass rates will be monitored weekly to determine if students are meeting their individual goals.

Person responsible for monitoring outcome:

Elizabeth Casey (ecasey@dadeschools.net)

Evidence-based Strategy:

Leadership Team will conduct student and administrative data chats to address student deficiencies in math and reading. Leadership Team will then use those results to drive instruction and remediate deficient skills.

Rationale for Evidence-based Strategy:

Data chats provide actual evidence to help determine strategies that are effective, as well as provide the opportunity to modify instructional practices based on student needs. Topic assessment, bi-weekly, or standards-based data will be disaggregated during data chats.

Action Steps to Implement

August 18, 2021, professional development will be provided to teachers in order to help them to develop and utilize data trackers to improve instruction. Teacher will develop data trackers to track mini assessments that are aligned to small group instruction. Progress monitoring will determine if adjustments are needed.

Person Responsible

Delores Sinclair (226754@dadeschools.net)

By October 1, 2021, teacher spreadsheet data tracking will be fully implemented utilizing standards by student in reading and math to ensure adequate progress. Data chats will be held with teacher/administrator, teacher/student/parent to explain and discuss progress being made. Student data trackers will reflect individual goals. Modifications will be made as needed. Winter break camp will be conducted for students in math and reading based on data.

Person Responsible

Cyntheria Henderson (233530@dadeschools.net)

September 16, 2021, Teacher will be provided additional professional learning opportunities led by coaches will be held for teachers on effective implementation of differentiated instruction that is aligned to the school goals based on data.

Person Responsible Elizabeth Casey (ecasey@dadeschools.net)

By October 11, 2021, accelerated learning will be fully implemented as evidenced by student work and teacher lesson plans. During collaborative planning, lesson plans that are inclusive of DI groups will be modified based on progress monitoring. As a result, appropriate resources will be utilized for more individualized instruction.

Person Responsible Elizabeth Casey (ecasey@dadeschools.net)

By November 19, 2021, teachers will utilize strategies and resources they acquired during the November 1, 2021 professional development.

Person Responsible Delores Sinclair (226754@dadeschools.net)

Starting December 3, 2021, during collaborative planning, coaches and teachers will share best practices and resources for DI.

Person Responsible Cyntheria Henderson (233530@dadeschools.net)

By February 9, 2022, teachers will participate in professional development to analyze iReady AP2 scores and understand proficiency predictions based on the data. Administrative/teacher data chats will be held following the PD to emphasize the use of targeted instruction.

Person Responsible Niurka Davis (pr5971@dadeschools.net)

By March 14, 2022, instructional coaches/teacher leaders will facilitate professional development to address the use of data to drive instruction. There will be 2 teacher led centers during DI, with a third for enrichment. Progress Monitoring Assessment data and growth monitoring will determine if students are demonstrating academic growth.

Person Responsible Delores Sinclair (226754@dadeschools.net)

#3. Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale:	In the past year, there are 5 teachers who are new to teaching and/or new to the school building and frequent collaboration is needed to mitigate turnover rates and burnout due to lack of support. Collaborative planning is also critical so that the individual needs of students can be identified and appropriate resources will be provided to assist students working below grade level. Collaboration will also support with best practices, instructional strategies and data disaggregation for all teachers.
Measurable Outcome:	If 100% of teachers participate in bi-weekly collaborative planning to disaggregate data, share best practices and complete lesson planning, then there will be an increase in learning gains as evidenced by iReady AP3 data.
Monitoring:	The area of focus will be monitored by sign in sheets, meeting agendas and minutes. The leadership team will share the meeting notes in leadership team meetings to determine if the desired outcomes are being accomplished.
Person responsible for monitoring outcome:	Elizabeth Casey (ecasey@dadeschools.net)
Evidence-based Strategy:	Standards-based collaborative planning improves instructional delivery among teachers, promotes learning, provides opportunities to share constructive feedback and best practices.
Rationale for Evidence-based Strategy:	Standards based collaborative planning includes detailed objectives, resources, activities, assessments, pacing guides, instructional frameworks and item specifications that will promote targeted instruction.

Action Steps to Implement

By August 30, 2021, protocols will be set to establish guidelines for collaborative planning meetings. A tentative calendar will be made based on the lesson cycles. Coaches will plan with teachers physically.

Person Responsible Delores Sinclair (226754@dadeschools.net)

By October 1, 2021, teachers will be fully implementing the use of newly adopted materials. Common planning will utilize the backwards planning model by addressing the standards first and strategies and implementation second.

Person Responsible Elizabeth Casey (ecasey@dadeschools.net)

On or before September 16, 2022, teachers will utilize the calibration process to score student work during collaborative planning. This will be critical for new teachers to ensure the fidelity of rubrics and scoring.

Person Responsible Delores Sinclair (226754@dadeschools.net)

Teachers will share best practices for remediation on assessed standards. Strategies for RtI subgroups will be discussed. The ESE chairperson will attend collaborative planning monthly to ensure that students are receiving proper support.

Person Responsible Delores Sinclair (226754@dadeschools.net)

By November 1, 2021, teachers will provide feedback on student work products in a timely manner. Daily walk-throughs will ensure the fidelity of this action step.

Person Responsible Elizabeth Casey (ecasey@dadeschools.net)

During weekly collaborative planning, student work products will be reviewed to ensure standards are being taught and remediated as needed.

Person Responsible Niurka Davis (pr5971@dadeschools.net)

By January 31, 2022, teachers will continue to attend collaborative planning weekly or bi-weekly and share best practices. This will ensure the continuity of instructional planning and explicit instruction. Administration will monitor the intended outcome by providing feedback during and after the coaching cycles.

Person Responsible Niurka Davis (niurkadavis@dadeschools.net)

By January 31, 2022, coaches will continue to complete CTC logs with fidelity so that goals and timelines are clear. Administrators will participate in common planning and conduct walk throughs to ensure instructional goals are being met.

Person Responsible Kamie Hicks (mshicks@dadeschools.net)

#4. Leadership specifically relating to Leadership Development**Area of Focus Description and Rationale:**

Growth in the area of developing others will provide opportunities to influence and improve the skills of all stakeholders throughout the School Improvement Process.

Measurable Outcome:

The leadership team will ensure that 100% of the instructional staff participate in weekly collaborative planning or PD with the goal of developing new skills and levels of capability. Leadership will set positive expectations, personally providing instruction and developmental feedback. Leadership will also select training and work assignments to build other's capacities.

Monitoring:

The administrative team will monitor the fidelity of leadership development through the use of weekly leadership team meeting agendas and sign in sheets. Collaborative planning notes will be reviewed and discussed to determine adjustments to instructional frameworks.

Person responsible for monitoring outcome:

Niurka Davis (pr5971@dadeschools.net)

Evidence-based Strategy:

The Principal will be responsible for creating mentorships between teachers to share responsibilities for students' learning resulting in improved instruction.

Rationale for Evidence-based Strategy:

Mentorship strategies are evidence based and is supported by district programs. It is a partnership that forms a safe space for teachers to provide honest feedback.

Action Steps to Implement

By August 23, 2021, teachers who are new to the building, grade level or in their 1st-3rd year of teaching will be paired with a respective mentor.

Person Responsible

Elizabeth Casey (ecasey@dadeschools.net)

September 17, 2021, mentor/mentee meeting calendar will be established to include pre planning and lesson reflection. Coaching cycles will take place for all 1st-3rd year teachers, followed by greatest need as established by student data and administrative walk throughs.

Person Responsible

Niurka Davis (pr5971@dadeschools.net)

By October 1, 2021, the instructional coaches will have completed previous coaching cycles as evidenced by goals and objectives being met by mentor/mentee and administrative feedback.

Person Responsible

Cyntheria Henderson (233530@dadeschools.net)

By October 11, 2022, the mentee will be fully released and implementing instructional strategies acquired through the coaching cycles.

Person Responsible

Delores Sinclair (226754@dadeschools.net)

Early career teachers will share best practices learned during peer observation at collaborative planning meetings to build leadership capacity amongst teachers.

Person Responsible Elizabeth Casey (ecasey@dadeschools.net)

By December 6, 2021, teachers will facilitate at least one collaborative planning meeting to build capacity.

Person Responsible Elizabeth Casey (ecasey@dadeschools.net)

By March 18, 2022, early career teachers will participate in at least one peer observation experience as determined by protocol notes.

Person Responsible Kamie Hicks (mshicks@dadeschools.net)

By April 29, 2022, teachers will facilitate an independent collaborative planning meeting as evidenced by meeting notes.

Person Responsible Delores Sinclair (226754@dadeschools.net)

#5. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Based on the data, our school will implement the Targeted Element of ELA. We selected the overarching area of ELA based on our findings that demonstrated proficiency in ELA for grades 3 – 5 on the 2021 FSA and i-Ready AP3 for grades K-2. In kindergarten 39% of students were reading below grade level, in first grade 67% of students were reading below grade level and in second grade 74% of students were reading below grade level. We compared the current 2021 ELA FSA data of 20% proficiency to the 2019 FSA ELA proficiency of 33%. Over the last two years, ELA proficiency dropped 13 percentage points. Tier 1, Tier 2 and Tier 3 instruction, in both planning and delivery, did not result in an increase in proficient students. Therefore, we will strategically develop, explicitly deliver, and systematically monitor Tier 1, Tier 2 and Tier 3 instruction.

Measurable Outcome:

If we successfully, develop, deliver and monitor Tier 1, Tier 2 and Tier 3 instruction, then our ELA Proficient students will increase by a minimum of 10 percentage points as evidenced by the 2022 State Assessments. In kindergarten, first and second grade 50% of students will demonstrate on grade level reading proficiency.

Monitoring:

The leadership team will participate in weekly collaborative planning, following up with targeted walk-throughs that monitor the alignment of planning to instructional delivery. Explicit feedback will be provided weekly and instructional shifts in planning will occur, based on feedback. Transformation coaches will collaboratively plan with teachers, utilizing instructional resources that define the expectation of the standards. Collection of observational data and explicit feedback will be utilized to adjust planning and instruction. Data analysis of bi-weekly progress monitoring assessments, as well as the review of products, will be utilized to track progress and determine the effectiveness of instructional delivery and planning.

Person responsible for monitoring outcome:

Elizabeth Casey (ecasey@dadeschools.net)

Evidence-based Strategy:

Within the Targeted Element of ELA, our school will focus on the evidence-based strategy of: Standards-Based Collaborative Planning. Standards based collaborative planning brings teachers together to learn from each other and collaborate. These collaborations will result in improved lesson quality, instructional effectiveness, and student achievement. Standards based collaborative planning will be monitored by observation of developed instruction, product reviews, and progress monitoring performance.

Rationale for Evidence-based Strategy:

Standards-Based Collaborative Planning will ensure teachers plan rigorous and aligned lessons that translate into effective delivery. Continual feedback related to delivery, product effectiveness, and assessment performance will guide shifts and enhancements in instructional delivery and student performance.

Action Steps to Implement

8/31 – 10/11 Teachers will participate in weekly collaborative planning, with a focus on standards aligned instruction, resulting in an explicit lesson plan that scaffolds instruction.

8/31 - 10/11 Instructional delivery will include a state purpose, daily learning target, and end product, to ensure that what was planned for is delivered.

8/31 - 10/11 Product reviews, bi-weekly, will be conducted in collaborative planning for the purpose of assessing the impact of the instructional delivery.

8/31 - 10/11 Data analysis of progress monitoring assessments will be conducted bi-weekly to assess the delivery of content on student performance.

Person Responsible Niurka Davis (pr5971@dadeschools.net)

The TALENTS after school program is being implemented daily as an extension of standards being taught in the classroom for ELA & Mathematics. Teachers are responsible for implementing the academic portion of the program.

Person Responsible Niurka Davis (pr5971@dadeschools.net)

By December 3, 2021, data chats will be conducted with the interventionist for Tier 2 and Tier 3 students. This will ensure that intervention is being implemented effectively.

Person Responsible Delores Sinclair (226754@dadeschools.net)

By February 7, 2022, primary students who are two or more grade levels below in reading as evidenced by AP2 will continue to receive Tier 2 and Tier 3 intervention. The Horizon's skills check and reading assessments will be utilized to determine progress.

Person Responsible Niurka Davis (niurkadavis@dadeschools.net)

By January 31, 2022, student recognition and rewards for academic growth will be implemented to encourage progress towards achieving proficiency on progress monitoring, topic, and i-Ready assessments.

Person Responsible Quinnesha Brown (qgrant@dadeschools.net)

Additional Schoolwide Improvement Priorities

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

6% of students were recorded as having 1 disciplinary referral while 2% were recorded as having 2 or more. In order to see a 50% decrease in the number of disciplinary referrals, students will be provided with opportunities to earn incentives and be recognized for positive behavior and academic achievements. Social emotional support is provided to all students through the use of SEL activities, brain breaks, small group check-ins, and family engagement. Teachers will be informed on the use of referrals to the school counselor, mental health counselor as well as the use of effective classroom management for new teachers.

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.

Students are recognized and rewarded for achieving short and long term goals for both academic and behavior. Some of these include PBIS rewards, pizza parties, field activities, certificates, and trophies. The school counselor provides anti bullying lessons that focus on inclusivity, values matters and citizenship recognitions. This includes student of the month in conjunction with the School Board member. Teacher morale is built through the use of tangible rewards, verbal praise and recognition. Staff and students are also praised on social media sites such as Instagram and Twitter. Maintaining a school building that is clean, orderly and appealing will help to increase school pride for staff, students, parents and stakeholders.

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

Principal – Serve as the lead for promoting a positive culture and environment, ensuring consistency with reward programs, soliciting honest feedback, and developing relationships.

Assistant Principal – Will assist the Principal with monitoring feedback, soliciting ideas, and employing multiple methods of communication with students, staff, parents and stakeholders.

Counselor – Promoting a positive school culture among students by setting criteria, providing tangible and intangible monthly recognition and including parental involvement as part of the activity when possible.

Teachers - Provide constructive feedback to leadership team as deemed necessary, developing creative ideas to implement among staff to promote non-academic socialization.