

Miami-Dade County Public Schools

Kelsey L. Pharr Elementary School



2021-22 Schoolwide Improvement Plan

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Kelsey L. Pharr Elementary School

2000 NW 46TH ST, Miami, FL 33142

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

Demographics

Principal: Keith Parrimore A

Start Date for this Principal: 7/1/2018

| | |
|--|--|
| 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* Black/African American Students Hispanic Students Economically Disadvantaged Students |
| School Grades History | 2018-19: C (49%) 2017-18: B (60%) 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 . | |

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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| Title I Requirements | 0 |
| Budget to Support Goals | 0 |

Kelsey L. Pharr Elementary School

2000 NW 46TH ST, Miami, FL 33142

<http://kelseypharr.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 | 96% |
| 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 |

School Board Approval

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our school empowers all stakeholders to embrace learning, achieve their personal best and build their academic, emotional and social well-being in a family enriched atmosphere.

Provide the school's vision statement.

To develop well rounded, confident, and responsible individuals who aspire to achieve their full potential. We will do this by providing a welcoming, safe, and supportive environment in which everyone is treated with respect and equity.

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 |
|-------------------|---------------------|--|
| Calixte, Teandra | Principal | Teandra Calixte will, along with the administrative team, collaborate with teachers in disaggregating, analyzing, and interpreting data. Provide feedback and information for the appropriate implementation of data-driven instruction. |
| Sanchez, Jessiann | Assistant Principal | The Assistant Principal provides support to the instructional leaders and MTSS/Rtl school-based team to ensure the distribution/collection of data and the implementation of intervention for identified students. The Assistant Principal monitors the MTSS/Rtl intervention groups and checks that professional development activities are applied to classroom environments/structures with fidelity. Additionally, the Assistant Principal disseminates District mandated, research-based professional development strategies and initiatives with faculty that support/sustain differentiated instruction. |
| Weaver, Lynette | Reading Coach | The Literacy Transformation Coach (K-5) will provide direct instructional services to improve and support classroom instruction. Assist with collecting and collaborating with teachers to understand student data by disaggregating, analyzing, and interpreting, integrating core instructional activities/ supplemental materials with Tier 2 and 3 instructions, collaborates and supports teachers through planning, modeling, co-teaching, and instructional delivering. Assist teachers with classroom organization, materials, and the coaching model utilizing evidence-based instructional strategies that improve students' academic success. |
| | Math Coach | The Leadership Team members will develop, lead, and evaluate school core content standards/programs; identify and analyze curriculum/behavior assessment and intervention approaches. Identify systematic patterns of student needs while working with Curriculum Support staff to identify appropriate, evidence-based intervention strategies; assist with intervention groups and differentiated instruction. Collaborate with teachers in disaggregating, analyzing, and interpreting data. Provide feedback and information for the appropriate implementation of data. |

Demographic Information

Principal start date

Sunday 7/1/2018, Keith Parrimore A

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.*

8

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.*

16

Total number of teacher positions allocated to the school

28

Total number of students enrolled at the school

256

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

5

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

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 | 9 | 43 | 51 | 43 | 62 | 48 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 256 | |
| Attendance below 90 percent | 5 | 12 | 12 | 20 | 17 | 14 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 80 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Course failure in ELA | 0 | 0 | 3 | 13 | 22 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 50 | |
| Course failure in Math | 0 | 0 | 0 | 4 | 24 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 41 | |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | |
| Number of students with a substantial reading deficiency | 0 | 13 | 30 | 30 | 33 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 126 | |

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|----|----|----|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 0 | 1 | 11 | 21 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 48 |

The number of students identified as retainees:

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

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 | 51 | 57 | 46 | 66 | 53 | 53 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 326 |
| Attendance below 90 percent | 12 | 12 | 17 | 21 | 14 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 96 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 3 | 13 | 22 | 12 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 58 |
| Course failure in Math | 0 | 0 | 4 | 24 | 13 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 44 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 6 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 19 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 6 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14 |

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|----|----|----|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 1 | 9 | 23 | 15 | 17 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 65 |

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data Review

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

| School Grade Component | 2021 | | | 2019 | | | 2018 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement | | | | 40% | 62% | 57% | 49% | 62% | 56% |
| ELA Learning Gains | | | | 54% | 62% | 58% | 55% | 62% | 55% |
| ELA Lowest 25th Percentile | | | | 43% | 58% | 53% | 65% | 59% | 48% |
| Math Achievement | | | | 63% | 69% | 63% | 73% | 69% | 62% |
| Math Learning Gains | | | | 52% | 66% | 62% | 65% | 64% | 59% |
| Math Lowest 25th Percentile | | | | 42% | 55% | 51% | 65% | 55% | 47% |
| Science Achievement | | | | 49% | 55% | 53% | 50% | 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 | 32% | 60% | -28% | 58% | -26% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 42% | 64% | -22% | 58% | -16% |
| Cohort Comparison | | -32% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 28% | 60% | -32% | 56% | -28% |
| Cohort Comparison | | -42% | | | | |

| MATH | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2021 | | | | | |
| | 2019 | 57% | 67% | -10% | 62% | -5% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 62% | 69% | -7% | 64% | -2% |

| MATH | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| Cohort Comparison | | -57% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 41% | 65% | -24% | 60% | -19% |
| Cohort Comparison | | -62% | | | | |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2021 | | | | | |
| | 2019 | 41% | 53% | -12% | 53% | -12% |
| Cohort Comparison | | | | | | |

Grade Level Data Review - Progress Monitoring Assessments

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

Progress monitoring tool(s) by grade level used to compile the below data are as follows: 3rd-5th grade i-Ready Diagnostics results for assessment period 1-3, Reading and Mathematics; Grade 5 Winter Mid-Year Assessment.

| Grade 1 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 13.6 | 22.2 | 42.2 |
| | Economically Disadvantaged | 13.6 | 22.2 | 42.2 |
| | Students With Disabilities | | | |
| | English Language Learners | 11.1 | 22.2 | 22.2 |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 17.9 | 22.2 | 43.2 |
| | Economically Disadvantaged | 17.9 | 22.2 | 43.2 |
| | Students With Disabilities | | | |
| | English Language Learners | 14.3 | 22.2 | 44.4 |

| Grade 2 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 45.2 | 30.3 | 30.3 |
| | Economically Disadvantaged | 46.7 | 31.3 | 28.1 |
| | Students With Disabilities | | | |
| | English Language Learners | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 22.6 | 25 | 39.4 |
| | Economically Disadvantaged | 23.3 | 25 | 40.6 |
| | Students With Disabilities | | | |
| | English Language Learners | | | |
| Grade 3 | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 29.3 | 30.5 | 49.2 |
| | Economically Disadvantaged | 26.8 | 28.1 | 49.1 |
| | Students With Disabilities | | | |
| | English Language Learners | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 8.8 | 20.0 | 37.9 |
| | Economically Disadvantaged | 9.1 | 20.7 | 35.7 |
| | Students With Disabilities | | | |
| | English Language Learners | | | |

| Grade 4 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 11.6 | 28.6 | 22.7 |
| | Economically Disadvantaged | 11.6 | 28.6 | 22.7 |
| | Students With Disabilities | | 22.2 | |
| | English Language Learners | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 12.5 | 31.0 | 53.5 |
| | Economically Disadvantaged | 12.5 | 31.0 | 53.5 |
| | Students With Disabilities | | | |
| | English Language Learners | | | |
| Grade 5 | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 14.3 | 17.8 | 31.1 |
| | Economically Disadvantaged | 14.3 | 17.8 | 31.1 |
| | Students With Disabilities | 28.6 | 14.3 | 12.5 |
| | English Language Learners | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 19.0 | 25.6 | 40 |
| | Economically Disadvantaged | 19 | 25.6 | 40 |
| | Students With Disabilities | 12.5 | 28.6 | 25 |
| | English Language Learners | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Science | All Students | | | |
| | Economically Disadvantaged | | | |
| | Students With Disabilities | | | |
| | English Language Learners | | | |

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 | 30 | | 10 | 27 | | | | | | |
| ELL | 19 | 25 | 40 | 32 | 28 | 50 | 10 | | | | |
| BLK | 26 | 16 | | 33 | 37 | | 78 | | | | |
| HSP | 23 | 25 | 40 | 33 | 28 | 45 | 25 | | | | |
| FRL | 27 | 22 | 33 | 35 | 32 | 38 | 48 | | | | |
| 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 | 24 | 33 | | 38 | 57 | | | | | | |
| ELL | 39 | 63 | | 54 | 63 | | 50 | | | | |
| BLK | 40 | 51 | | 68 | 51 | | 43 | | | | |
| HSP | 38 | 56 | 43 | 56 | 53 | 45 | 56 | | | | |
| FRL | 40 | 53 | 40 | 63 | 51 | 39 | 47 | | | | |
| 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 | 38 | | | 54 | | | | | | | |
| ELL | 44 | 55 | 64 | 70 | 57 | 45 | 40 | | | | |
| BLK | 50 | 54 | | 75 | 70 | | 50 | | | | |
| HSP | 47 | 57 | 64 | 70 | 61 | 58 | 50 | | | | |
| FRL | 49 | 55 | 63 | 73 | 66 | 68 | 50 | | | | |

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 | 35 |
| OVERALL Federal Index Below 41% All Students | YES |
| Total Number of Subgroups Missing the Target | 5 |
| Progress of English Language Learners in Achieving English Language Proficiency | 46 |
| Total Points Earned for the Federal Index | 281 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 97% |
| Subgroup Data | |

| Students With Disabilities | |
|--|-----|
| Federal Index - Students With Disabilities | 21 |
| 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 | 31 |
| English Language Learners Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | |
| Native American Students | |
| Federal Index - Native American Students | |
| Native American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32% | |
| Asian Students | |
| Federal Index - Asian Students | |
| Asian Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Asian Students Subgroup Below 32% | |
| Black/African American Students | |
| Federal Index - Black/African American Students | 38 |
| 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 | 33 |
| 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 | 35 |
| 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?

The school to district comparison shows an increase in learning gains in 3rd grade ELA and Math on the 2019 statewide, standardized assessment.

All ELA and Math Subgroups Achievement scores decreased from 2018 to 2019 in grades 3 through 5 on the 2019 statewide, standardized assessment.

All Math Subgroups Learning Gains decreased except for ELL students, which increased by 6 percentage points on the 2019 statewide, standardized assessment.

All ELA Subgroups Learning Gains decreased except ELL students, which increased by 8 percentage points on the 2019 statewide, standardized assessment.

All ELA and Math Subgroups Learning Gains L25 decreased across all grade levels on the 2019 statewide, standardized assessment.

Science Subgroups Achievement levels decreased except ELL students, which increased by 10 percentage points on the 2019 statewide, standardized assessment.

All ELA and Math Subgroup Achievement scores decreased from 2019 to 2021 in grades 3 through 5 on the 2021 statewide, standardized assessment.

All ELA Subgroups Learning Gains L25 decreased across all grade levels on the 2021 statewide, standardized assessment.

All ELA Subgroups Learning Gains decreased across all grade levels on the 2021 statewide, standardized assessment.

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

Based on 2019 school assessment data, the areas of greatest need are proficiency and learning gains in ELA and Mathematics Florida State Assessment (FSA) scores.

Based on 2021 school assessment data, the areas of greatest need are proficiency and learning gains in ELA and Mathematics Florida State Assessment (FSA) scores.

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

From 2018 to 2019, Learning Gains in reading and math decreased by 14 percentage points on the 2019 statewide, standardized assessment.. In reading there was a heavy focus on standards-based

instruction. As such, the text complexity, at multiple grade levels, impacted ELLs and SWDs. To address this need for improvement, differentiated instruction and intervention, in both math and reading, will continue to be implemented.

2021 Data Findings: In 2020-2021, almost half of our students were MSO which caused lack of student engagement and truancy issues. These challenges impacted proficiency data. Additionally, attendance was affected in accountability grades for our physical students due to quarantine. Actions steps will include standards-aligned instruction, collaborative planning, fidelity to intervention, and the provision of differentiated instruction.

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

2019 data findings: According to the 2019-2020 SIP Survey, 91% of the teachers feel that all staff members have the opportunity to be considered for leadership roles at my school. This indicates a 15 percentage point increase from 2018-2019, which was 76%.

2021 data findings: According to the 2021-2022 SIP Survey, 95% of the teachers feel that all staff members have the opportunity to be considered for leadership roles at my school. This indicates a 4 percentage point increase from 2019-2020, which was 91%.

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

For the last 3 years, we have focused on empowering teachers and creating leadership opportunities at the school. Committees have been created and teachers have been given the opportunity to lead these committees and the events that are aligned with the committee's mission.

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

Data-driven Instruction, Differentiated Instruction, Extended Learning Opportunities, Standards-Based Collaborative Planning, Interventions- RTI

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

Professional development opportunities will be provided in the following areas: building capacity in the area of instructional planning so that teachers can begin to take the lead, enhancing instructional practices in intervention with a focus on targeted groups, maximizing differentiated instruction by aligning resources to small group instruction to mitigate learning loss, building capacity in teachers utilizing their data to make instructional decisions, and familiarizing teachers with the RTI process.

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

Collaborative planning will occur weekly, and a member of the LT will attend to ensure fidelity to the school-wide strategies aligned to the goals. Extended Learning opportunities will be provided during the following: before and after school tutoring, during intervention instruction, Saturday Academies, Spring Break Academy, special camps, and STEM-based clubs.

Part III: Planning for Improvement

Areas of Focus:

#1. Leadership specifically relating to Managing Accountability Systems

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| Area of Focus Description and Rationale: | Managing Accountability Systems is a critical need. Utilizing qualitative data of the School Climate Survey, SIP survey, and review of the Core Leadership Competencies, the Targeted Element of Managing Accountability Systems will be used to monitor student growth. Teachers in the building didn't feel that there was consistent and targeted follow-up on systems being implemented. Therefore, we will develop an effective tool to monitor growth plans. |
| Measurable Outcome: | If the SLT manages accountability systems, then the SLT will monitor the protocols and sustainable results, which will ensure the commitment to increased proficiency of all students. This will be accomplished through daily walkthroughs, monitoring of student data, and consistent participation in collaborative planning. The School Leadership Team will create and monitor an online data tracking system, updated based on assessment administration for the 2021-2022 school year. The SLT will monitor the tracker weekly at the SLT meetings. |
| Monitoring: | The Leadership Team will create and monitor an online data tracker to assist in the bi-weekly monitoring of all data assessments. By creating a targeted data tracker, the School Leadership Team will manage these accountability systems to focus on sustainable results. The data tracker will be reviewed bi-weekly during the School Leadership Team Meeting. |
| Person responsible for monitoring outcome: | Teandra Calixte (pr4401@dadeschools.net) |
| Evidence-based Strategy: | Creating and monitoring an online data tracker will allow the School Leadership team to consistently monitor data to ensure the effectiveness of the instruction being provided to improve outcomes for student achievement and learning gains. This strategy will ensure the School Leadership Team is meeting consistently to focus on sustainable results and maintain the commitment to students. Monitoring and analyzing the data bi-weekly will allow the School Leadership Team to discuss the implications of the data and implement the next steps. |
| Rationale for Evidence-based Strategy: | Creating and monitoring an online data tracker will allow the School Leadership team to consistently monitor data to ensure the effectiveness of the instruction being provided to improve outcomes for student achievement as well as learning gains. This strategy will ensure the School Leadership Team is meeting in a consistent manner to focus on sustainable results and maintain the commitment to students. Monitoring and analyzing the data bi-weekly will allow the School Leadership Team to discuss the implications of the data and implement next steps based on the data. |

Action Steps to Implement

8/30-9/10/2021- The Leadership Team will create an online data tracker to assist in the bi-weekly monitoring of all data assessments. The Leadership Team will input the data into the online data tracker every other Friday.

Person Responsible Jessiann Sanchez (sanchezj@dadeschools.net)

9/10-10/11/2021- The Leadership Team will monitor and review the online data tracker bi-weekly during the School Leadership Team Meeting to review all data assessments.

Person Responsible Jessiann Sanchez (sanchezj@dadeschools.net)

8/30-10/11/2021- Conduct administrator walkthroughs to ensure that DEPs are aligned with DLTs.

Person Responsible Jessiann Sanchez (sanchezj@dadeschools.net)

8/30-10/11//2021- The Leadership Team will review results of the online data tracker bi-weekly during common planning with all of the teachers.

Person Responsible Jessiann Sanchez (sanchezj@dadeschools.net)

11/1-12/17/2021- The Leadership Team will add additional components such as standards assessed by topic assessment to the tracker in order to provide specific data that will assist in monitoring standards-aligned instruction.

Person Responsible Jessiann Sanchez (sanchezj@dadeschools.net)

11/1-12/17/2021- The Leadership Team will begin tracking the percent of students proficient for each topic assessment to track progress towards the school goal.

Person Responsible Jessiann Sanchez (sanchezj@dadeschools.net)

1/31-2/15/22- Use the data from the online virtual tracker depicting AP2 data to have data chats with teachers and students in the accountability groups.

Person Responsible Jessiann Sanchez (sanchezj@dadeschools.net)

1/31-4/29/2022- Use the data to continue meeting with the teachers bi-weekly during common planning to make instructional decisions based on the data provided.

Person Responsible Jessiann Sanchez (sanchezj@dadeschools.net)

#2. Culture & Environment specifically relating to Equity & Diversity

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| Area of Focus Description and Rationale: | Based on the data review, our school will implement the Targeted Element of Empower Teachers and Staff. Through our data review, we noticed 95% of our teachers feel the school provides them with leadership opportunities. Teacher leaders are innovators, risk-takers, and often find new ways to approach challenges. We recognize the need to continue building our teachers and providing them with leadership opportunities to assist in addressing the challenges the school is facing both culturally and academically. |
| Measurable Outcome: | If we successfully implement the Targeted Element of Empower Teachers and Staff, our students will receive quality instruction from teacher leaders that will contribute to improved student outcomes. With consistent leadership opportunities for teachers, we will be able to build the capacity of our teachers in supporting our student's academic growth. Our Teacher Empowerment initiative will target each teacher to participate in a minimum of 2 school committees by June 2022. |
| Monitoring: | Teacher empowerment involves investing teachers with the right to participate in the determination of school goals and policies as informed by their professional judgment. By empowering teachers, teachers can discover their potential and limitations for themselves as well as developing competence in their professional development. We will provide a range of ways for all teachers to be involved in school leadership roles. We will provide activities including Calixte's Cabinet, school-wide committees, and PLCs. Each event will have a sign-in sheet that will be used to track the number of events a teacher participated in. |
| Person responsible for monitoring outcome: | Teandra Calixte (pr4401@dadeschools.net) |
| Evidence-based Strategy: | Within the Targeted Element of Empower Teachers and Staff our school will focus on the evidence-based strategy of: Teacher Empowerment. Teacher Leadership Initiatives will assist in providing support to increase the academic growth of all students. |
| Rationale for Evidence-based Strategy: | Teacher Empowerment initiatives will assist in providing more support for students to meet their academic needs. The initiatives will provide the School Leadership Team with a systematic approach to identify teacher leaders among the staff and use their strengths to build capacity. |

Action Steps to Implement

8/30/2021- The SLT will create Calixte's Cabinet based on the committee chairpersons and grade level chairpersons selected for the 2021-2022 school year. This will be monitored by Mrs. Teandra Calixte, Principal Dr. Jessiann Ibañez, Assistant Principal. Teandra Calixte, Principal will appoint the staff to the available leadership positions and thus create the cabinet members for the 2021-2022 school year.

Person Responsible Teandra Calixte (pr4401@dadeschools.net)

8/30-9/7/2021 Create a calendar for monthly meetings to discuss current issues at the school.

Person Responsible Jessiann Sanchez (sanchezj@dadeschools.net)

9/3-9/10/2021- Create a school culture survey to assess the school climate at the beginning of the school year. Teandra Calixte, Principal and Jessiann Ibanez will ensure survey and e-mail are sent to all staff members.

Person Responsible Jessiann Sanchez (sanchezj@dadeschools.net)

9/10-9/13/2021- Review survey results and create activities to promote school culture based on the survey results and identified areas of need. Teandra Calixte, Principal and Jessiann Ibanez will ensure agenda is created and activity is completed.

Person Responsible Jessiann Sanchez (sanchezj@dadeschools.net)

11/1-12/17/2021- Assign teacher leaders to lead the activities and professional development activities for the staff. Activities and Pds will include but not be limited to Social Emotional Learning (SEL).

Person Responsible Jessiann Sanchez (sanchezj@dadeschools.net)

11/1-12/17/2021- Create surveys as the culminating activity being led by the teacher leaders. This will provide the teacher leaders with feedback on ways to continue growing as leaders and ways they are able to become change agents at the school site.

Person Responsible Jessiann Sanchez (sanchezj@dadeschools.net)

1/31-2/4/22- Create a temperature check for all school wide staff. This will provide the administration with feedback needed to continue utilizing teacher leaders to build capacity.

Person Responsible [no one identified]

1/31-4/29/22- Target students to offer an action plan to assist in increasing the learning gains made by these students in all accountability areas. Teacher leaders will make contact with those students and families to assist.

Person Responsible Jessiann Sanchez (sanchezj@dadeschools.net)

#3. Instructional Practice specifically relating to Standards-aligned Instruction

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| Area of Focus Description and Rationale: | <p>The percentage of students below Level 3 on the 2021 statewide, standardized English Language Arts Assessment is 74%.</p> <p>The percentage of students below Level 3 on the 2021 statewide, standardized Mathematics is 65%.</p> <p>Learning Gains in Mathematics decreased by 10 percentage points from 2019 to 2021 on the statewide, standardized Mathematics Assessment.</p> <p>The percentage of students in kindergarten through grade 3, based on 2020-2021 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized grade 3 English Language Arts Assessment is 52%.</p> <p>In 2021, there was a 14 percentage point decrease in ELA proficiency in grades 3-5 on the 2021 statewide, standardized English Language Arts Assessment.</p> <p>Based on the 2021 data review, our school will implement the Targeted Element of Standards-aligned Instruction. We selected the overarching area of Standards-aligned Instruction based on our findings that demonstrated proficiency has consistently decreased in ELA and Mathematics. We are not meeting the proficiency targets of all learners; therefore, it is evident that we must improve our ability to provide Standards-aligned instruction in ELA and Mathematics to all the students we serve.</p> |
| Measurable Outcome: | <p>If we successfully implement Standards-aligned Instruction in ELA and Mathematics, then our students will demonstrate:</p> <p>1-An increase in ELA and Mathematics Proficiency by a minimum of 5 percentage points as evidenced by the 2022 FSA scores.</p> <p>2-Increase percentage of 3rd grade students scoring Level 3 or above on the 2022 statewide, standardized English Language Arts and Mathematics assessment by 5 points.</p> <p>3-Increase percentage of 4th grade students scoring Level 3 or above on the 2022 statewide, standardized English Language Arts and Mathematics assessment by 5 points.</p> <p>4-Increase percentage of 5th grade students scoring Level 3 or above on the 2022 statewide, standardized English Language Arts and Mathematics assessment by 5 points.</p> |
| Monitoring: | <p>The School Leadership Team will conduct data chats after each quarter. The School Leadership Team will follow up with consistent, focused walkthroughs to ensure quality standards-aligned instruction is taking place. The SLT will conduct data analysis of formative assessments monthly to observe proficiency. The SLT will create an online tracker to monitor Topic and Progress Monitoring Assessment data, which will take place bi-weekly. During SLT meetings, data will be analyzed to ensure students are demonstrating proficiency by standards. Extended learning opportunities will be provided to those students who are not meeting proficiency on assessments.</p> |
| Person responsible for monitoring outcome: | <p>Teandra Calixte (pr4401@dadeschools.net)</p> |
| Evidence-based Strategy: | <p>Within the Targeted Element of Standards-aligned Instruction, our school will focus on the evidence-based strategy of: Data-Driven Instruction. Data-Driven instruction will assist in increasing the proficiency of students in ELA as it is a systematic approach of instruction to meet students' needs. Data-Driven instruction will be monitored through the use of data trackers to drive instructional planning and data driven conversations to include Topic Assessments.</p> |
| Rationale for Evidence- | <p>Data-Driven Instruction will ensure that teachers are using relevant, recent, and aligned data to plan lessons that will target all students. Teachers will make adjustments to their instruction, plans, and instructional delivery as new data becomes available.</p> |

based

Strategy:

Action Steps to Implement

8/30-9/10/2021- The School Leadership Team (SLT) will ensure that Standards-aligned instruction PD opportunities are available to all teachers.

Person Responsible Jessiann Sanchez (sanchezj@dadeschools.net)

8/30-10/11/2021- Teachers will deliver standards-aligned instruction with fidelity. Administrators will conduct daily walkthroughs to ensure that Daily End Product (DEP) is aligned to Daily Learning Target (DLT).

Person Responsible Teandra Calixte (pr4401@dadeschools.net)

8/30-10/11/2021- Student work folders will reflect evidence of exposure to the Florida Standards as well as alignment from DLT to DEP.

Person Responsible Jessiann Sanchez (sanchezj@dadeschools.net)

8/30-10/11/2021- Student assessment trackers will demonstrate adequate progress of the Florida Standards being assessed.

Person Responsible Jessiann Sanchez (sanchezj@dadeschools.net)

11/1-12/17/2021- Classroom trackers based on standards will be created and posted in each classroom. This will be done to track standards and determine which standards need to be remediated.

Person Responsible Jessiann Sanchez (sanchezj@dadeschools.net)

11/1-12/17/2021- Online trackers will be modified to include the standards tested during each topic assessment. This data will be utilized to monitor the proficiency of each standard.

Person Responsible Jessiann Sanchez (sanchezj@dadeschools.net)

1/31-4/29/22- Monitoring of the data in both ELA and Math via our school wide online tracker needs to be continued. Tracking based on standards also needs to be continued and monitored to determine the standards that need to be remediated.

Person Responsible Jessiann Sanchez (sanchezj@dadeschools.net)

1/31-4/29/22- data will continue to be analyzed weekly by the school leadership team and bi-weekly in common planning. Extended learning opportunities are being offered to the students being targeted for proficiency through our afterschool T.A.L.E.N.T.S. Program, Saturday School, and our Push In Strategic Tutoring Plan.

Person Responsible Jessiann Sanchez (sanchezj@dadeschools.net)

#4. Instructional Practice specifically relating to Differentiation**Area of Focus Description and Rationale:**

In 2021, there was a 34 percentage point decrease in Learning Gains for grades 3-5 ELA. In 2021, there was a 10 percentage point decrease in Learning Gains for grades 3-5 Mathematics. Based on the 2021 data review, our school will implement the Targeted Element of Differentiation. We selected the overarching area of Differentiation based on our findings that demonstrated Learning Gains have consistently decreased in both ELA and Math in grades 3-5. 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.

Measurable Outcome:

If we successfully implement Differentiation, then our students will demonstrate an increase in ELA Learning Gains by a minimum of 5 percentage points and an increase in Math Learning Gains by a minimum of 5 percentage points as evidenced by the 2022 FSA scores.

Monitoring:

The School Leadership Team will conduct data chats after each quarter. Teachers will adjust DI groups based on current data. The School Leadership Team will follow up with consistent, focused walkthroughs to ensure quality instruction. Data Analysis of formative assessments will be reviewed monthly to observe progress. The School Leadership Team will create an online tracker to monitor assessment 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.

Person responsible for monitoring outcome:

Teandra Calixte (pr4401@dadeschools.net)

Evidence-based Strategy:

Within the Targeted Element of Differentiation, our school will focus on the evidence-based strategy of: Data-Driven Instruction. Data-Driven instruction will assist in accelerating the learning gains of students in both ELA and Math as it is a systematic approach of instruction to meet the students' needs. Data-Driven instruction will be monitored through the use of data trackers to drive instructional planning and data driven conversations to include OPMs.

Rationale for Evidence-based Strategy:

Data-Driven Instruction will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

Action Steps to Implement

8/30-9/7/2021- Provide teachers with professional development on creating DI groups based on data. Conduct data analysis meetings with all teachers during common planning time. Dissect and group students for differentiated instruction during collaborative planning.

Person Responsible

Teandra Calixte (pr4401@dadeschools.net)

8/30-9/7/2021- Create DI schedule within the ELA block to ensure all teachers are doing DI for 45 minutes of the ELA block. Assign a DI support person to each DI group to ensure 2 teacher led centers are occurring during DI daily. Create a DI schedule in addition to the math block to ensure all teachers are doing Math DI for 30 minutes daily. Assign a DI support person to each DI group to ensure 2 teacher led centers are occurring during math DI daily.

Person Responsible Jessiann Sanchez (sanchezj@dadeschools.net)

9/7-9/10/2021-Ensure teachers have all the necessary resources needed for differentiated instruction. Create folders and tracking sheets to be utilized during DI instruction.

Person Responsible Jessiann Sanchez (sanchezj@dadeschools.net)

9/7-10/28/2021- Monitor school-wide differentiated instruction by utilizing student trackers weekly to monitor any impact on student achievement. Conduct focused walkthroughs to ensure DI is taking place daily and being tracked weekly.

Person Responsible Jessiann Sanchez (sanchezj@dadeschools.net)

11/1-12/17/2021- Create a specific PD on Differentiated Instruction to ensure that rotations and groups are created with fidelity. Teachers will create a uniform rotation chart and Di groups to be posted in the classroom.

Person Responsible Jessiann Sanchez (sanchezj@dadeschools.net)

11/1-12/17/2021- Teachers will begin providing explicit feedback during DI for work created in the Teacher Led Center.

Person Responsible Jessiann Sanchez (sanchezj@dadeschools.net)

1/31-4/29/22- Monitoring of the data in both ELA and Math OPMS needs to be continued on a bi-weekly basis. Student trackers need to be continued and monitored after each OPM.

Person Responsible Jessiann Sanchez (sanchezj@dadeschools.net)

1/31-4/29/22- School-wide strategic implementation of DI and extended learning opportunities needs to be continued. All students in targeted group will be offered extended learning opportunities such as Saturday School, after school tutoring in our T.A.L.E.N.T.S. Program and through our school wide Strategic Push In Tutoring.

Person Responsible Jessiann Sanchez (sanchezj@dadeschools.net)

#5. Instructional Practice specifically relating to ELA

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| Area of Focus Description and Rationale: | <p>The percentage of students below Level 3 on the 2021 statewide, standardized English Language Arts Assessment is 74%.</p> <p>Learning Gains in ELA decreased by 34 percentage points from 2019 to 2021 on the statewide, standardized English Language Arts Assessment.</p> <p>Based on the 2021 data review, our school will implement the Targeted Element of ELA. We selected the overarching area of ELA based on our findings that demonstrated 26% proficiency in ELA for grades 3 – 5 on the 2021 FSA. We compared the current 2021 ELA FSA data of 26% proficiency to the 2019 FSA ELA proficiency of 40%. Over the last two years, ELA proficiency dropped 14 percentage points. Tier 1 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 instruction.</p> |
| Measurable Outcome: | <p>If we successfully develop, deliver, and monitor Tier 1 instruction, then our ELA Proficient students will increase by a minimum of 5 percentage points as evidenced by the 2022 State Assessments.</p> |
| Monitoring: | <p>The School Leadership team will take part in collaborative planning weekly. Targeted walk-throughs monitoring alignment of planning to instructional delivery will also take place weekly in all ELA classes. The SLT will provide each teacher with explicit feedback weekly to determine any needed instructional shifts in planning. Transformation coaches will collaboratively plan with teachers weekly, 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.</p> |
| Person responsible for monitoring outcome: | <p>Teandra Calixte (pr4401@dadeschools.net)</p> |
| Evidence-based Strategy: | <p>Within the Targeted Element of ELA, our school will focus on the evidence-based strategy of: Standards-Based Collaborative Planning. Standards based collaborative planning allows teachers to learn from each other while collaborating and planning. These weekly collaborations will contribute to 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.</p> |
| Rationale for Evidence-based Strategy: | <p>Standards-Based Collaborative Planning will provide teachers the opportunity to align lessons while planning more rigorous lessons that result in effective delivery. Continual, consistent feedback related to delivery, product effectiveness, and assessment performance will guide shifts and enhancements in instructional delivery and student performance.</p> |

Action Steps to Implement

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

Person Responsible Teandra Calixte (pr4401@dadeschools.net)

8/31 – 10/11 Instructional delivery will include a clear, stated purpose, daily learning target, as well as an end product, to ensure that what was planned for is delivered daily.

Person Responsible Teandra Calixte (pr4401@dadeschools.net)

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

Person Responsible Teandra Calixte (pr4401@dadeschools.net)

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

Person Responsible Teandra Calixte (pr4401@dadeschools.net)

11/1-12/17/2021- Additional components such as standards assessed by topic assessment will be tracked in ELA in order to obtain specific data that will assist in monitoring standards-aligned instruction in ELA.

Person Responsible Jessiann Sanchez (sanchezj@dadeschools.net)

11/1-12/17/2021- Using the additional components, we will begin tracking the percent of students proficient for each topic assessment as well as the proficiency of each standard to track progress towards the school goal.

Person Responsible Jessiann Sanchez (sanchezj@dadeschools.net)

1/31-4/29/22- Continue interventions at this time along with continued extended learning opportunities provided to all low performing students.

Person Responsible Jessiann Sanchez (sanchezj@dadeschools.net)

1/31-4/29/22- Create and implement a strategic implementation of push in tutoring will also be implemented in order to meet the needs of the specified subgroups and low performing students. These students have been identified based on the data from the AP2 Diagnostic in ELA as well as previous FSA scores,

Person Responsible Jessiann Sanchez (sanchezj@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.

The school's 2021 Disciplinary Comparison is 2 percentage points below the district's. The school will continue to monitor students who are disciplinary concerns. Teachers will implement positive behavior supports to assist with reducing the amount of disciplinary referrals issued.

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 teachers. Students are supported through mentorship programs and our STARS Program. Staff are provided opportunities to take part in Team-Building activities and social activities where we come together to share celebrations of success during informal meet-ups and virtual meetings. We also ensure information is provided to all stakeholder through our bi-weekly newsletter. We continue to build our skill-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, Transformation Coaches, and Teacher Leaders (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 events. The Assistant Principal will monitor the STARS mentorship program and assist in ensuring all information is shared with stakeholders in a timely manner. Teacher leaders and transformation 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.