

Miami-Dade County Public Schools

Johnnie M Parris Colonial Drive 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	9
Planning for Improvement	16
Positive Culture & Environment	22
Budget to Support Goals	0

Johnnie M Parris Colonial Drive Elementary School

10755 SW 160TH ST, Miami, FL 33157

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

Demographics

Principal: Andy Pierre Louis

Start Date for this Principal: 3/19/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-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: B (59%) 2017-18: B (57%) 2016-17: B (56%)
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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	9
Planning for Improvement	16
Title I Requirements	0
Budget to Support Goals	0

Johnnie M Parris Colonial Drive Elementary School

10755 SW 160TH ST, Miami, FL 33157

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School KG-5</p>	<p>2020-21 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">91%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">99%</p>

School Grades History

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

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <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 mission at Colonial Drive Elementary is to develop each child's academic potential, social and cultural awareness, sense of self-worth and physical abilities in a positive, supportive environment which promotes lifelong learning and good citizenship.

Provide the school's vision statement.

Our vision at Colonial Drive Elementary School is that each student will rise above his or her own expectations of personal growth and achievement to be competitive in a global society.

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
Pierre-Louis, Andy	Principal	Instructional Leader Engage Stakeholders Collaborate in the school's decision making process
Duran, Noemi	Assistant Principal	Instructional Leader Engage Stakeholders Collaborate in the school's decision making process
Dalberry, Terry	Teacher, K-12	Engage Stakeholders Collaborate in the school's decision making process
Sardinas, Gloria	Teacher, ESE	Collaborate win the school's decision making process
Jarrett, Dana	School Counselor	Collaborate win the school's decision making process

Demographic Information

Principal start date

Friday 3/19/2021, Andy Pierre Louis

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.*

11

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.*

8

Total number of teacher positions allocated to the school

11

Total number of students enrolled at the school

250

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

1

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

0

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	35	35	37	48	37	48	0	0	0	0	0	0	0	240
Attendance below 90 percent	9	7	4	11	5	12	0	0	0	0	0	0	0	48
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	2	3	1	1	0	0	0	0	0	0	0	7
Course failure in Math	0	0	2	3	0	5	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Number of students with a substantial reading deficiency	3	4	10	31	10	17	0	0	0	0	0	0	0	75

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

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

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	8	2	0	1	0	0	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	3	0	0	0	0	0	0	0	3

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	45	36	48	42	51	55	0	0	0	0	0	0	0	277
Attendance below 90 percent	10	4	9	5	12	4	0	0	0	0	0	0	0	44
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	3	1	1	2	0	0	0	0	0	0	0	9
Course failure in Math	0	2	3	0	5	1	0	0	0	0	0	0	0	11
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	4	9	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	1	7	0	0	0	0	0	0	0	8

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

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

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	7	2	0	1	0	0	0	0	0	0	0	0	0	10
Students retained two or more times	0	0	0	0	3	0	0	0	0	0	0	0	0	3

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				53%	62%	57%	46%	62%	56%
ELA Learning Gains				67%	62%	58%	62%	62%	55%
ELA Lowest 25th Percentile				60%	58%	53%	61%	59%	48%
Math Achievement				61%	69%	63%	66%	69%	62%
Math Learning Gains				63%	66%	62%	67%	64%	59%
Math Lowest 25th Percentile				61%	55%	51%	38%	55%	47%
Science Achievement				47%	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	53%	60%	-7%	58%	-5%
Cohort Comparison						
04	2021					
	2019	54%	64%	-10%	58%	-4%
Cohort Comparison		-53%				
05	2021					
	2019	50%	60%	-10%	56%	-6%
Cohort Comparison		-54%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	69%	67%	2%	62%	7%
Cohort Comparison						
04	2021					
	2019	59%	69%	-10%	64%	-5%
Cohort Comparison		-69%				
05	2021					
	2019	55%	65%	-10%	60%	-5%
Cohort Comparison		-59%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	45%	53%	-8%	53%	-8%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

The progress monitoring tool used in grades 1-5 was the iReady diagnostic results, Fall-AP1, Winter-AP2 and Spring-AP3.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	36.4	44.1	67.6
	Economically Disadvantaged	40.0	45.2	67.7
	Students With Disabilities			
	English Language Learners	20.0	40.0	40.0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	44.1	36.4	67.6
	Economically Disadvantaged	45.2	36.7	67.7
	Students With Disabilities			
	English Language Learners	40.0	40.0	60.0

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	33.3	35.7	33.3
	Economically Disadvantaged	33.3	35.7	33.3
	Students With Disabilities	22.2	11.1	11.1
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	17.1	23.8	38.1
	Economically Disadvantaged	17.1	23.8	38.1
	Students With Disabilities	11.1	11.1	
	English Language Learners			

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	47.2	52.8	74.3
	Economically Disadvantaged	45.5	54.5	71.9
	Students With Disabilities	25.0	41.7	54.5
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	19.4	34.3	38.9
	Economically Disadvantaged	21.2	34.4	39.4
	Students With Disabilities	8.3	9.1	8.3
	English Language Learners			

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	16.7	32.6	40.5
	Economically Disadvantaged	18.4	28.2	42.1
	Students With Disabilities		30.0	
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	18.6	32.6	47.6
	Economically Disadvantaged	20.5	30.8	50.0
	Students With Disabilities		30.0	20.0
	English Language Learners			

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	25.0	36.5	44.9
	Economically Disadvantaged	20.8	33.3	43.5
	Students With Disabilities	8.3	8.3	16.7
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	30.8	42.3	56.9
	Economically Disadvantaged	29.2	39.6	56.3
	Students With Disabilities	8.3	8.3	25.0
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students		22.0	
	Economically Disadvantaged		18.0	
	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	19	55		19	8		9				
ELL	54	63		55	41		65				
BLK	31	43		29	28		20				
HSP	54	58		54	45		65				
FRL	41	51		41	38		40				
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	4	50	60	29	44						
ELL	66	66		71	72		63				
BLK	38	67	73	48	55	60	29				
HSP	65	67		76	76		67				
FRL	53	67	58	62	63	64	44				
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	17	47		39	53						
ELL	57	57		71	57						
BLK	28	52	50	55	64	43	36				
HSP	66	69		78	69		79				
FRL	46	61	61	64	66	35	56				

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	38
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	46
Total Points Earned for the Federal Index	306
Total Components for the Federal Index	8
Percent Tested	93%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	23
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	54
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	30
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	53
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	
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	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

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

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

According to the FSA 2021 Data Findings: Our ELA Achievement demonstrated a decreased from 53 percent in 2019 to 41 percent in 2021. Our ELA LG decreased from 67 percent in 2019 to 49 percent in 2021. Our ELA L25 decreased from 60 percent in 2019 to 42 percent in 2021. Our Math Achievement decreased from 61 percent in 2019 to 41 percent in 2021. Our Math LG decreased from 63 percent in 2019 to 38 percent in 2021. Our Math L25 decreased from 61 percent in 2019 to 9 percent in 2021.

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

Base off of progress monitoring and the 2021 FSA Assessment, the greatest need for improvement in all grade levels is in the area of ELA Language Arts.

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

The contributing factors that lead to the need for improvement in science is the lack of continuity across grade levels in vocabulary and prior knowledge. In order to address this need for improvement, bi-weekly science experiments will be conducted.

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

Based on the 2019 state assessments, 3rd grade Math showed the most improvement.

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

The contributing factors that lead to the improvement in 3rd grade Math was the increase use in Reflex Math, focusing on basic skills: addition, subtraction, multiplication and division.

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

In order to accelerate learning, the following strategies will be implemented with fidelity: differentiated Instruction, collaborative Planning, checking for understanding, Character education/values matter and shared leadership weekly focus addressing the weakest benchmarks will be reviewed through an implementation of benchmark boot camps. Bell ringers and exit slips will also be used daily.

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.

In order to accelerate learning, support teachers and leaders will be given the opportunity to participate in lesson studies and observe best practices of their colleagues.

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 be implemented to ensure sustainability of improvement in the next year and beyond will consist of incorporating a monthly writing prompt across all grade levels.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: After examining the 2021 ELA data, the results indicated that Colonial Drive decreased in grades 3-5 by -12%.

Measurable Outcome: After comparing the 2019 and 2021 ELA data proficiency, Colonial Drive decrease on all subgroups. Based on the provided data, when given a grade level specific reading comprehension task, students will show measurable growth in comprehension.

Monitoring: The area of focus that will be monitored through the use is Bell ringers and Exit slips that will focus on reading comprehension. These activities will be the gate way to writing, fluency and comprehension.

Person responsible for monitoring outcome: Noemi Duran (nduran@dadeschools.net)

Evidence-based Strategy: The evidence-based strategy that will be implemented for this area of focus will be Differentiated Instruction. Through the use of Bell ringers and Exit slips, the teachers will be able to identify students who need additional individualized instruction in order to master the content.

Rationale for Evidence-based Strategy: By assessing the group of students on a consistent basis, DI groups will be created to focus on the individual needs of students, explicitly and effectively.

Action Steps to Implement

8/31/2021-10/11/2021: As a school, we will be implementing Benchmark Bootcamp in which we will focus on weakest standards as identified in multiple data points. Students who are deficient will received additional instruction.

Person Responsible Noemi Duran (nduran@dadeschools.net)

8/31/2021-10/11/2021: A student will be recognized monthly for improvements in reading.

Person Responsible Noemi Duran (nduran@dadeschools.net)

8/31/2021-10/11/2021: Based on student performance, teachers will conduct monthly data chats with students to facilitate self awareness of strengths and weaknesses.

Person Responsible Noemi Duran (nduran@dadeschools.net)

8/31/2021-10/11/2021: School wide, teachers will implement exit slips that will reinforce progress monitoring.

Person Responsible Noemi Duran (nduran@dadeschools.net)

(November 1st - December 17th) Teachers will be implementing bell ringers to reinforce the weakest benchmarks.

Person Responsible Andy Pierre-Louis (pr0861@dadeschools.net)

(November 1st - December 17th) The Reading Coach is providing Professional Development on the appropriate use of the Achievement Level Descriptors (ALDS).

Person Responsible Andy Pierre-Louis (pr0861@dadeschools.net)

(November 1st - December 17th) Students will be using the media center to select books that will be used to complete literary projects.

Person Responsible Terry Dalberry (tdalberry@dadeschools.net)

(November 1st - December 17th) Students will be exposed to "the vocabulary word of the week" and will follow up with a meaning class activity.

Person Responsible Andy Pierre-Louis (pr0861@dadeschools.net)

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

Area of Focus Description and Rationale: After examining the 2019 Science data, the results indicated that Colonial Drive scored below the district average by 8% points.

Measurable Outcome: For the 2021-2022 school year, students in grade 5 will increase at least by 2% points.

Monitoring: The desired outcome and area of focus will involve planning cooperatively with other grade level teachers to target the Science content and strand.

Person responsible for monitoring outcome: Noemi Duran (nduran@dadeschools.net)

Evidence-based Strategy: The evidence based teaching strategy that will be used is Checking for Understanding. This strategy will allow teachers to create an environment that will facilitate rigor in instruction.

Rationale for Evidence-based Strategy: The rationale for this, is that students who learn to work together will increase their productivity and their personal responsibility. Also, by participating in more experiments their will increase their vocabulary and content knowledge.

Action Steps to Implement

8/31/2021-10/11/2021: Teachers will implement bi-weekly science labs across all grade levels utilizing the scientific process. These bi-weekly will allow teachers to change strategies in instruction based on the need of students.

Person Responsible Noemi Duran (nduran@dadeschools.net)

8/31/2021-10/11/2021: Through the Education Fund grant, students will foster a vegetable garden on site, in which they will become knowledgeable about the importance of growing and harvesting vegetables. Through this process they will understand the life cycle of plants.

Person Responsible Noemi Duran (nduran@dadeschools.net)

8/31/2021-10/11/2021: Classroom teachers will utilize picture glossary's to instruct and determine students understanding of the different scientific terminologies.

Person Responsible Noemi Duran (nduran@dadeschools.net)

8/31/2021-10/11/2021: On a quarterly basis, a Family Science Night will be held, to cultivate critical thinking skills and enhance the discovery of the world around them.

Person Responsible Noemi Duran (nduran@dadeschools.net)

(November 1st - December 17th) Science journals will be implemented in grades 2-5.

Person Responsible Andy Pierre-Louis (pr0861@dadeschools.net)

(November 1st - December 17th) Teachers will introduce students to appropriate vocabulary related to experiments and the scientific method.

Person Responsible Andy Pierre-Louis (pr0861@dadeschools.net)

#3. Leadership specifically relating to Leadership Development

Area of Focus Description and Rationale: Based on the school climate survey and the results of the questions, there is a need for teachers to be able to share their expertise with their colleagues and share best practices.

Measurable Outcome: By the end of April 2022, 75% of Colonial Drive Elementary' s Educators will have shared at least one best practice through PLC, Professional Development Workshops, Grade level meetings or Faculty Meetings.

Monitoring: A record and or artifacts will be collected and shared with staff.

Person responsible for monitoring outcome: Noemi Duran (nduran@dadeschools.net)

Evidence-based Strategy: The evidence based strategy that will be used to model and provide feedback is Shared Leadership. This strategy will be implemented through the use of PD, PLC, grade level meetings and faculty meetings.

Rationale for Evidence-based Strategy: This specific strategy was used to empower teachers and provided support, ideas and action plans.

Action Steps to Implement

8/31/2021-10/11/2021: Teacher leaders will chair committees that will promote school initiatives monthly to build leadership abilities in our educators, empower them, and have a positive impact on school wide activities and achievements.

Person Responsible Noemi Duran (nduran@dadeschools.net)

8/31/2021-10/11/2021: The leadership team and teacher leaders will facilitate the presentation of best instructional practices during a monthly faculty meeting.

Person Responsible Noemi Duran (nduran@dadeschools.net)

8/31/2021-10/11/2021: Leadership team will be responsible for developing a monthly newsletter for all stakeholders, with the sole responsibility of disseminating information which is necessary for implementing academic success.

Person Responsible Dana Jarrett (djarrett@dadeschools.net)

8/31/2021-10/11/2021: As a form of staff collaboration, teachers will have the opportunity to observe other colleagues to improve their own self-awareness of their skills and identify areas for further growth.

Person Responsible Noemi Duran (nduran@dadeschools.net)

(November1st - December 17th) Teachers will be recognized during faculty meetings in a form of a "shout out" to celebrate their contribution to leadership.

Person Responsible Andy Pierre-Louis (pr0861@dadeschools.net)

(November1st - December 17th) Teachers will be provided the opportunity to facilitate faculty meeting and reviewing school-wide data and receiving feedback from colleagues on ways to improve academic progress.

Person Responsible Andy Pierre-Louis (pr0861@dadeschools.net)

#4. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale: Due to the COVID 19 pandemic and the enormous emotional impact that occurred to students and staff, social emotional learning must be in the forefront of this school years objective.

Measurable Outcome: All students and staff will be given a pre and post anonymous wellness survey to determine the top three areas of wellness needed.

Monitoring: The counselor will conduct a monthly class "Wellness check lesson" and meet with individual students as needed.

Person responsible for monitoring outcome: Noemi Duran (nduran@dadeschools.net)

Evidence-based Strategy: Through the use of Character Education/Values Matter, evidence-based strategy, the counselor will communicate, role play and model different techniques to address the Social Emotional needs of the students and staff.

Rationale for Evidence-based Strategy: This strategy will be used to help students and staff to identify ways to express their feelings.

Action Steps to Implement

8/31/2021-10/11/2021: Teachers will implement Social and Emotional Learning in their classrooms based on the monthly Character Education/Values Matter focus for the month.

Person Responsible Noemi Duran (nduran@dadeschools.net)

8/31/2021-10/11/2021: During faculty meetings, the Administrative Team will dedicate a portion of the meeting for Character Education activities for the staff.

Person Responsible Dana Jarrett (djarrett@dadeschools.net)

8/31/2021-10/11/2021: The school counselor will conduct classroom visits and lessons focusing on mindfulness and character education.

Person Responsible Dana Jarrett (djarrett@dadeschools.net)

8/31/2021-10/11/2021: The Leadership Team will provide teachers with monthly Values Matter and Wellness activities' calendar from Well Way, M-DCPS Employee Service.

Person Responsible Dana Jarrett (djarrett@dadeschools.net)

(November 1st - December 17th) The teachers will identify two students on a monthly basis who exemplify Values Matters characteristics. Students will be given a certificate and their pictures will be displayed on a school bulletin board.

Person Responsible Dana Jarrett (djarrett@dadeschools.net)

(November 1st - December 17th) The school will begin celebrating students by class who achieved 100% attendance on a weekly basis. They will be recognized by the administration.

Person Responsible Dana Jarrett (djarrett@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.

Since data was not available on SafeSchoolsforAlex.org, Power BI was used as an alternate resource. Our school incident report is listed as .43% which is lower than then district and state average. As a school we will work on training teachers to address disruptive behaviors from the onset of its occurrence.

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, Engaging Learning Environment, Physical and Emotional Safety, Support, Care and Connections and Clearly Defined Expectations. Our school holds monthly Parent-Coffee and Conversation Meetings addressing various concerns. These are done to ensure that parents are actively participating in their students education. We participate in the monthly Values Matter and "Do the Right Thing" initiative, highlighting students". Teachers and students will take part in a school wide thematic slogan "Cougar Nation" and the schools academic focus "Rebuilding for Success". The counselor will be involved in proactive counseling for identified students. The school will share with all stakeholders the schools vision.

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

The Principal, Assistant Principals, Teacher Leaders and Counselors are the members of our School Leadership Team, which are involved in building a positive school culture and environment. Our team work together to gather feedback from stakeholders and make an effort to connect and build relationships with our students, parents and community members. The Principal's role is to monitor and oversee all the school's initiatives and respond to concerns by planning Team-building and moral boosting activities. The Assistant Principals help to create protocols which insure all information is shared in a timely manner.