

Miami-Dade County Public Schools

# Florida City Elementary School



## 2021-22 Schoolwide Improvement Plan

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# Florida City Elementary School

364 NW 6TH AVE, Florida City, FL 33034

<http://fce.dadeschools.net>

## Demographics

**Principal: Deborah Darbonne**

Start Date for this Principal: 7/19/2015

|  |  |
|--|--|
| <b>2019-20 Status</b><br>(per MSID File)   | Active   |
| <b>School Type and Grades Served</b><br>(per MSID File)  | Elementary School<br>PK-5  |
| <b>Primary Service Type</b><br>(per MSID File)   | K-12 General Education   |
| <b>2020-21 Title I School</b>  | Yes  |
| <b>2020-21 Economically Disadvantaged (FRL) Rate</b><br>(as reported on Survey 3)  | 100%   |
| <b>2020-21 ESSA Subgroups Represented</b><br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities*<br>English Language Learners*<br>Black/African American Students*<br>Hispanic Students<br>Economically Disadvantaged Students* |
| <b>School Grades History</b>   | 2018-19: C (41%)<br>2017-18: I (%)<br>2016-17: C (47%)   |
| <b>2019-20 School Improvement (SI) Information*</b>  |  |
| <b>SI Region</b>   | Southeast  |
| <b>Regional Executive Director</b>   | <a href="#">LaShawn Russ-Porterfield</a>   |
| <b>Turnaround Option/Cycle</b>   | N/A  |
| <b>Year</b>  |  |
| <b>Support Tier</b>  |  |
| <b>ESSA Status</b>   |  |
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .   |  |

## 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](http://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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| <b>Budget to Support Goals</b>        | <b>30</b> |

## Florida City Elementary School

364 NW 6TH AVE, Florida City, FL 33034

<http://fce.dadeschools.net>

### School Demographics

| School Type and Grades Served<br>(per MSID File) | 2020-21 Title I School | 2020-21 Economically Disadvantaged (FRL) Rate<br>(as reported on Survey 3) |
|--|------------------------|--|
| Elementary School<br>PK-5                        | Yes                    | 93%  |
| Primary Service Type<br>(per MSID File)          | Charter School         | 2018-19 Minority Rate<br>(Reported as Non-white on Survey 2)               |
| K-12 General Education                           | No                     | 99%  |

### School Grades History

| Year  | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|-------|---------|---------|---------|---------|
| Grade |         | I       | C       | I       |

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### SIP Authority

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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.**

The Florida City Elementary School, faculty, staff, students, parents, and community representatives, being multicultural and multi-ethnic, will work as a collaborative team to ensure that each student attains the highest standards of performance in a nurturing and safe environment. This will serve to narrow the achievement gap and will enable our students to become autonomous learners with a sense of purpose and future in order to prepare them to excel in this highly technological, complex, and multicultural society.

#### **Provide the school's vision statement.**

The vision of the Florida City Elementary School community is that our students become literate, skilled, lifelong learners and contributing members of today's highly complex society. We seek to empower our students by instilling a sense of ownership, a belief in themselves, and a work ethic that will support their academic needs.

### 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  |
|---------------------|---------------------|--|
| Darbonne, Deborah   | Principal           | <p>A Principal oversees the planning, organizing, and administering of the educational functions which are essential to the operation of a responsive, effective, and efficient instructional environment that provide the maximum opportunity for student growth.</p> <ol style="list-style-type: none"> <li>1. Oversee day-to-day school operations</li> <li>2. Manage school logistics and budgets</li> <li>3. Set learning goals for students and teachers based on state curriculum</li> <li>4. Monitor and report on teacher performance</li> <li>5. Present data from school performance to board members</li> <li>6. Research new resources and techniques to improve teaching</li> <li>7. Interview and hire school personnel</li> <li>8. Review and implement school policies</li> <li>9. Provide guidance and counseling to teachers</li> <li>10. Handle emergencies and school crises</li> <li>11. Organize school events and assemblies</li> <li>12. Ensure a safe and clean environment for students</li> </ol>  |
| Barcinas, Christina | Assistant Principal | <p>Assists the principal in planning, organizing, and administering the educational functions at the school level which are essential to the operation of a responsive, effective, and efficient instructional environment that provide the maximum opportunity for student growth. Performs activities necessary to provide a quality educational program.</p> <ol style="list-style-type: none"> <li>1. Provides direction to the Leadership Team comprised of Data Analyst, Educational Specialist, Reading Coaches, Department Chairpersons, and Team Leaders.</li> <li>2. Assists the principal in working collaboratively with the Educational Excellence School Advisory Council (EESAC) to identify school wide needs and implement plans to meet identified needs which support the school improvement plan.</li> <li>3. Assists the principal in implementing set procedures as outlined in the labor contract for observation and remediation of instructional personnel.</li> <li>4. Assists in implementation of the total instructional program, enforcing standards relative to continuous student progress, achievement, and promotion.</li> <li>5. Assists the principal in focusing on increased student achievement gains for continuous school improvement and on assessment of student achievement.</li> <li>6. Assists the principal in the development and implementation of the master schedule.</li> <li>7. Assists the principal in explaining and enforcing policies, methods, and procedures and working cooperatively with students, parents, staff, and community agencies to ensure appropriate behaviors within the learning environment.</li> <li>8. Assists the principal in the assignment, training, supervision and evaluation of instructional materials.</li> <li>9. Assists the principal with the implementation and the determination of the effects of the individualized professional development plans for all instructional personnel and its link to improved student performance.</li> </ol> |

| Name           | Position Title      | Job Duties and Responsibilities  |
|----------------|---------------------|--|
|                |                     | <p>10. Assists the principal with the establishment and maintenance of a positive collaborative relationship with students' families to increase student achievement.</p> <p>11. Assists the principal for enforcing standards relative to continuous student progress, achievement, and promotion and in determining promotion eligibility for all students.</p>  |
| Nemec, Kristen | Instructional Coach | <p>The role of an Instructional Coach is to build teacher capacity and their understanding of instructional and researched-based practices. The Instructional coaches will promote reflection, provide guidance and structure where needed, and focus on strengths, collaboration and common issues of concern. They are responsible for ensuring high-quality instruction in classrooms through modeling, co-planning, co-teaching and providing feedback to teachers. The Instructional Coach will also be responsible on the following:</p> <ol style="list-style-type: none"> <li>1. Build strong relationships with teachers, administrators, and other coaches.</li> <li>2. Provide direction and coordination for how the curriculum is taught consistent with District initiatives and recognized best instructional practices.</li> <li>3. Provide technical support to collaborative teams within buildings.</li> <li>4. Assist teachers with resources, materials, tools, information, etc. to support classroom instruction and planning, including new resources.</li> <li>5. Support teachers and administrators in using data to improve instruction on all levels.</li> <li>6. Assist teachers with planning and pacing of lessons, the development of differentiated lessons, and the selection of best practices to meet the needs of their students.</li> <li>7. Informally observe (non-evaluative) lessons and provide feedback for a teacher's professional growth and students' success.</li> <li>8. Develop staff members' knowledge, skills, attitudes, and behaviors through a variety of professional development targeted topics and designs.</li> <li>9. Develop coaching plans for teachers to ensure student improvement.</li> <li>10. Contribute to the development systems and structures to improve teacher practice within schools.</li> <li>11. Provide job-embedded informal professional learning beyond the coaching responsibility.</li> <li>12. Submit a weekly coaching log and any pertinent data requests/coaching documentation.</li> </ol> |
| Reyes, Zeivier | Instructional Coach | <p>The role of an Instructional Coach is to build teacher capacity and their understanding of instructional and researched-based practices. The Instructional coaches will promote reflection, provide guidance and structure where needed, and focus on strengths, collaboration and common issues of concern. They are responsible for ensuring high-quality instruction in classrooms through modeling, co-planning, co-teaching and providing feedback to teachers. The Instructional Coach will also be responsible on the following:</p> <ol style="list-style-type: none"> <li>1. Build strong relationships with teachers, administrators, and other coaches.</li> </ol>   |



| Name | Position Title | Job Duties and Responsibilities   |
|------|----------------|---|
|      |                | <p>2. Provide direction and coordination for how the curriculum is taught consistent with District initiatives and recognized best instructional practices.</p> <p>3. Provide technical support to collaborative teams within buildings.</p> <p>4. Assist teachers with resources, materials, tools, information, etc. to support classroom instruction and planning, including new resources.</p> <p>5. Support teachers and administrators in using data to improve instruction on all levels.</p> <p>6. Assist teachers with planning and pacing of lessons, the development of differentiated lessons, and the selection of best practices to meet the needs of their students.</p> <p>7. Informally observe (non-evaluative) lessons and provide feedback for a teacher's professional growth and students' success.</p> <p>8. Develop staff members' knowledge, skills, attitudes, and behaviors through a variety of professional development targeted topics and designs.</p> <p>9. Develop coaching plans for teachers to ensure student improvement.</p> <p>10. Contribute to the development systems and structures to improve teacher practice within schools.</p> <p>11. Provide job-embedded informal professional learning beyond the coaching responsibility.</p> <p>12. Submit a weekly coaching log and any pertinent data requests/coaching documentation.</p> |

|               |                  |  |
|---------------|------------------|--|
| Alvarez, Dawn | School Counselor | <p>Guidance counselors work with students to address their academic and developmental needs. Provide valuable assistance to students through leadership, advocacy and collaboration. Create a safe learning environment for all students that meets each student's individual needs and adheres to professional and ethical standards. The guidance counselor will also works on the following:</p> <p>1. Developing, implementing and managing school guidance programs</p> <p>2. Working with students in individual, small group and classroom settings</p> <p>3. Assisting students with creating an academic plan for their education</p> <p>4. Working with students to develop critical life skills such as organization and time management</p> <p>5. Helping students work through difficult situations, such as a divorce or death in the family</p> <p>6. Collaborating with other educators and administrators to ensure counseling programs meet school goals</p> <p>7. Monitoring and recording student progress to ensure counseling programs are effective</p> |
|---------------|------------------|--|

## Demographic Information

### Principal start date

Sunday 7/19/2015, Deborah Darbonne

**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.*

7

**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.*

37

**Total number of teacher positions allocated to the school**

1

**Total number of students enrolled at the school**

500

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

3

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

2

### 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                              | 58          | 81 | 81 | 123 | 44 | 108 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 495   |
| Attendance below 90 percent                              | 19          | 37 | 42 | 55  | 17 | 48  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 218   |
| One or more suspensions                                  | 0           | 0  | 0  | 0   | 0  | 0   | 0 | 0 | 0 | 0 | 0  | 0  | 0  |       |
| Course failure in ELA                                    | 0           | 4  | 8  | 38  | 12 | 25  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 87    |
| Course failure in Math                                   | 0           | 3  | 6  | 32  | 15 | 34  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 90    |
| Level 1 on 2019 statewide FSA ELA assessment             | 0           | 0  | 0  | 0   | 1  | 20  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 21    |
| Level 1 on 2019 statewide FSA Math assessment            | 0           | 0  | 0  | 0   | 1  | 11  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 12    |
| Number of students with a substantial reading deficiency | 5           | 25 | 50 | 96  | 17 | 61  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 254   |

**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 | 10          | 12 | 12 | 45 | 15 | 39 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 133   |

**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     | 10          | 12 | 9 | 39 | 0 | 1  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 71    |
| Students retained two or more times | 0           | 0  | 0 | 6  | 2 | 10 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 18    |

**Date this data was collected or last updated**

Sunday 8/15/2021

**2020-21 - As Reported****The number of students by grade level that exhibit each early warning indicator:**

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

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

| Indicator                            | Grade Level | Total |
|--------------------------------------|-------------|-------|
| Students with two or more indicators |             |       |

**The number of students identified as retainees:**

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

**2020-21 - Updated****The number of students by grade level that exhibit each early warning indicator:**

| Indicator                                     | Grade Level |     |     |     |     |     |   |   |   |   |    |    |    | Total |
|---|-------------|-----|-----|-----|-----|-----|---|---|---|---|----|----|----|-------|
|   | K           | 1   | 2   | 3   | 4   | 5   | 6 | 7 | 8 | 9 | 10 | 11 | 12 |       |
| Number of students enrolled                   | 91          | 104 | 112 | 103 | 127 | 100 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 637   |
| Attendance below 90 percent                   | 43          | 44  | 42  | 39  | 47  | 51  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 266   |
| One or more suspensions                       | 0           | 6   | 14  | 44  | 24  | 3   | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 91    |
| Course failure in ELA                         | 0           | 6   | 14  | 44  | 24  | 3   | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 91    |
| Course failure in Math                        | 0           | 5   | 10  | 43  | 33  | 57  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 148   |
| Level 1 on 2019 statewide FSA ELA assessment  | 0           | 0   | 0   | 1   | 19  | 18  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 38    |
| Level 1 on 2019 statewide FSA Math assessment | 0           | 0   | 0   | 1   | 11  | 18  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 30    |

**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 | 10          | 15 | 16 | 55 | 38 | 46 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 180 |       |

**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     | 10          | 12 | 9 | 39 | 0  | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 70    |
| Students retained two or more times | 0           | 0  | 0 | 8  | 10 | 6 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 24    |

**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             |        |          |       | 38%    | 62%      | 57%   |        | 62%      | 56%   |
| ELA Learning Gains          |        |          |       | 50%    | 62%      | 58%   |        | 62%      | 55%   |
| ELA Lowest 25th Percentile  |        |          |       | 62%    | 58%      | 53%   |        | 59%      | 48%   |
| Math Achievement            |        |          |       | 34%    | 69%      | 63%   |        | 69%      | 62%   |
| Math Learning Gains         |        |          |       | 39%    | 66%      | 62%   |        | 64%      | 59%   |
| Math Lowest 25th Percentile |        |          |       | 34%    | 55%      | 51%   |        | 55%      | 47%   |
| Science Achievement         |        |          |       | 27%    | 55%      | 53%   |        | 58%      | 55%   |

**Grade Level Data Review - State Assessments**

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

| ELA               |      |        |          |                            |       |                         |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade             | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03                | 2021 |        |          |                            |       |                         |
|                   | 2019 | 37%    | 60%      | -23%                       | 58%   | -21%                    |
| Cohort Comparison |      |        |          |                            |       |                         |
| 04                | 2021 |        |          |                            |       |                         |
|                   | 2019 | 35%    | 64%      | -29%                       | 58%   | -23%                    |
| Cohort Comparison |      | -37%   |          |                            |       |                         |
| 05                | 2021 |        |          |                            |       |                         |
|                   | 2019 | 25%    | 60%      | -35%                       | 56%   | -31%                    |
| Cohort Comparison |      | -35%   |          |                            |       |                         |

| MATH              |      |        |          |                            |       |                         |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade             | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03                | 2021 |        |          |                            |       |                         |
|                   | 2019 | 26%    | 67%      | -41%                       | 62%   | -36%                    |
| Cohort Comparison |      |        |          |                            |       |                         |
| 04                | 2021 |        |          |                            |       |                         |
|                   | 2019 | 32%    | 69%      | -37%                       | 64%   | -32%                    |
| Cohort Comparison |      | -26%   |          |                            |       |                         |
| 05                | 2021 |        |          |                            |       |                         |
|                   | 2019 | 27%    | 65%      | -38%                       | 60%   | -33%                    |
| Cohort Comparison |      | -32%   |          |                            |       |                         |

| SCIENCE           |      |        |          |                            |       |                         |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade             | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05                | 2021 |        |          |                            |       |                         |
|                   | 2019 | 21%    | 53%      | -32%                       | 53%   | -32%                    |
| Cohort Comparison |      |        |          |                            |       |                         |

### Grade Level Data Review - Progress Monitoring Assessments

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

Grades K-5 will use iReady Data AP1 for Fall, AP2 for Winter, and AP3 for Spring in both Reading and Math subject areas. Grade 5 will use the Science District Mid-Year Assessment.

| Grade 1               |                            |      |        |        |
|-----------------------|----------------------------|------|--------|--------|
| English Language Arts | Number/% Proficiency       | Fall | Winter | Spring |
|                       | All Students               | 16%  | 29%    | 39%    |
|                       | Economically Disadvantaged | 15%  | 28%    | 38%    |
|                       | Students With Disabilities | 14%  | 13%    | 29%    |
|                       | English Language Learners  |      | 13%    | 13%    |
| Mathematics           | Number/% Proficiency       | Fall | Winter | Spring |
|                       | All Students               | 17%  | 22%    | 35%    |
|                       | Economically Disadvantaged | 16%  | 21%    | 35%    |
|                       | Students With Disabilities | 13%  |        | 29%    |
|                       | English Language Learners  |      |        | 25%    |

| Grade 2               |                            |      |        |        |
|-----------------------|----------------------------|------|--------|--------|
| English Language Arts | Number/% Proficiency       | Fall | Winter | Spring |
|                       | All Students               | 17%  | 14%    | 30%    |
|                       | Economically Disadvantaged | 17%  | 15%    | 32%    |
|                       | Students With Disabilities | 7%   | 13%    | 13%    |
|                       | English Language Learners  |      |        |        |
| Mathematics           | Number/% Proficiency       | Fall | Winter | Spring |
|                       | All Students               | 8%   | 23%    | 36%    |
|                       | Economically Disadvantaged | 9%   | 24%    | 38%    |
|                       | Students With Disabilities |      | 20%    | 15%    |
|                       | English Language Learners  |      |        |        |
| Grade 3               |                            |      |        |        |
| English Language Arts | Number/% Proficiency       | Fall | Winter | Spring |
|                       | All Students               | 25%  | 25%    | 34%    |
|                       | Economically Disadvantaged | 26%  | 25%    | 35%    |
|                       | Students With Disabilities | 8%   |        | 17%    |
|                       | English Language Learners  |      |        |        |
| Mathematics           | Number/% Proficiency       | Fall | Winter | Spring |
|                       | All Students               | 8%   | 15%    | 27%    |
|                       | Economically Disadvantaged | 8%   | 15%    | 28%    |
|                       | Students With Disabilities |      |        |        |
|                       | English Language Learners  |      |        |        |

| Grade 4               |                            |      |        |        |
|-----------------------|----------------------------|------|--------|--------|
|                       | Number/% Proficiency       | Fall | Winter | Spring |
| English Language Arts | All Students               | 17%  | 28%    | 35%    |
|                       | Economically Disadvantaged | 17%  | 28%    | 35%    |
|                       | Students With Disabilities |      | 11%    | 19%    |
|                       | English Language Learners  |      |        |        |
|                       | Number/% Proficiency       | Fall | Winter | Spring |
| Mathematics           | All Students               | 15%  | 25%    | 39%    |
|                       | Economically Disadvantaged | 15%  | 25%    | 39%    |
|                       | Students With Disabilities | 6%   | 5%     | 33%    |
|                       | English Language Learners  |      |        |        |
| Grade 5               |                            |      |        |        |
|                       | Number/% Proficiency       | Fall | Winter | Spring |
| English Language Arts | All Students               | 27%  | 22%    | 30%    |
|                       | Economically Disadvantaged | 26%  | 23%    | 30%    |
|                       | Students With Disabilities | 5%   |        | 8%     |
|                       | English Language Learners  |      |        |        |
|                       | Number/% Proficiency       | Fall | Winter | Spring |
| Mathematics           | All Students               | 11%  | 18%    | 41%    |
|                       | Economically Disadvantaged | 11%  | 18%    | 42%    |
|                       | Students With Disabilities |      | 13%    | 14%    |
|                       | English Language Learners  |      |        |        |
|                       | Number/% Proficiency       | Fall | Winter | Spring |
| Science               | All Students               |      | 10%    |        |
|                       | Economically Disadvantaged |      | 10%    |        |
|                       | Students With Disabilities |      | 0%     |        |
|                       | English Language Learners  |      | 0%     |        |

**Subgroup Data Review**

| <b>2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b> |                 |               |                    |                  |                |                     |                 |                |                  |                          |                                |
|--|-----------------|---------------|--------------------|------------------|----------------|---------------------|-----------------|----------------|------------------|--------------------------|--------------------------------|
| <b>Subgroups</b>                                 | <b>ELA Ach.</b> | <b>ELA LG</b> | <b>ELA LG L25%</b> | <b>Math Ach.</b> | <b>Math LG</b> | <b>Math LG L25%</b> | <b>Sci Ach.</b> | <b>SS Ach.</b> | <b>MS Accel.</b> | <b>Grad Rate 2019-20</b> | <b>C &amp; C Accel 2019-20</b> |
| SWD  | 40              | 56            |                    | 35               | 35             |                     | 30              |                |                  |                          |                                |
| ELL  | 30              | 57            | 55                 | 30               | 34             |                     | 14              |                |                  |                          |                                |
| BLK  | 30              | 43            | 33                 | 20               | 22             | 29                  | 22              |                |                  |                          |                                |
| HSP  | 40              | 47            |                    | 29               | 33             |                     | 17              |                |                  |                          |                                |
| FRL  | 34              | 45            | 48                 | 24               | 27             | 41                  | 19              |                |                  |                          |                                |
| <b>2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b> |                 |               |                    |                  |                |                     |                 |                |                  |                          |                                |
| <b>Subgroups</b>                                 | <b>ELA Ach.</b> | <b>ELA LG</b> | <b>ELA LG L25%</b> | <b>Math Ach.</b> | <b>Math LG</b> | <b>Math LG L25%</b> | <b>Sci Ach.</b> | <b>SS Ach.</b> | <b>MS Accel.</b> | <b>Grad Rate 2017-18</b> | <b>C &amp; C Accel 2017-18</b> |
| SWD  | 45              | 62            | 44                 | 48               | 50             | 36                  | 53              |                |                  |                          |                                |
| ELL  | 36              | 54            | 78                 | 36               | 42             | 32                  | 28              |                |                  |                          |                                |
| BLK  | 33              | 43            | 52                 | 26               | 32             | 34                  | 25              |                |                  |                          |                                |
| HSP  | 43              | 55            | 72                 | 42               | 45             | 33                  | 28              |                |                  |                          |                                |
| FRL  | 38              | 49            | 61                 | 35               | 38             | 32                  | 27              |                |                  |                          |                                |
| <b>2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b> |                 |               |                    |                  |                |                     |                 |                |                  |                          |                                |
| <b>Subgroups</b>                                 | <b>ELA Ach.</b> | <b>ELA LG</b> | <b>ELA LG L25%</b> | <b>Math Ach.</b> | <b>Math LG</b> | <b>Math LG L25%</b> | <b>Sci Ach.</b> | <b>SS Ach.</b> | <b>MS Accel.</b> | <b>Grad Rate 2016-17</b> | <b>C &amp; C Accel 2016-17</b> |

**ESSA Data Review**

This data has been updated for the 2021-22 school year as of 10/19/2021.

| <b>ESSA Federal Index</b>   |     |
|---|-----|
| ESSA Category (TS&I or CS&I)  |     |
| OVERALL Federal Index – All Students  | 34  |
| 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 | 33  |
| Total Points Earned for the Federal Index                                       | 271 |
| Total Components for the Federal Index  | 8   |
| Percent Tested  | 92% |
| <b>Subgroup Data</b>  |     |
| <b>Students With Disabilities</b>   |     |
| Federal Index - Students With Disabilities                                      | 36  |
| 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                                      | 36  |
| 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                                | 28  |
| 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  | 34  |
| 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                                | 34  |
| 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?

As evidenced in the 2021 State Assessments, the 3rd grade cohort demonstrated a decrease in both Reading and Math. The 5th grade cohort demonstrated a decrease in both Math and Science. the 4th grade cohort demonstrated a decrease in both Reading and Math. Due to the overall decrease of proficiency in Reading, Math and Science, learning gains and L25 learning gains also resulted in a decrease.

As evidenced in the SIP student Power-Bi Dashboard, students that received 1 referral resulted in a higher percentage when compared to the District average. Additionally, the percentage of students with 2 or more referrals resulted in a higher percentage when compared to the District average.

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

The Math FSA data resulted in a decrease in grades 3-5. In 2021, 76% of 3rd grade students scored a level 1; while in 2019, 38% of students scored a level 1. In 2021, 64% of 5th grade students scored a level 1; while in 2019, 40% of students scored a level 1 on the FSA.

The Reading FSA data resulted in a decrease in 3rd grade amongst level 1. In 2021, 59% of 3rd grade students scored a level 1; while in 2019, 43% of students scored a level 1. In 2021, 51% of 4th grade students scored a level 1; while in 2019, 39% of students scored a level 1.

The Math FSA data resulted in a decrease in proficiency levels. In 2021, 11% of 3rd grade students were proficient; while in 2019, 26% of students were proficient. In 2021, 26% of 4th grade students were proficient when compared to 2019 in which 32% of students were proficient. In 2021, 15% of 5th grade students were proficient ; while in 2019, 27% of students were proficient.

The ELA FSA data resulted in a decrease in proficiency levels. In 2021, 20% of 3rd grade students were proficient; while in 2019, 37% of students were proficient. In 2021, 29% of 4th grade students were proficient; while in 2019, 35% of students were proficient.

The NGSS also resulted in a decrease in overall proficiency levels. In 2021, 13% of 5th grade students were proficient; while in 2019, 21% of students were proficient.

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

The contributing factors to the need for improvement indicated a learning loss in the majority of all components. The need for common planning, data to drive instruction and progress monitoring with fidelity need to continue.

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

The ELA FSA data resulted in an increase in proficiency. In 2021, 40% of 5th grade students scored proficiency while only 25% of students scored proficiency in 2019.

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

The contributing factors to this improvement was evidenced by the content knowledge of the ELA teachers.

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

In order to accelerate learning, students that scored proficiency will be provided with enrichment opportunities. Additionally, vocabulary and writing strategies will be implemented cross-curricular. High End strategies will be integrated in all content areas through common planning.

**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.**

The professional development opportunities that will be provided at the school to support teachers and leaders will include a thorough understanding of the Framework for Effective Instruction and Framework for School Culture. Teachers will gain a better understanding of the indicators that support the standards of both frameworks. Both frameworks will be used throughout the school year to align the schools goals.

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

Florida City Elementary will provide additional services to ensure sustainability of improvement in the next school year. This year students will be grouped homogenously for Tier 2 intervention. Additionally, students will cross group for Tier 2 intervention. Data-Chats with both teachers and students will continue to take place when new data becomes available. Leadership walk-through will continue to assist in monitoring the systems and procedures.

## Part III: Planning for Improvement

### Areas of Focus:

**#1. Instructional Practice specifically relating to Differentiation**

|   |  |
|---|--|
| <b>Area of Focus</b>                              | Based on the data review, our school will implement the Targeted Element of Differentiation. We selected the overarching area of Differentiation based on the findings that demonstrated a decrease in learning gains for overall Reading and Math.  |
| <b>Description and Rationale:</b>                 |  |
| <b>Measurable Outcome:</b>                        | If we successfully implement Differentiation, then our students learning gains will increase by a minimum of 8 percentage points as evidenced by the 2022 State Assessments.   |
| <b>Monitoring:</b>                                | The Leadership Team (LT) will conduct quarterly data chats with teachers. Also the LT will conduct bi-weekly walkthroughs to ensure instructional alignment of materials/resources and that instructional delivery is taking place. An online data tracker will be created to track all students. Administrators will review bi-weekly lesson plans for indication of standard-based instruction. During SLT meetings, teacher and student data will be analyzed to ensure students are demonstrating academic growth on remediated standards. |
| <b>Person responsible for monitoring outcome:</b> | Christina Barcinas (cbarcinas@dadeschools.net)   |
| <b>Evidence-based Strategy:</b>                   | 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 closing the achievement gaps of all our students. Through the implementation of Data-Driven Instruction, teachers will be able to meet the diverse needs of all students in both reading and math. Data-Driven instruction will be monitored through the use of data trackers to drive instructional planning and data driven conversations to include OPM's.         |
| <b>Rationale for Evidence-based Strategy:</b>     | Data-Driven Instruction will ensure that teachers are using accurate and actionable data that will be utilized to plan for DI lessons that are aligned to student academic needs. Teachers will make the necessary adjustments to their instructional plans, and instructional delivery as new data becomes available.   |

**Action Steps to Implement**

8/31- Provide Professional Development for teachers on effective implementation of the differentiated instruction framework that is aligned to the school goals based on current data. As a result, teachers will develop classroom systems and routines that are conducive to small group instruction.

**Person Responsible** Zeivier Reyes (zreyes1972@dadeschools.net)

8/31-10/11-Teachers will develop lesson plans utilizing current data for DI instruction. As a result, teachers will have student groups, appropriate resources, and lesson plans that reflect DI instruction.

**Person Responsible** Zeivier Reyes (zreyes1972@dadeschools.net)

8/31-10/11- Facilitate weekly collaborative planning meetings to provide teachers with an opportunity to collaborate and share best practices. Teachers will attend and lead collaborative planning by modeling explicit instruction during small groups.

**Person Responsible** Zeivier Reyes (zreyes1972@dadeschools.net)

8/31-10/11- Teachers will collaboratively develop data trackers that can be used to track topic assessments and OPM's that are aligned to small group instruction. Teachers will use data trackers to monitor student progress and adjust as necessary.

**Person Responsible** Zeivier Reyes (zreyes1972@dadeschools.net)

11/1/-12/21- Data Chats will be conducted with all teachers. Debriefing protocol questions along with a schedule will be sent out to teachers in order to effectively prepare for the data chats. The teachers will speak to the academic progress of accountability students (L25, Bubble, Proficient) as well as discuss opportunities for growth.

**Person Responsible** Zeivier Reyes (zreyes1972@dadeschools.net)

11/1/-12/21- During collaborative planning, teachers will bring in DI folders to analyze student work samples in order to develop DI looks fors and discuss instructional reflections and next steps.

**Person Responsible** Zeivier Reyes (zreyes1972@dadeschools.net)

1/31-4/29- Mid-Year Data Chats will be conducted with all teachers. Debriefing protocol questions along with a schedule will be sent out to teachers in order to effectively prepare for the data chats. The teachers will speak to the academic progress of accountability students (L25, Bubble, Proficient) as well as discuss opportunities for growth. Teachers will also conduct student data chats and document in the student data folder.

**Person Responsible** Zeivier Reyes (zreyes1972@dadeschools.net)

1/31-4/29- During collaborative planning, teachers will regroup DI groups based on the most current available data on the DI grouping template. Teachers will ensure that the alignment of resources meet the needs of each small group. Small groups will take place with daily.

**Person Responsible** Zeivier Reyes (zreyes1972@dadeschools.net)

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

|   |  |
|---|--|
| <b>Area of Focus Description and Rationale:</b>   | Based on the data review, our school will implement the Targeted Element of Standard-Based Collaborative Planning. We selected the overarching area of Standard-Based Collaborative Planning based on the findings that demonstrated a decrease in proficiency for overall Reading, Math and Science.  |
| <b>Measurable Outcome:</b>                        | If we successfully implement Standard-Based Collaborative Planning, then our students' proficiency levels will increase by a minimum of 8 percentage points as evidenced by the 2022 State Assessments.  |
| <b>Monitoring:</b>                                | The Leadership Team will conduct quarterly data chats with teachers. Also the LT will conduct bi-weekly walkthroughs to ensure standard-based alignment and instructional delivery is taking place. Administrators will review lesson plans for indication of standard-based instruction. During SLT meetings, teacher and student data will be analyzed to ensure students are demonstrating academic growth on grade-level standards.  |
| <b>Person responsible for monitoring outcome:</b> | Christina Barcinas (cbarcinas@dadeschools.net)   |
| <b>Evidence-based Strategy:</b>                   | Within the Targeted Element of Collaborative Planning, our school will focus on the evidence-based strategy of: Standard-Based Collaborative Planning. With Standard-Based Collaborative Planning, teachers will execute lessons based on the standards/learning targets and ensure that all students products and teaching techniques are aligned to the complexity of the standard. Teachers will deliver planned lessons to guide students through the demands of the standards/learning target. Student work samples will demonstrate mastery. |
| <b>Rationale for Evidence-based Strategy:</b>     | Standard-Based Collaborative Planning will ensure that teachers are using the standards/learning targets to plan for the subject matter. Teachers will attend common planning on a weekly basis facilitated by the instructional coaches to make the necessary adjustments to their instructional plans. The standards/learning targets will be aligned to the instructional materials/resources by grade level and subject.   |

**Action Steps to Implement**

8/31- Provide Professional Development for teachers on expectations and framework for effective collaborative planning sessions. As a result, teachers will attend collaborative planning sessions with a better understanding of the expectations while being better prepared to actively engage in the sessions.

**Person Responsible** Kristen Nemec (knemec@dadeschools.net)

8/31-10/11-Teachers will attend common planning to develop lesson plans that are inclusive to standard based instruction. As a result, teachers will provide lesson plans that logically progress daily to include a learning target, gradual release model, and daily end products.

**Person Responsible** Kristen Nemec (knemec@dadeschools.net)

8/31- 10/11-Facilitate weekly collaborative planning meetings to provide teachers with an opportunity to collaborate and brainstorm challenges, needs, and shared best practices. Teachers will attend collaborative planning and take turns taking the lead and modeling explicit instruction during whole group instruction.

**Person Responsible** Kristen Nemec (knemec@dadeschools.net)

8/31-10/11- Teachers will collaboratively develop daily end products that can be used to check students' understanding of the daily learning target.

**Person Responsible** Kristen Nemec (knemec@dadeschools.net)

11/1-12/17- During collaborative planning, teachers will utilize the Achievement Level Descriptors (ALD's) to determine the complexity of the standards and align the learning targets and Daily End products. Teachers will select and/or create sample response mechanisms aligned to the ALD's in order to expose students to the standard limits.

**Person Responsible** Kristen Nemec (knemec@dadeschools.net)

11/1-12/17- The Leadership Team will conduct walkthroughs with a focus on Standard- Aligned instruction. Teachers will receive feedback to allow adjustments in collaborative planning sessions.

**Person Responsible** Kristen Nemec (knemec@dadeschools.net)

1/31-4/29- During collaborative planning, teachers will create an Instructional Focus Calendar (IFC) with preidentified standards specific to their classes. The calendar will be used when planning for both whole group and small group instruction.

**Person Responsible** Kristen Nemec (knemec@dadeschools.net)

1/31-4/29- During collaborative planning, teachers will continue to utilize the Achievement Level Descriptors (ALD's) to determine the complexity of the standards and align the learning targets and Daily End products. Teachers will select and/or create sample response mechanisms aligned to the ALD's in order to expose students to the standard limits.

**Person Responsible** Kristen Nemec (knemec@dadeschools.net)



**#3. Culture & Environment specifically relating to Positive Behavior Intervention and Supports**

**Area of Focus Description and Rationale:** Based on the data review, our school will implement the Targeted Element of Positive Behavior Intervention and Supports. Through our data review, we noticed the students who struggled with disciplinary referrals also struggled academically. We recognize the need to increase non-tangible incentives school-wide to reward and acknowledge our students throughout the school building.

**Measurable Outcome:** If we successfully implement Positive Behavior Intervention and Supports, then our school disciplinary referrals will decrease by 2 percentage points as evidenced by the 2022 District Power-Bi Dashboard.

**Monitoring:** The MTSS Team will conduct quarterly data chats with teachers. Also the MTSS team will weekly walkthroughs to ensure the school-wide PBIS system is being implemented with fidelity. Administrators will review data on Power-BI to monitor referrals. Students that continue to exhibit disciplinary concerns will get tracked based on the Tier 1 interventions for 6-8 weeks. The identified students will then be tracked through the Tier 2 interventions for 6-8 weeks. Teachers and families will work together to provide the students with opportunities to overcome their personal challenges.

**Person responsible for monitoring outcome:** Dawn Alvarez (dawnalvarez@dadeschools.net)

**Evidence-based Strategy:** Within the Targeted Element of Positive Behavior Intervention and Supports, our school will focus on the evidence-based strategy of: PBIS. PBIS will assist in narrowing the disciplinary referrals and behaviors amongst our students. Student behavior will be monitored on a weekly basis to prevent a pattern of excessive referrals.

**Rationale for Evidence-based Strategy:** PBIS school-wide will assist in decreasing the number of disciplinary referrals. The PBIS will provide the MTSS team with a comprehensive approach to identify students who need Tier 2 and possible Tier 3 interventions. Most importantly, PBIS, will provide students with a positive learning environment on a daily basis.

**Action Steps to Implement**

9/2- Provide Professional Development for teachers on MTSS and the School-Wide implementation of PBIS(SOAR). As a result, teachers will utilize the SOAR Behavior Matrix with students and create a Class Dojo account.

**Person Responsible** Dawn Alvarez (dawnalvarez@dadeschools.net)

8/31-10/11-Teachers will develop teacher or grade level redemption rewards menu that will allow students to redeem weekly. As a result, students will be able to work on exhibiting positive behaviors throughout the school day so that they are able to redeem their points frequently.

**Person Responsible** Dawn Alvarez (dawnalvarez@dadeschools.net)

8/31-10/11- Facilitate quarterly collaborative meeting to provide teachers with an opportunity to collaborate and brainstorm challenges, needs, and shared best practices of PBIS.

**Person Responsible** Dawn Alvarez (dawnalvarez@dadeschools.net)

8/31-10/11- A school-wide monthly redemption day flyer will be shared with teachers and students. Students will be able to work towards the positive behavior goal. As a result, positive behaviors in the school will increase.



**Person Responsible** Dawn Alvarez (dawnalvarez@dadeschools.net)

11/1-12/21- The PBIS team will meet to increase the participation of cash-in value for classroom and school wide incentives. Students will work towards demonstrating more positive behaviors so that they earn Class Dojo points.

**Person Responsible** Dawn Alvarez (dawnalvarez@dadeschools.net)

11/1-12/21- The PBIS team will conduct a training for parents to provide information of the PBIS system at the school site.

**Person Responsible** Dawn Alvarez (dawnalvarez@dadeschools.net)

1/31-4/29- The PBIS team will meet and invite grade level representatives to discuss future PBIS monthly events in order to continue to motivate and encourage positive behaviors at the school site.

**Person Responsible** Dawn Alvarez (dawnalvarez@dadeschools.net)

1/31-4/29- During vertical planning sessions, a PBIS monthly report will be shared with teachers to discuss the progress of PBIS. Teachers will discuss implications and next steps.

**Person Responsible** Dawn Alvarez (dawnalvarez@dadeschools.net)

**#4. Leadership specifically relating to Leadership Development**

|   |   |
|---|---|
| <b>Area of Focus</b>                              | Based on the data review, our school will implement the Targeted Element of Leadership Development. Through our data review, we noticed that 38% of teachers indicated their ideas are not listened to and considered based from the School Culture data.   |
| <b>Description and Rationale:</b>                 |   |
| <b>Measurable Outcome:</b>                        | If we successfully implement the opportunities for Leadership Development through establishing committees based on school needs, the percentage of teachers who agree will increase that their ideas are listened to and considered.  |
| <b>Monitoring:</b>                                | All established committees will meet quarterly to review and plan implementation of agreed action plan. Committee leaders will keep agendas and minutes of committee meetings for records and guide next steps.   |
| <b>Person responsible for monitoring outcome:</b> | Christina Barcinas (cbarcinas@dadeschools.net)  |
| <b>Evidence-based Strategy:</b>                   | Within the Targeted Element of Leadership Development, our school will focus on the evidence-based strategy of: Leadership Development through teacher-led committees. Teacher-led committees will assist in increasing the opportunities for their ideas to be listened to, considered, implemented. |
| <b>Rationale for Evidence-based Strategy:</b>     | The criteria used in selecting Leadership Development was from the School Climate Survey indicated 38% of teachers agreed their ideas are not listened to and considered.   |

**Action Steps to Implement**

8/31-Provide Professional Development for teachers on reviewing and revising the school mission and vision. As a result, teachers work collaboratively to develop a new school mission and vision while being apart of the decision-making process.

**Person Responsible** Christina Barcinas (cbarcinas@dadeschools.net)

9/7- Teachers will be provided with the leadership opportunities by participating in school site committees. As a result, teachers will individually decide which committee they would like to actively participate in by completing a survey.

**Person Responsible** Christina Barcinas (cbarcinas@dadeschools.net)

9/7-10/11-Teachers will meet with their committee's to develop an action plan for the school year. As a result, teachers will develop the expectations for the specific committee.

**Person Responsible** Christina Barcinas (cbarcinas@dadeschools.net)

9/7-10/11-Teachers will meet quarterly to discuss challenges, best-practices and next steps with their committee members. As a result, teachers will modify the action steps if necessary.

**Person Responsible** Christina Barcinas (cbarcinas@dadeschools.net)

11/1-12/17- Teachers will continue to meet with their committee's to discuss initiatives and activities planned out for the 2nd grading period. These initiatives will be presented to the administration team for feedback and approval.

**Person Responsible** Christina Barcinas (cbarcinas@dadeschools.net)

11/1-12/17- These initiatives and activities will be shared with parents through the school monthly calendar. Once the activities have been executed, pictures and artifacts will be shared on the schools' social media platforms.

**Person Responsible** Christina Barcinas (cbarcinas@dadeschools.net)

1/31-4/29- During the 3rd and 4th grade period, committees will meeting monthly and share minutes of the meeting to the Administration team for review and to develop a calendar of events.

**Person Responsible** Christina Barcinas (cbarcinas@dadeschools.net)

1/31-4/29- After each school event, a debriefing process will take place to modify and enhance the approximate school event.

**Person Responsible** Christina Barcinas (cbarcinas@dadeschools.net)

**#5. Instructional Practice specifically relating to ELA**

|   |   |
|---|---|
| <b>Area of Focus</b>                              | Based on the data review, our school will implement the Targeted Element of Engagement. We selected the overarching area of ELA based on the findings that demonstrated a decrease in ELA proficiency.  |
| <b>Description and Rationale:</b>                 | The percentage of students in kindergarten through 3rd grade, based on 2020-2021 end of year screening and progress monitoring data, 58% were identified as not on track to score Level 3 or above on the statewide, standardized grade 3 English Language Arts assessment. Additionally, only 34% of students in grade 3rd through 5th scored proficiency in the English Language Arts Assessment. |
| <b>Measurable Outcome:</b>                        | If we successfully implement Engagement, then our students proficiency will increase by a minimum of 5 percentage points as evidenced by the 2022 State Assessments.  |
| <b>Monitoring:</b>                                | The Leadership Team (LT) will conduct bi-weekly walkthroughs to ensure engagement strategies are integrated into lesson plans. Administrators will review bi-weekly lesson plans for indication of engagement opportunities.  |
| <b>Person responsible for monitoring outcome:</b> | Kristen Nemec (knemec@dadeschools.net)  |
| <b>Evidence-based Strategy:</b>                   | Within the Targeted Element of ELA, our school will focus on the evidence-based strategy of: Engagement. Engagement will assist in providing opportunities for students to become more involved in their academics. Through the implementation of Engagement, teachers will be able to meet the diverse needs of all students in reading instruction.   |
| <b>Rationale for Evidence-based Strategy:</b>     | Engagement will ensure that teachers are researched -based engagement strategies into their lessons plans. Teachers will make the necessary adjustments to their instructional plans, and instructional delivery as appropriate engagement strategies are shared.   |

**Action Steps to Implement**

8/31- 10/11-Provide Professional Development for teachers on effective engagement strategies that can be implemented into both whole group and small group instruction. As a result, teachers will select appropriate research- based engagement strategies during common planning sessions.

**Person Responsible** Kristen Nemec (knemec@dadeschools.net)

8/31-10/11-Teachers will attend scheduled grade level common planning to discuss the appropriate engagement strategies that can be utilized into daily lesson plans for both whole group and small group instruction.

**Person Responsible** Kristen Nemec (knemec@dadeschools.net)

8/31-10/11- Conduct school leadership walkthroughs to look for the identified engagement strategy selected for the week. Debrief on school leadership walkthrough and identify the teachers in need of additional support. Specific feedback will be provided to teachers.

**Person Responsible** Kristen Nemec (knemec@dadeschools.net)

8/31- 10/11- During vertical planning, acknowledge teachers implementing engagement strategies to promote best practices.

**Person Responsible** Kristen Nemec (knemec@dadeschools.net)

11/1-12/21- During PD Day, teachers will receive a training on Engagement strategies that can be implemented across curriculum. As a result, teachers will discuss how to utilize the research-based engagement strategies during common planning sessions.

**Person Responsible** Kristen Nemec (knemec@dadeschools.net)

11/1-12/21- During collaborative planning, teachers will plan on how to include the engagement strategy into their lesson plans (whole group, small group instruction). Teachers will have the opportunity to discuss instructional implications and next steps.

**Person Responsible** Kristen Nemec (knemec@dadeschools.net)

1/31-4/29- During collaborative planning, teachers will plan on how to integrate engagement strategies when debriefing Mid-Year and bi-weekly assessments. Based on the data, teachers will select specific questions to review.

**Person Responsible** Kristen Nemec (knemec@dadeschools.net)

1/31-4/29- Conduct school leadership walkthroughs to look for the engagement strategies when debriefing bi-weekly assessments. Debrief on school leadership walkthrough and identify the teachers in need of additional support. Specific feedback will be provided to teachers.

**Person Responsible** Kristen Nemec (knemec@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.

**According to the Power-Bi Dashboard, students that received 1 referral resulted in 1 percent higher when compared to the District average of 3%. Additionally, the percentage of students with 2 or more referrals resulted in a 2 percent higher when compared to the District average of 3%. Florida City Elementary School will continue to utilize the PBIS system with the integration of Class Dojo. A school wide behavior matrix was created so that all students understand the behavior expectations in all settings within the school day. Positive behaviors will be tracked by classes through Class Dojo. Students will be rewarded on a weekly basis by the classroom teacher based on the point system menu. Additionally, students will be rewarded monthly based on the point system. The school will continue to utilize the MTSS manual to guide the work of Tier 1 and Tier 2 interventions to continue to build a positive and safe school culture.**

## 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.

Florida City Elementary School (FCE) builds a positive environment by building professional relationships amongst all stakeholders. Effective collaboration takes place with teachers and instructional coaches on a weekly basis. The school also hosts school-wide activities that foster the development of trusting and caring relationships. Additionally, FCE engages the learning environment by celebrating success. Students and teachers are recognized for their accomplishments throughout the school year. Furthermore, FCE provides support, care and connections for all teachers and students. Ongoing support is provided for the development of a safe and supportive school environment. Physical and emotional safety continue to remain a priority at the school to build a positive school culture. Students and parents understand the safety protocols established to support the physical safety of all students. Clearly defined expectations also take place by communicating and monitoring practices to ensure alignment with shared vision.

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

The stakeholders involved in building positive school culture and environment at Florida City Elementary School are the Principal, Assistant Principal, Instructional Coaches, Teacher Leaders and School Counselor (School Leadership Team). The Principal's role is to monitor and oversee school wide initiatives in the building as well as maintaining positive school culture to mitigate factors that impact the learning environment. The Assistant Principals role is to monitor the programs and assist in ensuring all information is shared with stakeholders in a timely manner. Teachers leaders and instructional coaches assist in providing and responding to feedback from stakeholders. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families.

## Part V: Budget

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

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|---|--------|--|--------|
| 1 | III.A. | Areas of Focus: Instructional Practice: Differentiation                            | \$0.00 |
| 2 | III.A. | Areas of Focus: Instructional Practice: Standards-aligned Instruction              | \$0.00 |
| 3 | III.A. | Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports | \$0.00 |
| 4 | III.A. | Areas of Focus: Leadership: Leadership Development                                 | \$0.00 |

|        |        |   |        |
|--------|--------|---|--------|
| 5      | III.A. | Areas of Focus: Instructional Practice: ELA | \$0.00 |
| Total: |        |   | \$0.00 |