E.W.F. Stirrup Elementary School

2021-22 Schoolwide Improvement Plan

Table of Contents

E.W.F. Stirrup Elementary School

330 NW 97TH AVE, Miami, FL 33172

http://stirrupelementary.dadeschools.net

Demographics

Principal: Naomi Simon P   Start Date for this Principal: 6/22/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	90%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: A (62%) 2017-18: A (63%) 2016-17: A (63%)
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

E.W.F. Stirrup Elementary School

330 NW 97TH AVE, Miami, FL 33172

http://stirrupelementary.dadeschools.net

School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	76%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	100%

School Grades History

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

At E.W.F. Stirrup Elementary School we are soaring by empowering all stakeholders toward achieving academic excellence while providing the groundwork and leading the way for exceptional and life-long student success.

Provide the school's vision statement.

E.W.F. Stirrup Elementary School is committed to providing students with exemplary instruction designed to educate the whole child, so that they may become a productive member of the community. We nurture intellectual curiosity, collaborative critical thinking, and effective communication. We strive to create a school culture that fosters the social and emotional development of each child while supporting their ability to achieve at the highest levels. We encourage all members of the community to contribute to the support of student learning and to act as collaborative partners in the education of our children. Students are guided in the exploration of their intellectual, artistic, technological, physical, social, and character development. Our rigorous, standard-based instructional program is geared toward enabling all students to meet the challenges of the future with confidence and compassion.

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
Simon, Naomi	Principal	The roles and responsibility of the administration is to facilitate knowledge of school-wide data and concerns to the rest of the team, so that discussions may occur that will result in problem solving strategies to improve school-wide scores and issues.
Cabrera, Dawn	Reading Coach	The roles and responsibility of the Reading Coach is to keep the team abreast of any new information needed to implement in the curriculum so that our students can succeed.
Vila, Olivia	Teacher, K-12	The roles and responsibility of the K-12 Teacher, are to deliver the information, strategies and data acquired in the meetings with their grade level colleagues and assure that it is understood and implemented.
Martinez, Anabelle	Teacher, K-12	The roles and responsibility of the K-12 Teacher, are to deliver the information, strategies and data acquired in the meetings with their grade level colleagues and assure that it is understood and implemented.
Cuadra, Silena	Teacher, K-12	The roles and responsibility of the K-12 Teacher, are to deliver the information, strategies and data acquired in the meetings with their grade level colleagues and assure that it is understood and implemented.
Bode, Adriana	Assistant Principal	The roles and responsibility of the administration is to facilitate knowledge of school-wide data and concerns to the rest of the team, so that discussions may occur that will result in problem solving strategies to improve school-wide scores and issues.

Demographic Information

Principal start date
Friday 6/22/2018, Naomi Simon P

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.*
30

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.*
66

Total number of teacher positions allocated to the school
53

Total number of students enrolled at the school
600

Identify the number of instructional staff who left the school during the 2020-21 school year.
2

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	56	83	91	117	115	138	0	0	0	0	0	0	0	600
Attendance below 90 percent	6	6	7	15	4	11	0	0	0	0	0	0	0	49
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	6	10	2	12	0	0	0	0	0	0	0	32
Course failure in Math	0	0	3	5	11	23	0	0	0	0	0	0	0	42
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	13	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	11	0	0	0	0	0	0	0	11
Number of students with a substantial reading deficiency	2	13	45	44	16	28	0	0	0	0	0	0	0	148

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	2	6	8	4	18	0	0	0	0	0	0	0	38

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	1	4	6	4	2	3	0	0	0	0	0	0	0	20
Students retained two or more times	0	1	0	0	0	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated
Wednesday 6/30/2021

2020-21 - As Reported

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

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

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

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

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	87	99	129	125	158	149	0	0	0	0	0	0	0	747
Attendance below 90 percent	6	6	17	4	9	11	0	0	0	0	0	0	0	53
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	3	12	4	10	14	0	0	0	0	0	0	0	43
Course failure in Math	0	1	3	12	24	16	0	0	0	0	0	0	0	56
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	12	20	0	0	0	0	0	0	0	32
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	10	20	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	0	3	9	5	19	21	0	0	0	0	0	0	0	57

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	4	6	4	2	3	0	0	0	0	0	0	0	20
Students retained two or more times	0	1	0	0	1	0	0	0	0	0	0	0	0	2

Part II: Needs Assessment/Analysis

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				67%	62%	57%	72%	62%	56%
ELA Learning Gains				65%	62%	58%	64%	62%	55%
ELA Lowest 25th Percentile				61%	58%	53%	67%	59%	48%
Math Achievement				67%	69%	63%	69%	69%	62%
Math Learning Gains				66%	66%	62%	57%	64%	59%
Math Lowest 25th Percentile				55%	55%	51%	54%	55%	47%
Science Achievement				52%	55%	53%	60%	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	56%	60%	-4%	58%	-2%
Cohort Comparison						
04	2021					
	2019	61%	64%	-3%	58%	3%
Cohort Comparison		-56%				
05	2021					
	2019	62%	60%	2%	56%	6%
Cohort Comparison		-61%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	61%	67%	-6%	62%	-1%
Cohort Comparison						
04	2021					
	2019	66%	69%	-3%	64%	2%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-61%				
05	2021					
	2019	57%	65%	-8%	60%	-3%
Cohort Comparison		-66%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	44%	53%	-9%	53%	-9%
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 values displayed are the percent of students proficient based on iReady diagnostic results and mid-year assessment for 5th grade Science.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	37.6%	43.5%	57.6%
	Economically Disadvantaged	41.4%	54.3%	25.3%
	Students With Disabilities	N/A	N/A	47.1%
	English Language Learners	N/A	28.6%	42.9%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	33.3%	48.2%	67.1%
	Economically Disadvantaged	30.4%	44.3%	62.9%
	Students With Disabilities	29.4%	41.2%	52.9%
	English Language Learners	25.0%	42.9%	57.1%

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	28.4%	47.0%	62.6%
	Economically Disadvantaged	25.3%	44.7%	59.6%
	Students With Disabilities	N/A	28.6%	47.6%
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	25.2%	45.7%	67.0%
	Economically Disadvantaged	27.7%	44.2%	67.0%
	Students With Disabilities	N/A	31.8%	57.1%
	English Language Learners	N/A	N/A	45.5%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	60.2%	77.5%	85.7%
	Economically Disadvantaged	59.2%	78.4%	85.6%
	Students With Disabilities	42.1%	57.9%	72.2%
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	28.3%	62.2%	77.7%
	Economically Disadvantaged	25.5%	60.8%	77.3%
	Students With Disabilities	26.3%	42.1%	55.6%
	English Language Learners	N/A	N/A	N/A

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	34.8%	58.2%	65.5%
	Economically Disadvantaged	31.6%	55.3%	62.8%
	Students With Disabilities	20.0%	40.0%	36.7%
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	26.6%	54.7%	73.4%
	Economically Disadvantaged	24.1%	50.4%	69.0%
	Students With Disabilities	20.7%	23.3%	50.0%
	English Language Learners	N/A	N/A	58.3%

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	43.9%	54.7%	56.8%
	Economically Disadvantaged	42.0%	53.8%	52.9%
	Students With Disabilities	N/A	25.0%	33.3%
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	39.6%	57.6%	66.9%
	Economically Disadvantaged	37.0%	57.1%	65.6%
	Students With Disabilities	N/A	20.8%	41.7%
	English Language Learners	N/A	N/A	N/A
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	31.0%	N/A
	Economically Disadvantaged	N/A	31.0%	N/A
	Students With Disabilities	N/A	9.0%	N/A
	English Language Learners	N/A	12.0%	N/A

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	34	50	73	37	22	29	25				
ELL	65	63	68	65	43	43	50				
ASN	77			85							
HSP	66	60	69	64	40	42	52				
FRL	65	60	63	62	39	38	53				

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	21	35	25	33	68	67	33				
ELL	63	65	60	65	68	58	49				
HSP	67	64	61	66	65	56	53				
FRL	64	63	63	64	69	63	51				

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	37	57	73	27	54	50	30				
ELL	60	62	66	62	59	62	43				
HSP	71	64	67	68	57	55	58				
FRL	70	62	65	68	56	51	57				

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	59
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	66
Total Points Earned for the Federal Index	469
Total Components for the Federal Index	8
Percent Tested	92%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40

Students With Disabilities	
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	58
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	81
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	57
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	56
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

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

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

The results of the 2021 FSA ELA indicate that 66% of students tested in Grades 3-5 demonstrated proficiency, 62% demonstrated learning gains and 70% of the Lowest 25 demonstrated learning gains. The results of the 2021 FSA Mathematics indicate that 66% of students tested in Grades 3-5 demonstrated proficiency, 43% demonstrated learning gains and 42% of the Lowest 25 demonstrated learning gains. While proficiency is comparable for both the FSA ELA and FSA Mathematics, there are significant differences in learning gains (19 percentage point difference in overall learning gains and 28 percentage point difference in the learning gains of the Lowest 25). Additionally, the school's progress monitoring data in grades 3-5 shows an increase in the achievement gap widening from 3rd to 5th grade in both ELA and Math. All ELA subgroups for grade 3 demonstrated gains. The ELA subgroups achievement increased except for grade 4 SWD which decreased by 3.3 percentage points, grade 5 ED students which decreased by 1 percentage point, and grade 5 ELL which showed no gains. Grade 5 ELL and SWD Science subgroups demonstrate significant proficiency gaps when compared to all students.

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

The results of the 2021 FSA Mathematics demonstrate a significant need for improvement in the learning gains of all students, and especially those in the Lowest 25. All subgroups in 5th grade demonstrated a need for improvement in ELA and Math when compared to grades 3 and 4. Furthermore, the SWD subgroup in grades 4 and 5 for both ELA and Math demonstrates an average of 20 percentage points less when compared to their peers. In grades K-5 there are 148 students with a substantial reading deficiency.

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

For the last 3 years, we have been focused on implementing Tier 2 interventions in all classrooms. We will continue to support our Tier 2 and 3 students with the use of the new reading and intervention program to help meet the needs of students with significant reading deficiencies. Given the fact that our learning gains in Mathematics are substantially lower than in ELA, we will need to enhance our efforts to differentiate Mathematics instruction, build math fluency and problem-solving skills through

school-wide initiates and professional development. Our SWD students have demonstrated significant gaps in ELA and Math performance when compared to their peers. We will provide professional development to teachers on using strategies that focus on rigorous inclusion models to help our SWD students access grade level content. We will develop a more robust social emotional program to increase motivation and mitigate learning loss as they transition from grade 4 to grade 5.

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

The 2021 FSA ELA results demonstrated a significant improvement in the learning gains of the Lowest 25 (61% in 2019 and 70% in 2021). Also, ELA proficiency in grade 3 increased from 56 percentage points in 2019 to 69 percentage points in 2021.

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

The contributing factors to improvement were celebration of successes, the implementation of Tier 2 and Tier 3 interventions with fidelity, monitored iReady usage, ongoing data chats with all stakeholders, and implementation of the MTSS process to identify students in need of additional services.

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

Strategies that will be implemented to accelerate learning include Collaborative Data Chats, Data-Driven Instruction, Differentiated Instruction (DI), Interventions (RtI) and Ongoing Progress Monitoring (OPM).

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 PLST will develop whole group and job embedded sessions on the new intervention program and utilizing ongoing progress monitoring for flexible grouping.

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 are: extended learning opportunities, scheduled collaborative planning, STEAM based clubs, Science Boot Camp, and vocabulary enrichment programs.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale:	The 2021 FSA Mathematics results indicate that 66% of students tested in Grades 3-5 demonstrated proficiency, 43% of students demonstrated learning gains and 42% of the Lowest 25 demonstrated learning gains. Based on the data reviewed, our school will implement the Targeted Element of Differentiation. We selected the area of ongoing progress monitoring to successfully implement differentiated instruction. This will allow us to effectively meet the unique needs of all learners in order to make learning gains and move towards greater proficiency.
Measurable Outcome:	If we successfully monitor student progress and implement differentiation, then students in grades 3-5 will demonstrate an increase in Math proficiency as measured by the 2022 State Assessments.
Monitoring:	The leadership team will conduct quarterly data chats, monitor adjustment of groups based on current data, and follow up with regular walkthroughs to ensure quality differentiated instruction is taking place. Teachers will conduct data chats with students and parents and provide actionable feedback to help students self monitor and set learning goals. Teachers will develop iReady data trackers to monitor weekly usage and a schoolwide recognition program to highlight individual class successes. The MTSS team will meet biweekly to monitor OPM data and refer students for additional supports.
Person responsible for monitoring outcome:	Adriana Bode (msbode@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Differentiation, our school will focus on the evidence-based strategy of: Ongoing Progress Monitoring. Ongoing Progress Monitoring (OPM) is used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. OPM can be implemented with individual students or an entire class.
Rationale for Evidence-based Strategy:	Ongoing Progress Monitoring will ensure that student needs are being met and instructional resources are aligned to formative assessment results. Ongoing Progress Monitoring (OPM) is used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. OPM can be implemented with individual students or an entire class.

Action Steps to Implement

9/29 Provide Professional Development for teachers on effective implementation of differentiated instruction in math that is aligned to the school goals based on data. As a result, teachers will develop classroom systems that are conducive to small group instruction based on results of topic assessments.

Person Responsible	Anabelle Martinez (amartinez3@dadeschools.net)

8/31-10/11 Teachers will conduct ongoing progress monitoring by analyzing results of topic assessments, chapter tests, and iReady data to provide differentiated instruction on Wednesdays. As a result, teachers will develop lesson plans that reflect differentiated instruction and flexible groups.

Person Responsible	Adriana Bode (msbode@dadeschools.net)

8/31-10/11 To build and master math fluency in basic math skills we will implement a school-wide "Rev Up with Reflex" plan. Students will log in and participate daily for 15 minutes. Usage will be monitored by the Reflex administrator.

Person Responsible Adriana Bode (msbode@dadeschools.net)

8/31-10/11 To improve word problem solving skills, a cross curricular school-wide program ("Math Wizard Wednesdays") will be implemented to help students utilize the CUBES problem solving strategy. A problem of the day will be presented during morning announcements and solved in their homeroom classroom.

Person Responsible Naomi Simon (pr5381@dadeschools.net)

11/01-12/21 Utilize IXL to assign students targeted skills lessons and personalize learning to help mitigate learning loss, reinforce topics and remediate standards.

Person Responsible Adriana Bode (msbode@dadeschools.net)

11/01-12/21 Teachers will utilize Reflex and iReady data trackers and print certificates of achievement to motivate students and increase program usage in order to mitigate learning loss and increase students math facts fluency.

Person Responsible Naomi Simon (pr5381@dadeschools.net)

1/31/22-04/29/22 Monitor iReady usage and schedule Tier 3 students weekly into the computer lab to ensure usage goals are met and teacher-assigned lessons are completed in order to improve student proficiency and learning gains.

Person Responsible Naomi Simon (pr5381@dadeschools.net)

1/31/22-04/29/22 Provide Title III tutoring to select ELL students targeting Geometry and Fractions in order to improve performance on these Domains resulting in improved student proficiency and learning gains.

Person Responsible Adriana Bode (msbode@dadeschools.net)

#2. Instructional Practice specifically relating to Small Group Instruction	
Area of Focus Description and Rationale:	The 2021 FSA ELA results indicate that 66% of students tested in Grades 3-5 demonstrated proficiency, 62% of students demonstrated learning gains and 70% of the Lowest 25 demonstrated learning gains. Based on the data reviewed, our school will implement the Targeted Element of Small Group Instruction. We selected the area of Small Group Instruction to successfully implement interventions. This will allow us to consistently implement the new intervention program: Reading Horizons.
Measurable Outcome:	If we successfully implement the new intervention program, then our L25 students will demonstrate learning gains as evidenced by the 2022 State Assessments in ELA.
Monitoring:	The Leadership Team will utilize the intervention decision tree to identify students showing reading deficiencies, develop an intervention schedule, assign certified interventionists, and provide support for the implementation of the new intervention program. Administrators will monitor the delivery of interventions via walkthroughs, lesson plans, and OPMs. Data will be analyzed during Leadership Team meetings and individual data chats with teachers. Adjustments to intervention groups will be made based on student performance, and resources will be aligned to address student needs.
Person responsible for monitoring outcome:	Dawn Cabrera (dawncabrera@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Small Group Instruction, our school will focus on the evidence-based strategy of: Interventions/RtI. Response to Intervention (RtI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RtI process begins with high-quality instruction and universal screening of all children in the general education classroom and includes providing aligned interventions and on-going progress monitoring.
Rationale for Evidence-based Strategy:	Interventions/RtI will ensure that students are receiving high quality instruction customized to meet their needs and reduce learning loss due to the Covid-19 pandemic. Teachers and interventionists will continually make adjustments to their instruction through the process of ongoing progress monitoring.

Action Steps to Implement

8/19 Teachers will participate in Professional development for Reading Horizon facilitated by the Language Arts Department. As a result, teachers will be able to implement Tier 2 and Tier 3 interventions and monitor progress.

Person Responsible	Anabelle Martinez (amartinez3@dadeschools.net)

8/31-10/11 Utilize the ELA Curriculum Decision Trees to identify students needing reading interventions. As a result, teachers will deliver evidence-based instruction in a small group setting for 150 minutes weekly (Tier 2) and 60 minutes weekly (Tier 3).

Person Responsible	Dawn Cabrera (dawncabrera@dadeschools.net)

8/31-10/11 Teachers will follow the ELA Intervention Progress Monitoring calendar to monitor student progress on interventions. As a result, data chats will be conducted to realign intervention delivery and refer students to the MTSS/RtI Team.

Person Responsible	Adriana Bode (msbode@dadeschools.net)

8/31-10/11 Administrators will conduct walk-throughs utilizing look-fors to provide timely feedback and support for intervention implementation. As a result, interventions will be delivered with fidelity and students will make adequate progress.

Person Responsible Naomi Simon (pr5381@dadeschools.net)

11/01-12/21 Administrators and teachers will monitor the delivery of Tier 2 interventions for 150/week and Tier 3 interventions for 60 min/week using the Group Reports in Elevate (i.e. Skills Gains Report and Student Progress Monitoring Report) in order to determine effectiveness of interventions and student progress.

Person Responsible Naomi Simon (pr5381@dadeschools.net)

11/01-12/21 Teachers will notify parents of student progress in Tier 2/3 interventions utilizing the Student Progress Monitoring Report in Elevate and iReady Personalized Instruction Summary and conduct MTSS conferences with parents, as needed. As a result, students will make adequate gains and receive needed academic support.

Person Responsible Adriana Bode (msbode@dadeschools.net)

1/31/22-04/29/22 Revise intervention groups and modify intervention delivery based on the results of iReady AP2 data. Continue to monitor and notify parents of student progress and schedule MTSS conferences, as needed. As a result, students will make learning gains and increase proficiency.

Person Responsible Naomi Simon (pr5381@dadeschools.net)

1/31/22-04/29/22 Provide targeted lessons in Grades 3-5 on the Vocabulary Domain utilizing iReady lessons and supplemental materials (Wordly Wise, ReadWorks) in order to ensure students make learning gains and increase proficiency.

Person Responsible Naomi Simon (pr5381@dadeschools.net)

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

Area of Focus Description and Rationale:	Based on the data review, our school will implement the Targeted Element of Social Emotional Learning. The results of the School Climate Survey indicate that 62% of staff respondents felt overloaded and overwhelmed. Additionally, 32% of students responding to the School Climate Survey expressed that bullying is a problem at our school. Furthermore, we expect a significant number of students returning to the schoolhouse in the Fall will require social emotional support due to stressors and difficulties associated with the Covid-19 pandemic. Our school community will also need assistance and resources to mitigate the negative impact of Covid-19.
Measurable Outcome:	If we promote the physical, emotional, and mental health of students and staff, then 66% of students and staff will indicate on the School Climate Survey that their school effectively supports their social emotional well-being by June 2022.
Monitoring:	The Leadership Team will work with the Student Services Department to connect students and staff to resources and supports available to enhance mental health and social emotional well-being. The Leadership Team will mentor individual students demonstrating early warning indicators such as attendance, failures, behavioral referrals. The Leadership Team will plan regular school-wide SEL activities (Mindful Minute, daily check-ins, SEL lessons, collaborative spaces, and segments on morning announcements) for both students and staff to promote mental health, mindfulness, and joy.
Person responsible for monitoring outcome:	Naomi Simon (pr5381@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Social Emotional Learning, our school will focus on the evidence-based strategy of Mindfulness. Mindfulness is the practice of being in a state of active and open attention in the present. Research suggests that in an educational setting, practicing Mindfulness can benefit students' well-being, social skills, ability to focus, and academic performance. Mindfulness may also reduce stress and burnout for teachers and administrators. The key element to successful Mindfulness practices is to incorporate consistent times for practice throughout the school week, as little as 10-15 minutes at a time can be beneficial.
Rationale for Evidence-based Strategy:	Mindfulness will assist in decreasing feelings of stress, burnout, and undesired behaviors leading to absences and underperformance. The initiatives will provide the Leadership Team with a systematic approach to address student and staff social emotional needs.

Action Steps to Implement

8/31-10/11 Initiate "Mindfulness Monday Moment" during morning announcement. As a result, students will develop an increased ability to focus and reduce feelings of stress and anxiety.

Person Responsible	Naomi Simon (pr5381@dadeschools.net)

8/31-10/11 Our Mindfulness Champion will distribute mindfulness video resources and materials to faculty and staff during monthly faculty meetings. As a result, teachers will improve their ability to teach mindfulness strategies to students and develop a personal mindfulness practice.

Person Responsible	Dawn Cabrera (dawncabrera@dadeschools.net)

8/31-10/11 Identify and designate spaces throughout the school for students to take mindfulness breaks. As a result, students will improve coping skills, thereby enhancing attendance and academic performance.

Person Responsible Dawn Cabrera (dawncabrera@dadeschools.net)

8/31-10/11 Implement daily SEL check-ins in classrooms and through the Counselor's Corner Team room. As a result, students will feel valued and cared for by faculty and staff.

Person Responsible Adriana Bode (msbode@dadeschools.net)

11/01-12/21 Implement the Values Matter Miami program and recognize students monthly with a certificate and PTA sponsored "Values Breakfast with the Principal" in order to create a positive school culture and celebrate commendable behaviors.

Person Responsible Adriana Bode (msbode@dadeschools.net)

11/01-12/21 Create a Mental Health Club and develop school-wide, student-centered and teacher-centered activities that highlight mindfulness and Social-Emotional Learning (SEL) in order to foster positive thinking and improve mental health.

Person Responsible Dawn Cabrera (dawncabrera@dadeschools.net)

01/31/22-04/29/22 Implement the Eagle Bucks reward program in which students receive Eagle Bucks for demonstrating values such as respect, fairness, kindness, honesty, etc. thereby making positive contributions to school culture in order to increase student motivation and positive feelings towards school.

Person Responsible Naomi Simon (pr5381@dadeschools.net)

1/31/22-04/29/22 Implement school-wide monthly mental health activities (team building, positive message walls, gardening, singing, relaxation techniques) where students and staff have opportunities to decompress and focus on emotional and mental well-being in order to increase morale and positive feelings.

Person Responsible Dawn Cabrera (dawncabrera@dadeschools.net)

#4. Leadership specifically relating to Leadership Development	
Area of Focus Description and Rationale:	Based on qualitative data from the School Climate Survey, the SIP Survey, and review of the Core Leadership Competencies, we will utilize the Targeted Element of Leadership Development. Responses on the SIP Survey indicate that teachers do not always feel supported by other Teacher Leaders and Instructional Coaches. We want to develop teacher leaders to empower them to lead school-wide initiatives, mentor teachers, and provide peer support to improve their professional capacity leading to increased student success.
Measurable Outcome:	If we successfully implement the Targeted Element of Leadership Development, then we will have a 5% increase of teachers in leadership roles during the 2021-2022 school year.
Monitoring:	The Leadership Team will identify and develop specific staff members to serve as teacher leaders in new initiatives and programs. By involving teachers we hope to create an environment of shared leadership. This initiative will be evident by teacher leaders providing support and development to their colleagues in various areas. Teachers will present at meetings and develop professional learning opportunities for others.
Person responsible for monitoring outcome:	Anabelle Martinez (amartinez3@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Leadership Development, we will focus on the evidence-based strategy of: Shared Leadership. Shared Leadership involves systems designed to develop leadership capacity among all members of the school community. In Shared Leadership, teachers, staff, parents, and principals work together to solve problems and create an engaging school climate that fosters student learning. This can be achieved by understanding that different leadership styles are needed, engaging all stakeholders in working together towards a shared purpose, and ensuring all participants share responsibility and accountability.
Rationale for Evidence-based Strategy:	A system of Shared Leadership leads to a school in which teachers are empowered and assume leadership responsibilities in order to work together towards a shared purpose and mission.

Action Steps to Implement

8/31-10/11 The PLST will establish monthly informal meetings where teachers can share best practices, request support, and collaborate. As a result, teachers will have the opportunity to develop leadership skills.

Person Responsible	Anabelle Martinez (amartinez3@dadeschools.net)

8/31-10/11 Develop four curriculum teams (ELA, Science, Math, and Social Sciences) to plan and coordinate school-wide activities. As a result, teacher leaders will emerge to enhance school culture.

Person Responsible	Adriana Bode (msbode@dadeschools.net)

8/31-10/11 Develop an "Experts in the Building" list. As a result, these experts will establish shared purpose and responsibility by assuming leadership roles and providing support to other staff members.

Person Responsible	Silena Cuadra (scuadra@dadeschools.net)

8/31-10/11 Allow opportunities for peer observations and collaboration to support best practices and build stronger instructional strategies. As a result, teachers will enhance instructional effectiveness and rigor leading to improved student achievement.

Person Responsible Naomi Simon (pr5381@dadeschools.net)

11/01-12/21 The PLST will implement the steps delineated in the PD Plan to include the utilization of pineapple charts that will allow teachers to select an area of expertise. Self-identified experts will be given opportunities to showcase their strengths at faculty meetings, peer observations and school-site professional development.

Person Responsible Adriana Bode (msbode@dadeschools.net)

11/01-12/21 The PLST will meet monthly with teachers to share best practices and expertise, problem-solve, and collaborate on identified topics in order to foster leadership and share responsibility for school improvement initiatives.

Person Responsible Anabelle Martinez (amartinez3@dadeschools.net)

01/31/22-04/29/22 The PLST will offer mentoring opportunities to encourage teachers to take on new leadership roles. Teachers will have the opportunity to "shadow" a staff member who currently holds a leadership role to foster leadership and understand the requirements of the role.

Person Responsible Anabelle Martinez (amartinez3@dadeschools.net)

1/31/22-04/29/22 An "Expert in the Building" will be selected to lead Monthly PLST meetings. They will present professional learning opportunities in their area of expertise as a result more teachers will assume leadership roles.

Person Responsible Anabelle Martinez (amartinez3@dadeschools.net)

Additional Schoolwide Improvement Priorities

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

In comparison to state-wide data, our school disciplinary data reflects less than 1% of student disciplinary referrals. In order to maintain positive school culture, student discipline, and reduce disciplinary referrals we will implement the Miami Values Matter Program, Do the Right Thing Program, and provide Tier 2 and Tier 3 behavioral interventions. Teachers will review the Student Code of Conduct and behavioral expectations with students and parents.

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 Engaging Learning Environment, Relationships, and Clearly Defined Expectations. Our school maintains a clean, orderly, and appealing physical environment that encourages school pride. We celebrate the success of students and staff by emphasizing accomplishments and collaboration. Students are recognized through quarterly honor roll assemblies, iReady achievement awards, morning announcement shout outs, Do the Right Thing, and Values Matter. We have established protocols that allow for honest communication and feedback amongst all stakeholders through informal and formal conversations, surveys, and data chats. We also ensure our shared and aligned vision is clearly communicated through weekly newsletter, Teams channel for staff, and grade level meetings. Our school establishes a sense of community prioritizing social emotional wellness of students. Through daily check ins, counselor referrals, infusion of SEL curriculum during morning announcements and classroom lessons, and anti-bullying curriculum we foster students' social and emotional well-being.

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

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principal, Instructional Coach, Teacher Leaders and Counselors. The Principal and Assistant Principal's role is to monitor and oversee all the school's initiatives and address concerns with morale through honest communication and feedback, and morale boosting activities. Teacher Leaders and the Instructional Coach assist in providing and responding to feedback from stakeholders. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Differentiation	$0.00
2	III.A.	Areas of Focus: Instructional Practice: Small Group Instruction	$0.00
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	$0.00
4	III.A.	Areas of Focus: Leadership: Leadership Development	$0.00

	Total:	$0.00

	Total:	$0.00