# Francis S.Tucker K 8 Center

**2021-22 Schoolwide Improvement Plan**

## Table of Contents

# Francis S.Tucker K 8 Center

## 3500 S DOUGLAS RD, Miami, FL 33133

### http://tucker.dade.k12.fl.us/

## Demographics

## Principal: Frederlette Pickett

Start Date for this Principal: 7/19/2021

| | |
|---|---|
| **2019-20 Status** (per MSID File) | Active |
| **School Type and Grades Served** (per MSID File) | Combination School PK-8 |
| **Primary Service Type** (per MSID File) | K-12 General Education |
| **2020-21 Title I School** | Yes |
| **2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3) | 100% |
| **2020-21 ESSA Subgroups Represented** (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students Economically Disadvantaged Students |
| **School Grades History** | 2018-19: C (45%) 2017-18: A (63%) 2016-17: C (52%) |
| **2019-20 School Improvement (SI) Information*** | |
| **SI Region** | Southeast |
| **Regional Executive Director** | LaShawn Russ-Porterfield |
| **Turnaround Option/Cycle** | N/A |
| **Year** | |
| **Support Tier** | |
| **ESSA Status** | |
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here. | |

## School Board Approval

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

## SIP Authority

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

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

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

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

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

## Purpose and Outline of the SIP

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

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## http://tucker.dade.k12.fl.us/

## 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) |
|---|---|---|
| Combination School PK-8 | Yes | 88% |

| **Primary Service Type** (per MSID File) | **Charter School** | **2018-19 Minority Rate** (Reported as Non-white on Survey 2) |
|---|---|---|
| K-12 General Education | No | 96% |

## School Grades History

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

## School Board Approval

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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.**

Frances S. Tucker Elementary provides the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

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

The STArts Project Magnet program at Frances S. Tucker aims to nurture forward-thinking, action-oriented highly skilled, creative problem solvers who will become global citizens through the integration of Arts and STEM curriculum.

### 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 |
|------|----------------|----------------------------------|
| Pickett, Fredrelette | Principal | Dr. Pickett's job duties and responsibility consists of meeting with the administrative team to collaborate with teachers in disaggregating, analyzing, and interpreting data. Additionally, Dr. Pickett will conduct walkthroughs in order to provide feedback and information for the appropriate implementation of data-driven instruction and observe student's academic learning needs being met. |
| ALFARO, YANELIS | Reading Coach | Ms. Alfaro's job duties and responsibilities consist of assisting teachers with the implementation of the K-12 Comprehensive Research-based Reading Plan. Provide support to teachers by following the coaching model. Meeting the leadership team to disaggregate, analyze, and interpret data from baseline assessments, progress monitoring, and MTSS/RTI progress. Identify students working below grade level or lowest 25 percent to coordinate appropriate intervention schedule for MTSS/RTI Tier 2 and Tier 3. Additionally, plan with teachers data driven instruction to meet students' learning needs and encourage teachers to participate in professional development to effectively implement reading materials and strategies. |
| Pina, Miriam | Other | Ms. Pina's job duties and responsibilities consist of meeting the leadership team to disaggregate, analyze, and interpret data from baseline assessments, progress monitoring, and MTSS/RTI progress. Identify students working below grade level or lowest 25 percent to coordinate before school, after school, or Saturday tutoring schedule to assist in closing the learning gap. Additionally, surveying teachers to identify which professional development would benefit teacher growth and student achievement and coordinating professional development during the school year. |
| Salazar, Yaliesperanza | Math Coach | Ms. Salazar's job duties and responsibilities consist of assisting teachers with the implementation of the mathematics curriculum. Provide support to teachers by following the coaching model. Meeting the leadership team to disaggregate, analyze, and interpret data from baseline assessments, progress monitoring, and MTSS/RTI progress. Identify students working below grade level or lowest 25 percent to coordinate appropriate intervention schedule for MTSS/RTI Tier 2 and Tier 3. Additionally, plan with teachers data driven instruction to meet students' learning needs and encourage teachers to participate in professional development to effectively implement mathematics materials and strategies. |
| Garrido, Marisol | Assistant Principal | Mrs. Garrido's job duties and responsibilities consist of meeting with the leadership team to disaggregate, analyze, and interpret data from baseline assessments, progress monitoring, and MTSS/RTI progress. Students in the lowest 25 percentile group will be identified and proper interventions will be implemented to meet the student's learning needs and monitor their progress. Additionally, identify and monitor RTI Tier 2 and Tier 3 intervention groups. Scheduling quarterly data chats with coaches and teachers to analyze and reflect data-driven instruction and student's academic growth |

| Name | Position Title | Job Duties and Responsibilities |
|---|---|---|
| | | progress. Weekly walkthroughs to observe standard-aligned instruction and student engagement in the classroom. |

## Demographic Information

**Principal start date**

Monday 7/19/2021, Frederlette Pickett

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

12

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

23

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

239

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

6

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

0

**Demographic Data**

## Early Warning Systems

**2021-22**

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 29 | 36 | 41 | 36 | 43 | 60 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 245 |
| Attendance below 90 percent | 15 | 11 | 11 | 14 | 9 | 14 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 74 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Course failure in ELA | 0 | 1 | 0 | 3 | 5 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 |
| Course failure in Math | 0 | 0 | 1 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Number of students with a substantial reading deficiency | 1 | 5 | 24 | 17 | 13 | 14 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 74 |

**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 | 2 | 1 | 1 | 5 | 4 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 |

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

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

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

Monday 7/19/2021

## 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 | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Number of students enrolled | 43 | 45 | 37 | 47 | 62 | 50 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 284 |
| Attendance below 90 percent | 11 | 16 | 9 | 14 | 15 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 78 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 0 | 2 | 5 | 1 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18 |
| Course failure in Math | 0 | 0 | 1 | 1 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 2 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 |

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

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

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

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

## 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 | | | | 63% | 63% | 61% | 61% | 62% | 60% |
| ELA Learning Gains | | | | 52% | 61% | 59% | 69% | 61% | 57% |
| ELA Lowest 25th Percentile | | | | 35% | 57% | 54% | 82% | 57% | 52% |
| Math Achievement | | | | 59% | 67% | 62% | 63% | 65% | 61% |

| School Grade Component | 2021 | | | 2019 | | | 2018 | | |
|---|---|---|---|---|---|---|---|---|---|
| | School | District | State | School | District | State | School | District | State |
| Math Learning Gains | | | | 44% | 63% | 59% | 56% | 61% | 58% |
| Math Lowest 25th Percentile | | | | 22% | 56% | 52% | 64% | 55% | 52% |
| Science Achievement | | | | 43% | 56% | 56% | 47% | 57% | 57% |
| Social Studies Achievement | | | | | 80% | 78% | | 79% | 77% |

**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 | 60% | 60% | 0% | 58% | 2% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 53% | 64% | -11% | 58% | -5% |
| Cohort Comparison | | -60% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 60% | 60% | 0% | 56% | 4% |
| Cohort Comparison | | -53% | | | | |
| 06 | 2021 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | -60% | | | | |
| 07 | 2021 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 08 | 2021 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2021 | | | | | |
| | 2019 | 71% | 67% | 4% | 62% | 9% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 55% | 69% | -14% | 64% | -9% |
| Cohort Comparison | | -71% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 40% | 65% | -25% | 60% | -20% |
| Cohort Comparison | | -55% | | | | |
| 06 | 2021 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | -40% | | | | |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 07 | 2021 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 08 | 2021 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |

| SCIENCE | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2021 | | | | | |
| | 2019 | 40% | 53% | -13% | 53% | -13% |
| Cohort Comparison | | | | | | |
| 08 | 2021 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | -40% | | | | |

| BIOLOGY EOC | | | | | |
|---|---|---|---|---|---|
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | | | | | |
| CIVICS EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | | | | | |
| HISTORY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | | | | | |
| ALGEBRA EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | | | | | |

| GEOMETRY EOC | | | | | |
|---|---|---|---|---|---|
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | | | | | |

## Grade Level Data Review - Progress Monitoring Assessments

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

The school will use the provided table to input the number and percent proficient on 2020-2021 school-based progress monitoring data by grade level and testing time-line by using the following progress monitoring tool:
Grades K-5 will use I-Ready Data AP 1 for the Fall, AP 2 for the Winter, and AP 3 for the Spring.

| Grade 1 | | | | |
|---|---|---|---|---|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 51.5% | 30.0% | 38.7% |
| | Economically Disadvantaged | 51.7% | 25.0% | 37.0% |
| | Students With Disabilities | | | |
| | English Language Learners | | | |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 35.7% | 18.8% | 15.2% |
| | Economically Disadvantaged | 34.6% | 17.9% | 10.3% |
| | Students With Disabilities | | | |
| | English Language Learners | | | |

| Grade 2 | | | | |
|---|---|---|---|---|
| | **Number/% Proficiency** | **Fall** | **Winter** | **Spring** |
| **English Language Arts** | All Students | 42.9% | 60.7% | 64.3% |
| | Economically Disadvantaged | 40.0% | 56.0% | 60.0% |
| | Students With Disabilities | | | |
| | English Language Learners | | | |
| | **Number/% Proficiency** | **Fall** | **Winter** | **Spring** |
| **Mathematics** | All Students | 20.7% | 34.5% | 58.6% |
| | Economically Disadvantaged | 19.2% | 26.9% | 53.8% |
| | Students With Disabilities | | | |
| | English Language Learners | | | |

| Grade 3 | | | | |
|---|---|---|---|---|
| | **Number/% Proficiency** | **Fall** | **Winter** | **Spring** |
| **English Language Arts** | All Students | 44.7% | 48.7% | 69.4% |
| | Economically Disadvantaged | 38.2% | 45.7% | 66.7% |
| | Students With Disabilities | 22.2% | 10.0% | 42.9% |
| | English Language Learners | | | |
| | **Number/% Proficiency** | **Fall** | **Winter** | **Spring** |
| **Mathematics** | All Students | 15.8% | 17.9% | 44.4% |
| | Economically Disadvantaged | 14.7% | 17.1% | 42.4% |
| | Students With Disabilities | | 10.0% | 28.6% |
| | English Language Learners | | | |

| Grade 4 | | | | |
|---|---|---|---|---|
| | Number/% Proficiency | Fall | Winter | Spring |
| **English Language Arts** | All Students | 35.8% | 38.0% | 37.7% |
| | Economically Disadvantaged | 34.0% | 36.2% | 34.0% |
| | Students With Disabilities | | 11.1% | |
| | English Language Learners | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| **Mathematics** | All Students | 16.7% | 34.0% | 60.4% |
| | Economically Disadvantaged | 13.7% | 32.0% | 58.0% |
| | Students With Disabilities | 11.1% | | 50.0% |
| | English Language Learners | | | |

| Grade 5 | | | | |
|---|---|---|---|---|
| | Number/% Proficiency | Fall | Winter | Spring |
| **English Language Arts** | All Students | 23.4% | 21.7% | 31.1% |
| | Economically Disadvantaged | 15.4% | 15.8% | 27.0% |
| | Students With Disabilities | 5.0% | 5.0% | 16.7% |
| | English Language Learners | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| **Mathematics** | All Students | 21.7% | 21.1% | 35.6% |
| | Economically Disadvantaged | 18.4% | 12.5% | 32.4% |
| | Students With Disabilities | 10.0% | 5.3% | 27.8% |
| | English Language Learners | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| **Science** | All Students | | 17.0% | |
| | Economically Disadvantaged | | 13.0% | |
| | Students With Disabilities | | 0.0% | |
| | English Language Learners | | 0.0% | |

## Subgroup Data Review

### 2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS

| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2019-20 | C & C Accel 2019-20 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| SWD | 42 | 47 | | 50 | 33 | | 50 | | | | |
| ELL | 51 | | | 56 | | | 30 | | | | |
| BLK | 34 | 38 | | 27 | 14 | | 50 | | | | |
| HSP | 54 | 56 | | 48 | 28 | | 40 | | | | |
| FRL | 45 | 44 | | 38 | 18 | | 42 | | | | |

### 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 | 51 | 44 | 31 | 45 | 31 | 14 | 32 | | | | |
| ELL | 58 | 42 | 20 | 69 | 55 | | 33 | | | | |
| BLK | 61 | 54 | | 47 | 30 | | 36 | | | | |
| HSP | 63 | 49 | 15 | 65 | 51 | 20 | 48 | | | | |
| FRL | 61 | 48 | 30 | 57 | 42 | 20 | 41 | | | | |

### 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 | 47 | 81 | 86 | 50 | 71 | 61 | 31 | | | | |
| ELL | 63 | 81 | 85 | 60 | 75 | 64 | | | | | |
| BLK | 57 | 70 | 90 | 61 | 56 | 73 | 32 | | | | |
| HSP | 65 | 69 | 76 | 65 | 55 | 56 | 56 | | | | |
| FRL | 62 | 68 | 80 | 63 | 54 | 60 | 48 | | | | |

## 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 | 42 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 2 |
| Progress of English Language Learners in Achieving English Language Proficiency | 41 |
| Total Points Earned for the Federal Index | 252 |
| Total Components for the Federal Index | 6 |
| Percent Tested | 98% |
| **Subgroup Data** | |

| Students With Disabilities | |
|---|---|
| Federal Index - Students With Disabilities | 44 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | |

| English Language Learners | |
|---|---|
| Federal Index - English Language Learners | 45 |
| English Language Learners Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | |

| Native American Students | |
|---|---|
| Federal Index - Native American Students | |
| Native American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32% | |

| Asian Students | |
|---|---|
| Federal Index - Asian Students | |
| Asian Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Asian Students Subgroup Below 32% | |

| Black/African American Students | |
|---|---|
| Federal Index - Black/African American Students | 33 |
| 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 | 45 |
| 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 | 38 |
| 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?**

According to 2019 FSA data findings:
*The school to district comparison shows an increase in the Achievement gap widening from 3rd to 5th grade in both ELA and Math.
*All ELA subgroups maintained an achievement level of 55.3%.
*All Math subgroups widened the achievement gap.
*All FCAT Science subgroups have maintained a proficiency level of 45%.
*All Math subgroups overall Learning Gains of L25 decreased across all grade levels.
*All Reading subgroups overall Learning Gains of L25 decreased across all grade levels.

Based on 2020-2021 FSA data findings:
* ELA overall proficiency level widened the achievement by 15% from 63% to 48%.
* ELA learning gains subgroup maintained proficiency level of 52%.
* Math overall proficiency level widened the achievement level by 18% from 59% to 41%.
* Math learning gains subgroup widened the achievement gap by 20% from 44% to 24% .
* FCAT Science overall proficiency level increased 3% from 43% to 46%.
As a result of the data findings for 2020-2021, it indicates that the most significant decreased occurred in achieving overall proficiency levels in ELA and Math as well as in the subgroup of Math Learning Gains.

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

According to 2019 data findings:
*The majority of our ELA Subgroups Learning Gains in L25 decreased by 47% points.
*The majority of our Math Subgroups Learning Gains in L25 decreased by 42% points.
*Our SWD students and ELL students decreased across grade levels in learning gains.

According to 2020-2021 data findings, both L25 subgroups for ELA and Math demonstrate need for improvement as there was 0% increase. Additionally, Math Learning Gain subgroup needs improvement as it decreased 20% from 44% to 24%.

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

We will continue to implement standards-based instruction in all classrooms by incorporation data-driven instruction to help meet the needs of our L25 subgroup. We will also develop teachers using strategies that focus on scaffolding and intervention using differentiating strategies based on standard learning needs to meet grade level expectations.

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

ELA proficiency increased from 61 percentage points in 2018 to 63 percentage points on the 2019 FSA. In 2021 students in the L25 subgroup in Math showed a growth of 4 percentage points when comparing IReady AP1 to AP3 data. In 2021 students in the L25 subgroup in Reading showed a growth of 6 percentage points when comparing IReady AP1 to AP3 data.

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

We created a collaborative planning schedule that allotted time to plan for DI. Administrators will continue attending weekly collaborative planning sessions. They will now contribute to conversations with team leadership to carefully align resources.

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

Data-driven instruction, extended learning opportunities, standards-based collaborative planning, interventions (RTI).

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

The PLS team will develop whole group sessions and job-embedded sessions on using data to drive instruction (September/21), aligning resources to small group instruction (October/21), tackling OPM data (November/December/21), making adjustments to groups as data becomes available (2/21) and continuous data chats with individualized feedback and next steps (ongoing). Coaching cycles will also be implemented individually with teachers to support specific needs (ongoing).

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

Collaborative planning will be scheduled weekly and a member of the Leadership Team will attend to ensure fidelity to the strategies being implemented school-wide that are aligned to the goals. Extended learning opportunities will be provided with before and after school tutoring and interventions as well as Saturday Academies, Spring Break Academy, and STARTS-based clubs and STEAM activities.

## Part III: Planning for Improvement

**Areas of Focus:**

| **#1. Instructional Practice specifically relating to Differentiation** |
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| **Area of Focus Description and Rationale:** | Based on the 2020-2021 data review at Frances S. Tucker Elementary, our school will implement the Targeted Element of Differentiation for the 2021-2022 school year. We selected the extensive area of differentiation based on our findings that demonstrated learning gains for the L25 subgroups decreased to 0% growth in ELA and Math. We are not meeting the unique needs of all learners; therefore, it is evident that we must improve our ability to differentiate instruction based on the levels of our student population. We will provide the scaffolding necessary for the L25 subgroup to meet the instructional academic needs to make learning gains and meet proficiency levels in reading and mathematics. |
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| **Measurable Outcome:** | By successfully implementing Differentiation, then our L25 students will increase by a minimum of 10 percentage points as evidenced by the 2022 FSA State Assessments. |
| **Monitoring:** | The Leadership Team will conduct quarterly data chats, adjust groups based on current data in real time, and follow-up with regular walkthroughs to ensure quality instruction is taking place. Particularly, administrations will review bi-weekly lessons plans for indicators of differentiation for L25 students. Data Analysis of formative assessments of L25 students will be reviewed monthly to observe student's progress and we will monitor OPM data on a bi-weekly basis. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards. |
| **Person responsible for monitoring outcome:** | Marisol Garrido (mgarrido@dadeschools.net) |
| **Evidence-based Strategy:** | Within the Targeted Element of differentiation, our school will focus on the evidence based strategy of: Data Driven Instruction. Data-driven instruction will assist in accelerating the learning gains of L25 and it is a systematic approach of instruction that meets the students' learning needs. Data-driven instruction will be monitored through the use of data trackers to drive instructional planning and data driven conversations to include OPMs. |
| **Rationale for Evidence-based Strategy:** | Data-driven instruction will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available. |

| **Action Steps to Implement** |
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The action steps that will be taken during 08/31-10/11/21 by the assistant principal will be:
1. Create schedules with common planning time.
2. Schedule first quarter data chats and analyze students' data.
3. Meet and reflect with teachers during planning about differentiated instructions.

| **Person Responsible** | Marisol Garrido (mgarrido@dadeschools.net) |
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The action steps that will be taken during 08/31-10/11/21 by the Reading Coach will be:
1. Meet with teachers during planning to analyze students' data.
2. Provide support in implementing differentiated instruction effectively.
3. Reflecting with teachers on lesson plans to assist students' learning progress.

| **Person Responsible** | YANELIS ALFARO (yanelisalfaro@dadeschools.net) |
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The action steps that will be taken during 08/31-10/11/21 by the Math Coach will be:
1. Meet with teachers during planning to analyze students' data.

2. Provide support in implementing differentiated instruction effectively.
3. Reflecting with teachers on lesson plans to assist students' learning progress.

**Person Responsible**    Yaliesperanza Salazar (ysalazar@dadeschools.net)

The action steps that will be taken during 08/31-10/11/21 by the principal will be:
1. Conduct walkthroughs to observe differentiation lessons in the classrooms.
2. Participate in first quarter data chats and analyze students' data.
3. Meet and reflect with teachers during planning about differentiated instructions.

**Person Responsible**    Fredrelette Pickett (fpickett@dadeschools.net)

The action steps that will continue to be taken during 11/1/21-12/17/21 by the Reading Coach will be:
1. Weekly planning meetings with teachers to analyze students' weekly and bi weekly assessment results.
2. Checking weekly I-Ready Instructional Summary reports to ensure students are meeting weekly goals.
3. Continue to provide support in implementing differentiated instruction effectively.
4. Reflecting and adjusting lesson plans based on students' learning progress.

**Person Responsible**    YANELIS ALFARO (yanelisalfaro@dadeschools.net)

The action steps that will continue to be taken during 11/1/21-12/17/21 by the Math Coach will be:
1. Weekly planning meetings with teachers to analyze students' mathematics topic assessment results.
2. Checking weekly I-Ready Instructional Summary reports to ensure students are meeting weekly goals.
3. Continue to provide support in implementing differentiated instruction effectively.
4. Reflecting and adjusting lesson plans based on students' learning progress.

**Person Responsible**    Yaliesperanza Salazar (ysalazar@dadeschools.net)

The action steps that will be taken during 01/31/22-04/29/22 by the Reading Coach will be:
1. Weekly planning meetings with teachers to analyze students' weekly and bi weekly assessment results.
2. Checking weekly I-Ready Instructional Summary reports to ensure students are meeting weekly goals.
3. Creating and implementing a "Crunch Time" calendar to address the student's learning needs in reading and mathematics using differentiation to address specific skills.
4.Using technology program Study Island to assign specific reading and math standards to differentiate lessons based on students' learning needs.

**Person Responsible**    YANELIS ALFARO (yanelisalfaro@dadeschools.net)

The action steps that will continue to be taken during 01/31/22-04/29/22 by the Math Coach will be:
1. Weekly planning meetings with teachers to analyze students' mathematics topic assessment results.
2. Checking weekly I-Ready Instructional Summary reports to ensure students are meeting weekly goals.
3. Creating and implementing a "Crunch Time" calendar to address the student's learning needs in reading and mathematics using differentiation to address specific skills.
4.Using technology program Study Island to assign specific reading and math standards to differentiate lessons based on students' learning needs.

**Person Responsible**    YANELIS ALFARO (yanelisalfaro@dadeschools.net)

| #2. Instructional Practice specifically relating to ELA | |
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| **Area of Focus Description and Rationale:** | Based on the 2020-2021 date review, our school will focus on the learning loss of ELA Reading proficiency for students in kindergarten through fifth grade. The 2020-2021 I-Ready Reading AP 3 data indicates, that 13.8 % students in kindergarten, 61.3% students in first grade, and 35% of students in second grade are not meeting proficiency levels. Additionally, the FSA ELA Reading 2020-2021 data demonstrates that 61% of third graders, 62% of fourth graders, and 56% of fifth graders did not meet proficiency levels. We selected to focus on ELA Reading instruction based on our findings in order to improve the percentage of students meeting reading proficiency levels. |
| **Measurable Outcome:** | For the 2020-2021 school year, the school's goal is for grades 3-5 to increase by 10% the students' proficiency level on the FSA ELA Reading 2022 and for students in grades K-2 to increase by 10% "On or Above" grade level I-Ready Reading scale score. |
| **Monitoring:** | The area of focus will be monitored by:<br>* Analyzing data with teachers<br>* Identifying students in the lowest 25 percent<br>* Schedule targeted students to attend intervention<br>* Monitor student's progress in intervention<br>* Conduct walkthroughs to ensure fidelity of intervention<br>* Collaborative planning meetings<br>* Data chats to analyze progress monitoring<br>* Participation in district or transformational training on Reading Horizons intervention |
| **Person responsible for monitoring outcome:** | YANELIS ALFARO (yanelisalfaro@dadeschools.net) |
| **Evidence-based Strategy:** | Within the Targeted Element of ELA Reading, our school will focus on the evidence-based of Response to Intervention (RtI). RtI is a multi-tier approach to the early identification and support of students with learning 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:** | The RtI multi-tier approach will be used during the reading block to provide high-quality instruction and providing intervention to those targeted students to address specifically their learning needs. In RtI tier 1, all students will receive the on-grade level using the McGraw-Hill Wonders and differentiated instruction. Then RtI tier 2, targeted students will receive small group intervention with the Horizon program and tier 3 students will receive specific skill-based intervention. By using the RtI multi-tier approach students will be able to decrease the learning loss and meet reading proficiency levels. |

### Action Steps to Implement

The action steps that will be taken during 08/31-10/11/21 by the assistant principal will be:
1. Creating common planning time for teachers to use effectively pacing guides to plan collaboratively using the RtI multi-tier approach.
2. Conducting walkthroughs to ensure the RtI multi-tiered is being implemented with fidelity in the classrooms and intervention classroom.

**Person Responsible** Marisol Garrido (mgarrido@dadeschools.net)

The action steps that will be taken during 08/31-10/11/21 by the reading coach will be:
1. Support teachers by weekly planning to ensure they understand how to implement pacing guides.
2. Providing instructional resources and implementing it effectively.

3. Planning with teachers effective teaching strategies for instructional delivery.
4. Model lessons on how to implement tier 1 whole group instruction and differentiated instruction.
5. Creating RtI schedule and students' groups.
6. Monitoring student's progress.

**Person Responsible**   YANELIS ALFARO (yanelisalfaro@dadeschools.net)

The action steps that will be taken during 08/31-10/11/21 by the principal will be:
1. Meet with teachers to discuss their plan on implementing effectively the RtI multi-tiered instruction the classroom and student's progress.
2. Conducting walkthroughs to ensure the RtI multi-tiered is being implemented with fidelity in the classrooms and intervention classroom.

**Person Responsible**   Fredrelette Pickett (fpickett@dadeschools.net)

The action steps that will be taken during 08/31-10/11/21 by the professional development liaison will be:
1. Communicating with teachers to make them aware of reading, differentiated instruction, and intervention professional development opportunities.

**Person Responsible**   Miriam Pina (mpina21@dadeschools.net)

The action steps that will continue to be taken during 11/15/21-12/17/21 by the Reading Coach will be:
1. Support teachers during weekly planning to ensure pacing guide standards are being implemented.
2. Continue to provide instructional resources and implementing based on student's learning needs.
3. Using effective reading strategies to reduce the reading learning gap.
4. Using the data driven lesson plans to meet students' reading learning needs during afterschool T.A.L.E.N.T.S. program.

**Person Responsible**   YANELIS ALFARO (yanelisalfaro@dadeschools.net)

The action steps that will be taken during 11/15/21-12/17/21 by the assistant principal will be:
1. Weekly monitoring the students I-Ready Instructional Report to ensure that students are meeting their weekly goal.
2. Providing additional time before school for students to use the computer lab to meet their I-Ready weekly goals.

**Person Responsible**   Marisol Garrido (mgarrido@dadeschools.net)

The action steps that will continue to be taken during 01/31/22-04/29/22 by the Reading Coach will be:
1. Support teachers during weekly planning to ensure pacing guide standards are being implemented.
2. Continue to provide instructional resources and implementing based on student's learning needs.
3. Using IReady AP 2 to determine L25 students growth in reading and establish new lessons completion goals with a passing rate of 75% or higher.
4. Using technology program Study Island to assign specific reading standards to L25 students to meet their learning needs.

**Person Responsible**   YANELIS ALFARO (yanelisalfaro@dadeschools.net)

The action steps that will be taken during 01/31/22-04/29/22 by the assistant principal will be:
1. Weekly monitoring the students I-Ready Instructional Report to ensure that students are meeting their weekly goal.
2. Providing additional time before school for students to use the computer lab to meet their I-Ready weekly goals.
3.Weekly monitoring the students' Study Island lessons completion report and passing rate.

**Person Responsible**   Marisol Garrido (mgarrido@dadeschools.net)

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| **#3. Culture & Environment specifically relating to Student Attendance** | |
| **Area of Focus Description and Rationale:** | Based on the 2019-2020 data review, our school will implement the Targeted Element of Student Attendance for the 2021-2022 school year. Through our data review, we noticed the students who struggle with daily attendance are also the students who are not meeting expectations for learning gains as well as proficiency. In addition, many of our L25 students have had reoccurring attendance issues. We recognize the need to tailor our attendance initiatives and improve in making connections with families and the community to ensure attendance is consistently high. |
| **Measurable Outcome:** | By successfully implementing the Targeted Element of Student Attendance, our students will receive quality instruction that will contribute to improved students outcomes. With consistent student incentives, our attendance will increase 5% percentage points by June 2022. |
| **Monitoring:** | The school's social worker will continue making connections with family and the community to monitor students attendance. The school counselor will track and provide incentives to promote attendance. Teachers will be mentoring students to build connections to motivate them to improve school attendance. |
| **Person responsible for monitoring outcome:** | Fredrelette Pickett (fpickett@dadeschools.net) |
| **Evidence-based Strategy:** | Within the Targeted Element of student attendance, our school will focus on the evidence-based strategy of: Attendance Initiatives. Attendance Initiatives will assist in narrowing the absence gap amongst our students. Student absences will be monitored on a weekly basis to prevent a pattern of excessive absences. |
| **Rationale for Evidence-based Strategy:** | Attendance Initiatives, such as the mentoring program, will assist in decreasing the number of student absences. The initiatives will provide the Leadership Team with a systematic approach to identify attendance issues, remediation, and rewards. |

### Action Steps to Implement

The action steps that will be taken during 08/31-10/11/21 by the principal will be:
1. Implementing a mentoring program.
2. Collaborating with teachers to choose a student to mentor during the 2021-2022 school year, that has been previously identified with attendance concerns.

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| **Person Responsible** | Fredrelette Pickett (fpickett@dadeschools.net) |

The action steps that will be taken during 08/31-10/11/21 by the assistant principal will be:
1. On weekly basis, share attendance report with social worker in order to communicate with parents regarding their child's attendance.

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| **Person Responsible** | Marisol Garrido (mgarrido@dadeschools.net) |

The action steps that will be taken during 08/31-10/11/21 by the assistant principal will be:
1. Working with the counselor on a monthly incentive for the class with perfect attendance.

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| **Person Responsible** | Marisol Garrido (mgarrido@dadeschools.net) |

The action steps that will be taken during 08/31-10/11/21 by the principal will be:
1. Monitor mentoring program by providing teachers with a weekly log and mentoring strategies and/or activities to encourage students to improve their attendance and academic growth.

**Person Responsible** Fredrelette Pickett (fpickett@dadeschools.net)

The action steps that will be taken during 11/1/21-12/17/21 by the assistant principal will be:
1. Continue to working with the counselor on a monthly incentive for the class with perfect attendance.
2. Working with the social worker on identifying students with 10 or more unexcused absences and following the truancy process.

**Person Responsible** Marisol Garrido (mgarrido@dadeschools.net)

The action steps that will be taken during 11/1/21-12/17/21 by the principal will be:
1. Continue to monitor mentoring program by checking teachers' weekly log and reflecting with teachers on how the students are responding to the mentoring program.

**Person Responsible** Fredrelette Pickett (fpickett@dadeschools.net)

The action steps that will be taken during 01/31/22-04/29/22 by the principal will be:
1. Continue to monitor mentoring program by checking teachers' weekly log and reflecting with teachers on how the students are responding to the mentoring program.
2. Mentors will give their mentees a mid-year mentoring survey.

**Person Responsible** Fredrelette Pickett (fpickett@dadeschools.net)

The action steps that will be taken during 01/31/22-04/29/22 by the assistant principal will be:
1. Continue to working with the counselor on a monthly incentive for the class with perfect attendance.
2. Working with the social worker on identifying students with 10 or more unexcused absences and following the truancy process.
3. End of the school year incentive for class most improved in attendance and overall perfect attendance.

**Person Responsible** Marisol Garrido (mgarrido@dadeschools.net)

| #4. Leadership specifically relating to Specific Teacher Feedback | |
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| **Area of Focus Description and Rationale:** | Based on 2020-2021 qualitative data from the School Climate survey, we want to use the Targeted Element of Connecting with Families and Community for the 2021-2022 school year. Teachers in the building felt a lack of concern and support from parents, therefore more school wide initiatives promoting family involvement will occur. By involving parents in the school wide initiatives and providing opportunities for participation our parent involvement and teacher views will be positively impacted. |
| **Measurable Outcome:** | By successfully implementing the Targeted Element of Connecting with Families and Community, then our teachers will be provided with opportunities to connect with parents. The percentage of teachers who felt lack of support from parents will decrease from 74 percent to 70 percent during the 2021-2022 school year. |
| **Monitoring:** | This will be monitored through teacher parent communication logs and event sign in sheets. |
| **Person responsible for monitoring outcome:** | Marisol Garrido (mgarrido@dadeschools.net) |
| **Evidence-based Strategy:** | Within the Targeted Element of Instructional Leadership Team, we will focus on the Evidenced Based Strategy of: Connecting with Families and Community, Parent volunteering, workshop opportunities, and school wide parent involvement initiatives will be offered. Involvement will be monitored through sign in book and event sign in sheets. |
| **Rationale for Evidence-based Strategy:** | Involving parents will assist in helping them understand our vision and mission and will help improve teacher views. |

| Action Steps to Implement |
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The action steps that will be taken during 08/31-10/11/21 by the assistant principal will be:
1. Provide parents with Student-Parent contract that allows parents to choose one parental involvement they will participate during the school year.
2. Working with the counselor and CIS to provide various days and times for parents participate on virtual parent meetings.

| **Person Responsible** | Marisol Garrido (mgarrido@dadeschools.net) |
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The action steps that will be taken during 08/31-10/11/21 by the reading coach will be:
1. Plan a virtual and school-site parent-student literacy event.
2. Conduct a parent workshop to provide parents with information for at home reading strategies.

| **Person Responsible** | YANELIS ALFARO (yanelisalfaro@dadeschools.net) |
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The action steps that will be taken during 08/31-10/11/21 by the math coach will be:
1. Plan a virtual and school-site parent-student math bowl event.
2. Conduct a parent workshop to provide parents with information for at home math strategies.

| **Person Responsible** | Yaliesperanza Salazar (ysalazar@dadeschools.net) |
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The action steps that will be taken during 08/31-10/11/21 by the principal will be:
1. Meet with leadership team to discuss parental involvement participation after activities.
2. Provide parents with a survey on which parent workshops they would like to attend.

| **Person Responsible** | Fredrelette Pickett (fpickett@dadeschools.net) |
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The action steps that will be taken during 11/1/21-12/17/21 by the reading coach will be:
1. Continue to conduct monthly parent meetings to assist parents with reading strategies and technology programs that will improve student's learning progress.

| **Person Responsible** | YANELIS ALFARO (yanelisalfaro@dadeschools.net) |
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The action steps that will be taken during 11/1/21-12/17/21 by the math coach will be:
1. Continue to conduct monthly parent meetings to assist parents with math strategies and technology programs that will improve student's learning progress.

| **Person Responsible** | Yaliesperanza Salazar (ysalazar@dadeschools.net) |
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The action steps that will be taken during 01/31/22-04/29/22 by the reading and math coach will be:
1. Continue to conduct monthly parent meetings to assist parents with reading strategies and technology programs that will improve student's learning progress.
2. Conduct a virtual parent meeting to inform parents of SAT and FSA testing.

| **Person Responsible** | YANELIS ALFARO (yanelisalfaro@dadeschools.net) |
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The action steps that will be taken during 01/31/22-04/29/22 by the assistant principal will be:
1.Monitor the attendance of SAT and FSA parent meetings in grades K-5.
2. Work with Mental Health coordinate to provide parents with workshops on different topics to address students mental and academic growth.

| **Person Responsible** | Marisol Garrido (mgarrido@dadeschools.net) |
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## 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.

**School culture and environment will be monitored through the teacher-student mentoring program implemented at the school. The teacher-student mentoring program consist of teachers selecting a student that has demonstrated attendance, academic, and/or behavior concerns to meet with them on weekly basis. Teachers will set goals with their student based on their needs and using different mentoring strategies to help the student reach their attendance, academic, or behavior goals. This teacher-mentoring program will continue to assist the school with "Low" incident ranking as reported on the SafeSchoolsforAlex.org.**

## 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.**

Based on the 2020 data review, our school will implement the Targeted Element of Student Attendance. Through our data review, we noticed 13 students who struggled with daily attendance are also students who are not meeting expectations in ELA. We will continue the mentoring program and school wide incentives to promote attendance. We will improve in making connections with families and the community to ensure attendance is consistently high.

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

During the 2021-2022. the school's social worker will continue making connections with family and the community to monitor students attendance. The school counselor will track and provide incentives to promote attendance. Teachers will be mentoring students to build connections to motivate them to improve school attendance.