

Miami-Dade County Public Schools

# Bel Aire Elementary School



## 2021-22 Schoolwide Improvement Plan

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# Bel Aire Elementary School

10205 SW 194TH ST, Cutler Bay, FL 33157

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

## Demographics

**Principal: Yolanda Oliu**

Start Date for this Principal: 11/19/2020

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2020-21 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: B (61%) 2017-18: A (66%) 2016-17: B (61%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

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

## SIP Authority

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

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

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

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

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

## Purpose and Outline of the SIP

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

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## Bel Aire Elementary School

10205 SW 194TH ST, Cutler Bay, FL 33157

<http://belaireeagles.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	90%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

### School Grades History

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

### School Board Approval

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### SIP Authority

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

### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement.

We provide 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.

We are committed to provide educational excellence for all.

### 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
Oliu, Yolanda	Principal	The principal's role is to convene Leadership Team meetings and oversee that all aspects/components are being carried out with fidelity.
Maza, Monica	Assistant Principal	The role of the Assistant Principal is to monitor all curricular programs and initiatives at the school site and assist the principal in ensuring the fidelity of all programs.
Uceta, Maria	Instructional Coach	The role of the Instructional Coach is to support teachers as they plan the deliver of lessons, differentiated instruction, and interventions for students. Her role is to model lessons when necessary and be a liaison between them and the administrative team.
Henry, Tangela	Teacher, K-12	The responsibility of Ms. Tangela Henry is to serve as the liaison for the intermediate grade levels at the school site. She supports all curricular programs and ensures there is clear communication between the administrative team and the intermediate grades.
Rodriguez, Melanie	Teacher, K-12	The responsibility of Ms. Melanie Rodriguez is to serve as the liaison for the intermediate grade levels at the school site. She supports all curricular programs and ensures there is clear communication between the administrative team and the intermediate grades.
Dye, Sharma	Teacher, PreK	The responsibility of the Pre-K teacher is to support student learning and engagement at an early age for the community at Bel-Aire Elementary School. She prepares our students for optimal learning opportunities at early stages of learning.

## Demographic Information

### Principal start date

Thursday 11/19/2020, Yolanda Oliu

**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.*

5

**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.*

15

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

20

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

233

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

0

**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	25	37	42	47	41	41	0	0	0	0	0	0	0	233
Attendance below 90 percent	5	12	19	13	11	8	0	0	0	0	0	0	0	68
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	4	7	14	8	0	0	0	0	0	0	0	33
Course failure in Math	0	0	3	5	13	12	0	0	0	0	0	0	0	33
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
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	0	5	25	26	15	7	0	0	0	0	0	0	0	78

**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	1	2	6	15	11	14	0	0	0	0	0	0	0	49

**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	2	1	3	6	2	2	0	0	0	0	0	0	0	16
Students retained two or more times	0	0	0	1	1	2	0	0	0	0	0	0	0	4

**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	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	25	37	42	47	41	41	0	0	0	0	0	0	0	233
Attendance below 90 percent	5	12	19	13	11	8	0	0	0	0	0	0	0	68
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	4	7	14	8	0	0	0	0	0	0	0	33
Course failure in Math	0	0	3	5	13	12	0	0	0	0	0	0	0	33
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2

#### 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	1	2	6	15	11	14	0	0	0	0	0	0	0	49

#### 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	2	1	3	6	2	2	0	0	0	0	0	0	0	16
Students retained two or more times	0	0	0	1	1	2	0	0	0	0	0	0	0	4

## 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				47%	62%	57%	50%	62%	56%
ELA Learning Gains				53%	62%	58%	60%	62%	55%
ELA Lowest 25th Percentile				82%	58%	53%	81%	59%	48%
Math Achievement				73%	69%	63%	72%	69%	62%
Math Learning Gains				70%	66%	62%	69%	64%	59%
Math Lowest 25th Percentile				71%	55%	51%	71%	55%	47%
Science Achievement				33%	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	47%	60%	-13%	58%	-11%
Cohort Comparison						
04	2021					
	2019	44%	64%	-20%	58%	-14%
Cohort Comparison		-47%				
05	2021					
	2019	43%	60%	-17%	56%	-13%
Cohort Comparison		-44%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	66%	67%	-1%	62%	4%
Cohort Comparison						
04	2021					
	2019	78%	69%	9%	64%	14%
Cohort Comparison		-66%				
05	2021					
	2019	65%	65%	0%	60%	5%
Cohort Comparison		-78%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	30%	53%	-23%	53%	-23%
Cohort Comparison						

### Grade Level Data Review - Progress Monitoring Assessments

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

I-Ready is used for all grade levels.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	30.6	34.3	44.4
	Economically Disadvantaged	33.30	34.4	48.5
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	34.3	44.4	25
	Economically Disadvantaged	34.4	48.5	24.4
	Students With Disabilities	0		
	English Language Learners	0	0	0
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	025.0	47.7	55.8
	Economically Disadvantaged	24.4	43.9	52.5
	Students With Disabilities	0	33.3	33.3
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	31.8	43.2	58.1
	Economically Disadvantaged	026.8	43.9	55
	Students With Disabilities	0	0	0
	English Language Learners	055.6	11.1	44.4

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	25	38.5	52.5
	Economically Disadvantaged	25	38.5	52.5
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	07.5	30.8	47.5
	Economically Disadvantaged	7.5	30.8	47.5
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	42.1	48.6	63.2
	Economically Disadvantaged	41.7	48.6	63.9
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	21.6	54.1	64.9
	Economically Disadvantaged	22.9	51.4	62.9
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	36.6	45.2	54.8
	Economically Disadvantaged	37.5	46.3	56.1
	Students With Disabilities	44.4	33.3	33.3
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	23.8	45.2	59.5
	Economically Disadvantaged	24.4	46.3	58.5
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	25.6	0
	Economically Disadvantaged	0	26.3	0
	Students With Disabilities	0	22.2	0
	English Language Learners	0	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	24			41							
ELL	40	39		41	24		18				
BLK	29	36		22	21		36				
HSP	43	36		36	17		20				
FRL	39	39		31	20	20	26				
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	25	64		63	91						
ELL	37	63	82	69	59		33				
BLK	48	47		67	73	70	22				
HSP	44	56	90	76	66		38				
FRL	47	53	82	72	69	71	31				

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	30			80							
ELL	37	62	70	63	73	70					
BLK	48	54		79	54		67				
HSP	50	65	81	67	76	75	47				
FRL	50	59	80	72	68	71	60				

### 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	36
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	68
Total Points Earned for the Federal Index	285
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	47
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	38
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	29
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	37
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	35
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

## Data Analysis

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

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

2019 data findings:

The school to district comparison shows an increase in the Achievement gap widening from 3rd to 5th grade in ELA.

All ELA Subgroups Learning Gains decreased except for ELL students, which increased by 1 percentage point.

All ELA Subgroups Learning Gains L25 increased by at least 2 percentage points.

All Math subgroups Learning Gains increased except for ELL students and Hispanics, which decreased by at least 10 percentage points.

The school to district comparison shows an increase in Math Achievement from 3rd to 5th grade by 4 percentage points.

2021 data findings:

The school to district comparison demonstrates a decrease in ELA proficiency from the district with 56% to the school with 39%.

All ELA Subgroups Learning Gains decreased significantly.

All ELA Subgroups Learning Gains L25 decreased from 82% in 2019 to 40% in 2021.

All Math subgroups Learning Gains decreased from 73% in 2019 to 32% in 2021.

All Math Subgroups Learning Gains L25 decreased from 71% in 2019 to 20% in 2021.

The school to district Science Proficiency demonstrates a 21 percentage point decrease from 49% in the district to 28% for the school.

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

2019 data findings:

The majority of our ELA Subgroups Learning Gains decreased by at least 4 percentage points from 2018 results. Students with Free and Reduced lunch decreased by 6 percentage points, black students decreased by 10 percentage points and SWD achievement decreased by 5 percentage points.

2021 data findings:

All ELA Subgroups in Learning Gains decreased significantly as demonstrated below.

All ELA Subgroups Learning Gains decreased significantly.

All ELA Subgroups Learning Gains L25 decreased from 82% in 2019 to 40% in 2021.

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

2019 data findings:

We have been focused on implementing standards-based instruction to meet the needs of our L25. We will continue to support this while incorporating data-driven instruction to help meet the needs of all our students. This year we will develop teachers using strategies that focus on lower performing students and sustain students that are on or above grade level. We will have consistent data chats and strategically align resources to provide rigorous instruction for all students.

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



2019 data findings:

Overall math achievement scores surpassed the district by 4 percentage points; 73% to 69% as indicated in the grade level assessment data review.

**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. We offered extended learning opportunities such as early morning tutoring, Saturday academy, and STEAM club. In addition, math intervention was strategically implemented to meet student needs.

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

Data-Driven Instruction, Differentiated Instruction, Extended Learning Opportunities, Standards-Based Collaborative Planning, Interventions - RTi

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

The PLST will develop whole group sessions and job-embedded sessions on using data to drive instruction. Resources will be aligned to small group instruction ( 9/8/21 & 9/17/21). Adjustments will be made to groups as data becomes available from AP1, AP2, & AP3. Continuous data chats will be held with individualized feedback and next steps.

**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 LT will attend to ensure fidelity to the strategies being implemented school-wide that are aligned to the school goals. Extended learning opportunities will be provided with before school tutoring and interventions as well as Saturday Academy, and STEAM club.

## **Part III: Planning for Improvement**

### **Areas of Focus:**

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

<b>Area of Focus Description and Rationale:</b>	Based on the data review, our school will implement the target element of differentiation. We selected the overarching area of differentiation based on our findings. Data from 2021 indicates the need to address academic deficiencies related to COVID-19 and the pandemic. This data demonstrates that 39% of our third through fifth grade students performed at proficiency in ELA and 32% in Math. We are not meeting the individual needs of all learners therefore it is evident that we must improve our ability to differentiate instruction in core subjects based on the levels of the students we serve.
<b>Measurable Outcome:</b>	If we successfully implement differentiation then our ELA and Math subgroups will increase by a minimum of five percentage points as evidenced by 2022 State Assessments from 39% to 44% in 2022 in ELA proficiency rates and from 32% to 37% in Math proficiency .
<b>Monitoring:</b>	The Leadership Team will conduct monthly data chats and classroom walk-throughs to ensure differentiated instruction is successful. On-Going Progress Monitoring trackers will be implemented and reviewed biweekly. Students identified as needing interventions will be targeted.
<b>Person responsible for monitoring outcome:</b>	Yolanda Olu (pr0261@dadeschools.net)
<b>Evidence-based Strategy:</b>	Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability.
<b>Rationale for Evidence-based Strategy:</b>	Differentiated Instruction was selected due to the trends found during the past school year when it was very difficult to differentiate instruction due to the dynamics of Physical versus Virtual learning. The leadership team will meet weekly to discuss DI opportunities and their effectiveness.

**Action Steps to Implement**

ELA teachers will attend weekly collaborative planning sessions with the Instructional Coach to plan utilizing the Pacing Guide and other resources that ensure plans for Differentiated Instruction are developed. These planning sessions will begin August 30, 2021 and will run until October 11, 2021.

**Person Responsible** Maria Uceta (muceta@dadeschools.net)

Results of Program Monitoring ELA assessments, Math Topic Assessments and Science Topic Assessments (5th Grade) will be discussed during weekly Leadership Team meetings to review trends in benchmarks and strands and how to best deliver instruction and maintain student engagement. Leadership team meetings will take place every Tuesday beginning on August 31st.

**Person Responsible** Monica Maza (mmaza1@dadeschools.net)

Data chats will be implemented to monitor the effectiveness of DI and core instruction. Teacher data chats with the administrative team will take place once every quarter to discuss i-Ready data, Topic Assessment data and Progress Monitoring ELA data. The first data chat is scheduled for the week of October 6th -11th, 2021.

**Person Responsible** Yolanda Olu (pr0261@dadeschools.net)

Identify teachers in need of development to implement DI rotations during ELA instruction. Once identified, the Instructional Coach will model DI rotations and later observe ELA lessons to ensure the implementation is completed accurately. Teachers rotations for DI will be observed after the results of the Horizons pretest are analyzed to establish groups. DI rotations should begin during the week of September 6th and should continue until October 11, 2021.

**Person Responsible** Maria Uceta (muceta@dadeschools.net)

During Collaborative Planning, identify specific student end products that will be used to provide corrective/explicit feedback in student workbooks, journals, DI and intervention assignments. Feedback should be purposeful and meaningful information to make changes in future end products. Corrective feedback will be demonstrated from November 1, 2021 to December 17, 2021 as the administrative team completes daily walkthroughs.

**Person Responsible** Monica Maza (mmaza1@dadeschools.net)

During Collaborative Planning, review fresh data from Progress Monitoring Assessments and Topic Assessments to identify appropriate resources for remediation & provide how the resources will be utilized for TLC and Independent work. The administrative team will monitor the alignment of the resources and see evidence of differentiation within each small group beginning November 1, 2021 through December 17, 2021.

**Person Responsible** Monica Maza (mmaza1@dadeschools.net)

The instructional coach will plan with the teachers for gradual release during collaborative planning sessions from January 31, 2022 to April 29, 2022.

**Person Responsible** Maria Uceta (muceta@dadeschools.net)

The administrative team will conduct administrative walkthroughs to ensure teachers implement the gradual release model during DI from January 31, 2022 through April 29, 2022.

**Person Responsible** Maria Uceta (muceta@dadeschools.net)

**#2. Instructional Practice specifically relating to Standards-aligned Instruction****Area of Focus Description and Rationale:**

Based on the data review, our school will implement targeted elements of Standards-aligned instruction. We selected the overarching area of Standards-aligned instruction based on our findings. Data demonstrates an achievement gap from third to fifth grade in ELA with third grade at 89% proficiency and fifth grade at 54% proficiency. Math data indicates that only fourth grade made gains in comparison to the district with 65% proficiency and the district at 57% proficiency. We are not meeting the needs of all of our learners therefore, we must improve Standards-aligned instruction in order to make learning gains and move toward proficiency.

**Measurable Outcome:**

If we successfully implement Standards-aligned instruction, then all subgroups will increase by a minimum of five percentage points as evidenced by the 2022 state assessments.

**Monitoring:**

The leadership team will conduct weekly collaborative planning sessions with the school instructional coach and weekly administrative walk-throughs to ensure Standards-aligned instruction is taking place. Collaborative planning sessions will target data, standards and instructional strategies. Administrative walk-throughs will ensure that B.E.S.T. standards are addressed for students in Kindergarten through Fifth grade and that Florida State Assessment standards are addressed in Third through Fifth grade.

**Person responsible for monitoring outcome:**

Yolanda Oliu (pr0261@dadeschools.net)

**Evidence-based Strategy:**

Standards-Aligned Instruction refers to teachers executing lessons based on the standards/learning targets and ensures that all student products and teaching techniques are aligned to the intended standards. Teachers will deliver planned lessons to guide students through the demands of the standards/learning targets. Students will show evidence of mastering the lesson objective through their work samples/tasks.

**Rationale for Evidence-based Strategy:**

Vertical planning will ensure collaborative discussions of student needs are addressed to ensure students are prepared with basic academic needs for the upcoming grade level. The school climate survey identified the concern by instructional staff of the lack of student preparedness for school. Therefore, this is an area that will be addressed.

**Action Steps to Implement**

The school will implement a vertical planning session during the second faculty meeting of each month to ensure standards are being met and to discuss how trends are evolving after reviewing assessment data results. The second faculty meeting will take place on the third week of the month September, 2021 through October 11, 2021.

**Person Responsible**

Monica Maza (mmaza1@dadeschools.net)

Ensure teachers are trained in B.E.S.T. standards. For teachers that have not been trained, provide them an opportunity during collaborative planning to view the district-provided recorded webinars. Webinar sessions will be viewed the week of September 13th, 2021.

**Person Responsible**

Maria Uceta (muceta@dadeschools.net)

Provide students the necessary tools such as mobile devices for i-Ready instruction and independent lessons, portable white boards with dry erase markers for small group lessons and composition books for note taking and working out problems to maximize student engagement. As a result, during administrative

walkthroughs, we will see the use of mobile devices, whiteboards and composition books throughout the instructional blocks from August 23, 2021 through October 11, 2021.

**Person Responsible** Monica Maza (mmaza1@dadeschools.net)

The administrative team will conduct weekly walkthroughs that will focus on specific areas of the Framework of Effective Instruction, but specifically on learner engagement to determine if lessons are aligned to the intended standards. Walkthroughs will take place from August, 2021 through October 11, 2021.

**Person Responsible** Monica Maza (mmaza1@dadeschools.net)

Teachers will be afforded opportunities to share best practices that optimize student learning during monthly faculty meetings beginning November 1, 2021 through December 17, 2021.

**Person Responsible** Yolanda Oliu (pr0261@dadeschools.net)

Teachers will be asked to bring student work samples to collaborative planning sessions to analyze end products to ensure that standards aligned instruction is evident beginning November 1, 2021 through December 17, 2021.

**Person Responsible** Maria Uceta (muceta@dadeschools.net)

The instructional coach will plan with the teachers for gradual release during collaborative planning sessions from January 31, 2022 to April 29, 2022.

**Person Responsible** Maria Uceta (muceta@dadeschools.net)

Conduct administrative walkthroughs to ensure teachers implement the gradual release model during DI from January 31, 2022 through April 29, 2022.

**Person Responsible** Yolanda Oliu (pr0261@dadeschools.net)

**#3. Culture & Environment specifically relating to Student Attendance**

<b>Area of Focus Description and Rationale:</b>	Based on the data review, our school will implement the Targeted Element of student attendance. According to the student attendance 3 year comparison report on Power BI, 20% of our students had 16 or more absences in a 3 year trend. Students who have poor attendance are also the students who are not meeting expectations for learning gains as well as proficiency. We recognize the need to tailor our attendance initiatives and improve in making connections with families and the community to ensure attendance is consistent.
<b>Measurable Outcome:</b>	If we successfully implement the targeted element of student attendance, then our students will receive high quality instruction that will be evident in improved student outcomes. With schoolwide student incentives, attendance will improve for students who have excessive absences (15+ absences) with a decrease from 20% to 10%.
<b>Monitoring:</b>	Attendance will be monitored daily. Students with good attendance will be highlighted on the school's "Catching the Wave" board. Teachers will monitor class attendance daily and the school leadership team will also monitor schoolwide attendance.
<b>Person responsible for monitoring outcome:</b>	Monica Maza (mmaza1@dadeschools.net)
<b>Evidence-based Strategy:</b>	Strategic Attendance Initiatives involve close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies as well as incentives for students with perfect attendance.
<b>Rationale for Evidence-based Strategy:</b>	Utilizing strategic attendance initiatives will provide assistance in ensuring students are motivated to be in school and take advantage of learning opportunities. School age students depend on parents and guardians to go to school and therefore, having community and family support is essential for positive attendance trends.

**Action Steps to Implement**

The school will provide opportunities to celebrate perfect or improved attendance for students such as highlighting them on the morning announcements and placing their names on the "Catch the Wave" bulletin board. Students will be recognized every Friday, from September 10 through October 11, 2021.

**Person Responsible** Monica Maza (mmaza1@dadeschools.net)

Classes with 11 days of perfect attendance will complete the "Aloha Eagles" sheet and will be highlighted on the "Catch the Wave" bulletin board. These classes will receive a class treat at least every three weeks until October 11, 2021.

**Person Responsible** Yolanda Olu (pr0261@dadeschools.net)

Teachers and clerical staff will communicate daily with parents/guardians of students with excessive absences and/or any current absence to check on student and to ensure parents understand importance of being present at school. Calls will begin on August 30, 2021 through October 11, 2021.

**Person Responsible** Monica Maza (mmaza1@dadeschools.net)

Homes of students with 15 or more absences will be visited by a member of the administrative team to ensure the family has resources necessary to ensure students are present at school. Targeted Student Status reports will be monitored daily to ensure student attendance trends positively. Home visits will take place when necessary until October 11, 2021.

**Person Responsible** Yolanda Oliu (pr0261@dadeschools.net)

The administrative team will monitor staff attendance and recognize staff that have perfect attendance every quarter beginning November 1, 2021 through December 17, 2021.

**Person Responsible** Yolanda Oliu (pr0261@dadeschools.net)

The administrative team will meet with the HERO Interventionist weekly & discuss students that are a concern due to their excessive absences & tardies. The team will initiate the truancy process, if applicable beginning November 1, 2021 through December 17, 2021.

**Person Responsible** Monica Maza (mmaza1@dadeschools.net)

The administrative team will schedule and conduct a general parent meeting to discuss the importance of attendance and how it is tied to student achievement during the month of February, 2022.

**Person Responsible** Monica Maza (mmaza1@dadeschools.net)

The administrative team will schedule individual parent conferences with students who have excessive absences or whose absences continue to increase from January 31, 2022 to April 29, 2022.

**Person Responsible** Monica Maza (mmaza1@dadeschools.net)



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

<b>Area of Focus Description and Rationale:</b>	Based on the data review, the school will target leadership specifically related to Walkthroughs to allow for opportunities to observe differentiated instruction, effective use of interventions, student engagement, standards-aligned instruction and how all stakeholders have a shared purpose for the school's learners.
<b>Measurable Outcome:</b>	If we successfully implement leadership walkthroughs, then ongoing data gathered from i-Ready, Topic Assessments in Math and Science, and Progress Monitoring Assessments in ELA, our ELA and Math subgroups will increase by a minimum of five percentage points as evidenced by 2022 State Assessments and our Science proficiency will increase by 5 percentage points as well.
<b>Monitoring:</b>	Administrative team walkthroughs will strategically monitor deficient strands or benchmarks identified from results of Progress Monitoring assessments or Topic Assessments. These will be identified during collaborative planning sessions and will be addressed to highlight during instructional delivery of the core or DI. Once more results of assessment are shared during collaborative planning sessions, the effectiveness of the instructional delivery will be reviewed with the grade levels.
<b>Person responsible for monitoring outcome:</b>	Yolanda Oliu (pr0261@dadeschools.net)
<b>Evidence-based Strategy:</b>	Shared Leadership suggests the need to develop leadership capacity among all members of the school community. In Shared Leadership, teachers, staff, parents, and the 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 toward a shared purpose, and ensuring all participants share responsibility and accountability.
<b>Rationale for Evidence-based Strategy:</b>	Shared Leadership was selected to ensure the common vision of the school leadership team to engage students and ensure optimal academic outcomes are achieved. The school will continue to work diligently to ensure all learners make gains and are monitored throughout the school year.

**Action Steps to Implement**

The administrative team will conduct weekly walkthroughs that focus on the Framework of Effective Instruction. The team will focus on commonalities among grade levels evidenced by systems and routines in place as well as problem solving protocols such as CUBES and SPADE. As a result, effective instruction and a high level of student engagement will be evident. The walkthroughs will take place from August 23, 2021 through October 11, 2021.

**Person Responsible** Yolanda Oliu (pr0261@dadeschools.net)

When conducting walkthroughs, the administrative team will utilize a list of school developed "Look Fors" and the Framework of Effective Instruction to ensure effective delivery as evidenced by utilization of appropriate grade level resources during the core, differentiated instruction, and intervention. The leadership team will conduct walkthroughs starting August 23, 2021 until October 11, 2021.

**Person Responsible** Monica Maza (mmaza1@dadeschools.net)



After the walkthroughs, the leadership team will provide the instructional staff with constructive feedback and highlight best practices evidenced during walkthroughs during collaborative planning sessions and/or faculty meetings. The leadership team will share their findings monthly beginning September 1, 2021 until October 11, 2021.

**Person Responsible** Yolanda Oliu (pr0261@dadeschools.net)

The administrative team will provide the instructional staff with on-going support in collaborative planning, professional development, and coach/teacher collaboration starting September 1, 2021 until October 11, 2021.

**Person Responsible** Yolanda Oliu (pr0261@dadeschools.net)

During daily walkthroughs, the administrative team will monitor the implementation, utilization, & alignment of planning to delivery of appropriate resources that reflect differentiation and corrective/explicit feedback on student end products from November 1, 2021 through December 17, 2021.

**Person Responsible** Yolanda Oliu (pr0261@dadeschools.net)

The leadership team will establish norms for intervention and DI to ensure expectations are evident across grade levels and subject areas. Norms will be established during the November 2, 2021 leadership team meeting, shared with the staff during the Faculty Meeting on November 3, 2021 and implemented through December 17, 2021.

**Person Responsible** Yolanda Oliu (pr0261@dadeschools.net)

Walkthroughs completed with fidelity for the purpose of offering teachers constructive feedback regarding the Framework for Effective Instruction, delivery of instruction, use of student data, monitoring of student progress, and student engagement will take place between January 31, 2022 through April 29, 2022.

**Person Responsible** Yolanda Oliu (pr0261@dadeschools.net)

Walkthroughs for the purpose of intently focusing on DI groups and interventions to ensure they are appropriate for our lowest performing students will take place from January 31, 2022 to April 29, 2022.

**Person Responsible** Monica Maza (mmaza1@dadeschools.net)

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

<b>Area of Focus Description and Rationale:</b>	Based on the data review, the school will target the Instructional Practice specifically related to ELA to allow for opportunities for students not performing at or above grade level. Results of the ELA FSA show that third through fifth grade students scored 39% proficiency in 2021. As a result there is a need for students to demonstrate reading improvement throughout the school year as evidenced in Progress Monitoring in reading and an increase in the percent of students scoring at a Tier 1 level in i-Ready by the end of the school year for grades Kindergarten through Second grade from 63% in 2021 to 68% in 2022.
<b>Measurable Outcome:</b>	If we successfully implement Instructional Practice specifically related to ELA, then our ELA proficiency will increase by a minimum of five percentage points from 39% in 2021 to 44% in 2022 as evidenced by 2022 Florida State Assessment results .
<b>Monitoring:</b>	Collaborative planning sessions with the Reading Coach and administrative walkthroughs will be utilized to debrief the progress of targeted students and ensure that said targeted students are actively engaged in learning during the instructional block, differentiated instruction and interventions.
<b>Person responsible for monitoring outcome:</b>	Monica Maza (mmaza1@dadeschools.net)
<b>Evidence-based Strategy:</b>	Data-Driven Instruction is an educational approach that relies on the teacher's use of student performance data to inform instructional planning and delivery. This systematic approach of instruction uses assessment , analysis, and actions to meet student's needs. Data-Driven Instruction may include developing Instructional Focus Calendars (IFC) to inform teachers on specific standards to target during instruction throughout the year, based on data outcomes.
<b>Rationale for Evidence-based Strategy:</b>	Teachers should systematically use gathered data from Progress Monitoring assessments and i-Ready instruction to make strategic decisions for differentiated instruction to ensure students demonstrate adequate progress. Therefore, data-driven instruction allows teachers to make informed decisions on how to best deliver instruction to meet the needs of their students.

**Action Steps to Implement**

After careful review of the i-Ready Reading AP1 Diagnostic results, the leadership team will develop a schedule for an extra layer of support with the use of faculty such as the Reading Coach and the ESE teacher during differentiated instruction and/or the teacher led center (tlc) to support our lowest cohort of students (Tier 2/3) during the ELA instructional block. The schedule will be reviewed by October 11, 2021 to ensure this layer of support occurs with fidelity.

**Person Responsible** Maria Uceta (muceta@dadeschools.net)

The Reading Coach will plan collaboratively with the interventionists weekly through October 11, 2021 to debrief the most current i-Ready ELA AP1 data and to plan how to target the effective delivery of standards aligned lessons that will support students during differentiated instruction and/or interventions for Tier 2/3 students.

**Person Responsible** Maria Uceta (muceta@dadeschools.net)

ELA teachers will utilize data trackers for Differentiated Instruction to monitor student academic progress. Data trackers will be reviewed during scheduled teacher data chats during the week of October 6-11, 2021.

**Person Responsible** Maria Uceta (muceta@dadeschools.net)

ELA teachers and the Reading Coach will collaboratively plan and use Progress Monitoring assessment data to gauge differentiated instruction. Data trackers will be reviewed during the week of October 6-11, 2021 during teacher data chats.

**Person Responsible** Maria Uceta (muceta@dadeschools.net)

The leadership team will identify ELA teachers in need of support and will complete Coach Teacher Collaboratories (CTC) beginning November 1, 2021 through December 17, 2021.

**Person Responsible** Yolanda Oliu (pr0261@dadeschools.net)

The Transformational Reading Coach will provide a mini PD session to content area teachers that will focus on SPADE and BOX strategies that will support the reading comprehension process in complex text. The PD session will take place from November 15th - 23rd. The strategies will be implemented through December 17, 2021.

**Person Responsible** Maria Uceta (muceta@dadeschools.net)

Our lowest 25% will be supported and challenged using the "No opt" teaching technique during DI where they will be provided wait time, restating of questions, and probing to encourage participation from January 31, 2022 through April 29, 2022.

**Person Responsible** Maria Uceta (muceta@dadeschools.net)

Students that are on the verge (Early 4th Grade, Bubble students, our lowest cohort) will be supported through multiple reads of complex text and opportunities to demonstrate learning through writing (ie. SRM, short response, RWC) from January 31, 2022 through April 29, 2022.

**Person Responsible** Monica Maza (mmaza1@dadeschools.net)

### Additional Schoolwide Improvement Priorities

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

**As demonstrated on the school Power BI dashboard, the grade level with the most disciplinary referrals (students with 2 or more) was our fourth grade which are currently our fifth graders. Further analysis demonstrates that we are below the district in two or more referrals as evidenced with the district at 4% and the school at 3%. The school's primary concern is adequate disciplinary measures. Sixty-five percent of the faculty feel the school uses adequate disciplinary measures as evidenced on the School Climate survey.**

## 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 Physical & Emotional Safety and Support, Leadership, and Relationships. Our school promotes different safety measures and protocols to ensure student and staff safety. Employees are asked to enter the building through one entrance which is secured and monitored by security. The students practice safety drills monthly and are aware of the safety measures in place. Our school promotes emotional support through the use of a mental health counselor and guidance counselor who is easily accessible for staff and students. Our school is a small school where teachers and administrators are able to support students and build relationships. Our administration promotes leadership and relationships by providing several opportunities for team-building activities that foster collegiality. We use social media to showcase our school in a positive manner and encourage school pride.

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

The stakeholders involved in building positive school culture and environment are the Principal, Assistant Principal, Instructional Coaches, Teacher Leaders, and Counselors (our School Leadership Team). The Principal's role is to monitor and oversee all school programs and respond to concerns with morale by planning and implementing team-building and collaborative activities. These activities involve celebrating successes for students and staff, shout-out boards, and initiatives that promote inclusivity and diversity. The assistant principal will monitor the school's initiatives and assist in ensuring all information is shared with stakeholders in a timely manner. The assistant principal offers support to all staff and community members. Teacher leaders and instructional coaches assist in providing and responding to feedback, conserve relationships, and collaborating with stakeholders. All stakeholders are responsible for fostering, promoting, and maintaining relationships with students, parents, families, and community members.

## 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: Standards-aligned Instruction	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Student Attendance	\$0.00

4	III.A.	Areas of Focus: Leadership: Walkthroughs	\$0.00
5	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
Total:			\$0.00