# Comstock Elementary School

**2021-22 Schoolwide Improvement Plan**

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# Comstock Elementary School

## 2420 NW 18TH AVE, Miami, FL 33142

### http://comstockelementary.dadeschools.net/

## Demographics

## Principal: Orna Campbell Dumas L

Start Date for this Principal: 7/19/2017

| | |
|---|---|
| **2019-20 Status**<br>(per MSID File) | Active |
| **School Type and Grades Served**<br>(per MSID File) | Elementary School<br>PK-5 |
| **Primary Service Type**<br>(per MSID File) | K-12 General Education |
| **2020-21 Title I School** | Yes |
| **2020-21 Economically Disadvantaged (FRL) Rate**<br>(as reported on Survey 3) | 100% |
| **2020-21 ESSA Subgroups Represented**<br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities*<br>English Language Learners<br>Black/African American Students*<br>Hispanic Students<br>Economically Disadvantaged Students |
| **School Grades History** | 2018-19: C (52%)<br><br>2017-18: B (56%)<br><br>2016-17: C (44%) |
| **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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# Comstock Elementary School

## 2420 NW 18TH AVE, Miami, FL 33142

### http://comstockelementary.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 | 87% |

| **Primary Service Type** (per MSID File) | **Charter School** | **2018-19 Minority Rate** (Reported as Non-white on Survey 2) |
|---|---|---|
| K-12 General Education | No | 99% |

## School Grades History

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

## School Board Approval

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## Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

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

The mission of Comstock Elementary School is dedicated to providing and developing each student's academic foundation, social, physical, and emotional needs in an environment that fosters high self-esteem, self-motivation, and personal responsibility. A key component of the educational program at Comstock is building a strong and rigorous academic foundation to guide our students into productive members of society and contributors to the global economy.

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

The vision at Comstock Elementary School is to create a safe, nurturing, challenging, and stimulating learning environment that will result in all students achieving their highest potential academically and personally with all stakeholders working collectively for common goals.

### 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 |
|------|----------------|----------------------------------|
| Campbell, Orna | Principal | The principal oversees all of the major systems (budgetary, personnel, academic, cultural) of the school house. The principal guides the development of school-wide initiatives and ensures all stakeholders are working collaboratively towards those overarching goals. The principal ensures that the appropriate personnel oversee the implementation of all District Initiatives so that the school's programs and curriculum are aligned to those of the District. Furthermore, the Principal analyzes progress monitoring data and conducts frequent data chats in order to ensure students are mastering concepts and that intervention programs are effective. |
| Gancedo, Maria | Assistant Principal | The assistant principal assists with the management of all the major systems (personnel, academic, cultural) of the school house. The assistant principal assists with the development of school-wide initiatives and works with all stakeholders towards achieving those overarching goals. The assistant principal oversees curriculum planning to ensure that State Standards and District Pacing Guides are being followed. The assistant principal assists with the collection of progress monitoring data in order to analyze the effectiveness of grade level instruction and/or intervention programs. In addition, the assistant principal is a member to the MTSS team to ensure that early interventions are in place to assist all students who need additional learning opportunities. |
| Arrocha-Pellon, Zurisadday | Reading Coach | The Reading Coach works collaborative with the leadership team and all teachers to ensure that the Reading Program is being implemented with fidelity. The Reading Coach spearheads professional development initiatives and provide in-class assistance on an individual basis. The Reading Coach leads collaborative planning sessions to ensure that ELA lessons are standards-based and aligned to District Pacing Guides. In addition, the Reading Coach oversees intervention programs and assists with collecting and disaggregating OPM data to ensure that intervention programs are effective. |
| Peterson, Joycelyn | Other | The Science Liaison spearheads the effective implementation of the STEAM program at the school. The Science Liaison works collaboratively with teachers in all grade levels to ensure that inquiry based instruction is occurring within the Science program. The Science Coach also coordinates the school's representation in Science/Math initiatives, schedules parent showcases, and ensures that STEAM lessons are planned for and implemented across grade levels. |
| Gil, Yaima | School Counselor | The guidance counselor, along with the MTSS Team, oversees intervention strategies to ensure students receive the academic and behavior support needed. The guidance counselor participates in data chats in order to evaluate the effectiveness of intervention programs and identify students in need of additional services. The guidance counselor also coordinates additional support with private agencies and oversees wellness plans for the school's at-risk students. |

| Name | Position Title | Job Duties and Responsibilities |
|---|---|---|
| Johnson, Tanysha | Math Coach | The Math Coach works collaborative with the leadership team and all teachers to ensure that the Mathematics Program is being implemented with fidelity. The Math Coach spearheads professional development initiatives and provide in-class assistance on an individual basis. |

## Demographic Information

**Principal start date**

Wednesday 7/19/2017, Orna Campbell Dumas L

**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.*

3

**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.*

28

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

36

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

435

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

7

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

2

**Demographic Data**

## Early Warning Systems

**2021-22**

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 45 | 85 | 83 | 94 | 56 | 72 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 435 |
| Attendance below 90 percent | 16 | 30 | 30 | 29 | 9 | 14 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 128 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 7 | 13 | 21 | 5 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 56 |
| Course failure in Math | 0 | 7 | 11 | 13 | 7 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 58 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 |
| Number of students with a substantial reading deficiency | 5 | 36 | 54 | 67 | 21 | 30 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 213 |

**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 | 6 | 12 | 17 | 20 | 4 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 74 |

**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 | 6 | 12 | 10 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 43 |
| Students retained two or more times | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |

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

Wednesday 6/30/2021

## 2020-21 - As Reported

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

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

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

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

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

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

## 2020-21 - Updated

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

| Indicator | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Number of students enrolled | 88 | 91 | 97 | 74 | 75 | 85 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 510 |
| Attendance below 90 percent | 28 | 35 | 29 | 15 | 14 | 22 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 143 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 14 | 16 | 16 | 10 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 60 |
| Course failure in Math | 0 | 13 | 11 | 14 | 19 | 22 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 79 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 7 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 23 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 7 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 23 |

**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 | 6 | 20 | 16 | 17 | 15 | 28 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 102 |

**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 | 6 | 12 | 10 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 43 |
| Students retained two or more times | 0 | 0 | 0 | 3 | 0 | 1 | 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 | | | | 42% | 62% | 57% | 52% | 62% | 56% |
| ELA Learning Gains | | | | 45% | 62% | 58% | 53% | 62% | 55% |
| ELA Lowest 25th Percentile | | | | 49% | 58% | 53% | 45% | 59% | 48% |
| Math Achievement | | | | 61% | 69% | 63% | 63% | 69% | 62% |

| School Grade Component | 2021 | | | 2019 | | | 2018 | | |
|---|---|---|---|---|---|---|---|---|---|
| | School | District | State | School | District | State | School | District | State |
| Math Learning Gains | | | | 67% | 66% | 62% | 64% | 64% | 59% |
| Math Lowest 25th Percentile | | | | 46% | 55% | 51% | 58% | 55% | 47% |
| Science Achievement | | | | 51% | 55% | 53% | 57% | 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 | 43% | 60% | -17% | 58% | -15% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 39% | 64% | -25% | 58% | -19% |
| Cohort Comparison | | -43% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 34% | 60% | -26% | 56% | -22% |
| Cohort Comparison | | -39% | | | | |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2021 | | | | | |
| | 2019 | 55% | 67% | -12% | 62% | -7% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 62% | 69% | -7% | 64% | -2% |
| Cohort Comparison | | -55% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 55% | 65% | -10% | 60% | -5% |
| Cohort Comparison | | -62% | | | | |

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

**Grade Level Data Review - Progress Monitoring Assessments**

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

The progress monitoring tool used from Kindergarten to Grade 5 was the I-Ready, Diagnostic Assessment Data. Diagnostic Assessments were administered in September, January and May of the 2020-2021 School Year. Student data trends, when comparing AP1 and AP2, provided insight into individual growth throughout the school year. In addition, the Science Mid-year Assessment was used to provide insight on Grade 5 data trends.

| Grade 1 | | | | |
|---|---|---|---|---|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 9.6% | 26.0% | 32.4% |
| | Economically Disadvantaged | 9.7% | 26.4% | 31.5% |
| | Students With Disabilities | N/A | 28.6% | 14.3% |
| | English Language Learners | 5.0% | 15.0% | 10.0% |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 10.8% | 16.7% | 27.0% |
| | Economically Disadvantaged | 11.0% | 16.9% | 27.4% |
| | Students With Disabilities | N/A | 14.3% | N/A |
| | English Language Learners | 5.0% | 10.5% | 10.0% |

| Grade 2 | | | | |
|---|---|---|---|---|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 15.5% | 32.5% | 33.3% |
| | Economically Disadvantaged | 15.7% | 32.9% | 33.7% |
| | Students With Disabilities | N/A | N/A | N/A |
| | English Language Learners | 11.1% | 28.6% | 22.2% |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 11.1% | 22.5% | 34.5% |
| | Economically Disadvantaged | 11.3% | 22.8% | 34.9% |
| | Students With Disabilities | N/A | N/A | N/A |
| | English Language Learners | N/A | 14.3% | 11.0% |

| Grade 3 | | | | |
|---|---|---|---|---|
| | Number/% Proficiency | Fall | Winter | Spring |
| **English Language Arts** | All Students | 42.2% | 47.6% | 51.6% |
| | Economically Disadvantaged | 41.0% | 46.7% | 50.8% |
| | Students With Disabilities | 8.3% | 8.3% | 25.0% |
| | English Language Learners | 25.0% | 14.3% | 25.0% |
| | Number/% Proficiency | Fall | Winter | Spring |
| **Mathematics** | All Students | 10.9% | 28.6% | 39.1% |
| | Economically Disadvantaged | 9.8% | 28.3% | 37.7% |
| | Students With Disabilities | N/A | N/A | 25.0% |
| | English Language Learners | 25.0% | 14.3% | 12.5% |

| Grade 4 | | | | |
|---|---|---|---|---|
| | Number/% Proficiency | Fall | Winter | Spring |
| **English Language Arts** | All Students | 16.9% | 26.2% | 31.3% |
| | Economically Disadvantaged | 16.9% | 26.2% | 31.3% |
| | Students With Disabilities | N/A | 6.7% | 13.3% |
| | English Language Learners | N/A | N/A | N/A |
| | Number/% Proficiency | Fall | Winter | Spring |
| **Mathematics** | All Students | 17.2% | 32.8% | 43.8% |
| | Economically Disadvantaged | 17.2% | 32.8% | 43.8% |
| | Students With Disabilities | N/A | 7.1% | 13.3% |
| | English Language Learners | N/A | N/A | N/A |

| Grade 5 | | | | |
|---|---|---|---|---|
| **English Language Arts** | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 19.2% | 28.2% | 41.0% |
| | Economically Disadvantaged | 19.2% | 28.6% | 41.6% |
| | Students With Disabilities | N/A | 18.2% | 18.2% |
| | English Language Learners | N/A | N/A | N/A |
| **Mathematics** | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 19.5% | 32.1% | 42.3% |
| | Economically Disadvantaged | 19.7% | 32.5% | 42.9% |
| | Students With Disabilities | 13.3% | 9.1% | 18.2% |
| | English Language Learners | N/A | N/A | N/A |
| **Science** | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | N/A | 10% | N/A |
| | Economically Disadvantaged | N/A | 11% | N/A |
| | Students With Disabilities | N/A | 9% | N/A |
| | English Language Learners | N/A | 0% | N/A |

## Subgroup Data Review

| 2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2019-20 | C & C Accel 2019-20 |
| SWD | 10 | 29 | | 8 | | | 18 | | | | |
| ELL | 36 | 50 | 35 | 28 | 22 | 35 | 25 | | | | |
| BLK | 21 | | | 21 | | | | | | | |
| HSP | 39 | 46 | 38 | 34 | 19 | 33 | 23 | | | | |
| FRL | 37 | 43 | 33 | 32 | 19 | 30 | 23 | | | | |

| 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 | 15 | 21 | 36 | 33 | 54 | 40 | | | | | |
| ELL | 44 | 49 | 45 | 62 | 69 | 46 | 51 | | | | |
| BLK | 23 | 37 | | 50 | 58 | | | | | | |
| HSP | 46 | 46 | 48 | 63 | 69 | 48 | 54 | | | | |
| FRL | 41 | 45 | 49 | 61 | 67 | 46 | 51 | | | | |

| 2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2016-17 | C & C Accel 2016-17 |
| SWD | 48 | 50 | | 38 | 44 | | | | | | |
| ELL | 50 | 53 | 50 | 64 | 66 | 59 | 39 | | | | |
| BLK | 50 | 56 | | 50 | 42 | | | | | | |
| HSP | 53 | 54 | 46 | 65 | 67 | 62 | 59 | | | | |
| FRL | 52 | 53 | 45 | 63 | 64 | 58 | 56 | | | | |

## ESSA Data Review

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

| ESSA Federal Index | |
|---|---|
| ESSA Category (TS&I or CS&I) | |
| OVERALL Federal Index – All Students | 32 |
| OVERALL Federal Index Below 41% All Students | YES |
| Total Number of Subgroups Missing the Target | 5 |
| Progress of English Language Learners in Achieving English Language Proficiency | 44 |
| Total Points Earned for the Federal Index | 255 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 99% |

| Subgroup Data | |
|---|---|
| **Students With Disabilities** | |
| Federal Index - Students With Disabilities | 11 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | |
| **English Language Learners** | |
| Federal Index - English Language Learners | 34 |
| 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 | 21 |
| 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 | 35 |
| 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 | 33 |
| 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?**

Historically, our school scores indicate a higher percentage in math proficiency than reading proficiency. Math proficiency on the 2019 FSA was 61% while reading performance on the 2019 FSA was 42%. This changed during the 2020-2021 school year, as math proficiency is predicted to decrease. I-Ready Spring Diagnostic data indicates that 41.2% of students in Grades 3-5 scored On Grade Level in Reading and 41.7% of students in Grades 3-5 scored On Grade Level in Mathematics. This indicates that, while Reading proficiency has remained stagnant, Math proficiency has decreased by almost twenty percentage points. The data from the 2021 FSA further indicates the trend data presented by I-Ready. Reading proficiency on the 2021 FSA decreased from 42% proficiency in 2019 to 36% proficiency in 2021; a difference of 6 percentage points. Mathematics, on the other hand, decreased from 61% proficiency in 2019 to 32% proficiency in 2021; a difference of 29 percentage points.

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

I-Ready Reading data indicates that the number of students scoring On Grade Level on AP3 is around the same number of students (41%) who demonstrated proficiency on the 2019 FSA ELA. I-Ready Math data, however, indicates a sharp decrease (20 percentage points) in the number of students On Grade Level as compared to those who were proficient in 2019. While more than half of our students consistently have not met reading proficiency and we continue to need to focus on reading comprehension, a dip in our math proficiency leads us to believe we need to reinforce math skills this year. This is further supported by our 2021 FSA data which indicates that 68% of students did not meet proficiency on the 2021 Mathematics assessment.

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

One of the main contributing factors to our need for improvement in math was the lack of stability due to shifts in program delivery models. We will continue to utilize Pacing Guides to ensure that we are teaching grade level standards with fidelity. Furthermore, we will continue to use Topic Assessment data to create Differentiated Instruction (DI) groups and identify standards/skills which need to be re-taught. In addition, through the use of I-Ready we will identify prerequisite skills which have not been mastered and re-teach them as secondary benchmarks and through DI. We also need to ensure that we continue to provide students, through the use of bell ringers, with the opportunity to review previously learned skills.

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

In spite of all of the challenges, we were able to maintain our reading proficiency scores from 42% proficiency on the 2019 FSA to 41.2% proficiency on I-Ready Diagnostic 3; which indicates minimal regression. Although there is no regression, the school continues to strive to increase the number of students who demonstrate proficiency on Reading assessments. Data collected from the 2021 FSA Assessment, indicates a similar trend with much lower levels of regression than Mathematics and Science. While Mathematics proficiency decreased by 29 percentage points and Science proficiency decreased by 29 percentage points, Reading proficiency remained stagnant with a 6 percentage point decrease.

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

Reading teachers adhered to Pacing Guides with fidelity and utilized Unit Assessments to provide differentiated instruction within the Reading Block. Interventions that were on grade level (I-Ready) produced better results for students who were "Green" or "Yellow" on I-Ready Diagnostics than previous intervention programs, which provide instruction two years below grade level. Moving forward, the school plans on providing students who score "Green" or "Yellow" with additional learning opportunities utilizing Grade Level Text from the I-Ready toolbox. For students who are two or more years below grade level, the Reading Wonders Intervention Program will be used to reinforce basic skills. Finally, ESOL strategies and the direct instruction of academic vocabulary will be used with all students to increase fluency and comprehension on grade level text.

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

We will continue to follow Pacing Guides and Unit Assessment to ensure that grade level instruction is aligned to Grade Level Benchmarks. In addition, we will continue to focus on DI and interventions to work with those students who are struggling. We will also focus on providing intensive interventions to students in ESOL and ESE programs who demonstrate lower levels of learning gains than their peers. We will provide extended learning opportunities throughout the year to ensure that students at all levels have the opportunity to practice and master weak skills. Finally, all students with have the opportunity to participate in STEAM activities which will increase student engagement and foster the application of Science and Math skills to real world, problem solving.

**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.**

We will continue to provide professional development opportunities in our areas of need, such as STEAM, Reading and Mathematics strategies, the infusion of technology, as well as collaboration and team building. In addition, we will analyze on-going progress monitoring data to identify areas of need and use collaborative planning as a vehicle to share best practices that will address those areas of need.

**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 continue to be used to ensure teachers work collaboratively to plan for instruction, adhere to District Pacing Guides, and infuse school initiatives into their daily lessons. The leadership team will continue to monitor the fidelity of DI and interventions, through walk-throughs and OPM data, to ensure that each student has continuous opportunities for growth. By ensuring that both grade level instruction and differentiated instruction are data -based and that they are being implemented with fidelity, students will receive consistent instruction and learning gains and proficiency levels will increase.

# Part III: Planning for Improvement

**Areas of Focus:**

| #1. Instructional Practice specifically relating to ELA | |
|---|---|
| **Area of Focus Description and Rationale:** | Currently, progress monitoring data indicates that more than 60% of students are scoring below proficiency in ELA. In order to reverse these data trends, and address the learning gaps created by the pandemic, The targeted element of differentiation of content matter will be used to address each student's individual learning needs. Reading proficiency levels on the 2021 FSA indicate that only 36% of students demonstrated proficiency, with all grade levels scoring below the 50 percentile mark. Furthermore, I-Ready AP3 indicates that students in Grades 1 and 2 are not on track to meet proficiency on the FSA Reading Assessment. Current I-Ready data indicates that 32% of students who are currently in Grade 1 scored on grade level and 33% of students who are currently in Grade 2 scored on grade level. Data for students who are currently in Grade 3 indicates higher levels of proficiency with 52% of students scoring on grade level. |
| **Measurable Outcome:** | If teachers use on-going progress monitoring data to re-teach deficient skills in phonics, academic vocabulary, and comprehension skills, student proficiency levels will increase in ELA. If student proficiency rates increase to 51% or higher in ELA, Learning Gains will also increase as well across all grade levels and sub-groups. |
| **Monitoring:** | Collaborative planning for Differentiated Instruction (DI), led by instructional coaches, will occur bi-weekly. Ongoing progress monitoring data will be collected and disaggregated by grade level teams in order to ensure students are mastering needed skills. Deficient skills will be identified and student groups will aligned by skills. Student groups, rotation charts, plans for DI (aligned to data), and student work products will be evident during classroom walk-throughs. |
| **Person responsible for monitoring outcome:** | Orna Campbell (pr0881@dadeschools.net) |
| **Evidence-based Strategy:** | The evidence-based strategy for this Area of Focus is Differentiated Instruction. Differentiated Instruction is an instructional framework where students are provided with different strategies and/or content as needed in order to ensure the student has the knowledge based necessary to master grade level standards. Ongoing progress monitoring data will be collected and student performance on OPM assessments will enable teachers to identify areas of need. Students will then be grouped by like needs and small group instruction, aligned to overarching goals, will be provided in order to re-teach those weak standards. |
| **Rationale for Evidence-based Strategy:** | The strategy of Differentiated Instruction has been selected due to the fact that our Baseline data consistently indicates a vast majority of students are below grade level. If teachers focus only on grade level standards, without providing students with the basic skills needed to access those grade level standards, then student proficiency levels will continue to decline in Reading. |

## Action Steps to Implement

8/23-10/11 - A Professional Development (PD) session will be provided in order to provide teachers a refresher on data driven instruction using weekly assessment data. As a result, teachers will be able to identify which standards need to be retaught and plan for DI accordingly.

| **Person Responsible** | Zurisadday Arrocha-Pellon (arrocha-pellon@dadeschools.net) |
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8/23-10/11 -A Reading PD session will be provided to introduce teachers to the new "Wonders" series. Program components will be reviewed so that all teachers are aware of how to utilize those components for DI. As a result, teachers will be able to plan effectively for DI using the new Reading series.

**Person Responsible** Zurisadday Arrocha-Pellon (arrocha-pellon@dadeschools.net)

9/18-10/8 - Conduct the i-Ready AP1 and disaggregate results during subsequent collaborative planning to build DI groups based on the results. As a result, students will be grouped accordingly for small group instruction. In addition, students who need Intervention programs will be identified and placed in appropriate intervention programs.

**Person Responsible** Zurisadday Arrocha-Pellon (arrocha-pellon@dadeschools.net)

8/23-10/11 - Classroom systems for DI (student groupings, rotation charts, DI journals) will be established. As a result, evidence of DI will be visible in all classrooms and systems will be in place to ensure DI is occurring with fidelity.

**Person Responsible** Orna Campbell (pr0881@dadeschools.net)

11/1-12/17-Utilize collaborative planning as a means of facilitating data-driven, differentiated activities for the various groups. As a result of this actions step, TLC groups will have evidence of activities that are directly aligned to student needs based on data. Up to this point, all groups have similar activities and differentiation is not evident in student work samples.

**Person Responsible** Maria Gancedo (mgancedo@dadeschools.net)

11/1-12/17-Utilize Activity Level Descriptors (ALD) to ensure that the levels of Rigor of student activities are aligned with student proficiency levels. As a result, leveled classrooms will require different work output activities which are aligned to the appropriate levels of Rigor.

**Person Responsible** Maria Gancedo (mgancedo@dadeschools.net)

1/31-4/29-Utilize the results of I-Ready Diagnostic 2 to re-group students for D.I. Ensure that small group, re-teaching activities are aligned to updated instructional profiles. As a result, DI activities will be aligned to current data.

**Person Responsible** Maria Gancedo (mgancedo@dadeschools.net)

1/31-4/29-Provide students with additional learning opportunities through Saturday Academy and the Talents Program. Utilize on-going progress monitoring data to identify and reteach standards based on student/group need. As a, students will receive additional instruction on needed skills.

**Person Responsible** Orna Campbell (pr0881@dadeschools.net)

| #2. Instructional Practice specifically relating to Student Engagement | |
|---|---|
| **Area of Focus Description and Rationale:** | Data trends on the FSA indicate that the L25 subgroup consistently demonstrates learning gains while regression can be noted in proficient and/or Tier II students. Some of our student who score at higher levels either regress or met mastery without making learning gains. 2021 FSA data in Mathematics and Science have both decreased by 29 percentage points when comparing the 2019 Assessment to the 2021 Assessment. Mathematics proficiency decreased from 61% in 2019 to 32% in 2021. Science proficiency decreased from 51% in 2019 to 22% in 2021. This indicates that intervention programs and classroom instruction are often at a basic level which does not meet the needs of students in more advanced sub-groups. The targeted element of Student Engagement will enable teachers to increase student participation in open-ended activities. By providing students with meaningful learning experiences, content knowledge and problem solving abilities will increase. |
| **Measurable Outcome:** | If classroom strategies provide students with visual aids, open-ended problem solving, scaffolding, and academic vocabulary, student engagement will increase and student levels of regression will decrease. By providing engaging activities for all learners, students who were proficient in previous FSA assessments will continue to score at high achievement levels and 70% or more of these students will not only meet mastery, but increase their scores to make learning gains. |
| **Monitoring:** | Collaborative planning will be used to assist teachers with planning for engagement strategies. Ongoing progress monitoring data will be collected for all students in order to ensure that positive data trends are evident in all sub-groups. STEAM activities will be evident across all grade levels and student work products, which include written responses, will be evident in all classrooms. Classroom walk-throughs and student work product reviews will indicate that students scoring at higher levels are producing work at more rigorous levels than their peers who are one or more years below grade level. |
| **Person responsible for monitoring outcome:** | Orna Campbell (pr0881@dadeschools.net) |
| **Evidence-based Strategy:** | The strategy being implemented is Interactive Learning Environment. By providing students with visual cues, academic vocabulary, and the opportunity to collaborate and solve problems in an authentic manner, the rigor of classroom activities will increase and so will student engagement while participating in these activities. Increased student engagement will lead to higher content mastery and higher retention of skills. |
| **Rationale for Evidence-based Strategy:** | This strategy is being selected due to the fact that limited student engagement, aligned with limited opportunities for higher order classroom activities, indicate student regression for students who are proficient on the FSA. |

| Action Steps to Implement |
|---|

8/23-10/11 - The Reading and Mathematics Coaches will meet with Teacher Leaders to provide norms and protocols that will enable them to effectively facilitate teacher-led collaborative planning. As a result, shared leadership will be evident during collaborative planning and engagement activities will be planned for consistently.

| **Person Responsible** | Zurisadday Arrocha-Pellon (arrocha-pellon@dadeschools.net) |
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8/23-10/11 - Utilize collaborative planning as a tool to ensure teachers align their lessons to the established instructional framework. As a result, an established instructional framework, which builds in time for open-ended activities, will be evident in most classrooms.

**Person Responsible** Orna Campbell (pr0881@dadeschools.net)

8/19 - Conduct a school-wide PD on how to provide an inclusive environment for all students through the ESE Department. As a result, both General Education and Special Education Teachers will be introduced to common models of instruction in an inclusive setting and all students will participate in open-ended activities.

**Person Responsible** Orna Campbell (pr0881@dadeschools.net)

8/23-9/30 - Review the STEAM designation from the 2020-2021 school year and create an implementation calendar for the first nine weeks. As a result, all grade levels will complete their first STEAM activity during the first grading period.

**Person Responsible** Joycelyn Peterson (j_peterson@dadeschools.net)

11/1-12/7 -Incorporate collaborative strategies within the instructional block to ensure that students have the opportunity to work together to find solutions to problems. As a result, there will be an increase in accountable talk during the instructional block. Student engagement will increase and, ultimately learning gains and

**Person Responsible** Maria Gancedo (mgancedo@dadeschools.net)

11/8-12/17- Schedule a cross-curricular planning session for grade levels who have limited evidence of open ended activities in Mathematics and Science to plan for an interdisciplinary STEAM activity. As a result, all grade levels will have evidence of on-going STEAM activities.

**Person Responsible** Maria Gancedo (mgancedo@dadeschools.net)

1/31-4/29-In grade 5, utilize the Mid-Year assessment to identify standards that are in need of re-teaching. Re-teach those standards using open-ended, hands-on activities. As a result, teachers will provide students with high interest activities to reinforce concepts that have already been taught.

**Person Responsible** Maria Gancedo (mgancedo@dadeschools.net)

1/31-4/29-Implement a school-wide multi-strand review of mathematics skills in an effort to review and re-teach previously taught skills. This spiral review will re-introduce math pre-requisite skills and concepts that were not completely mastered during the first semester. As a result, students will receive additional learning opportunities to master previously taught skills.

**Person Responsible** Maria Gancedo (mgancedo@dadeschools.net)

| #3. Culture & Environment specifically relating to Student Attendance | |
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| **Area of Focus Description and Rationale:** | When analyzing attendance trend data, the number of students who had 30 or more absences increased from 7% in 2019-2020 to 13% in 2020-2021. When students miss a large number of days from school their school performance is negatively impacted. In addition, many of our students who are more than two years below grade level have a large number of absences. Due to this our targeted element of Student Attendance will track students who are absent and provide these students and their families with the assistance and/or incentives needed so that student come to school consistently. Once student attendance improves, student access to daily lessons and additional learning opportunities increases and mastery of skills can improve as well. |
| **Measurable Outcome:** | If the number of students who are present every day and on time increases, then student achievement levels will increase and overall proficiency rates will increase. By implementing our attendance plan with fidelity we will decrease the number of truant students to 6% or less during the 2021-2022 school year. |
| **Monitoring:** | Attendance rates will be monitored daily and communication with parents will be on-going. Initiatives for students with perfect attendance and increased attendance rates will be in place to encourage all students to come to school consistently. Truancy meetings will be held for students with excessive absences and services will be provided, to the extent possible, in order to decrease rates of absenteeism. |
| **Person responsible for monitoring outcome:** | Orna Campbell (pr0881@dadeschools.net) |
| **Evidence-based Strategy:** | The evidence-based strategy being implemented is Attendance Initiatives. By closing monitoring student absences and initiating a dialogue with affected families before students reach the ten day mark, the school will be able to provide resources in a timely matter and decrease rates of truancy more effectively. |
| **Rationale for Evidence-based Strategy:** | School attendance rates are consistently below the District and Tier I Schools. In addition, students who have excessive absences are oftentimes the same students who demonstrate regression and/or perform below grade level on assessments. In order for students to benefit from daily instruction and extended learning opportunities, they must be present at school consistently. |

### Action Steps to Implement

8/20-9/14 - The importance of attendance and District Attendance Policies will be reviewed by administrators at the Parent Meet and Greet and at Opening of School Meetings for parents. As a results, parents will be aware of the importance of daily attendance and of attendance procedures prior to the beginning of the school year.

| **Person Responsible** | Orna Campbell (pr0881@dadeschools.net) |
|---|---|

8/23-10/11 - Monitor attendance daily and announce which homerooms have perfect attendance in order to encourage all students to come to school every day. As a result, students will be encourage to come to class so that their homeroom can be highlighted.

| **Person Responsible** | Gilma Cortez (322647@dadeschools.net) |
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8/23-10/11 - Office personnel will call students who are absent daily in order to decrease the number of students who reach excessive absence rates. As a result, communication with parents will be on-going

and parents will understand that attendance is being reviewed daily. In addition, students who accruing a large number of absences will be identified prior to the 10 day mark.

**Person Responsible**    Yaima Gil (ygil@dadeschools.net)

9/23-10/11 - All students who have perfect attendance will receive an invitation to the "Attendance Celebration" at the end of the first grading period. As a result, students will be encourage to attend school daily.

**Person Responsible**    Yaima Gil (ygil@dadeschools.net)

11/1-12/17 - Continue to integrate special events into the school calendar so that students will be enthusiastic about coming to school. As a result, students will be encouraged to attend school daily.

**Person Responsible**    Orna Campbell (pr0881@dadeschools.net)

11/1-12/17 - Continue to meet individually with students who have high absentee rates in order to ensure that parents have the resources needed to bring their students to school. As a result, student attendance rates will improve.

**Person Responsible**    Orna Campbell (pr0881@dadeschools.net)

1/31-4/29- Provide incentives to celebrate perfect attendance during the second grading period. As a result, students will be encouraged to come to school daily.

**Person Responsible**    Orna Campbell (pr0881@dadeschools.net)

1/31-4/29- Provide attendance incentives for additional learning opportunities such as Saturday School and tutoring. As a results, a larger number of students will attend these sessions consistently.

**Person Responsible**    Orna Campbell (pr0881@dadeschools.net)

| #4. Leadership specifically relating to Leadership Development | |
|---|---|
| **Area of Focus Description and Rationale:** | When rating the school based on the Leadership Competencies, the school consistently needs continued development on Competency 3 and 4. Teachers oftentimes feel overwhelmed and indicate this on the annual climate survey with 50% of teacher stating they "frequently feel overloaded and overwhelmed" at the school. The targeted focus of Leadership Development will allow a variety of teachers to take on leadership roles at the school. By empowering a variety of Teacher Leaders within the faculty, school events and initiatives will be better distributed and teachers will feel less overwhelmed. |
| **Measurable Outcome:** | If we increase the number of Teacher Leaders at the school site, then school activities and events can be better distributed among stakeholders so that each individual teacher's workload does not become overwhelming. This will decrease the number of teachers who feel overwhelmed on the Climate Survey by a least ten percent. |
| **Monitoring:** | The Leadership Team will maintain constant communication with Grade Level Teams and School Committees. Clear roles and responsibilities for all Grade Level and Committee chairpersons will be provided to teachers at the beginning of the year. Key stakeholders will be identified to take on leadership roles and thus distribute leadership work loads more effectively. The Leadership Team will then ensure that due dates are being met and that work is being distributed evenly by stakeholders. |
| **Person responsible for monitoring outcome:** | Orna Campbell (pr0881@dadeschools.net) |
| **Evidence-based Strategy:** | The evidence-based strategy for this Area of Focus is Shared Leadership. By identifying and developing the leadership skills of a variety of stakeholders, shared problem-solving and decision-making by a collaborative group will enable all stakeholders share the responsibility for student learning. |
| **Rationale for Evidence-based Strategy:** | With all of the responsibilities that classroom teachers face every day, there are many instances where a few, select individuals carry all of the responsibility for school events and initiatives. This oftentimes leads to teachers feeling overwhelmed and over-stressed. By developing a larger number of teacher leaders and distribution roles and responsibilities in a deliberate fashion, the school can ensure that work is divided evenly and teachers feel supported by their teams/committees when implementing school initiatives. |

## Action Steps to Implement

8/19 - The Opening of Schools Professional Development session will be presented a team of classroom teachers as opposed to the Administrative Team. As a result, this will set the tone for the year as more teachers take on leadership roles.

| **Person Responsible** | Orna Campbell (pr0881@dadeschools.net) |
|---|---|

8/23-9/17 - Each grade level will select their chairperson for current school year. Grade Level Chairpersons will also be members of the Leadership Team. They will oversee grade level initiatives and act as liaison between administration and classroom teachers. As a result, there will be open communication between administration and grade level teams. In addition, school wide events will be evenly distributed across the grade levels.

| **Person Responsible** | Orna Campbell (pr0881@dadeschools.net) |
|---|---|

8/23 - 10/11 - The school's PLST will meet to plan for professional development sessions for the year. As a result, professional development sessions will be aligned to school-wide action steps identified in the School Improvement Plan.

**Person Responsible** Orna Campbell (pr0881@dadeschools.net)

8/23-9/17 - Teachers will select committees for the 2021-2022 School Year. Once committees are selected, each committee will designate a Chairperson who will act as a liaison between the committee and the Leadership Team. As a result, teachers will be able to help plan one or two key events during the year based on preference. This will limit the number of additional responsibility any one teacher will have.

**Person Responsible** Orna Campbell (pr0881@dadeschools.net)

11/1-12/17 - Continue to build capacity by delegating up-coming events to teacher leaders. All second quarter incentive activities will be overseen by the Literary Leadership Team. As a result, teachers will implement shared leadership to ensure that school events are not all planned by a small group of individuals.

**Person Responsible** Orna Campbell (pr0881@dadeschools.net)

11/1-12/17 - Begin to conduct classroom visitations between teachers so that teachers can share best practices and instructional strategies. As a result, the school will create a system of support for new or struggling teachers.

**Person Responsible** Orna Campbell (pr0881@dadeschools.net)

1/31-4/29 - Select teachers to spearhead activities such as the School Health Index and BPIE. Allow these teacher leaders the autonomy to organize the data collection process and share the results with the staff. As a result, teacher leaders will oversee a school activity from initial stages to completion.

**Person Responsible** Orna Campbell (pr0881@dadeschools.net)

1/31-4/29 - Instructional coaches will enable classroom teachers to oversee grade level planning as a means of building capacity within each grade level, As a result, grade level teachers will be empowered to facilitate curriculum planning. This will allow curriculum planning to continue even if the instructional coach is not present.

**Person Responsible** Maria Gancedo (mgancedo@dadeschools.net)

## Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](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.

**Currently, the school's discipline data indicates the school has less discipline incidents/referrals that the District and State. The school has a school-wide discipline plan in place and the MTSS Team, led by the guidance counselor, addresses behavior concerns and coordinates additional services proactively. Although we have minimal incidents, our primary area of concern continues to be those isolated cases of students who have repeated behavior referrals. The school's emphasis will be on having better coordination between outside services and school-site services. This should decrease the repeated referrals and provide students with timely, cohesive services both at home and at school. Our secondary area of concern is creating a more inclusive environment for all students. Currently, half of students in the SWD sub-group receive services through Support Facilitation. The school is struggling with providing a true inclusive environment where the needs of all students are being met within the General Education classroom. The school also plans to increase the amount of students who receive services within the General Education setting each year until we meet the State's expectation of 80%. As the year progresses, culture and environment will be monitored by assessing levels of student engagement. If school culture and environment goals are being met, student engagement will increase and discipline referrals will decrease.**

## 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.**

The school attempts to build a positive school culture by setting clear, specific school-wide goals, involving all stakeholders in school-wide decisions and programs, celebrating successes, and maintaining consistent, open communication between all stakeholders. The school consistently attempts to highlight positive events, actions, and outcomes for students as well as teachers. There are frequent opportunities, both formal and informal, where stakeholders gather to celebrate events and successes which builds a sense of community between faculty members, students, and families.

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

Administrators: Administrators set the tone for the culture in the building. They guide the development of school-wide goals. They oversee the implementation of school-wide incentive programs and actively

participate in the planning of team building events and activities throughout the school year. Administrators also ensure that stakeholders are included in school-wide decisions and that open lines of communication are established and maintained throughout the school year.

Leadership Team: The Leadership Team (Administrators, Instructional Coaches, Counselors, and Classroom Representatives) assist with the planning and implementation of incentive programs for students at the school. In addition, the Leadership Team oversee team building activities and social activities for faculty and staff. The Leadership Team also ensures that there are open lines of communication between administration and grade level teams so that suggestions and/or concerns are addressed efficiently and effectively.

Grade Level Chairpersons: Grade Level Chairpersons enable communication between the Leadership Team and classroom teachers. Grade Level Chairperson also oversee the implementation of incentive programs within their specific grade levels.