

Miami-Dade County Public Schools

# Miami Heights Elementary School



## 2021-22 Schoolwide Improvement Plan

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# Miami Heights Elementary School

17661 SW 117TH AVE, Miami, FL 33177

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

## Demographics

**Principal: Jason Saunders S**

Start Date for this Principal: 7/21/2021

<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 (58%) 2017-18: C (50%) 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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## Miami Heights Elementary School

17661 SW 117TH AVE, Miami, FL 33177

<http://miamiheights.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		B	B	C

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

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

## Part I: School Information

### School Mission and Vision

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

At Miami Heights Elementary School we are dedicated in our school's quality and excellence in education for all students. Realizing that literacy is the key to excellence, the administration, professional staff, community leaders, and all other stakeholders are deeply committed to providing every student with educational opportunities and learning experiences that focus on literacy.

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

The vision of Miami Heights Elementary School is to prepare students academically, socially, physically, and emotionally, in order for each student to reach their maximum potential. It is our intention to produce thoroughly educated citizens who are able to meet the challenges faced by society on a daily basis.

### 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
Saunders, Jason	Principal	The role of the principal is to provide strategic direction for our faculty and staff. The principal will hold regular team meetings focused on problem-solving and goal-setting, monitor the implementation of standardized curriculum across grade levels, assess teaching methods, monitor student achievement, manage the school budget, hire and evaluate staff and oversee facilities. The principal will also involve the Leadership Team in order to discuss, analyze, plan and execute next steps when determining goals for school-wide student achievement.
Ruiz, Danelle	Reading Coach	The role of the Reading Coach is to support teachers with the implementation of state curriculum standards. The Reading Coach will hold regular collaborative common planning meetings in order to plan using the district pacing guides, support teachers using the curriculum and available data to analyze students' strengths and target areas of improvement. The Reading Coach will also analyze the data and identify students in need of Reading intervention as well as monitor its implementation.
Rodriguez, Rina	School Counselor	The role of school Counselor is to meet with students on a scheduled basis, assist with behavior issues and intervention, conduct regular meetings to evaluate intervention efforts and assist in the RTI process. The school Counselor will also implement and monitor the Attendance initiatives at Miami Heights.
Martinez, Maria	Math Coach	The role of the Math Coach for grades 3-5 is to support teachers with the implementation of state curriculum standards. The Math Coach will hold regular collaborative common planning meetings in order to plan using the district pacing guides, support teachers using the curriculum and available data to analyze students' strengths and target areas of improvement as well as ensure students receive appropriate intervention. She will also facilitate the implementation of differentiated instruction in grades 3-5. The Math Coach for grades 3-5 will serve as Miami Heights's professional development liaison. She will conduct a needs assessment to identify and support teachers in the area of professional development.
Sanchez, Melissa	Assistant Principal	The role of the assistant principal is to support the principal in providing strategic direction for our faculty and staff. The assistant principal will assist in monitoring the implementation of standardized curriculum across grade levels, assessing teaching methods, monitoring student achievement and attendance, monitoring policies and procedures and overseeing facilities. The assistant principal will also participate in regular team meetings focused on problem-solving and goal-setting. As part of the Leadership Team, the assistant principal will discuss, analyze, plan and execute next steps when determining goals for school-wide student achievement.
Smith, Diane	Math Coach	The role of the Math Coach for grades K-2 is to support teachers with the implementation of state curriculum standards. The Math Coach will hold

Name	Position Title	Job Duties and Responsibilities
		regular collaborative common planning meetings in order to plan using the district pacing guides, support teachers using the curriculum and available data to analyze students' strengths and target areas of improvement as well as ensure students receive appropriate intervention. She will also facilitate the implementation of differentiated instruction in grades K-2.

## Demographic Information

### Principal start date

Wednesday 7/21/2021, Jason Saunders S

**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.*

12

**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.*

26

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

38

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

458

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

5

**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	46	67	104	78	84	79	0	0	0	0	0	0	0	458
Attendance below 90 percent	5	17	15	16	13	15	0	0	0	0	0	0	0	81
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	4	11	10	7	5	0	0	0	0	0	0	0	37
Course failure in Math	0	3	5	11	5	4	0	0	0	0	0	0	0	28
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	21	44	50	12	19	0	0	0	0	0	0	0	146

#### 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	6	10	15	9	9	0	0	0	0	0	0	0	50

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	6	10	8	2	1	0	0	0	0	0	0	0	28
Students retained two or more times	0	0	0	1	5	4	0	0	0	0	0	0	0	10

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

Wednesday 7/21/2021

#### 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	71	110	85	94	82	109	0	0	0	0	0	0	0	551
Attendance below 90 percent	13	15	21	14	15	23	0	0	0	0	0	0	0	101
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	6	12	13	7	3	0	0	0	0	0	0	0	41
Course failure in Math	0	5	12	6	5	14	0	0	0	0	0	0	0	42
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	3	13	0	0	0	0	0	0	0	16
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	1	10	0	0	0	0	0	0	0	11

**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	7	17	15	10	20	0	0	0	0	0	0	0	70

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	6	10	8	2	1	0	0	0	0	0	0	0	28
Students retained two or more times	0	0	0	6	4	3	0	0	0	0	0	0	0	13

**Part II: Needs Assessment/Analysis****School Data Review**

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				63%	62%	57%	61%	62%	56%
ELA Learning Gains				65%	62%	58%	53%	62%	55%
ELA Lowest 25th Percentile				54%	58%	53%	42%	59%	48%
Math Achievement				65%	69%	63%	61%	69%	62%

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
Math Learning Gains				65%	66%	62%	48%	64%	59%
Math Lowest 25th Percentile				44%	55%	51%	30%	55%	47%
Science Achievement				52%	55%	53%	56%	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	57%	60%	-3%	58%	-1%
Cohort Comparison						
04	2021					
	2019	58%	64%	-6%	58%	0%
Cohort Comparison		-57%				
05	2021					
	2019	64%	60%	4%	56%	8%
Cohort Comparison		-58%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	69%	67%	2%	62%	7%
Cohort Comparison						
04	2021					
	2019	57%	69%	-12%	64%	-7%
Cohort Comparison		-69%				
05	2021					
	2019	63%	65%	-2%	60%	3%
Cohort Comparison		-57%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	49%	53%	-4%	53%	-4%
Cohort Comparison						

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

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

Will use iReady IP data by subgroups for grades 1-5. Data used will be derived from AP1 for Fall, AP2 for Winter and AP 3 for Spring.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	33%	45%	58%
	Economically Disadvantaged	38%	60%	55%
	Students With Disabilities	18%	41%	59%
	English Language Learners	23%	46%	46%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	32%	42%	51%
	Economically Disadvantaged	37%	54%	48%
	Students With Disabilities	12%	35%	47%
	English Language Learners	31%	31%	54%
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	23%	32%	37%
	Economically Disadvantaged	28%	34%	35%
	Students With Disabilities	7%	14%	14%
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	20%	15%	25%
	Economically Disadvantaged	27%	32%	27%
	Students With Disabilities	14%	29%	14%
	English Language Learners			

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	36%	52%	38%
	Economically Disadvantaged	33%	50%	36%
	Students With Disabilities	19%	33%	19%
	English Language Learners		29%	
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	23%	48%	49%
	Economically Disadvantaged	19%	44%	45%
	Students With Disabilities	11%	44%	37%
	English Language Learners		75%	
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	30%	63%	54%
	Economically Disadvantaged	29%	63%	55%
	Students With Disabilities	19%	48%	43%
	English Language Learners			42%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	27%	53%	62%
	Economically Disadvantaged	26%	54%	62%
	Students With Disabilities	24%	43%	48%
	English Language Learners		29%	42%

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	36%	50%	48%
	Economically Disadvantaged	37%	52%	50%
	Students With Disabilities	18%	27%	41%
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	37%	52%	47%
	Economically Disadvantaged	38%	54%	50%
	Students With Disabilities	23%	36%	36%
	English Language Learners			35%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students		8%	
	Economically Disadvantaged		8%	
	Students With Disabilities		17%	
	English Language Learners		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	37	45	30	29	40	40	26				
ELL	50	53	60	39	24	27	22				
BLK	18	18		15	27		9				
HSP	54	45	53	38	25	19	26				
FRL	49	45	52	34	30	44	24				
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	31	45	37	37	68	50	23				
ELL	65	64	48	64	68	50	48				
BLK	42	35		47	50						
HSP	65	66	57	66	65	45	52				
FRL	61	64	56	64	63	43	50				

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	18	29	25	22	27	21					
ELL	56	45	30	55	41	25	46				
BLK	40	54	40	45	27		54				
HSP	62	53	41	62	49	31	57				
FRL	60	53	42	59	47	29	52				

### 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	40
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	49
Total Points Earned for the Federal Index	317
Total Components for the Federal Index	8
Percent Tested	89%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	41
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	17
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	39
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	41
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis



**Data Analysis**

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

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

2019 data findings:

ELA Proficiency percentile scores were:

3rd grade was 55%

4th grade was 57%

5th grade was 55%

Math Proficiency percentile scores were:

3rd grade was 62%

4th grade was 59%

5th grade was 57%

2021 data findings:

ELA Proficiency percentile scores were:

3rd grade was 44%, which is a decrease of 11 percentage points

4th grade was 57%, this is equal to last years percentage

5th grade was 47%, which is a decrease of 8 percentage points

Math Proficiency percentile scores were:

3rd grade was 27%, which is a decrease of 35 percentage points

4th grade was 38%, which is a decrease of 21 percentage points

5th grade was 31%, which is a decrease of 26 percentage points

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

2019 data findings:

ELA progress monitoring data does not show a significant decrease in the percentage of students scoring two or more grade levels below in both 4th and 5th grades. Specifically, 7% of students in 4th grade scored two or more grade levels below in the Winter administration as compared to 6% in the Spring administration. Additionally, 11% of students in 5th grade scored one level below for both the Winter and Spring administrations.

2021 data findings:

ELA progress monitoring data shows an increase in the percentage of students scoring two or more grade levels below from the Winter administration to the Spring administration in grade 5. Specifically, 30% of students in 5th grade scored two or more grade levels below in the Winter administration compared to 32% in the Spring administration. Additionally, progress monitoring data shows an increase in the percentage of students scoring one year below grade level in grade 3. Specifically, 22% of students in 3rd grade scored one grade level below in the Winter administration compared to 27% in the Spring administration.

**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:

Although we have been focused for the past five years on consistently implementing daily intervention strategies in all classrooms across all grade levels, we believe the contributing factor to these areas of improvement was the constant implementation of differentiated instruction in the core subject areas. We will continue to support our teachers implementation of intervention strategies as well as

continue to provide interventionists to assist teachers with push-in small group differentiated instruction. We will also continue to be strategic with aligning resources and ensuring that OPM is being implemented with fidelity.

2021 data findings:

Although we have been focused on implementing daily intervention strategies in all classrooms across all grade levels, we believe the contributing factor to these areas of improvement is the decrease in the fidelity of differentiated instruction in the classroom. The learning loss index due to Covid-19 was also identified as a contributing factor.

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

2019 data findings:

ELA Learning gains increased from 53% percentage points in 2018 to 63% percentage points on the 2019 FSA.

Math Learning gains increased from 48% percentage points in 2018 to 64% percentage points on the 2019 FSA.

2021 data findings:

However, when analyzing 2021 FSA assessment data, areas of improvement were not identified, although we noticed the smallest decrease was identified in the area of ELA Learning gains of the lowest 25 percentile. That score went from 52% percentage points in 2019 to 50% percentage points in 2021, demonstrating only a decrease of 2 percentage points.

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

2019 data findings:

During the 2019 school year, we created a collaborative planning schedule that specifically provided time for teachers to plan for DI with instructional coaches. Resources were identified and provided in both ELA and Math for all teachers to use when planning for DI. Additionally, interventionists were hired and scheduled for push-in and pull-out intervention sessions with lowest performing students schoolwide.

2021 data findings:

During the 2021 school year, we continued to collaboratively plan for DI instruction during the common planning meeting with instructional coaches as well as provide interventionists for push-in and pull-out intervention sessions with lowest performing students in both Reading and Math. We will continue to provide support in this manner as we move into the 2021-2022 school year.

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

Strategies to be implemented to accelerate learning will be weekly common planning sessions focused on analyzing data and planning for data-driven instruction. Planning for effective Differentiated Instruction will also be a focus of these collaborative planning meetings. Our instructional coaches will facilitate data analysis with teachers in order to identify students' needs. Additionally they will collaboratively identify resources and research-based strategies with the teachers to positively affect student achievement.

**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.**

PLST members will conduct PD "Spotlighting Essential Resources for a Bright School Year" with a focus on the instructional strategies and resources necessary to meet student achievement (August 19, 2021); Introduction to Schoology (September 19, 2021); and Instructional Coaches will conduct PD "Stay in the Spotlight with Best Practices for Effective Student Achievement" (October 29, 2021).

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

Conduct weekly collaborate planning with instructional coaches; have teachers work collaboratively with instructional coaches on a bi-weekly basis to analyze data. Extended learning opportunities will be provided after school focusing on improving students' proficiency in both ELA and Math.

### Part III: Planning for Improvement

#### Areas of Focus:

**#1. Instructional Practice specifically relating to Collaborative Planning**

<b>Area of Focus Description and Rationale:</b>	Based on the data review, our school will implement the Targeted Element of Collaborative Planning. The data for 2021 FSA assessments in both ELA and Math shows that students did not score greater than 50% proficiency in ELA or greater than 36% proficiency in Math in any subgroup. In fact, if we look at progress monitoring data proficiency scores for the 2020-2021 school year, we see the data consistently decreased in all grade levels from the Winter to Spring administration.
<b>Measurable Outcome:</b>	If we successfully implement Collaborative Planning, then students' in grades 3-5 proficiency percentile scores will increase by at least 5% for both ELA and Math in the 2022 State Assessments.
<b>Monitoring:</b>	The instructional coaches will conduct weekly collaborative planning sessions and the Administrator will monitor weekly collaborative planning session agendas to ensure implementation and the adherence to District pacing.
<b>Person responsible for monitoring outcome:</b>	Maria Martinez (marylu63@dadeschools.net)
<b>Evidence-based Strategy:</b>	Within Collaborative Planning, our school will focus on "Standards Based Collaborative Planning". Our purpose is to bring teachers together to learn from one another and collaborate on planning that will lead to improvements in standards-based aligned lessons. These lessons should include objectives, activities and assessments that evaluate students on the standards based content.
<b>Rationale for Evidence-based Strategy:</b>	Collaborative planning improves collaboration among teachers and promotes learning, insights and constructive feedback that occur during professional discussions among teachers. Instruction is improved when teachers work on the standards based lessons collaboratively.

**Action Steps to Implement**

Miami Heights Elementary Instructional Coaches will create a schedule for teachers in grades K-5 to attend weekly common planning sessions with coaches in order to plan lessons, activities and differentiation in ELA, Math and Science.

**Person Responsible** Danelle Ruiz (danelleruiz@dadeschools.net)

Instructional Coaches will create Agendas for each common planning meeting held with grade level teachers on a weekly basis as a means of identifying what was discussed in the meetings and identify attendees of those meetings.

**Person Responsible** Melissa Sanchez (sanchezm@dadeschools.net)

Instructional coaches will conduct weekly Common Planning sessions with grade level teachers according to the schedule developed. Each common planning session will address planning for upcoming lessons according to the District pacing guides in ELA, Math and Science; identify teachers' needs when it comes to resources and/or training; compile and share data from school and/or district topic assessments in order to determine specific academic focus for upcoming lessons; and use data to also determine differentiation groups and resources.

**Person Responsible** Melissa Sanchez (sanchezm@dadeschools.net)

Instructional coaches will provide support to grade level teachers in Reading, Math and Science to ensure teachers have all district required resources when conducting their lessons; introduce and model best practices and specific strategies for their lessons; and reflect on data on a continuous basis to address any modification of instructional practices.

**Person Responsible** Maria Martinez (marylu63@dadeschools.net)

Instructional coaches will conduct mini trainings during common planning sessions on an as-needed basis focused on instructional strategies and/or data retrieval and analysis. These mini training sessions will provide additional support to teachers who are experiencing difficulty or who have requested additional support in implementing certain strategies that support rigorous instruction in the classroom. Additionally, mini trainings on data retrieval will ensure teachers are comfortable in the retrieval and analysis of their own data.

**Person Responsible** Maria Martinez (marylu63@dadeschools.net)

Teachers will be given opportunities during common planning sessions to share out best practices with their peers in order to help support them in the delivery of lessons with specific strategies that enhance rigor in the classroom. These opportunities provide teachers another avenue of support that does not necessarily come from just the instructional coaches and can help motivate participating teachers when planning their lessons, which, in turn should enhance student learning and achievement.

**Person Responsible** Danelle Ruiz (danelleruiz@dadeschools.net)

Teachers and instructional coaches will use Achievement Level Descriptors (ALD's) from the Pacing Guides to target specific instruction when planning lessons to meet the standards and also focus on the progression of learning where strategies and resources are selected that ensure movement or growth in the standards throughout the year. For example, if students in the class are demonstrating that they can perform at a level 2 in the standard, then the teacher selects specific strategies/resources to move them to the next level of mastery. Beginning in February, 2022, teachers will show samples of student work identifying the resources used for this action step.

**Person Responsible** Maria Martinez (marylu63@dadeschools.net)

Based on iReady and Topic Assessment results, collaborative planning will revolve around targeted needs of identified standards concentrating on specific research-based strategies that address the deficiencies identified. For example, beginning the first week of February, 2022, the math instructional coaches will identify the lowest standards for each topic assessment by grade level and identify the time, resources, and modality (either small group or whole group) in which the standard will be revisited.

**Person Responsible** Diane Smith (dsmith@dadeschools.net)

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

<b>Area of Focus Description and Rationale:</b>	Based on the data review, our school will implement the Targeted Element of Differentiation. The data for 2021 FSA assessments shows that 50% of students in the L25 percentile made learning gains in ELA as opposed to 36% of students in the L25 percentile in Math.
<b>Measurable Outcome:</b>	If we successfully implement Differentiation, then our L25 students will increase their learning gains by a minimum of 10 percentage points as evidenced by the 2022 State Assessments.
<b>Monitoring:</b>	The Leadership Team will conduct quarterly data chats and adjust student groups and instruction based on the data. Regular walkthroughs to ensure quality of instruction is taking place will be conducted by Administrators. Data from the formative assessments of the L25 will be reviewed monthly and be analyzed by the Leadership Team to ensure students are demonstrating growth on the remediated standards. Extended learning opportunities and intervention will be provided to those students who are not showing growth on OPMs.
<b>Person responsible for monitoring outcome:</b>	Danelle Ruiz (danelleruiz@dadeschools.net)
<b>Evidence-based Strategy:</b>	Within the Targeted Element of Differentiation, our school will focus on the evidenced-based strategy "Data Driven Instruction". Our instructional coaches will guide and assist teachers as they develop Instructional Focus Calendars that focus on the strategies and standards based on District pacing.
<b>Rationale for Evidence-based Strategy:</b>	Data-driven instruction will assist in accelerating the learning gains of our L25s as it is a systematic approach of instruction to meet the students' needs. It will ensure that teachers are using relevant, recent and aligned data to plan lessons that are differentiated to students' needs.

**Action Steps to Implement**

Conduct quarterly data chats beginning right after AP 1 administration to discuss grouping of students and their needs in order to determine first steps as teachers first begin planning for weekly differentiation in Reading and Math.

**Person Responsible** Melissa Sanchez (sanchezm@dadeschools.net)

Instructional coaches will guide and assist teachers of Reading, Math and Science (5th grade) in the development of focus calendars in order to ensure teachers are using relevant, recent and aligned data to plan lessons that are differentiated to students' needs.

**Person Responsible** Maria Martinez (marylu63@dadeschools.net)

Plan for Differentiated Instruction in Reading, Math and Science (5th grade) using student data on a bi-weekly basis during common planning meetings to ensure its effective implementation.

**Person Responsible** Danelle Ruiz (danelleruiz@dadeschools.net)

Conduct walkthroughs to ensure that subject-area teachers are conducting weekly differentiation instruction in Reading, Math and Science as planned during common planning meetings with instructional coaches.

**Person Responsible** Melissa Sanchez (sanchezm@dadeschools.net)

The Leadership Team will conduct monthly data reviews of formative assessments from the Performance Matters platform of the L25 percentile students in both Reading and Math in order to analyze for gains/progress on the remediated standards.

**Person Responsible** Melissa Sanchez (sanchezm@dadeschools.net)

Instructional coaches will conduct a professional development (PD) in the course of three Wednesdays with teachers of reading and math specifically focused on Differentiated Instruction (DI). The PD will be held on November 10, 17 and December 8 and will provide teachers with specific training on how to retrieve data, conduct student data chats, and retrieve resources from the available district provided platforms (such as iReady). As a result of this PD, teachers will be able to feel more prepared with the skills necessary to successfully conduct DI with fidelity.

**Person Responsible** Maria Martinez (marylu63@dadeschools.net)

Instructional coaches will provide teachers with a sample DI folder in both reading and math as well as assist in the development of these folders. Additionally, instructional coaches will be available to model DI in classrooms where teachers feel they need that support. As a result, teachers will be able to feel more comfortable and knowledgeable when they plan for and conduct DI in their classrooms.

**Person Responsible** Diane Smith (dsmith@dadeschools.net)

As an additional support, instructional math coaches will utilize data from topic assessments to devise Differentiated Instruction (DI) Plans for teachers to meet individual student needs. Math coaches will identify the lowest standards and pull resources from the iReady Tool Box to compile student lessons for those scoring at Approaching, Progressing, and On Level. Teachers will utilize these lessons during their DI instructional time on a biweekly basis beginning on January 3, 2022.

**Person Responsible** Maria Martinez (marylu63@dadeschools.net)

Teachers will have an opportunity to observe one another and look through other teachers' classroom D.I. folders to determine which strategies would also support individual student needs. Faculty and/or grade level meetings held during February and March, 2022 will be dedicated to improving and realigning strategies that would best support the school-wide initiative to improve D.I. Although concepts may be addressed during common planning, additional ideas and resources will be made available to teachers so they may plan for students not grasping specific concepts or targeted areas.

**Person Responsible** Danelle Ruiz (danelleruiz@dadeschools.net)



**#3. Culture & Environment specifically relating to Student Attendance****Area of Focus Description and Rationale:**

Based on the data review, our school will implement the Targeted Element of Student Attendance. Through our data review, we noticed the percentage of students who missed between 6-10 days of school and 16-30 days of school is always higher when compared to the District's. We understand that research demonstrates students who are consistently absent tend to underperform in school. We believe one of the contributing factors to our lower scores in both ELA and Math in the 2021 FSA assessment is attributed to Student Attendance. We recognize that we need to revisit and adjust our attendance initiatives to ensure that attendance is consistently high.

**Measurable Outcome:**

If we successfully implement the Targeted Element of Student Attendance, our attendance will increase thereby reducing the percentage of students with a high number of days absent to resemble or be less than the District's by at least 5 percentage points during the 2021-2022 school year.

**Monitoring:**

The Leadership Team will work together to formulate a set of school-wide attendance initiatives such as "Attendance Heroes" and "Daily Attendance Raffles". The team will also plan and provide regular school-wide incentives for perfect attendance such as field-trips and classroom perfect attendance rewards. The counselor will mentor individual students who have consistent truancy and the community involvement specialist will connect with their families on a bi-weekly to encourage attendance efforts. Teachers will monitor their attendance and submit that data to the LT on a weekly basis with emphasis on attendance trends. The LT will identify opportunities for students who are absent due to illness to connect virtually or have access to on-demand lessons. To ensure we stay on track to meeting the outcome above, data will be discussed during data chats and parental contact will be made when necessary.

**Person responsible for monitoring outcome:**

Jason Saunders (pr3261@dadeschools.net)

**Evidence-based Strategy:**

Within the Targeted Element of Student Attendance, our school will focus on evidenced-based strategy of: Attendance Initiatives. Attendance initiatives will assist in reaching our outcome goal. Student absences will be monitored on a weekly basis to prevent a pattern of excessive absences.

**Rationale for Evidence-based Strategy:**

Attendance Initiatives will assist in decreasing the number of student absences. The initiatives will provide the Leadership Team with a way to address the issue and allow us to identify any issues, provide the intervention and/or rewards that will help us achieve our outcome goal.

**Action Steps to Implement**

Set up and distribute "Attendance Heroes" forms where classes can keep track of their attendance for 14 days. The first class to fill out the form will receive a Certificate of Recognition and will be announced during morning announcements.

**Person Responsible**

Rina Rodriguez (rinarodriguez@dadeschools.net)

Plan for and implement a daily "Attendance Lottery", where students' names are drawn at random during morning announcements and receive a recognition award if he/she is present and wearing their uniform on that day.

**Person Responsible**

Rina Rodriguez (rinarodriguez@dadeschools.net)



Homeroom teachers will monitor their attendance and submit a weekly attendance report to the Leadership Team identifying any tardy and absent trends in their students. The counselor will mentor those students who have consistent truancy on an individual basis and the community involvement specialist will connect with their families bi-weekly to encourage attendance efforts.

**Person Responsible** Melissa Sanchez (sanchezm@dadeschools.net)

Identify students who have had perfect attendance after the end of the 2nd quarter in order to plan and conduct a virtual field trip for those students. Incentive and rewards based initiatives should motivate the students to improve their attendance and/or attend school regularly.

**Person Responsible** Rina Rodriguez (rinarodriguez@dadeschools.net)

To ensure we meet our goal, the Leadership Team will conduct attendance related data chats with teachers on a quarterly basis. Teachers and/or the Community Involvement Specialist will also reach out to parents when necessary in order to encourage student attendance.

**Person Responsible** Jason Saunders (saunders@dadeschools.net)

Identify students who have had perfect attendance first quarter in order for them to attend the "Quarterly Attendance Celebration" where students will be rewarded either popcorn or cotton candy during the celebration. First celebration will be held on November 17. These incentives will serve to further motivate students to have perfect attendance.

**Person Responsible** Rina Rodriguez (rinarodriguez@dadeschools.net)

Students will be awarded a Perfect Attendance Certificate during Honor Roll Assemblies each at the end of each quarter. The first award ceremony will be held on November 17. This additional incentive will further serve to motivate students to attend school daily.

**Person Responsible** Rina Rodriguez (rinarodriguez@dadeschools.net)

Identify students who have had perfect attendance second quarter in order for them to attend the "Quarterly Attendance Celebration" where students will be rewarded with either popcorn or cotton candy during the celebration. First celebration will be held on the week of February 7-11, 2022. These incentives will serve to further motivate students to have perfect attendance.

**Person Responsible** Rina Rodriguez (rinarodriguez@dadeschools.net)

Based on a 2% decrease in attendance in the last quarter, we will add an additional attendance incentives beginning the month of February, 2022 such as an "Attendance Picnic Lunch." Teachers whose class attendance averages at or above 95% perfect attendance can have their students participate in the Picnic Lunch on a selected day of the month.

**Person Responsible** Maria Martinez (marylu63@dadeschools.net)

**#4. Leadership specifically relating to Walkthroughs****Area of Focus Description and Rationale:**

Based on the qualitative data from the School Climate survey and the SIP survey as well as the review of the Core Leadership Competencies, we want to use the Targeted Element of Walkthroughs. When looking at the data we see the least percentage of teachers who felt the administration is supportive of them. We want for our teachers to have more opportunities to voice academic and/or student-related concerns with the administration. By implementing consistent walkthroughs, we believe that teachers will experience a better opportunity to discuss and voice any concerns, thereby increasing the support from administration.

**Measurable Outcome:**

If we successfully implement the Targeted Element of Walkthroughs, our teachers will be provided additional opportunities to discuss and address any concerns they might have with administration. The percentage of teachers who feel they are not supported will decrease by at least 5 percentage points during the 2021-2022 school year's climate survey.

**Monitoring:**

Administration will consistently conduct walkthroughs throughout the school year. These walkthroughs will serve to initiate simple educational conversations between administration and teachers which can focus on their specific classroom and/or educational needs when it comes to enhancing the learning of students. Additionally, teachers can also share ideas and/or solutions that address school-wide SIP goals. By opening this line of communication, we hope a rapport between the administration and teachers will be established that will improve their feelings of being supported by administration.

**Person responsible for monitoring outcome:**

Jason Saunders (saunders@dadeschools.net)

**Evidence-based Strategy:**

Within the Targeted Element of Walkthroughs, we will focus on the evidence-based strategy of: Leadership Visibility and Accessibility. By conducting regular classroom walkthroughs throughout the year, we hope to increase teachers' opportunities to communicate their concerns, ideas, etc. with administration.

**Rationale for Evidence-based Strategy:**

Conducting walkthroughs and providing greater opportunities for leadership visibility and accessibility will lead to good communication practices between administration and teachers. This will help our goal of carrying out our vision and mission of our school.

**Action Steps to Implement**

Administration will compile a schedule of timeframes for the implementation of weekly walkthroughs spacing out the walkthroughs in a manageable manner.

**Person Responsible**

Jason Saunders (saunders@dadeschools.net)

Instructional coaches will provide administration with an "instructional map" that will assist administrators to better understand what topics and/or lessons are being taught at a particular time.

**Person Responsible**

Danelle Ruiz (danelleruiz@dadeschools.net)

Administration will conduct weekly walkthroughs throughout the school year in all classrooms, alternating between morning and afternoon classes. These walkthroughs will provide teachers more visibility and accessibility of administration as well as open up the avenues of communication between them.

**Person Responsible** Melissa Sanchez (sanchezm@dadeschools.net)

Administration will schedule a debriefing session after the walkthroughs in order to provide feedback to teachers of their observations to positively influence teachers' planning, assessment and delivery of instruction. During their scheduled debriefing, teachers will have opportunities to discuss and share concerns and/or ideas they might have.

**Person Responsible** Jason Saunders (saunders@dadeschools.net)

As administration provides feedback to teachers of their observations, they will identify areas requiring additional support from instructional coaches. Coaches will assist by modeling or working with students during specific lessons beginning Quarter 2, October 2021.

**Person Responsible** Jason Saunders (saunders@dadeschools.net)

During walkthroughs, Administration will identify teacher leaders who could model sample lessons to other teachers of the same grade level or those teaching similar concepts for them to replicate or emulate. These modeling sessions will be conducted in the teachers' classrooms. Substitute teachers will be utilized so that teachers may be released for the time needed for the session to be conducted.

**Person Responsible** Melissa Sanchez (sanchezm@dadeschools.net)

Beginning in the first week of January, 2022, instructional walkthroughs will focus on identifying evidence of Differentiated Instruction (DI) including, plans, folders, lessons, etc. based on weekly data analysis of topics and end-of-unit assessments in both Reading and Math.

**Person Responsible** Melissa Sanchez (sanchezm@dadeschools.net)

As teachers are given increased opportunities to share out their ideas and concerns during walkthroughs, administration will also utilize this time to conduct impromptu data chats to gauge how to best support current classroom needs. This shift in intentional walkthroughs will begin first week in January 2022.

**Person Responsible** Jason Saunders (saunders@dadeschools.net)

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

<b>Area of Focus Description and Rationale:</b>	Based on the data review, our school will implement the Targeted Element of Intervention. The data for 2021 ELA FSA assessments shows 56% of students in grade 3, 43% of students in grade 4, and 51% of students in grade 5 scored below a Level 3. Additionally, the end of year progress monitoring data shows that 18% of 2nd grade students and 32% of 3rd grade students were not on track to score Level 3 or above.
<b>Measurable Outcome:</b>	If we successfully implement Intervention, then the percentage of third grade students scoring Level 3 on the 2022 statewide, standardized ELA assessment will increase by at least 10 percentage points when compared to the 44% in the 2021 assessments. Also, the percentage of fourth grade students scoring Level 3 on the 2022 statewide, standardized ELA assessment will increase by at least 4 percentage points when compared to the 57% in the 2021 assessments. Finally, the percentage of fifth grade students scoring Level 3 on the 2022 statewide, standardized ELA assessment will increase by at least 7 percentage points when compared to the 47% in the 2021 assessments.
<b>Monitoring:</b>	The administration will conduct regular walkthroughs during intervention in order to ensure that it is being conducted with fidelity. The literacy coach will monitor to ensure classroom teachers complete skill checks monthly during ongoing progress monitoring. Additionally, the literacy coach will review chapter assessment data through the online platform in order to determine Tier 2 and Tier 3 students' progress as well as further instructional needs.
<b>Person responsible for monitoring outcome:</b>	Danelle Ruiz (danelleruiz@dadeschools.net)
<b>Evidence-based Strategy:</b>	Within the Targeted Element of Intervention, our school will focus on the evidenced-based strategy "Small Group Instruction." Our literacy coach will identify students for small group instruction based on 2021 ELA FSA scores and/or progress monitoring data. She will then create a schedule for the ELA interventionist and identify the appropriate resources for each small group identified through the data analysis. Finally, she will ensure that ongoing progress monitoring is consistently conducted to ensure student progress.
<b>Rationale for Evidence-based Strategy:</b>	Small-group instruction has been proven to positively affect student achievement because educators are able to focus on the needs of the students in the group in a more targeted manner. By analyzing the data, the literacy coach is able to group students with like instructional needs in a small group and select the appropriate resources tailored to the needs of all students in the group. In turn, the interventionist is then able to provide direct instruction meeting the academic needs of the students.

**Action Steps to Implement**

The literacy coach will analyze 2021 FSA ELA scores as well as 2021 progress monitoring data in order to identify students for Tier 2 and Tier 3 intervention. Students will then be grouped into small groups with like instructional needs.

**Person Responsible** Danelle Ruiz (danelleruiz@dadeschools.net)

The literacy coach will create a schedule for the ELA interventionist and classroom teachers ensuring students identified for small group intervention are serviced daily.

**Person Responsible** Danelle Ruiz (danelleruiz@dadeschools.net)

Administration will monitor the implementation of Intervention and that schedules are being followed with fidelity.

**Person Responsible** Melissa Sanchez (sanchezm@dadeschools.net)

The literacy coach will monitor the chapter assessment data collected through the online intervention platform in order to determine student progress. The data will be used to determine further intervention needs for students.

**Person Responsible** Danelle Ruiz (danelleruiz@dadeschools.net)

The literacy coach will monitor data collected through chapter assessments and skills tests on a quarterly basis. Using compiled data, she will conduct data chats with teachers to identify which students receiving intervention will need to be referred to Tier 3 intervention process. This process will be completed before the winter recess.

**Person Responsible** Danelle Ruiz (danelleruiz@dadeschools.net)

The literacy coach will work cooperatively with teachers and utilize the information compiled during data chats conducted in the previous step to begin the RFAs for those students identified not making adequate progress which will then be submitted to the school counselor for referral to the RTI process. These initial RFAs will be completed before the winter recess.

**Person Responsible** Rina Rodriguez (rinarodriguez@dadeschools.net)

Based on informal observations from classroom walkthroughs, administration will select teachers to model exemplar lessons and best practices in the area of writing. These lessons will focus on the writing prompt for that text-set so teachers can observe how the instruction is delivered in another classroom. Teachers will then be asked to reflect and share how they will use what they observed in their own classrooms. These informal observations will take place from the first week in February until the end of March, 2022.

**Person Responsible** Danelle Ruiz (danelleruiz@dadeschools.net)

The Reading instructional coach will begin writing camp with 3rd grade through 5th grade students beginning January 17th and up to the end of March, 2022 in order to focus on the areas identified in the writing rubric. For example, in the week of January 17th, the area of focus for the writing camp was on Evidence and Elaboration.

**Person Responsible** Danelle Ruiz (danelleruiz@dadeschools.net)

### Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://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.

**Using the SafeSchoolsforAlex.org School Safety Dashboard, the discipline data of Miami Heights of 0.7 incidents per 100 students falls in the category of moderate for elementary schools when compared to the state's discipline data of 1.0 incidents per 100 students. For the 2021-2022 school year, we will continue to monitor student discipline and provide opportunities for the administration, teachers, parents and counselor to work collaboratively in order to diffuse negative behaviors and implement district provided Code of Student Conduct. Fifth grade students will continue to participate in the D.A.R.E. program. Behavioral intervention plans will continue to be monitored by designated staff. Also, we will monitor the implementation of elements that support a strong school leadership, safe and stimulating learning environment, strong ethical relationships, and student-centered instruction in order to improve school culture. Furthermore, we expect that by increasing teachers' professional capacity for instruction and leadership and by providing opportunities for parents to link with the community through the school's Community Involvement Specialist we can cultivate a much better school culture focused on improving student behavior thus positively affecting academic achievement.**

#### **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.**

Strengths within our School Culture are in Clearly Defined Expectations, Physical and Emotional Safety and Support, Care and Connections. During opening of school activities, as well as throughout the year, our school clearly establishes a shared vision, theme and expectations for the year for all stakeholders. Our school counselor and administration prioritize social emotional wellness by providing support for staff through trainings during faculty meetings. Teachers, in turn, use the strategies acquired to conduct continuous check-ins with their students. The school's counselor has established anti-bullying program and maintains an "open-door" policy where students feel comfortable to come and share. The school's mental health coordinator and social worker have established discussion groups with students where they feel comfortable and safe to share ideas and thoughts. Our mental health team consistently provides available resources that support students' and their families' that support their physical and emotional challenges.

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



The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principal, Instructional Coaches, Teacher Leaders and Counselor (our School Leadership Team). The Principal will monitor and oversee all the school's initiatives and respond to concerns with morale by planning, along with the Leadership Team, team-building activities to be conducted during faculty meetings on a monthly basis. The Assistant Principal and counselor will run the mental health programs and will assist in ensuring that all information is shared with stakeholders in a timely manner. Teacher leaders and instructional coaches will assist in planning and conducting team building activities during faculty meetings as well as during collaborative common planning meetings. All stakeholders are responsible for making efforts to build relationships with students, parents and/or families.

## Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Collaborative Planning	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Differentiation	\$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