

Miami-Dade County Public Schools

Seminole Elementary School



2021-22 Schoolwide Improvement Plan

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Seminole Elementary School

121 SW 78TH PL, Miami, FL 33144

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

Demographics

Principal: Mayra De Leon

Start Date for this Principal: 7/16/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	99%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: A (74%) 2017-18: A (65%) 2016-17: A (66%)
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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Seminole Elementary School

121 SW 78TH PL, Miami, FL 33144

<http://seminole.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	82%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	100%

School Grades History

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Seminole Elementary School is to create a child-centered environment which encompasses the diversity of a multicultural setting, in partnership with school, home and community. The school fosters critical thinking skills, discipline, high expectations and excellence in all academic areas using state-of-the-art technology at the point of instruction. Through a loving, caring and understanding climate, students will be encouraged to work interdependently to achieve a more just and tolerant society which rejoices in its diversity and unity. It is the belief of Seminole Elementary School that strong instructional, administrative leadership will guide students to achieve beyond their academic potential.

Provide the school's vision statement.

The vision of Seminole Elementary School is to provide a climate of excellence where stakeholders are encouraged to exceed their academic potential, incorporating current technology in a diversified learning environment. We will strive to develop a community of lifelong learners in pursuit of global distinction, utilizing the talents of staff, community, and special programs to formulate a foundation upon which learning depends. We believe in creating a learning environment that encourages students to develop academically, socially, and emotionally to become lifelong learners and quality contributors to our society.

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
DeLeon, Mayra	Principal	The Principal oversees the daily activities and operations within a school, provides a common vision for the use of data-based decision-making, monitors the implementation of curricula, and ensures a safe school environment for all stakeholders.
Boynton, Terracish	Assistant Principal	The Assistant Principal supports the Principal with the daily activities and operations within a school, provides a common vision for the use of data-based decision-making, monitors the implementation of curricula, ensures that the school-based team is implementing RtI, monitors the implementation of intervention and handles disciplinary issues.
Leon, Anne	Instructional Coach	The Instructional Coach develops, leads, and evaluates school core content standards/programs, identifies systematic patterns of student needs, supports teachers during collaborative planning, provides curriculum resources, assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development, and provides classroom follow-up on best practices to support teachers.
Tano, Michelle	Instructional Coach	The Instructional Coach develops, leads, and evaluates school core content standards/programs, identifies systematic patterns of student needs, supports teachers during collaborative planning, provides curriculum resources, assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development, and provides classroom follow-up on best practices to support teachers.
Naylor-souto, Eleanor	Curriculum Resource Teacher	The Instructional Coach develops, leads, and evaluates school core content standards/programs, identifies systematic patterns of student needs, supports teachers during collaborative planning, provides curriculum resources, assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development, and provides classroom follow-up on best practices to support teachers.
Fraga, Ana	ELL Compliance Specialist	Coordinate the eligibility and placement for ESOL at the school level, to assist in the maintenance of an efficient system of staffing for all ESOL students, and to provide leadership for improving instruction in ESOL.
Llanes, Arisel	Teacher, K-12	Provides guidance and mentorship to other teachers in their grade level or subject. Develops curriculum and lesson plans, and present those lessons to their students, individually or in groups. Tracks the progress of their students and create reports to inform parents about their progress. Maintains a safe and respectful classroom environment in order to optimize student capabilities and develop their love of learning.

Name	Position Title	Job Duties and Responsibilities
Delatejera, Monica	Teacher, K-12	Provides guidance and mentorship to other teachers in their grade level or subject. Develops curriculum and lesson plans, and present those lessons to their students, individually or in groups. Tracks the progress of their students and create reports to inform parents about their progress. Maintains a safe and respectful classroom environment in order to optimize student capabilities and develop their love of learning.
Rodriguez, Monica	Teacher, PreK	Provides guidance and mentorship to other teachers in their grade level or subject. Develops curriculum and lesson plans, and present those lessons to their students, individually or in groups. Tracks the progress of their students and create reports to inform parents about their progress. Maintains a safe and respectful classroom environment in order to optimize student capabilities and develop their love of learning.

Demographic Information

Principal start date

Thursday 7/16/2015, Mayra De Leon

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.*

22

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.*

14

Total number of teacher positions allocated to the school

37

Total number of students enrolled at the school

431

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

1

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	64	79	71	78	73	66	0	0	0	0	0	0	0	431
Attendance below 90 percent	8	14	7	18	5	6	0	0	0	0	0	0	0	58
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	5	7	15	1	0	0	0	0	0	0	0	29
Course failure in Math	0	1	1	11	6	2	0	0	0	0	0	0	0	21
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	1	28	21	30	15	2	0	0	0	0	0	0	0	97

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	2	9	6	1	0	0	0	0	0	0	0	19

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	3	0	1	0	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Wednesday 6/30/2021

2020-21 - As Reported

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

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

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

Indicator	Grade Level													Total
Students with two or more indicators														

The number of students identified as retainees:

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

2020-21 - Updated**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	82	78	83	80	77	90	0	0	0	0	0	0	0	490
Attendance below 90 percent	14	8	17	6	7	6	0	0	0	0	0	0	0	58
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	6	7	15	1	1	0	0	0	0	0	0	0	30
Course failure in Math	0	2	11	6	2	6	0	0	0	0	0	0	0	27
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	2	8	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	7	0	0	0	0	0	0	0	7

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	3	8	7	1	5	0	0	0	0	0	0	0	24

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	3	0	0	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

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				74%	62%	57%	72%	62%	56%
ELA Learning Gains				76%	62%	58%	61%	62%	55%
ELA Lowest 25th Percentile				76%	58%	53%	53%	59%	48%
Math Achievement				83%	69%	63%	81%	69%	62%

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
Math Learning Gains				74%	66%	62%	60%	64%	59%
Math Lowest 25th Percentile				65%	55%	51%	67%	55%	47%
Science Achievement				67%	55%	53%	62%	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	71%	60%	11%	58%	13%
Cohort Comparison						
04	2021					
	2019	69%	64%	5%	58%	11%
Cohort Comparison		-71%				
05	2021					
	2019	74%	60%	14%	56%	18%
Cohort Comparison		-69%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	82%	67%	15%	62%	20%
Cohort Comparison						
04	2021					
	2019	73%	69%	4%	64%	9%
Cohort Comparison		-82%				
05	2021					
	2019	84%	65%	19%	60%	24%
Cohort Comparison		-73%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	66%	53%	13%	53%	13%
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 for grades 1-5 in the areas of English Language Arts and Mathematics is iReady.

The progress monitoring tool used for grade 5 in the area of Science is the Mid-year Interim Assessment.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	19.7	66.7	66.7
	Economically Disadvantaged	19.7	67.2	65.6
	Students With Disabilities	0	42.9	57.1
	English Language Learners	5.6	55.6	50.0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	25.8	65.2	60.6
	Economically Disadvantaged	24.6	62.3	59.0
	Students With Disabilities	28.6	28.6	57.1
	English Language Learners	16.7	44.4	55.6
Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	31.5	38.4	61.6
	Economically Disadvantaged	31.3	37.5	62.5
	Students With Disabilities	0	10.0	30.0
	English Language Learners	16.7	0	16.7
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	21.9	46.6	53.4
	Economically Disadvantaged	20.3	45.3	53.1
	Students With Disabilities	0	40.0	40.0
	English Language Learners	16.7	0	16.7

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	61.6	69.9	78.1
	Economically Disadvantaged	59.1	69.7	77.3
	Students With Disabilities	50.0	25.0	25.0
	English Language Learners	36.7	46.7	56.7
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	21.9	53.4	63.0
	Economically Disadvantaged	19.7	51.5	62.1
	Students With Disabilities	0	12.5	12.5
	English Language Learners	0	30.0	40.0
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	52.1	63.0	76.7
	Economically Disadvantaged	50.0	65.6	76.6
	Students With Disabilities	16.7	33.3	16.7
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	30.1	71.2	86.3
	Economically Disadvantaged	26.6	70.3	85.9
	Students With Disabilities	0	33.3	66.7
	English Language Learners	0	0	0

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	46.0	54.0	66.7
	Economically Disadvantaged	42.1	48.7	63.2
	Students With Disabilities	0	0	46.2
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	40.2	58.6	69.0
	Economically Disadvantaged	35.5	54.0	65.8
	Students With Disabilities	0	0	0
	English Language Learners	0	35.3	58.8
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	34.5	0
	Economically Disadvantaged	0	30.3	0
	Students With Disabilities	0	7.1	0
	English Language Learners	0	0	0

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	32	54		40	54		62				
ELL	73	65	70	74	61	71	63				
HSP	73	65	73	72	57	68	66				
FRL	70	59	70	68	55	65	66				
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	37	69	70	53	63	41					
ELL	73	75	81	83	75	69	70				
HSP	75	77	78	83	75	66	69				
FRL	73	74	72	81	71	64	64				

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	17	17		45	25						
ELL	66	54	50	74	55	59	19				
HSP	73	61	52	81	60	67	62				
FRL	71	62	56	79	60	65	59				

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	67
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	68
Total Points Earned for the Federal Index	532
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	53
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	68
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	
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	68
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	65
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?

2021 data findings compared to 2019:

FSA ELA Lowest 25 decreased by 6 percentage points.

FSA Math Lowest 25 remained at 65 percentage points.

FSA ELA Learning Gains decrease by 13 percentage points and Math Learning Gains decreased by 17 percentage points.

FSA Science overall proficiency decreased by 1 percentage points.

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

2021 data findings compared to 2019:

FSA ELA Learning Gains decrease by 13 percentage points and Math Learning Gains decreased by 17 percentage points.

2021 data findings:

Based on ELA progress monitoring data for Spring, the fifth grade ESE Subgroup performed 17 percentage points below the fifth grade Economically Disadvantaged Subgroup.

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:

In prior years, our school has focused on standards-based instruction. In addition, we will integrate data-driven instruction to meet the needs of the L25 Subgroup. The Instructional Coaches will support teachers during grade level collaborative planning.

2021 data findings:

Forty-two percent of fifth grade students received instruction virtually, which made it difficult to provide accommodations for the ESE Subgroup. This year, Instructional Coaches will support teachers during collaborative planning to ensure that aligned lessons are customized to student needs.

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

2019 data findings:

ELA L25 increased from 53 percentage points in 2018 FSA to 76 percentage points in 2019 FSA.

2021 data findings:

In 2021, students in Grade four in Math showed a growth of 56.1 percentage points when comparing i-Ready AP1 to AP3.

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

2019 data findings:

Push-in support was provided on a daily basis for all students in the L25 Subgroup in the areas of ELA and Math. Extended learning opportunities, that included before school, after school and Saturday Academy were provided for all students in the L25 Subgroup in the areas of ELA and Math.

2021 data findings:

Extended learning opportunities, that included before school, after school and Saturday Academy were provided for all students in the L25 Subgroup in the areas of ELA and Math. Instructional delivery was offered virtually and in-person.

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

- Collaborative Planning
- Data-driven Instruction
- Differentiated Instruction
- Intervention/RTI

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

- Diving Deeper into McGraw Hill Wonders
- The Data-Driven Classroom
- Navigating Schoology for Teachers
- Implementing Intervention

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

Weekly collaborative planning sessions will take place. Extended learning opportunities such as before and after school tutoring, Saturday Academy and STEM-based clubs will be provided.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale: Based on the data review, our school will implement the targeted element of Collaborative Planning. Our findings indicate that the overall Learning Gains on 2021 FSA Math and ELA decreased by more than 10 percentage points. We must improve our ability to meet the unique needs of all learners.

Measurable Outcome: If we successfully implement Collaborative Planning, then our overall learning gains in math and reading will increase by a minimum of 5 percentage points as evidenced by the 2022 Statewide Assessments results.

Monitoring: The Leadership Team will attend collaborative planning sessions. Quarterly data chats and walkthroughs will be conducted to ensure unique student needs are being met.

Person responsible for monitoring outcome: Mayra DeLeon (deleon@dadeschools.net)

Evidence-based Strategy: Within the targeted element of Collaborative Planning, our school will focus on the evidence-based strategy of: Effective Curriculum and Resource Utilization. This strategy will assist teachers in using relevant, recent and aligned lessons customized to student needs.

Rationale for Evidence-based Strategy: Effective Curriculum and Resource Utilization will assist in providing the necessary scaffolding and accommodations needed to meet the diverse needs of the learners.

Action Steps to Implement

08/30/2021 - Develop a master schedule that includes a common planning time for each grade level team. As a result, teachers will have an allocated time to meet with instructional coaches.

Person Responsible Mayra DeLeon (deleon@dadeschools.net)

09/08/2021 - 04/29/2022 - Instructional coaches will support teachers in the development of weekly lesson plans. As a result, lesson plans will reflect relevant, recent and aligned lessons customized to student needs.

Person Responsible Mayra DeLeon (deleon@dadeschools.net)

09/08/2021 - 10/11/2021 - Instructional coaches will train and provide support for teachers on accessing various curriculum resources and technologies. As a result, teacher lesson plans and classroom instruction will reflect the use of resources aligned to student needs.

Person Responsible Mayra DeLeon (deleon@dadeschools.net)

09/08/2021 - 04/29/2022- Provide opportunities for teachers to share best practices during collaborative planning. As a result, teachers will acquire new strategies to enhance their instructional delivery, and improve student performance.

Person Responsible Mayra DeLeon (deleon@dadeschools.net)

11/01/2021-12/17/2021- Instructional coaches will train teachers on how to disaggregate data. As a result, teachers will be able to create lesson plans that are data-driven.

Person Responsible Mayra DeLeon (deleon@dadeschools.net)

11/01/2021-12/17/2021- Reading Coach will train teachers on how to implement intervention. As a result, teachers will provide intervention to students based on their learning needs.

Person Responsible Mayra DeLeon (deleon@dadeschools.net)

01/31/2022-04/29/2022 - During collaborative planning sessions, instructional coaches will support teachers in using data to plan for extended learning geared at students in the lowest 25 subgroup.

Person Responsible Mayra DeLeon (deleon@dadeschools.net)

01/31/2022-04/29/2022 - During collaborative planning sessions, instructional coaches will work with teachers to create a targeted instructional calendar for extended learning geared at students in the lowest 25 subgroup.

Person Responsible Mayra DeLeon (deleon@dadeschools.net)

#2. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:	Based on the data review, our findings indicate that the overall Learning Gains on 2021 FSA Math and ELA decreased by more than 10 percentage points. We must improve our ability to meet the unique needs of all learners.
Measurable Outcome:	If we successfully implement Differentiation, then our overall learning gains in math and reading will increase by a minimum of 5 percentage points as evidenced by the 2022 Statewide Assessments results.
Monitoring:	The Leadership Team will conduct quarterly data chats, adjust groups based on current data and follow-up with walkthroughs to ensure quality instruction is taking place.
Person responsible for monitoring outcome:	Mayra DeLeon (deleon@dadeschools.net)
Evidence-based Strategy:	Within the targeted element of Differentiation, our school will focus on the evidence-based strategy of: Data-Driven Instruction. This strategy will assist teachers in increasing our overall learning gains in math and reading.
Rationale for Evidence-based Strategy:	Data-Driven Instruction will allow for the remediation and mastery of targeted skills. Teachers will make continuous adjustments to their planning and instructional delivery as new data becomes available.

Action Steps to Implement

09/08/2021 - 12/17/2021 - Instructional coaches will train teachers during collaborative planning on accessing data and creating reports. As a result, teachers will develop customized reports to be used for data analysis.

Person Responsible Mayra DeLeon (deleon@dadeschools.net)

09/08/2021 - 10/11/2021 - Instructional coaches will train teachers on how to interpret data to guide instruction. As a result, teachers will determine the areas in need of remediation and will group students accordingly.

Person Responsible Mayra DeLeon (deleon@dadeschools.net)

09/08/2021 - 10/11/2021 - Instructional coaches will support teachers in the development of focus calendars. As a result, focus calendars addressing secondary standards will be evident in teacher lesson plans.

Person Responsible Mayra DeLeon (deleon@dadeschools.net)

09/08/2021 - 10/11/2021 - Leadership Team will develop strategies to address secondary standards, while adhering to CDC guidelines. As a result, teachers will implement classroom systems that are conducive to remediating secondary standards.

Person Responsible Mayra DeLeon (deleon@dadeschools.net)

11/01/2021- 04/29/2022 - Teachers will maintain an organized data binder with historical, current and relevant student data. As a result, teachers will be able to compare and follow the trends of their students' progress.

Person Responsible Mayra DeLeon (deleon@dadeschools.net)

11/01/2021-12/17/2021 - Teachers will establish a classroom system for DI that identifies student groups and rotations. As a result, students will have a clear understanding of their routine, which in turn will encourage smooth transitioning.

Person Responsible Mayra DeLeon (deleon@dadeschools.net)

01/31/2022 - 04/29/2022 - Teachers will identify those students performing below grade level standards to receive extended learning opportunities.

Person Responsible Mayra DeLeon (deleon@dadeschools.net)

01/31/2022 - 04/29/2022 - Students identified by teachers as close to meeting proficiency will be provided additional support.

Person Responsible Mayra DeLeon (deleon@dadeschools.net)

#3. Culture & Environment specifically relating to Discipline

Area of Focus Description and Rationale: Based on the data review, our school will implement the Targeted Element of Discipline. According to the 2021 Student Climate Survey, 54 percent of students feel that students in our school do not follow the rules, and 39 percent of students agreed that bullying is a problem at our school. We recognize a need to implement the Code of Student Conduct to improve student discipline.

Measurable Outcome: If we successfully implement the Targeted Element of Discipline, student behavior in our school will improve. With consistent implementation of the Code of Student Conduct, the number of students who disagree that "students in my school usually follow the rules" will increase by 5 percentage points on the 2021-22 Student Climate Survey.

Monitoring: The Leadership Team will plan regular student incentives to promote positive student behavior in the school. Teachers will implement a positive behavior management plan in their classrooms. Students will be recognized monthly for "Do the Right Thing" and Values Matter.

Person responsible for monitoring outcome: Mayra DeLeon (deleon@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Discipline, our school will focus on the evidence-based strategy of Character Education/Values Matter. Character Education/Values Matter will assist in providing the social, emotional, and ethical development of students.

Rationale for Evidence-based Strategy: Character Education/Values Matter instills in students important core, ethical, and performance values such as caring, honesty, diligence, fairness, fortitude, responsibility, and respect for self and others.

Action Steps to Implement

08/30/2021 - Establish a discipline committee. As a result, there will be a team to support the implementation of the Code of Student Conduct, Student of the Month, Values Matter, and Do the Right Thing, and address discipline concerns throughout the year.

Person Responsible Mayra DeLeon (deleon@dadeschools.net)

09/01/2021 - 12/17/2021 - Develop a calendar and implement Student of the Month, Values Matter, and Do the Right Thing programs. As a result, teachers will incorporate these initiatives in their classrooms.

Person Responsible Mayra DeLeon (deleon@dadeschools.net)

08/30/2021 - 12/17/2021 - Ensure all teachers review the Code of Student Conduct with their students. As a result, students will understand the behavior expectations of the school.

Person Responsible Mayra DeLeon (deleon@dadeschools.net)

09/10/2021 - 10/11/2021 - Teachers will develop and implement a behavior management plan in their classrooms. As a result, student behavior during instruction will improve.

Person Responsible Mayra DeLeon (deleon@dadeschools.net)

11/01/2021- 04/29/2022 - Continue with the implementation of the Values Matters Program. As a result, this program will reduce the number of negative behaviors.

Person Responsible Mayra DeLeon (deleon@dadeschools.net)

11/01/2021-12/17/2021- Create a calendar of meeting for the Discipline Committee. As a result, the team will meet regularly to support the implementation of various school initiatives to improve student behavior.

Person Responsible Mayra DeLeon (deleon@dadeschools.net)

01/31/2022 - 04/29/2022 - Mental health coordinator will provide services to students with behavioral and/or emotional needs.

Person Responsible Mayra DeLeon (deleon@dadeschools.net)

01/31/2022 - 04/29/2022 - Literacy Coach will attend FBA and BIP training to support the Rti process for behavior intervention implementation.

Person Responsible Mayra DeLeon (deleon@dadeschools.net)

#4. Leadership specifically relating to Specific Teacher Feedback

Area of Focus Description and Rationale:	Based on data from the School Climate Survey and SIP Survey, we will address the Targeted Element of Specific Teacher Feedback. Teachers feel that there was a limited number of walkthroughs conducted, resulting in insufficient feedback to improve student outcomes. Teachers did not feel they participated in an adequate number of data chats with administration and did not receive enough guidance in using data to plan for instruction.
Measurable Outcome:	If we successfully implement the Targeted Element of Specific Teacher Feedback, teachers will feel supported and empowered in using data to drive instruction. This will be realized by a 10 percentage point increase in the number of data chats conducted in the 2021-22 school year.
Monitoring:	The Leadership Team will provide guidance, support and feedback to teachers regarding data. Data analysis will be an integral part of collaborative planning sessions. Feedback from walkthroughs will be conducted on a consistent basis.
Person responsible for monitoring outcome:	Mayra DeLeon (deleon@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Specific Teacher Feedback, we will focus on the evidence-based strategy of: Consistent, Developmental Feedback. By incorporating continual data analysis during collaborative planning sessions, conducting classroom walkthroughs and providing feedback, teachers will feel supported and empowered in using data to drive instruction and improve student outcomes.
Rationale for Evidence-based Strategy:	Walkthroughs and specific feedback will assist in utilizing data to guide instruction. Throughout this process, the Leadership Team will provide guidance in the use of data to develop creative and innovative classroom instruction.

Action Steps to Implement

09/03/2021 - 04/29/2022 - Establish a classroom walkthrough schedule. As a result, all teachers will be visited on a regular basis.

Person Responsible Mayra DeLeon (deleon@dadeschools.net)

09/08/2021 - 04/29/2022 - Provide constructive feedback through crucial conversations following walkthroughs. As a result, teachers will receive the feedback necessary to improve their instruction.

Person Responsible Mayra DeLeon (deleon@dadeschools.net)

09/08/2021 - 04/29/2022 - Conduct on-going data chats, as appropriate, during collaborative planning sessions with instructional coaches. As a result, teachers will modify student groups and instruction.

Person Responsible Mayra DeLeon (deleon@dadeschools.net)

09/08/2021 - 04/29/2022 - Develop and implement a quarterly data chat schedule. As a result, teachers will meet with administration to analyze classroom/grade level data and modify instruction as needed.

Person Responsible Mayra DeLeon (deleon@dadeschools.net)

11/01/2021- 04/29/2022 - Administration will provide positive feedback to teachers through a monthly "Celebrating and Sharing" activity during faculty meetings. As a result, best practices will be acknowledged so teachers have opportunities to learn from their peers.

Person Responsible Mayra DeLeon (deleon@dadeschools.net)

11/01/2021- 04/29/2022 - Administration will provide informal written feedback following walkthroughs. As a result, teachers will be able to adjust their instruction accordingly.

Person Responsible Mayra DeLeon (deleon@dadeschools.net)

01/31/2022 - 04/29/2022 - Mid-year data chats will include an emphasis on low-performing subgroups.

Person Responsible Mayra DeLeon (deleon@dadeschools.net)

01/31/2022 - 04/29/2022 - Administration will provide constructive feedback and recommendations for improving the learning outcomes of students in low-performing subgroups.

Person Responsible Mayra DeLeon (deleon@dadeschools.net)

Additional Schoolwide Improvement Priorities

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

The 2021 School Disciplinary Data report in PowerBI, demonstrates that 2 percent of students school-wide were referred one time, and 2 percent of students school-wide were referred two or more times for disciplinary infractions during the school year. Areas of concern were identified in grades one and four, which reflected that 7 percent of students were referred for disciplinary infractions at least one time during the school year. We have included the targeted area of Discipline within the Area of Focus for Culture and Environment and will utilize the SIP to monitor progress in this area.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Our strengths within School Culture are in Engaging Learning Environment; Support, Care and Connections; and Physical and Emotional Safety. Our classrooms are inviting and provide an academically print-rich environment that informs and engages students. Student recognitions include Student of the Month, Do the Right Thing, and grade level award ceremonies. Teachers are acknowledged via "Celebrating and Sharing", the Panther Pride Award and the Shout Out Wall. Our school creates experiences throughout the year to engage with parents and families and ensure they have the necessary information to support their children. We establish an environment where students and staff feel physically and emotionally safe.

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 (School Leadership Team).

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: Discipline	\$0.00
4	III.A.	Areas of Focus: Leadership: Specific Teacher Feedback	\$0.00
Total:			\$0.00