Bunche Park Elementary School

2021-22 Schoolwide Improvement Plan

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Bunche Park Elementary School

16001 BUNCHE PARK DR, Miami Gardens, FL 33054

http://pwbell.dadeschools.net/

Demographics

Principal: Jacqueline Lewis C

Start Date for this Principal: 7/21/2021

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)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Black/African American Students Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: C (53%) 2017-18: B (54%) 2016-17: B (54%)
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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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	96%

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		C	C	B

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SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Bunche Park Elementary's mission is to provide a structured, data-driven and rigorous curriculum that ensures that all students share in the ownership of their learning and demonstrate improvement in academic and social performance annually.
Bunche Park Elementary's core values include:
Excellence: all students can be successful learners, Equity: professional staff development enhances a quality school, Citizenship: parent and community involvement enables students achievement, and Integrity: a safe and secure environment is essential.

Provide the school's vision statement.

The vision of Bunche Park Elementary is to become a community of learners where students embrace every opportunity to learn in a safe, nurturing environment, utilizing creative, innovative instructional strategies, by highly qualified teachers. Bunche Park students will become resourceful, self-assured individuals who possess strong academic skills, problem-solving abilities and communication skills necessary to face the future challenges of 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
Lewis, Jacqueline	Principal	Responsible for overseeing the instructional program, financial operations, building maintenance, student scheduling, personnel, public relations, school policy regarding discipline, coordination of the instructional program, and other overall school matters.
Griffith, Meisha	Assistant Principal	Assists the principal with implementing, monitoring, and sharing the priority actions, that are outlined in the School Improvement Plan, with stakeholders throughout the school year. Additionally, Ms. Griffith assists the principal with monitoring the areas of Student Achievement, Instructional Leadership, Organizational Leadership, Professional and Ethical Behavior, School Operations, Personnel, and Exceptional Student Education (ESE) and English Language Learners (ELL) compliance. Ms. Griffith conducts collaborative planning with kindergarten through fifth grade Mathematics, Science and Social Studies teachers to ensure instructional planning, delivery and assessments are aligned, to review student data, and to plan for instruction and remediation. Ms. Griffith monitors lesson plans to address areas of concern such as: student engagement, the completion of essential labs, providing students with corrective feedback and the delivery of scaffolded/explicit instruction.
Tarpley, Anitra	Teacher, PreK	1. Responsible for teaching children about basic fundamentals, like numbers, color and shapes, helping children build their social skills and keeping the classroom clean and safe for all of the students and Teachers. 2. Using creative, hands-on methods of learning, such as artistic expression, free play, and storytelling. 3. Planning a curriculum that addresses early childhood education requirements. 4. Encouraging and monitoring social interactions between children.
Fortich, Jaclyn	Math Coach	1. Support the development of high quality/effective math instruction by coaching and building capacity of math teachers to improve instructional planning, teaching practice, and the use of data, assessment, and instructional technology. 2. Work with math support specialist, leaders and teachers to refine and develop common standards, pacing plans, mid-year and end of year assessments for each grade level. 3. Work with various teams (administrators, teachers, and leaders) to facilitate analysis of data provided by diagnostics, assessments, and formative assessments. 4. Help teacher monitoring and tracking ongoing progress monitoring. 5. Continuously monitor, track and analyze student achievement data in order to identify needed supports and strategies.
Parrott, Lawana	Reading Coach	1. Develop positive and supportive relationships with classroom teachers, specialized professionals, the leadership team 2. Work with the leadership team to determine the focus of the district's professional learning and then work with the team to design, prepare, and

Name	Position Title	Job Duties and Responsibilities
		deliver large and small-group professional learning to appropriate audiences. 3. Provide team level and individual coaching to ensure that instructional practices are aligned with the curriculum, with student assessment data, and with the district's commitment to engaged learning. 4. Provide coaching in the form of modeling, co-planning, co-teaching, observing, and conferencing to support individual teachers as they strive to enhance their practice and their students' learning. 5. Assist in the development of intervention procedures and strategies for students who need additional instructional support. 6. Develop a system to document all activities with the intention of building a schedule that maximizes time with teams and individual teachers. Review and revise the schedule on a quarterly basis. 7. Enhance coaching skills through attendance at/participation in various learning experiences such as conferences, workshops, summer institutes.

Demographic Information

Principal start date
Wednesday 7/21/2021, Jacqueline Lewis C

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.*
6

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.*
22

Total number of teacher positions allocated to the school
34

Total number of students enrolled at the school
249

Identify the number of instructional staff who left the school during the 2020-21 school year.
6

Identify the number of instructional staff who joined the school during the 2021-22 school year.
0

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	24	33	41	60	34	57	0	0	0	0	0	0	0	249
Attendance below 90 percent	5	10	9	18	5	15	0	0	0	0	0	0	0	62
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	2	1	10	2	0	0	0	0	0	0	0	0	15
Course failure in Math	0	1	1	8	3	1	0	0	0	0	0	0	0	14
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	8	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	7	0	0	0	0	0	0	0	7
Number of students with a substantial reading deficiency	2	6	25	44	18	29	0	0	0	0	0	0	0	124

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	2	1	12	2	8	0	0	0	0	0	0	0	27

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	4	2	0	10	0	0	0	0	0	0	0	0	0	16
Students retained two or more times	0	0	0	3	0	3	0	0	0	0	0	0	0	6

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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	38	44	55	53	57	65	0	0	0	0	0	0	0	312
Attendance below 90 percent	11	11	14	9	15	14	0	0	0	0	0	0	0	74
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	3	5	7	0	4	0	0	0	0	0	0	0	19
Course failure in Math	0	2	4	7	1	5	0	0	0	0	0	0	0	19
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	8	9	0	0	0	0	0	0	0	17
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	7	14	0	0	0	0	0	0	0	21

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	2	3	4	10	8	12	0	0	0	0	0	0	0	39

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	4	2	0	10	0	0	0	0	0	0	0	0	0	16
Students retained two or more times	0	0	0	3	3	1	0	0	0	0	0	0	0	7

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				48%	62%	57%	41%	62%	56%
ELA Learning Gains				57%	62%	58%	47%	62%	55%
ELA Lowest 25th Percentile				63%	58%	53%	56%	59%	48%
Math Achievement				57%	69%	63%	59%	69%	62%

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
Math Learning Gains				63%	66%	62%	68%	64%	59%
Math Lowest 25th Percentile				37%	55%	51%	56%	55%	47%
Science Achievement				45%	55%	53%	54%	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	32%	60%	-28%	58%	-26%
Cohort Comparison						
04	2021					
	2019	45%	64%	-19%	58%	-13%
Cohort Comparison		-32%				
05	2021					
	2019	30%	60%	-30%	56%	-26%
Cohort Comparison		-45%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	26%	67%	-41%	62%	-36%
Cohort Comparison						
04	2021					
	2019	56%	69%	-13%	64%	-8%
Cohort Comparison		-26%				
05	2021					
	2019	68%	65%	3%	60%	8%
Cohort Comparison		-56%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	35%	53%	-18%	53%	-18%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

K-5 used I-Ready as a monitoring tool.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	13.5%	30.6%	31.4%
	Economically Disadvantaged	13.0%	30.6%	31.4%
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	24.3%	22.2%	40.0%
	Economically Disadvantaged	24.3%	27.8%	40.0%
	Students With Disabilities	12.5%	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	16.7%	25.6%	28.9%
	Economically Disadvantaged	18.4%	27.8%	31.4%
	Students With Disabilities	12.5%	23.1%	25.0%
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	25.6%	30.2%	16.2%
	Economically Disadvantaged	25.7%	30.8%	17.6%
	Students With Disabilities	21.4%	27.3%	27.3%
	English Language Learners	N/A	N/A	N/A

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	23.8%	35.7%	44.7%%
	Economically Disadvantaged	22.0%	34.1%	43.2%
	Students With Disabilities	12.5%	26.7%	36.4%
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	11.6%	19.5%	34.2%
	Economically Disadvantaged	11.9%	17.5%	32.4%
	Students With Disabilities	6.3%	14.3%	27.3%
	English Language Learners	N/A	N/A	N/A
Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	6.5%	13%	19.5%
	Economically Disadvantaged	6.7%	13.3%	20.0%
	Students With Disabilities	N/A	8.3%	10.0%
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	11.4%	9.3%	21.1%
	Economically Disadvantaged	11.6%	9.5%	21.6%
	Students With Disabilities	4.5%	4.3%	N/A
	English Language Learners	N/A	N/A	N/A

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	14%	16.4%	25.9%
	Economically Disadvantaged	14.5%	17%	26.9%
	Students With Disabilities	N/A	12%	8.7%
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	14%	23.6%	38.2%
	Economically Disadvantaged	14.5%	24.5%	39.6%
	Students With Disabilities	7.7%	12%	12.5%
	English Language Learners	N/A	N/A	N/A
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	7.0%	N/A
	Economically Disadvantaged	N/A	7.0%	N/A
	Students With Disabilities	N/A	0%	N/A
	English Language Learners	N/A	0%	N/A

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	55	62		57	44		41				
ELL	33			31							
BLK	45	46	42	37	30		36				
HSP	31	60		30	27		27				
FRL	43	47	46	36	30	15	33				
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	58	57	50	58	53	39	50				
ELL	44	69		50	62						
BLK	47	56	68	56	65	41	51				
HSP	56	61		59	56						
FRL	49	58	65	56	64	36	45				

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	56	61	42	56	64	25	42				
ELL	21	70		64	80						
BLK	37	42	50	54	66	57	51				
HSP	57	69		75	75						
FRL	41	46	56	58	68	56	54				

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	36
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	253
Total Components for the Federal Index	7
Percent Tested	94%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	52
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	32
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

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

Black/African American Students	
Federal Index - Black/African American Students	39
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	35
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

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

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

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

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	36
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

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

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

According to 2021, our school demonstrated 42% proficiency in ELA. The school to district comparison shows an increase in the Achievement gap widening from 3rd to 5th grade in both ELA and Math.
All ELA Subgroups Achievement increased except for SWD which decreased by 3 percentage points.
2021 data indicates that 48% of students demonstrated Learning Gains in ELA. All ELA Subgroups Learning Gains decreased except for Hispanic students, which increased by 6 percentage points.
2021 data shows 50% in Learning Gains for L25 students in ELA. All ELA Subgroups Learning Gains L25 decreased by at least 15 percentage points.
According to 2021 data for math our school reached 36 percentage points in overall proficiency, 29 percentage points in Learning Gains, 15 percentage points in in Learning Gains for L25 students. All Math Subgroups overall Learning Gains and Learning Gains L25 decreased across all grade levels.
Science Subgroups Achievement levels decreased by 19 percentage points. Based on the 2021 data, the overall proficiency rate in Science is 33%.

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

Based on the data delineated in Section (A), the following subgroups in grades 3-5 demonstrate a need for improvement in the areas listed below:
1. All subgroups except Hispanic-Based on 2021 data ELA Learning Gains are at 48%.
2. SWD-ELA
3. L25-Math Learning Gains-This is based on 2021 data which is at 29%.
4. All subgroups-Science-This is based on 2021 data which proficiency rate is at 33%.

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

Factors that contribute to the need for improvement in the areas listed above include the following:
1. Lack of foundational skills
2. Attendance concerns among struggling students
3. Lack of parental involvement
4. Need for explicit instruction
5. Behaviors that interrupt the learning process
The following actions need to be implemented to address the need for improvement:
1. Adherence to the MTSS process
2. Implementing intervention programs with fidelity
3. Engaging CSS services for parents and school stakeholders
4. Providing professional development for teachers on explicit instruction
5. Implementing a school-wide discipline plan

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

Based on the data delineated in Section (A), the following subgroups in grades 3-5 demonstrate improvement in ELA, ELA Learning Gains, and ELA for L25 students.

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

The contributing factors to this improvement include collaborative planning, data driven instructional practices, differentiated instruction, intervention, and progress monitoring. New actions to improve students performance included careful placement of students into groups or classes for instruction to target their learning deficiencies or strengths. Students were also engaged in instruction to enhance vocabulary skills.

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

The following strategies will be implemented in order to accelerate learning:
1. Attendance Initiatives
2. Intervention/RTI
3. Collaborative Data Chats
4. Ongoing progress monitoring

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

The following professional development opportunities will be provided at our school to accelerate learning:
1. Explicit Instruction
2. Data analysis
3. Intervention
4. MTSS

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

Additional services that will be implemented to ensure sustainability of improvement include:
1. Extended learning opportunities offered throughout the year.
2. Book Clubs/competitions
3. Writing Clubs/competitions
4. Science Clubs/competitions

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Based on a review of 2021 data, ELA proficiency is 42%, Learning Gains is 48%, Learning Gains for L25 students is 50%. As a result of the data our school will target the area of ELA. We selected the overarching area of ELA based on our findings that demonstrated that the percentage of students below Level 3 on the 2021 statewide standardized ELA assessment is 72%. In addition, based on 2020-2021 i-Ready data, the percentage of students in Kindergarten through grade 2 who are not on track to score Level 3 or above on the 3rd Grade ELA state assessment is 49%. This data shows that we are not meeting the unique needs of all learners. Therefore, it is evident that we must improve our ability to provide targeted intervention, extended learning opportunities, and differentiated instruction based on the levels of the students we serve. We will provide instructional practices necessary for all students to access grade-level content in order to make learning gains and move towards proficiency.
Measurable Outcome:	If we successfully target ELA, then the school will demonstrate an increase of a minimum of 3 percentage points as evident by the 2022 ELA State Assessments.
Monitoring:	*Conduct quarterly data chats, adjust groups based on current data in real time, and follow-up with weekly walkthroughs to ensure quality instruction is taking place. *Administrators will review weekly lesson plans for indication of differentiation for all students. *Data Analysis of formative assessments of students will be reviewed bi-weekly to observe progress. *Online tracker to monitor OPM data on a bi-weekly basis. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards. *Extended learning opportunities will be provided to those students who are not showing growth on OPMs.
Person responsible for monitoring outcome:	Jacqueline Lewis (pr0641@dadeschools.net)
Evidence-based Strategy:	Within ELA, our school will focus on the evidence-based strategy Gradual Release of Responsibilities Model (GRRM). GRRM will assist in accelerating the learning gains and proficiency of subgroups as it is a systematic approach of instruction to meet the students' needs.
Rationale for Evidence-based Strategy:	The Gradual Release of Responsibility Model (GRRM) will provide students with a structured method of pedagogy framed around a process beginning with explicit instruction. Students will be guided through the learning process with clear statements about the purpose and rationale for learning the new skill. The successful implementation of the GRRM will enable students and teachers to advance through the four phases: clear explanations and demonstrations of the instructional target, provide strategic guided practice and feedback, gradually releasing students to practice the new skill collaboratively and eventually requiring students to demonstrate mastery of the learning target independently. GRRM will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available. Students will also be provided with ongoing corrective feedback to improve their performance.

Action Steps to Implement

1. 09/02-10/11…. Teachers will provide a "hook" for the weekly reading instruction and setting the stage for learning by clarifying the learning target and measures of success.

Person Responsible Lawana Parrott (lparrott@dadeschools.net)

2. 09/02-10/11…. The teacher will engage the students through questioning, models, strategies and cues throughout the reading lesson.

Person Responsible Jacqueline Lewis (pr0641@dadeschools.net)

3. 09/02-10/11… Teachers will release students to actively engage without scaffolding to compete ELA activities using rubrics and exemplars to improve their work.

Person Responsible Meisha Griffith (meishajgriffith@dadeschools.net)

4. 09/02-10/11… Teachers will evaluate formatively for Tier I and debrief strategies and student success on a bi-weekly basis.

Person Responsible Lawana Parrott (lparrott@dadeschools.net)

5. 11/01/21- 12/17/21 Students will label each step of the gradual release in their interactive journals.

Person Responsible Meisha Griffith (meishajgriffith@dadeschools.net)

6.11/01/21-12/17/21 Teachers will review data from exit tickets to revise and reteach lessons.

Person Responsible Jacqueline Lewis (pr0641@dadeschools.net)

7. 01/31/22 - 04/29/22 Target students in need of additional academic support and provide targeted intervention through teacher assigned iReady lessons to assist with the you do portion of the gradual release.

Person Responsible Lawana Parrott (lparrott@dadeschools.net)

8. 01/31/22 - 04/29/22 Teachers will review data (You do) from exit tickets to revise and reteach lessons.

Person Responsible Lawana Parrott (lparrott@dadeschools.net)

#2. Instructional Practice specifically relating to Student Engagement	
Area of Focus Description and Rationale:	Based on the data review, our school will target the area of Student Engagement. We selected the overarching area of Student Engagement based on our findings that demonstrated that 50% of our students are not proficient in Reading. We need to increase students' attention and focus to motivate them to engage more in the learning process. We will provide instructional practices necessary for all students to have meaningful learning experiences.
Measurable Outcome:	If we successfully target student engagement, then the school will demonstrate an increase of a minimum of 3 percentage points as evidenced by the 2022 ELA State Assessments.
Monitoring:	The Leadership Team will conduct weekly walkthroughs to ensure student engagement is taking place. Administrators will review weekly lesson plans for indication of meaningful goal oriented learning activities and feedback.
Person responsible for monitoring outcome:	Meisha Griffith (meishajgriffith@dadeschools.net)
Evidence-based Strategy:	Within our target of student engagement, our school will focus on the evidence-based strategy of: Goal Oriented Learning. Goal Oriented Learning will assist in accelerating the learning gains and proficiency of subgroups as it is a systematic approach of instruction to meet the students' needs.
Rationale for Evidence-based Strategy:	Goal Oriented Learning ensures the students have a clear understanding of the learning goal/target and a clear focus of what they will be able to accomplish or produce as a result of the lesson. Our data indicates that our students need to be more invested in learning goals, both short term and long term, and are more invested in their learning outcomes.

Action Steps to Implement

1. 09/2-10/11… Teachers will provide students with incentives for participation and engagement in daily lessons in iReady with a passing rate of 70%.

Person Responsible	Jaclyn Fortich (303716@dadeschools.net)

2. 09/2-10/11… Teachers will create an arsenal of routines and activities that will actively keep students engaged. They will create a "Fairness Cup" that will contain each student's name on a Popsicle stick and the teacher will pull sticks at random to keep all students actively engaged.

Person Responsible	Meisha Griffith (meishajgriffith@dadeschools.net)

3. 09/2-10/11… Student celebrations for students will occur on a monthly basis where each class will be recognized for their efforts & pursuit of excellence in intervention on a monthly basis.

Person Responsible	Meisha Griffith (meishajgriffith@dadeschools.net)

4. 09/2-10/11… Teachers will have monthly conferences with students to set and monitor goals on the Bi-weekly ELA assessments.

Person Responsible	Jacqueline Lewis (pr0641@dadeschools.net)

5. 11/01/21-12/17/21 Students will be rewarded (with various incentives) for achieving proficiency in Reading and/or Math on two consecutive assessments.

Person Responsible Jaclyn Fortich (303716@dadeschools.net)

6. 11/01/21-12/17/21 Teachers will utilize Kahoot, Brainpop or Quizziz to actively engage the students while informally assessing them.

Person Responsible Lawana Parrott (lparrott@dadeschools.net)

7. 01/31/22 - 04/29/22 Peer observations will take place to share best practices for effective questioning and response techniques.

Person Responsible Lawana Parrott (lparrott@dadeschools.net)

8. 01/31/22 - 04/29/22 Students will be rewarded (with various incentives) for achieving proficiency in Reading and/or Math on two consecutive assessments.

Person Responsible Jaclyn Fortich (303716@dadeschools.net)

#3. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	Based on the 2021 SIP Data Map regarding school discipline, our school will implement the Targeted Element of Social Emotional Learning. Through our data review, we noticed that social and emotional learning are strongly correlated to student performance in the classroom. Therefore, we recognize the critical need to address social and emotional learning needs of our students to improve their academic proficiency.
Measurable Outcome:	If we successfully target social emotional learning, then the school will demonstrate an increase of a minimum of 3 percentage points as evidenced by the 2022 ELA State Assessments.
Monitoring:	The Leadership Team, Attendance Committee, Community Involvement Specialist, along with the mental health coordinator, will monitor discipline, attendance, and student services and discipline referrals. The Leadership Team will mentor individual students who have consistent truancy and connect with them bi-weekly to reward or encourage attendance/ behavior efforts. The Leadership Team will plan regular student incentives to promote consistent student attendance and acceptable behaviors. Teachers will also monitor their daily attendance/behavior and submit that data to the LT on a weekly basis with emphasis on attendance/behavior trends. To ensure we are on track to meeting the outcome above, this data will be discussed during data chats with teachers and students and parental contact will be made when necessary.
Person responsible for monitoring outcome:	Ruby Sheffield (rsheffield@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Social Emotional Learning, our school will focus on the evidence-based strategy of school and classroom based social and emotional skills programs and risk prevention programs . Students presenting early warning indicators will be monitored on a weekly basis to prevent a breakdown in social and emotional development.
Rationale for Evidence-based Strategy:	Instruction and support in students' social and emotional growth will help students to manage their emotions, build relationships, focus their attention and solve problems so they can succeed in life. Social and emotional growth initiatives will assist in decreasing the number of student referrals. The initiatives will provide the LT with a systematic approach to identify behavior issues, remediation, and rewards.

Action Steps to Implement

1. 09/2-09/10… A lack of support and instruction on Social and emotional learning has had a negative impact on student performance and growth. In order to support our students in the area of social and emotional learning we must first select members for the behavior committee who will monitor and support students with concerning behavior trends and discipline referrals.

Person Responsible	Jacqueline Lewis (pr0641@dadeschools.net)

2. 09/2-10/11… The Community Involvement Specialist (CIS), mental health coordinator, assistant principal and the school counselor will monitor discipline referrals for specific behavioral concerns that identify students who need additional support and coordinate resources and services from outside agencies as needed.

Person Responsible	Meisha Griffith (meishajgriffith@dadeschools.net)

3. 09/2-10/11… Students with concerning behavior trends or discipline referrals will be paired with a mentor who will support and encourage students and their families to help student develop more acceptable behaviors that will have a positive impact on their social, emotional and academic growth.

Person Responsible Jacqueline Lewis (pr0641@dadeschools.net)

4. 09/2-10/11… Teachers will implement instruction and classroom initiatives/rewards systems that support positive social and emotional learning which will lead to a decrease in discipline referrals

Person Responsible Jacqueline Lewis (pr0641@dadeschools.net)

5. 11/01/21-12/17/21 The school counselor will meet with students to engage them in lessons surrounding social and emotional development.

Person Responsible Ruby Sheffield (rsheffield@dadeschools.net)

6. 11/01/21-12/17/21 The K-5 Science teacher will assign the SEL Lab Hats job responsibilities to students during Essential Science Labs.

Person Responsible Meisha Griffith (meishajgriffith@dadeschools.net)

01/31/22 - 04/29/22 The school counselor will continue meet with students to engage them in lessons surrounding social and emotional development.

Person Responsible Ruby Sheffield (rsheffield@dadeschools.net)

01/31/22 - 04/29/22 Students will write messages of kindness, appreciation, and love on cards twice a week to create a kindness bucket. At the end of each week students will spend a few minutes sharing these notes of encouragement to end the week on a positive note.

Person Responsible Meisha Griffith (meishajgriffith@dadeschools.net)

#4. Leadership specifically relating to Specific Teacher Feedback	
Area of Focus Description and Rationale:	Based on quantitative data from the School Climate survey and the SIP survey and review of the Core Leadership Competencies, we want to use the Targeted Element of Specific Teacher Feedback. Teachers need to receive immediate feedback from administrators following walkthroughs and observations so that they can make adjustments in their instructional practices.
Measurable Outcome:	If we successfully target specific teacher feedback, the school will demonstrate an increase of a minimum of 3 percentage points as evidenced by the 2022 ELA State Assessments.
Monitoring:	Administration and Coaches will develop a specific feedback system to provide suggestions on how to improve instructional practices to meet the needs of all students. The Leadership Team will have weekly meetings to discuss their findings. This initiative will be evident by instructional coaches and administrators who will provide support and development to the staff in various areas. To ensure we are on target, teachers who receive support will share the knowledge they have gained during faculty meetings.
Person responsible for monitoring outcome:	Jacqueline Lewis (pr0641@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Specific Teacher Feedback, we will focus on the evidence-based strategy of modeling professional learning to develop others and support efforts to improve teaching capacity in all instructional areas. Administrators will work with individual teachers to set goals and track their progress toward their goals. Administrators will communicate specific expectations to teachers. Administrators will observe teachers regularly to help improve teacher performance. They will also encourage staff to engage in sustained professional learning. Administrators will establish opportunities for teachers to examine data and student progress through collaborative planning meetings and data chats.
Rationale for Evidence-based Strategy:	This specific strategy was selected because teachers' commitment to their development is essential to educators to ensure that students are receiving a quality education. Teachers need to know how to provide effective instructional practices to meet the needs of all students so that these students can attain proficiency in all content areas. Students need effective explicit instruction to improve their academic performance. Teachers need feedback, encouragement and support from administrators who will model appropriate strategies so that teacher can make adjustments in their instructional practices which will improve their performance and in turn increase student achievement.

Action Steps to Implement

1. 09/2-10/11… Administrators and instructional coaches will develop an informal observation rotation calendar to coordinate observations of instructional staff. This calendar will also include time to debrief and discuss findings.

Person Responsible	Jacqueline Lewis (pr0641@dadeschools.net)

2. 09/2-10/11… To support instructional practices and development all teachers will be placed on a coach/ teacher collaboration cycle with transformational coaches.

Person Responsible	Lawana Parrott (lparrott@dadeschools.net)

3. 09/2-10/11… Administrators will provide teachers with timely and specific feedback following informal and formal observations or walk-throughs.

Person Responsible	Jacqueline Lewis (pr0641@dadeschools.net)

4. 09/2-10/11… Administrators and instructional coaches will work with instructional and non-instructional staff to set goals for improvement in instructional practices.

Person Responsible	Lawana Parrott (lparrott@dadeschools.net)

5. 11/01/21- 12/17/21 To support instructional practices and development all teachers will be placed on a coach/teacher collaboration cycle with transformational coaches.

Person Responsible	Lawana Parrott (lparrott@dadeschools.net)

6. 11/01/21-12/17/21 Administrators will utilize a feedback checklist during daily walkthroughs which will be shared electronically with teachers.

Person Responsible	Jacqueline Lewis (pr0641@dadeschools.net)

01/31/22 - 04/29/22 (1) Administration will follow-up with teachers to review lesson plans, re-teach lessons, small group instruction and data chats to ensure they are taking place with fidelity.

Person Responsible	Meisha Griffith (meishajgriffith@dadeschools.net)

01/31/22 - 04/29/22 Administrators will utilize a feedback checklist during daily walkthroughs which will be shared electronically with teachers.

Person Responsible	Jacqueline Lewis (pr0641@dadeschools.net)

Additional Schoolwide Improvement Priorities

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

According to the SIP 2021 Power Bi Data Map, 7% of students were recorded as having 1 discipline referral while 6% were recorded as having 2 or more as compared to the district with 6% of students recorded as having 1 discipline referral while 4% were recorded as having 2 or more. The primary area of concern that the school will monitor during the upcoming school year is the use of appropriate conflict resolution skills. The school culture and environment will be monitored through the lens of behavior. Students will be provided with opportunities to earn incentives and be recognized for positive behavior and academic achievements. Social emotional support will be provided to all students through Social Emotional Learning (SEL) activities, brain breaks, individual counseling, small group counseling and class counseling sessions. Teachers will be informed on the effective use of referrals to the student services department and administration. Additionally, teachers will develop progressive discipline plans and be advised of PD InFocus videos in the area of the learning environment, to maintain an environment that reflects a culture of inclusivity, equity and respect and is conducive to student learning and collaborative work.

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 Relationships, Physical and Emotional Safety and Support, and Engaging Learning Environment. Our school maintains a pattern of supportive interactions which foster positive staff student relationships. Students are paired with a mentor at the beginning of the school year and meetings are held monthly. These meetings address student data, attendance, social emotional, and overall well being. of student. Leadership Team and School Counselor through Values Matter program create norms, values, and expectations that support social, emotional, and physical safety. Monthly core values are shared, examples provided, and students recognized by teacher or staff for exhibiting this value throughout the year. We celebrate the successes of students and staff by emphasizing accomplishments and collaboration. During monthly faculty meetings teachers share best practices and provide opportunities for others to view it in action. Additionally, students are recognized weekly through iReady, attendance, and their performance on bi-weekly assessments.

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

The stakeholders involved in building positive school culture and environment are the Principal, Assistant Principal, Literacy Coach, Teacher Leaders, and Counselor. The Principal's role is to monitor and oversee all the school's initiatives and respond to concerns with student safety and the learning environment. The Assistant Principal will monitor the overall safety of the building and ensure safety protocols are in place and all stakeholders are provided with personal protective equipment as needed. Instructional Coach and Teacher Leaders assist with providing necessary resources for teachers to maximize learning opportunities and ensure students are engaged with instruction.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
2	III.A.	Areas of Focus: Instructional Practice: Student Engagement	$0.00
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	$0.00
4	III.A.	Areas of Focus: Leadership: Specific Teacher Feedback	$0.00

	Total:	$0.00