

Miami-Dade County Public Schools

Coconut Grove Elementary School



2021-22 Schoolwide Improvement Plan

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Coconut Grove Elementary School

3351 MATILDA ST, Coconut Grove, FL 33133

<http://coconutgrove.dadeschools.net>

Demographics

Principal: Kristin Hayes E

Start Date for this Principal: 7/21/2019

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	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	28%
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 Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (85%) 2017-18: A (76%) 2016-17: A (64%)
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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<http://coconutgrove.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	No	25%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	63%

School Grades History

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

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

We provide a quality education so that our students have the opportunity to lead productive and fulfilling lives as lifelong independent learners and responsible citizens in a global society.

Provide the school's vision statement.

We are a "School of Excellence" that offers a variety of educational programs while building character within our students and developing a sense of community.

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
Hayes, Kristin	Principal	The principal oversees the daily activities and operations within the school and serves as an instructional leader, engaging all stakeholders in collaborating in the school's decision-making process. Ms. Schneider monitors student achievement and provides teachers and parents with feedback. She creates systems of communication within the school community to keep stakeholders informed on matters related to the school. Moreover, she manages the school budget to meet the needs of the school.
Arana, Jeanette	Assistant Principal	Ms. Arana will assist the principal in overseeing the daily activities and operations within the school and serve as an instructional leader, engaging all stakeholders in collaborating in the school's decision-making process. In her role, Ms. Arana works closely with teachers to monitor student performance and provides teachers with effective feedback to improve student outcomes.
Burns, Evelyn	Teacher, K-12	Ms. Burns prepares lessons and daily instruction for fourth grade students. In addition to working with students, Ms. Burns serves as a teacher representative in EESAC actively participating in the monitoring and implementation of the SIP. As part of the Synergy team, Ms. Burns actively participated in reviewing school data, identifying key data points, and providing context during the needs assessment and analysis.
Koski, Cristina	Teacher, K-12	Ms. Koski prepares lessons and daily instruction for third grade students. In addition to working with students, Ms. Koski serves as a teacher representative in EESAC actively participating in the monitoring and implementation of the SIP. As part of the Synergy team, Ms. Koski actively participated in reviewing school data, identifying key data points, and providing context during the needs assessment and analysis. Ms. Koski works closely with new teachers in areas of classroom management, lesson planning, and data analysis as the school's SEED mentor and the New Teacher Support in the Professional Learning Support Team (PLST).
Tingle, Sarah	Teacher, ESE	Ms. Tingle prepares lessons and daily instruction for first grade students. In addition to working with students, Ms. Tingles serves as the school's Professional Development Liaison which is part of the Professional Learning Support Team (PLST). In her role as PD Liaison, she works closely with the administrative and leadership team to plan professional development sessions that would benefit the school community. As part of the Synergy team, Ms. Tingle actively participated in reviewing school data, identifying key data points, and providing context during the needs assessment and analysis.
St. Leger, Nancy	Teacher, ESE	Ms. St. Leger prepares lessons and daily instruction for students with exceptionalities in kindergarten through fourth grade. In addition to working with students, Ms. St. Leger serves as the Union Steward representative in EESAC actively participating in the monitoring and implementation of the SIP.

Name	Position Title	Job Duties and Responsibilities
Solis, Jennifer	Teacher, K-12	Ms. Solis serves as the school's media specialist. She works closely with the teachers to engage students in literacy activities and oversees the school library. Ms. Solis also plays a vital role in ensuring that students and teachers have access to computer stations and mobile devices. She supports the administrative team by serving as the point of contact for device distribution and creating and monitoring rotation schedules for online testing sessions.
Davis, Eunice	Teacher, K-12	Ms. Davis prepares lessons and daily instruction for fourth and fifth grade students. In addition to working with students, Ms. Davis serves as the school's math liaison. She is responsible for communicating pertinent information provided by the district to the teachers and assists teachers with math resources and materials.
McCue, Megan	Teacher, K-12	3rd Grade Teacher, Grade Level Chair , PLST Digital. Ms. McCue prepares lessons and daily instruction for third grade students. In addition to working with students, Ms. McCue serves as the digital liaison for the school's Professional Learning Support Team (PLST). In her role, Ms. McCue supports teachers in the process of integrating technology as part of their daily lessons.
Raposo, Denise	Teacher, K-12	5th Grade Teacher, Grade Level Chair, PLST. Ms. Raposo prepares lessons and daily instruction for fifth grade students. In addition to working with students, Ms. Raposo serves as a part of school's Professional Learning Support Team (PLST) which plans professional development sessions and support for teachers and students.
Banister, Leon	Other	As MTSS Coordinator, Dr. Banister provides training, consultation, and support to teachers and school-based leadership teams to facilitate implementation of a Multi-Tiered System of Supports (MTSS) at the school. He communicates effectively and maintains a positive rapport with the teachers, staff, and families.

Demographic Information

Principal start date

Sunday 7/21/2019, Kristin Hayes E

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.*

24

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.*

8

Total number of teacher positions allocated to the school

38

Total number of students enrolled at the school

525

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.

1

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	80	94	100	83	68	78	0	0	0	0	0	0	0	503
Attendance below 90 percent	1	6	3	2	2	7	0	0	0	0	0	0	0	21
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	2	1	1	1	0	0	0	0	0	0	0	6
Course failure in Math	0	2	2	0	1	0	0	0	0	0	0	0	0	5
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	1	0	0	0	0	0	0	0	1
Number of students with a substantial reading deficiency	0	16	25	18	8	7	0	0	0	0	0	0	0	74
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	4	3	1	1	0	0	0	0	0	0	0	0	11
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 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	104	116	95	74	86	73	0	0	0	0	0	0	0	548
Attendance below 90 percent	5	5	3	4	7	3	0	0	0	0	0	0	0	27
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	3	2	1	2	4	0	0	0	0	0	0	0	12
Course failure in Math	0	3	1	2	0	4	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	1	5	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	1	5	0	0	0	0	0	0	0	6

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	4	2	3	3	5	0	0	0	0	0	0	0	17

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	5	3	2	1	0	0	0	0	0	0	0	0	12
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				90%	62%	57%	88%	62%	56%
ELA Learning Gains				80%	62%	58%	73%	62%	55%
ELA Lowest 25th Percentile				88%	58%	53%	74%	59%	48%
Math Achievement				89%	69%	63%	84%	69%	62%
Math Learning Gains				84%	66%	62%	77%	64%	59%
Math Lowest 25th Percentile				75%	55%	51%	61%	55%	47%
Science Achievement				89%	55%	53%	78%	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	88%	60%	28%	58%	30%
Cohort Comparison						
04	2021					
	2019	83%	64%	19%	58%	25%
Cohort Comparison		-88%				
05	2021					
	2019	90%	60%	30%	56%	34%
Cohort Comparison		-83%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	84%	67%	17%	62%	22%
Cohort Comparison						
04	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	91%	69%	22%	64%	27%
Cohort Comparison		-84%				
05	2021					
	2019	91%	65%	26%	60%	31%
Cohort Comparison		-91%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	88%	53%	35%	53%	35%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

Data was compiled based on the 2020-2021 i-Ready Diagnostic administrations from Fall (AP1), Winter (AP2), and Spring (AP3).

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	60.6%	78.8%	75.8%
	Economically Disadvantaged	39.1%	60.9%	39.1%
	Students With Disabilities	33.3%	16.7%	33.3%
	English Language Learners	28.6%	14.3%	28.6%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	51%	49%	77%
	Economically Disadvantaged	45.5%	21.7%	45.5%
	Students With Disabilities	40%	16.7%	33.3%
	English Language Learners	57.1%	N/A	42.9%

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	55%	65%	76%
	Economically Disadvantaged	42.9%	51.4%	66.7%
	Students With Disabilities	16.7%	N/A	16.7%
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	34%	45%	69%
	Economically Disadvantaged	23.5%	25.7%	58.3%
	Students With Disabilities	16.7%	N/A	33.3%
	English Language Learners	N/A	N/A	N/A
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	77.3%	83.3%	86.4%
	Economically Disadvantaged	47.1%	58.8%	64.7%
	Students With Disabilities	16.7%	N/A	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	31.8%	45.5%	80.3%
	Economically Disadvantaged	17.6%	11.8%	64.7%
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	55.1%	71.8%	73.1%
	Economically Disadvantaged	41.2%	55.9%	58.8%
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	16.7%	16.7%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	48.7%	73.1%	82.1%
	Economically Disadvantaged	35.3%	58.8%	67.7%
	Students With Disabilities	16.7%	16.7%	20%
	English Language Learners	N/A	N/A	N/A
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	59.7%	61.2%	64.2%
	Economically Disadvantaged	50%	45.8%	50%
	Students With Disabilities	33.3%	30%	20%
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	31.3%	55.2%	70.2%
	Economically Disadvantaged	18.2%	16.7%	58.3%
	Students With Disabilities	N/A	20%	50%
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	N/A	50%	N/A
	Economically Disadvantaged	N/A	26.0%	N/A
	Students With Disabilities	N/A	22.2%	N/A
	English Language Learners	N/A	N/A	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	35			35							
ELL	80			89							
BLK	38	50		33	70		36				
HSP	86	65		73	45		77				
WHT	82	59		88	59		85				
FRL	64	57		53	57	50	57				
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	45	60		55	64						
ELL	86	91	100	89	85		95				
BLK	65	64		55	64	70					
HSP	94	77	86	89	84	71	89				
MUL	90			100							
WHT	93	89	100	97	92		95				
FRL	82	71	79	71	75	71	80				
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	46	89	85	41	68	62	29				
ELL	74	79	79	79	72		70				
BLK	74	68		52	63	54	64				
HSP	86	73	78	84	81	63	73				
WHT	95	73		95	75		91				
FRL	76	73	70	68	70	60	65				

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	63
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	65
Total Points Earned for the Federal Index	505
Total Components for the Federal Index	8
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
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	78
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	45
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	69
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	
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	72
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	59
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?

Students within the subgroup of Economically Disadvantaged (EDD) demonstrated growth in various grade levels based on the 2020-2021 i-Ready AP1 and AP3 diagnostic.

- In ELA, the percent of proficient Grade 3 students identified as EDD increased from 47% to 64.7%.
- In ELA, the percent of proficient Grade 4 students identified as EDD increased from 41.2% to 58.8%.
- In ELA, the percent of proficient Grade 4 students identified as having a disability increased from 16.7% to 20%.
- In Math, the percent of proficient Grade 3 students identified as EDD increased from 17.6% to 64.7%.
- In Math, the percent of proficient Grade 4 students identified as EDD increased from 35.3% to 67.7%.
- In Math, the percent of proficient Grade 5 students identified as EDD increased from 18.2% to 58.3%.

Based on the 2021 FSA data, there were decreases in learning gains in both ELA and Math.

- In ELA, 59% of students made learning gains in 2021 compared to 80% in 2019.
- In ELA, 53% of students in the lowest 25th percentile made learning gains compared to 88% in 2019.
- In Math, 57% of students made learning gains in 2021 compared to 84% in 2019.
- In Math, 43% of students in the lowest 25th percentile made learning gains compared to 75% in 2019.

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

Based on the 2019 FSA data, Math is the area with the greatest need for improvement. In terms of the students in the lowest 25th percentile in Math, 75% of students made learning gains on the 2019

FSA Math assessment.

Based on the 2021 FSA data, 43% of students in the lowest 25th percentile made learning gains in math as compared to 75% in 2019.

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

Some of the factors that contributed to lower than typical performance for the student population included interrupted learning due to the need to pivot between modalities due to quarantine, struggling learners participating in My School Online (MSO), difficulty with implementing intervention or small group instruction, and the inability to provide appropriate DI with the use of manipulatives. For the 2021-2022 school year, the administrative team will work closely with the Math liaison to assist teachers in utilizing topic assessment data to provide remediation, consider a Math club to support student needs, and explore professional development opportunities specific to Math topics.

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

Based on the 2019 FSA data, ELA showed the most improvement. FSA data indicated that 88% of Grade 3 students, 83% of Grade 4 students, and 90% of Grade 5 students were proficient in ELA Reading and Writing.

Based on the 2021 FSA data, 79% of students demonstrated proficiency in ELA as compared to 54% of Grade 3-5 students in Miami-Dade County.

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

The implementation of teacher facilitated interventions and progress monitoring with fidelity were two important factors that contributed to the improvement in ELA. During the 2018-2019 school year, supplementary resources were purchased to reinforce tested benchmarks. Teachers used these resources during core instruction and intervention.

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

To accelerate learning during the 2020-2021 school year, our school will focus on professional development on standards-aligned instruction and task alignment, student engagement through hands-on learning, improved communications systems, and targeted lessons on Social Emotional Learning (SEL).

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.

During the 2021-2022 school year, our priorities are to host professional development sessions on the following topics: B.E.S.T Standards, New Reading Intervention, Horizons Training, and Digital Resource Integration.

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

In order to ensure sustainability in the coming years, the team would like to provide ongoing professional development sessions focused on the transition from the Florida standards to the B.E.S.T. standards by developing teacher leaders within the school. In order for the plan to be successful, it will be vital for the administrative to facilitate opportunities for team building activities.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale: Based on the data review, our school will implement the targeted element of student engagement. Engaging students helps increase student understanding and retention of concepts. Research has demonstrated that engaging students in the learning process increases their attention and focus, motivates them to practice higher level critical thinking skills, and promotes meaningful learning experiences. Research has strongly correlated student engagement with student achievement. Based on 2021 School Climate survey, 21% of students remained neutral or disagreed with the statement, "My teachers give me meaningful homework to help me learn."

Measurable Outcome: By October 11, 2021, teachers will incorporate a weekly hands-on activity to increase student engagement and support learning in any subject area. If we are successful at increasing student engagement schoolwide, then at least 75% of students will achieve proficiency on the 2022 FSA Reading and Math.

Monitoring: In addition to monitoring student data, the administrative team will conduct walk-throughs weekly to ensure that the school is on track to meeting the goal.

Person responsible for monitoring outcome: Kristin Hayes (pr0841@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Student Engagement, our school will focus on the evidence-based strategy of : Hands-On Learning. Hands-On Learning is a learning style in which learning takes place by the students carrying out physical activities, rather than listening to a lecture or watching demonstrations. This may include using manipulatives to teach concepts.

Rationale for Evidence-based Strategy: Hands-On Learning will be utilized to increase student engagement. When students actively participate in the learning process, there is a greater chance for students to develop their conceptual understanding of the topic and/or standard.

Action Steps to Implement

August 31, 2021- October 11, 2021: Incorporate hands-on activity into weekly lessons to increase student engagement.

Person Responsible Kristin Hayes (pr0841@dadeschools.net)

September 15th, 2021: Present SIP goals during Faculty Meeting and organize a Microsoft Teams page to share resources. If data is available, engage grade level teams or teachers individually to select an area of focus.

Person Responsible Kristin Hayes (pr0841@dadeschools.net)

September 13-17 2021: Survey the leadership team to determine an area of focus and materials needed to create hands-on learning activities.

Person Responsible Kristin Hayes (pr0841@dadeschools.net)

September 29, 2021: During faculty meeting, allow time to collaborate and share best practices.

Person Responsible Kristin Hayes (pr0841@dadeschools.net)

November 1- November 12, 2021: Survey the staff to determine materials needed for hands-on learning experiences.

Person Responsible Kristin Hayes (pr0841@dadeschools.net)

November 15- December 17, 2021: Schedule peer observations classroom visits to share classroom practices.

Person Responsible Kristin Hayes (pr0841@dadeschools.net)

January 31- April 19, 2022: Incorporate games and cooperative learning activities or projects in the classroom.

Person Responsible Kristin Hayes (pr0841@dadeschools.net)

January 31- April 19, 2022: Incentivize meeting weekly iReady goals (ex: lunch bunch) Schedule ice cream parties for students that met or exceeded learning gains in their AP2.

Person Responsible [no one identified]

#2. Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale: Students may have experienced learning loss, especially in Math, due to online instruction. Teachers need to have a strong understanding of the complexity of the standard to determine if activities are accurately aligned. Based on the data, it is expected that students will experience significant struggle with grade level content. Based on the 2019 FSA data, 16% of Grade 3 students did not demonstrate proficiency in Math. Based on the 2021 FSA data, 26% of students in Grades 3-5 did not demonstrate proficiency in Math.

Measurable Outcome: By September 30, 2021, all teachers would have participated in a professional development session focused on unpacking standards and task alignment. If we successfully align our teaching and assessments to the standards, then the number of students making learning gains in Math will increase by 5%.

Monitoring: The administrative team will ensure that all teachers participate in one of the sessions. In addition to monitoring student data, the administrative team will conduct biweekly walk-throughs to determine if additional support is needed with standards-aligned instruction and task alignment.

Person responsible for monitoring outcome: Kristin Hayes (pr0841@dadeschools.net)

Evidence-based Strategy: Standards-Based Collaborative Planning refers to any period of time that is scheduled during the school day for multiple teachers, or teams of teachers, to work together. Its primary purpose is to bring teachers together to learn from one another and collaborate on projects that will lead to improvements in standards-aligned lesson quality, instructional effectiveness, and student achievement. Standards-Based lessons should include detailed objectives, activities and assessments that evaluate students on the aligned standards-based content. Collaborative Planning improves collaboration among teachers and promotes learning, insights, and constructive feedback that occur during professional discussions among teachers. Standards-Based lessons, units, materials, and resources are improved when teachers work on them collaboratively.

Rationale for Evidence-based Strategy: Collaborative planning provides teachers the opportunity to ensure instruction and tasks are aligned to standards. During collaborative planning sessions, teachers can review lessons plans, determine ways to differentiate based on students' individual needs, and evaluate the quality of materials and resources. This allows for teachers to learn from one another by sharing knowledge attained from Professional Development (PD) sessions.

Action Steps to Implement

August 30- October 11, 2021: Schedule PLST meeting to design a professional learning community focused on project-based learning and student inquiry.

Person Responsible Kristin Hayes (pr0841@dadeschools.net)

August 30- October 11, 2021: Schedule quarterly department meetings to align goals and create interdisciplinary lessons.

Person Responsible Kristin Hayes (pr0841@dadeschools.net)

September 1-30, 2021: Schedule Professional Development(s) to ensure that student tasks are aligned to the meet the complexity and depth of the standard.

Person Responsible Kristin Hayes (pr0841@dadeschools.net)

October 1-11, 2021: Schedule Professional Development to learn about the "B.E.S.T" standards and bridge the standards to the Florida Standards using the pacing guides.

Person Responsible Kristin Hayes (pr0841@dadeschools.net)

November 1-30, 2021: Survey grade level teams to identify topics or units of study for November and December. Share with Special Area and World Language teachers to begin interdisciplinary units.

Person Responsible Kristin Hayes (pr0841@dadeschools.net)

November 1-30, 2021: The administrative team will create a schedule to provide teachers will an additional hour of common planning time.

Person Responsible Kristin Hayes (pr0841@dadeschools.net)

January 31- April 29, 2022: The administrative team will review teachers schedule that can not meet with their grade levels. Grade level chairs will lead the discussion on monthly expectation and pacing guide. The administrative team will provide data before meeting as a grade level.

Person Responsible Kristin Hayes (pr0841@dadeschools.net)

January 31- April 29, 2022: The grade level will meet weekly to plan and brainstorm activities to help increase critical thinking skills and application skills in math.

Person Responsible Kristin Hayes (pr0841@dadeschools.net)

#3. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale:

Students are returning to school from a virtual environment or joining the school in person for the first time such as transferring from other states and countries. Based on teacher observations and experience with returning back to school after the pandemic, it is expected that some students will require some academic, social, and/or emotional support. It would benefit the school community for the school guidance counselor to create classroom lessons for students. Based on the 2021 School Climate Survey, 44% of students were neutral when asked "My guidance counselor helps me with school and personal problems."

Measurable Outcome:

By October 11, 2021, teachers will be surveyed to identify students that may require additional support services and the school team will arrange guidance sessions, whole group lessons, and small group sessions as part of our Social Emotional Learning school plan. If we successfully provide quality guidance, then the percentage of students with excessive absences will decrease by 5%.

Monitoring:

The Student Services Team, in partnership with the homeroom teachers, will work to identify students in need of additional support. The administrative team, school guidance counselor, and mental health coordinator will connect with families to identify the root cause for absences and create a plan of action to ensure students are present daily.

Person responsible for monitoring outcome:

Kristin Hayes (pr0841@dadeschools.net)

Evidence-based Strategy:

Strategic Attendance Initiatives involve close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies as well as incentives for students with perfect attendance.

Rationale for Evidence-based Strategy:

Attendance Initiatives will assist in decreasing the number of targeted student absences. The initiatives will provide the Student Services Team with a systematic approach to identify attendance issues, remediation, and rewards.

Action Steps to Implement

August 31- October 11, 2021: Host cultural events reflective of the student body and/or thematic units which will promote student attendance.

Person Responsible

Kristin Hayes (pr0841@dadeschools.net)

August 31-October 11, 2021: Schedule small group sessions with the counselor focusing on specific needs as it relates to attendance.

Person Responsible

Kristin Hayes (pr0841@dadeschools.net)

August 31- October 11, 2021: Some students are demonstrating behaviors that indicate a need for academic, social, and emotional support which can affect student attendance. To address student absences, including class absences and tardies, the administrative team will select a Mindfulness Champion to assist with schoolwide initiatives and explore SEL component from Wonders series. Mindfulness Champion will assist with planning a PD session on SEL strategies for the classroom and school community to teach and model communicating with empathy and compassion.

Person Responsible

Kristin Hayes (pr0841@dadeschools.net)

August 31-October 11, 2021: The administrative team will closely monitor weekly attendance reports, contact parents, and enlist the assistance of the Student Services Support Team to address needs.

Person Responsible Kristin Hayes (pr0841@dadeschools.net)

November 1-12, 2021: Create an action plan that supports mindful practices throughout the school beginning with Mindful Monday and making improvements to the cafeteria that support mindful eating.

Person Responsible Kristin Hayes (pr0841@dadeschools.net)

November 1-12, 2021: Create an action plan for the year with the Multicultural Club team that is inclusive of the various members of the school community.

Person Responsible Kristin Hayes (pr0841@dadeschools.net)

November 1-12, 2021: Create a lunch bunch group to support students' social and emotional needs.

Person Responsible Kristin Hayes (pr0841@dadeschools.net)

November 1-30, 2021: Create an action plan for the year with the Multicultural Club team that is inclusive of the various members of the school community.

Person Responsible Kristin Hayes (pr0841@dadeschools.net)

January 31- April 29, 2022: Pull groups of students for specific SEL lessons in the classrooms.

Person Responsible Leon Banister (lbanister@dadeschools.net)

January 31- April 29, 2022: Teachers will provide differentiated instruction based on cultural backgrounds and student interests.

Person Responsible Kristin Hayes (pr0841@dadeschools.net)

#4. Leadership specifically relating to Instructional Leadership Team

Area of Focus Description and Rationale: Based on qualitative 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 Shared Leadership Team. Based on the 2020-2021 School Climate Survey, 12% of teachers indicated "I feel staff morale is high at my school" a significant decrease from previous year. Some teachers did not feel that they had any voice in the decision-making process, therefore we want to develop teacher leaders by involving them in school-wide initiatives and ensuring they are informed and feel as though they have membership to the school community. By involving them in school-wide initiatives and allowing them the opportunity to further their learning, student success is positively impacted.

Measurable Outcome: By October 11, 2021, the administrative team will engage teachers through a monthly meeting and a survey about the Opening of School with results of the survey being shared back with the staff. This will allow teachers to actively participate in the meetings meetings by presenting ideas to solve issues that arise, providing feedback or recommendations on initiatives, and expressing areas where support is needed. If successfully implemented, there will be a 10 percentage point increase from the 2020-2021 School Climate Survey to the 2021-2022 School Climate Survey on the item that states, "I feel staff morale is high at my school".

Monitoring: The Leadership Team will identify specific staff members that are experts in areas that will serve as leads with new initiatives and development. By involving teachers, we hope to create an environment of shared leadership. This initiative will be evident by teacher leaders providing support and development to their colleagues in various areas. To ensure we are on the right track, teachers who receive support will share the knowledge they have gained during a monthly faculty meetings/grade level meetings. Internal surveys will be used quarterly to monitor overall benefits of the initiative and morale in general.

Person responsible for monitoring outcome: Kristin Hayes (pr0841@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Instructional Leadership Team, we will focus on the evidence-based strategy of: Shared Leadership. Shared Leadership involves systems designed to develop leadership capacity among all members of the school community. In Shared Leadership, teachers, staff, parents, and principals work together to solve problems and create an engaging school climate that fosters student learning. This can be achieved by understanding that different leadership styles are needed, engaging all stakeholders in working together towards a shared purpose, and ensuring all participants share responsibility and accountability.

Rationale for Evidence-based Strategy: When members of the school community can work together towards a shared purpose and participate in problem-solving process, then the overall school climate will be positive. Teacher leaders, along with the administrative team, will be able to understand how the merge their leadership styles to work towards a shared purpose. Opening lines of communication and providing teachers will the opportunity to be an active part of the decision-making process will lead to higher staff morale.

Action Steps to Implement

August 31- October 11, 2021: Schedule the a grade level meeting with administration to establish an open forum of communication and create action plans to resolve pressing issues. During the sessions, practice positive reinforcement, constructive feedback, and mindful communication.

Person Responsible Kristin Hayes (pr0841@dadeschools.net)

August 31-October 11, 2021: Establish protocols to increase and improve communication systems with staff including a weekly messenger with important information.

Person Responsible Kristin Hayes (pr0841@dadeschools.net)

August 31- October 11, 2021: Schedule a monthly leadership team meeting to increase communication between staff and administrative team. Team members will contribute to agenda and/or possible topics of discussion prior to scheduled meeting. Leadership team members schedule meeting with staff members including resource teachers to debrief information.

Person Responsible Kristin Hayes (pr0841@dadeschools.net)

September 15, 2021: Survey staff to identify leadership and key roles for the various initiatives including teacher interest projects.

Person Responsible Kristin Hayes (pr0841@dadeschools.net)

November 1-30, 2021: Grade level teams will participate in a quarterly check-in with the administrative team to determine what is working, the challenges teachers and teams are experiencing, and possible solutions to problems that may arise.

Person Responsible Kristin Hayes (pr0841@dadeschools.net)

November 1-22, 2021: Plan for a shared experience event for the teachers and staff to promote create opportunities for conversation and connection amongst the school community.

Person Responsible Kristin Hayes (pr0841@dadeschools.net)

January 31- April 29, 2022: The administrative will acknowledge the strengths, efforts, and commitment of staff by celebrating their success by grade level, individually, or schoolwide.

Person Responsible Kristin Hayes (pr0841@dadeschools.net)

January 31- April 29, 2022: The administrative team will conduct weekly check-ins with staff and redesign the format of data chat meetings.

Person Responsible Kristin Hayes (pr0841@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.

Based on the school discipline data provided, Coconut Grove Elementary had a 1% incident with student behaviors resulting in disciplinary referrals as compared to 3% in the district. The administrative and leadership team plans to take a proactive approach by highlighting Values Matter initiatives, surveying teachers to identify students who require additional support, and involving the school guidance counselor to leading small group sessions and leadership building activities.

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 school creates experiences throughout the year to engage with parents and families and ensures they have necessary information to support their children. Virtual Coffee & Conversation with the Principal, parent trainings with guest speakers and Sunday Messages provide parents with accurate and timely information.

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, Teacher Leaders and Counselors (our School Leadership Team). The Principal's role is to monitor and oversee all the school's initiatives and respond to concerns with morale by planning Team-building and morale boosting activities. The Assistant Principal will monitor the mentorship programs and assist in ensuring all information is shared with stakeholders in a timely manner. Teacher leaders assist in providing and responding to feedback from stakeholders. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families.