

Miami-Dade County Public Schools

# Howard Drive Elementary School



2021-22 Schoolwide Improvement Plan

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# Howard Drive Elementary School

7750 SW 136TH ST, Miami, FL 33156

<http://howarddrive.dadeschools.net>

## Demographics

Principal: Christina Diaz

Start Date for this Principal: 10/4/2004

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	No
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	54%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: A (62%) 2017-18: C (49%) 2016-17: A (63%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan is pending approval by the Dade County School Board.

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## Purpose and Outline of the SIP

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

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# Howard Drive Elementary School

7750 SW 136TH ST, Miami, FL 33156

<http://howarddrive.dadeschools.net>

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p>Elementary School PK-5</p>	<p><b>2020-21 Title I School</b></p> <p>No</p>	<p><b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>40%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>78%</p>

## School Grades History

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

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## Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

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

Howard Drive Elementary students will become contributing members of society by becoming effective communicators, creative problem solvers, critical reflective thinkers and self-directed lifelong learners, developing an understanding of right and responsibilities leading to good citizenship, understanding and respecting differences and diversity among cultures.

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

The Howard Drive Elementary school staff, parents and the community are committed to provide a supportive environment for each student by promoting a firm academic and technological foundation, including multicultural experiences, and by fostering intellectual, emotional and social development.

### 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
Diaz, Christina	Principal	<p>Develops and shares a vision of academic success including the allocation of fiscal and human capital resources. Monitors effectiveness of vision through classroom walkthroughs, Instructional Rounds with District Leaders and data analysis to ensure all systems align within the school community in order to improve student achievement. Serves as the Instructional Leader of the building. Leverages resource to provide teachers with the tools to support high quality learning and instruction. Models instructional practices through participation in collaborative planning and school wide professional development. Coordinates the development of an effective Multi-Tiered System of Supports to ensure students with need are provided with additional supports to achieve success.</p>
Diaz, Christina	Assistant Principal	<p>Supports the realization of school wide vision by managing school resources. Provides instructional leadership by providing teachers with up-to-date, research based, effective practices that improve student achievement. Models effective instructional practices and supports teacher growth through observation and feedback through coaching cycles. Identifies and develops school leaders to enhance the impact of high quality instructional practices. Encourages a culture of collaboration, self reflection and growth through participation in collaborative planning sessions, data analysis/ MTSS meetings.</p>
Yngber, Julie	Teacher, K-12	<p>1. Collaborate and problem solve to ensure the implementation of high quality instructional practices utilizing the RtI/MTSS process: at the core (Tier 1) and intervention/enrichment (Tier 2/3) levels. 2.Support the implementation of high quality instructional practices at the core (Tier 1) and intervention/enrichment (Tier 2/3) levels. 3. Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal in curricular, behavioral, and attendance domains. 4. Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams.</p>
Moore, Melanie	Teacher, K-12	<p>1. Collaborate and problem solve to ensure the implementation of high quality instructional practices utilizing the RtI/MTSS process: at the core (Tier 1) and intervention/enrichment (Tier 2/3) levels. 2.Support the implementation of high quality instructional practices at the core (Tier 1) and intervention/enrichment (Tier 2/3) levels. 3. Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal in curricular, behavioral, and attendance domains. 4. Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams.</p>
Pinillos, Maillyl	Teacher, PreK	<p>1. Collaborate and problem solve to ensure the implementation of high quality instructional practices utilizing the RtI/MTSS process: at the core (Tier 1) and intervention/enrichment (Tier 2/3) levels. 2.Support the implementation of high quality instructional practices at the core (Tier 1) and intervention/enrichment (Tier 2/3) levels. 3. Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal in curricular, behavioral, and attendance domains. 4. Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams.</p>



Name	Position Title	Job Duties and Responsibilities
Kermisch, Joanne	Teacher, ESE	1. Collaborate and problem solve to ensure the implementation of high quality instructional practices utilizing the RtI/MTSS process: at the core (Tier 1) and intervention/enrichment (Tier 2/3) levels. 2. Support the implementation of high quality instructional practices at the core (Tier 1) and intervention/enrichment (Tier 2/3) levels. 3. Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal in curricular, behavioral, and attendance domains. 4. Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams.

### Demographic Information

**Principal start date**

Monday 10/4/2004, Christina Diaz

**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.*

0

**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.*

0

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

19

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

380

**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.**

3

**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	51	49	50	73	73	76	0	0	0	0	0	0	0	372
Attendance below 90 percent	1	4	3	5	7	5	0	0	0	0	0	0	0	25
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	3	4	4	1	3	0	0	0	0	0	0	0	15
Course failure in Math	0	2	0	2	2	5	0	0	0	0	0	0	0	11
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	1	3	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	1	6	0	0	0	0	0	0	0	7
Number of students with a substantial reading deficiency	0	1	12	10	15	10	0	0	0	0	0	0	0	48

**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	0	1	2	1	3	0	0	0	0	0	0	0	8

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

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

Wednesday 6/30/2021

**2020-21 - As Reported**

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

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

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

Indicator	Grade Level	Total
Students with two or more indicators		

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

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

**2020-21 - Updated**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	51	49	50	73	73	76	0	0	0	0	0	0	0	372
Attendance below 90 percent	1	4	3	5	7	5	0	0	0	0	0	0	0	25
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	3	4	4	1	3	0	0	0	0	0	0	0	15
Course failure in Math	0	2	0	2	2	5	0	0	0	0	0	0	0	11
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	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	0	0	0	0	0	0	0	0	0	0	0	0	0	

**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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**Part II: Needs Assessment/Analysis**

**School Data Review**

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				74%	62%	57%	68%	62%	56%
ELA Learning Gains				60%	62%	58%	55%	62%	55%
ELA Lowest 25th Percentile				56%	58%	53%	24%	59%	48%
Math Achievement				71%	69%	63%	71%	69%	62%

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
Math Learning Gains				64%	66%	62%	54%	64%	59%
Math Lowest 25th Percentile				46%	55%	51%	18%	55%	47%
Science Achievement				66%	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	81%	60%	21%	58%	23%
Cohort Comparison						
04	2021					
	2019	77%	64%	13%	58%	19%
Cohort Comparison		-81%				
05	2021					
	2019	62%	60%	2%	56%	6%
Cohort Comparison		-77%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	81%	67%	14%	62%	19%
Cohort Comparison						
04	2021					
	2019	73%	69%	4%	64%	9%
Cohort Comparison		-81%				
05	2021					
	2019	60%	65%	-5%	60%	0%
Cohort Comparison		-73%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	65%	53%	12%	53%	12%
Cohort Comparison						

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

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

The progress monitoring tool utilized is i-Ready.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	61%	63%	73%
	Economically Disadvantaged	61%	56%	61%
	Students With Disabilities	40%	40%	17%
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	35%	50%	59%
	Economically Disadvantaged	33%	35%	20%
	Students With Disabilities	N/A	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	56%	69%	75%
	Economically Disadvantaged	45%	55%	60%
	Students With Disabilities	17%	17%	17%
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	35%	56%	70%
	Economically Disadvantaged	20%	35%	50%
	Students With Disabilities	16.7%	N/A	16.7%
	English Language Learners	N/A	N/A	N/A

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	61.3%	66.1%	74.2%
	Economically Disadvantaged	40.6%	50.0%	56.3%
	Students With Disabilities	19%	19%	43.8%
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	24%	47%	64%
	Economically Disadvantaged	9%	20%	39%
	Students With Disabilities	9%	13%	42%
	English Language Learners	N/A	N/A	N/A
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	49.3%	64.7%	65.7%
	Economically Disadvantaged	31.3%	53.1%	56.3%
	Students With Disabilities	12.5%	31.3%	25%
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	46.3%	68.7%	80.6%
	Economically Disadvantaged	31.3%	59.4%	71.9%
	Students With Disabilities	6.3%	43.8%	56.3%
	English Language Learners	N/A	N/A	N/A

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	50.7%	65.8%	57.5%
	Economically Disadvantaged	25.0%	40.6%	40.6%
	Students With Disabilities	5.3%	15.8%	10.5%
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	49.3%	52.1%	69.9%
	Economically Disadvantaged	28.1%	31.3%	50.0%
	Students With Disabilities	N/A	N/A	17.6%
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	N/A	28.8%	N/A
	Economically Disadvantaged	N/A	19.4%	N/A
	Students With Disabilities	N/A	0.0%	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring

**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	30	12	9	40	6		18				
ELL	47			60							
BLK	43			32			30				
HSP	76	58		72	31		53				
WHT	65	57		76	39		64				
FRL	53	25		48	21		39				
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	44	54	52	39	54	44	50				
ELL	62	57		71	62						
BLK	44	53	53	38	53	36	9				
HSP	76	58	64	76	58	50	74				

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
WHT	84	64		83	74		73				
FRL	61	57	55	58	61	45	69				
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	28	29	17	33	34	21	20				
ELL	59			73							
BLK	32	34	24	38	37	26	13				
HSP	73	54	29	75	51	9	67				
WHT	83	71		87	69		71				
FRL	53	47	29	58	45	17	33				

### 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	42
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	294
Total Components for the Federal Index	7
Percent Tested	95%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	16
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	54
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	



<b>Native American Students</b>	
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%	
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	35
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	58
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
<b>Pacific Islander Students</b>	
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%	
<b>White Students</b>	
Federal Index - White Students	60
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
<b>Economically Disadvantaged Students</b>	
Federal Index - Economically Disadvantaged Students	27
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?**

2019-2020 Data : The ELA L25 scores were 2 percentage points lower than the district average and Math L25 were 9 percentage points lower than the district average.

2020-2021 Data: the ELA L25 scores were 32 percentage points lower than the 2019 data and Math students in the L25 made 0 learning gains. This is a decrease of 46 percentage points.

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

The majority of our L25 students showed a decrease compared to the district average in both ELA and Math. 2020-2021 data indicates that our L25 made the least learning gains. In ELA only 24% of students made learning compared to 56% in 2019-2020. In Mathematics 0% of students made learning gains compared to 46% in 2019-2020.

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

For the last 3 years, we have been focused on implementing standards-based instruction in all classrooms. We will continue to support this while incorporating differentiated instruction, with fidelity, to help meet the needs of our L25 subgroup.

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

ELA L25 increased from 24% to 56% on the 2019 FSA compared to the 2018 FSA. All Math students in 3rd grade increased from 24% on the iReady AP1 to 74% on the iReady AP3.

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

We had a collaborative planning schedule that allowed time to plan for DI. Administrators will attend these planning sessions monthly.

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

Differentiated Instruction and Data-driven Instruction.

#### **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 PLST will develop whole group sessions sharing best practices for data-driven instruction across grade levels. The PLST will facilitate tackling OPM data and making adjustments to groups as data becomes available.

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

Collaborative planning will be scheduled weekly and ensure fidelity to the strategies being implemented school-wide that are aligned to the goals. Differentiated Instruction will be ongoing and fluid as the teachers continuously analyze data.

## Part III: Planning for Improvement

### Areas of Focus:

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

**Area of Focus** 2019-2020 Data: This data finding is significant because we were able to increase ELA proficiency levels by 7 percentage points. This data signifies the need to continue to utilize Differentiated Instruction and set high expectations to grow and maintain these proficiency levels.

**Description and Rationale:** 2020-2021 Data: In ELA, students in the Lowest 25% made the least gains with 24% of students making learning gains compared to 56% in 2019-2020, a 32 percentage decrease. In Mathematics, students in the Lowest 25% had 0% learning gains compared to 46% in 2019-2020, a 46% decrease. This data solidifies the need to utilize Differentiated Instruction to increase student learning gains.

**Measurable Outcome:** As a result of utilizing Differentiated Instruction in the classroom, students will achieve an average of 72% on the 2021-2022 ELA FSA.

**Monitoring:** The principal and Assistant Principal will have collaborative conversations with teachers during data chats regarding effective utilization of data for Differentiated Instruction.

**Person responsible for monitoring outcome:** Christina Diaz (pr2541@dadeschools.net)

**Evidence-based Strategy:** Teachers and Leadership Team will participate in common planning with a focus on creating highly differentiated lessons based on needs of learners.

**Rationale for Evidence-based Strategy:** Differentiated instruction (D.I.) is an approach whereby teachers adjust their curriculum and instruction to maximize the learning of all students: average learners, English language learners, struggling students, students with learning disabilities, and gifted and talented students. Differentiated instruction is not a single strategy but rather a framework that teachers can use to implement a variety of strategies, many of which are evidence-based. We will be utilizing district research-based strategies/ instruction for D.I. as well as i-Ready data. Formal and informal data reveal the majority of instructional time is spent with teachers conducting whole group learning activities.

**Action Steps to Implement**

Each week, teachers will participate in standards based planning sessions with Leadership Team (reading and/or math) who will facilitate differentiated instructional models.

**Person Responsible** Christina Diaz (pr2541@dadeschools.net)

Teachers will informally/formally assess students to determine the needs of their classrooms for small groups (exit tickets, running records, observation notes, etc). Lesson plans will be kept to monitor the fidelity of the lessons.

Staff will use strategic and intensive research based interventions for small group instruction.

**Person Responsible** Christina Diaz (pr2541@dadeschools.net)

Administration will perform formal and informal observations that focus on successful differentiated small group instruction (District Instructional Data Tracking sheet for ELA utilizing the McGraw-Hill Progress Monitoring Assessments) with feedback throughout the year. Administration coaching sessions will include teacher reflection, review item analysis and critical attributes of rubric, goals

for success, and  
follow-up observation.

**Person Responsible** Christina Diaz (pr2541@dadeschools.net)

Grade Level Chair/ Administration Team will provide grade level training in small group interventions and resources. Administration will monitor the student data to determine if further support/testing or interventions are required.

**Person Responsible** Julie Yngber (jyngber@dadeschools.net)

Data chats will be implemented to monitor the effectiveness of DI and core instruction. Teacher individualized data chats with the administrative team will take place every quarter to discuss i-Ready data, Math Topic Assessment and Program Monitoring ELA data, Science Pre-Test data, and students in the RTI process and students in the lowest 25% from November 1-December 17.

**Person Responsible** Christina Diaz (pr2541@dadeschools.net)

Teachers will have data chats with students. The results of the assessments will be discussed in detail with each student. Students will reflect on their progress in their DI binder to close individual achievement gaps from November 1-December 17.

**Person Responsible** Christina Diaz (pr2541@dadeschools.net)

Mid-Year data chats will be implemented to monitor the effectiveness of DI strategies and core instruction. Teacher individualized data chats with the administrative team will take place every quarter to discuss i-Ready data, Math Topic Assessment and Program Monitoring ELA data, Science Mid-Year data, and students in the RTI process and students in the lowest 25% from January 31-April 29 2022.

**Person Responsible** Christina Diaz (pr2541@dadeschools.net)

Continue with formal and informal observations that focus on successful differentiated small group instruction (District Instructional Data Tracking sheet for ELA utilizing the McGraw-Hill Progress Monitoring Assessments) with feedback throughout the year. Administration coaching sessions will include teacher reflection, review item analysis and critical attributes of rubric, goals for success, and follow-up observation from January 31-April 29, 2022.

**Person Responsible** [no one identified]

**#2. Leadership specifically relating to Leadership Development**

**Area of Focus Description and Rationale:**

Based on the qualitative data from the School Climate Survey from instructional staff, there was a decrease in our staff's satisfaction with their career during the 2019-2020 school year. This is impactful because teachers need to feel they have opportunities within the school for professional growth and development to increase their satisfaction and performance. We want teachers to participate in professional development opportunities and target areas in need of improvement. develop teachers leaders by involving them in school-wide initiatives and allowing them the opportunity to further their learning which in turn will increase student success.

**Measurable Outcome:**

Staff will participate in professional development opportunities based on teacher feedback and targeted areas in need of improvement based on data. This will empower our teachers and staff to increase satisfaction and performance. The professional development opportunities will take place during Teacher Planning Days, grade level and/or department meetings and faculty meeting breakout sessions to equip teachers with the ability to successfully teach their students in all teaching and learning environments. By teachers participating in meaningful Professional Development opportunities, teachers will be afforded with leadership opportunities to take on more control of their career at the school.

**Monitoring:**

The Leadership Team will ensure schedules that allow for grade level meetings during common planning time to take place weekly and will monitor its implementation. We will be adding a monthly faculty meeting dedicated for grade levels to discuss student best practices

**Person responsible for monitoring outcome:**

Christina Diaz (pr2541@dadeschools.net)

**Evidence-based Strategy:**

Within the Professional Development opportunities for teachers, we will Identify and develop expert teachers as mentors and coaches to support learning in their area(s) of expertise for other educators. Integrate professional learning into the Every Student Succeeds Act (ESSA) school improvement initiatives, such as efforts to implement new learning standards, use student data to inform instruction, improve student literacy, increase student access to advanced coursework, and create a positive and inclusive learning environment.

**Rationale for Evidence-based Strategy:**

Well-designed and implemented PD should be considered an essential component of a comprehensive system of teaching and learning that supports students to develop the knowledge, skills, and competencies they need to thrive in the 21st century. To ensure a coherent system that supports teachers across the entire professional continuum, professional learning should link to their experiences in preparation and induction, as well as to teaching standards and evaluation. It should also bridge to leadership opportunities to ensure a comprehensive system focused on the growth and development of teachers.

**Action Steps to Implement**

Grade level and department weekly common planning will provide an opportunity for teachers to engage in

collaborative discussions to share best practices and resources to improve teacher satisfaction and performance.

**Person Responsible** Christina Diaz (pr2541@dadeschools.net)

Teachers will be provided opportunities to offer school site Professional Development sessions to their colleagues by sharing best practices in their area of strength.

**Person Responsible** Christina Diaz (pr2541@dadeschools.net)

Leadership Team monthly meetings will be held with various stakeholders to help problem solve, discuss, and build capacity to improve school-wide concerns.

**Person Responsible** Christina Diaz (pr2541@dadeschools.net)

Teachers will participate in professional development opportunities based on teacher feedback and targeted areas in need of improvement based on data.

**Person Responsible** Christina Diaz (pr2541@dadeschools.net)

Teachers and staff will be given the opportunities to lead committees and/or school-wide activities. Collaboration amongst faculty and staff will foster a positive school climate and culture, build teacher capacity, and develop teacher leaders from November 1-December 17.

**Person Responsible** Christina Diaz (pr2541@dadeschools.net)

Teacher will be given the opportunity to model classroom instructional lessons and share instructional lessons plans, strategies and best practices from November 1-December 17.

**Person Responsible** Christina Diaz (pr2541@dadeschools.net)

Continue implemented the new/existing committees and/or school-wide activities. Collaboration amongst faculty and staff will foster a positive school climate and culture, build teacher capacity, and develop teacher leaders from January 31-April 2022.

**Person Responsible** [no one identified]

Continue grade level and department weekly common planning will provide an opportunity for teachers to engage in collaborative discussions to share best practices and resources to improve teacher satisfaction and performance from January 31-April 2022.

**Person Responsible** Christina Diaz (esevazquez@dadeschools.net)



**#3. Instructional Practice specifically relating to Standards-aligned Instruction**

**Area of Focus**  
**Description and Rationale:** In review of classroom observations, data gathered by administration, most tasks observed were not aligned to grade level standards. Due to the lack of alignment, tasks were not at the level of rigor required for mastery.

**Measurable Outcome:** During 2021-2022 school year we will have weekly planning sessions with grade/leadership team and teachers will design lessons that are aligned to instructional standards that engage students and promote classroom discussions. By October 2021, classroom tasks taught will be aligned to instructional standards and engaging as observed by administration walk-throughs 60% of the time. By May 2022, classroom tasks taught will be aligned to instructional standards and engaging as observed by administration walk-throughs 90% of the time.

**Monitoring:** Administrators will attend grade level meetings, through and work with the teams to identify student needs. Administration will monitor the completion of student data folders. The administration will ensure that teachers are monitoring student data and aligning lesson plans via walkthroughs.

**Person responsible for monitoring outcome:** Christina Diaz (pr2541@dadeschools.net)

**Evidence-based Strategy:** Teachers and grade level teams will participate in weekly common planning with a focus on 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 together on them collectively.

**Rationale for Evidence-based Strategy:** Formal and informal data reveal the task portion of the teachers' lessons are not always aligned to standards. During planning, teachers often did not have the opportunity to develop classroom standards based task.

**Action Steps to Implement**

Grade level teams will use specific resources during planning (ELA & Math). Agendas for planning will be sent to teachers 3-5 days prior to planning session. Teachers will come to planning prepared (read material prior; bring resources needed etc). Each grade level planning will include designing tasks aligned to standard that are engaging and rigorous.

**Person Responsible** Christina Diaz (pr2541@dadeschools.net)

Teachers will deliver lessons in classrooms based on planning to including the planned tasks. Data will be collected by administration from walk-throughs. Data will be gathered by coaches and teachers; followed by discussion of outcomes during data chats and PLCs.

**Person Responsible** Christina Diaz (pr2541@dadeschools.net)

Grade Levels will continue to meet with teachers during collaborative planning to align resources with the delivery of standard based instruction.



**Person Responsible** Christina Diaz (pr2541@dadeschools.net)

During data chats, teachers will continue to meet with the administrative team, the steps or actions taken to ensure effective standards-aligned instruction for all learners including the lowest 25%.

**Person Responsible** Christina Diaz (pr2541@dadeschools.net)

Teachers will progress monitor students that did not score mastery on deficient standards by providing reteach assignments during differentiated instruction (DI). As a result, teachers will use the trackers in DI folders to monitor students' progress and make adjustments as needed from November 1-December 17.

**Person Responsible** Christina Diaz (pr2541@dadeschools.net)

During collaborative planning meetings teachers, administration and grade level chair will unwrap the standards to facilitate a shared understanding of the breadth, depth, and grade level expectations of targeted standards from November 1-December 17.

**Person Responsible** Christina Diaz (pr2541@dadeschools.net)

Continue to facilitate collaborative planning among teachers, to create and foster a school community that practices strong leadership by creating a school culture that fosters staff/student connections from January 31-April 29, 2022

**Person Responsible** Christina Diaz (pr2541@dadeschools.net)

Implement lessons developed in common planning during whole group instruction from January 31-April 29, 2022.

**Person Responsible** Christina Diaz (pr2541@dadeschools.net)

**#4. Culture & Environment specifically relating to Social Emotional Learning**

**Area of Focus Description and Rationale:** Based on the data review, our school will implement various strategies to address students social emotional learning. Through our data review, we noticed that our school had 5% of disciplinary referrals compared to 4% of the district.

**Measurable Outcome:** If we successfully implement the Restorative Justices Practices (RJP), students will receive alternative responses to negative behaviors. This will reduce the amount of referrals written by 1% by June 2022.

**Monitoring:** The school counselor will work with teachers to facilitate the implementation of Restorative Justice Practices in their classrooms. With consistently empowering students with RJP, the amount of referrals with be reduced by 1% by June 2022.

**Person responsible for monitoring outcome:** Suanne Moses (smoses@dadeschools.net)

**Evidence-based Strategy:** Within the Targeted Element of reducing the amount of referrals written, our school will focus on the evidence-based strategy of Restorative Justice Practices. The Restorative Justice Practices empowers students to resolve conflicts in their own small groups.

**Rationale for Evidence-based Strategy:** Our school will implement Restorative Justice Practices to reduce the number of referrals written. Our data revealed that our school had 5% of disciplinary referrals compared to 4% of the district.

**Action Steps to Implement**

The school counselor will train the teachers to implement Restorative Justice Practices within the classroom.

**Person Responsible** Suanne Moses (smoses@dadeschools.net)

The principal will monitor the implementation of Restorative Justice Practices during classroom walkthroughs. She will also monitor this through the amount of referrals submitted.

**Person Responsible** Christina Diaz (pr2541@dadeschools.net)

Create a "Peace Room" in our school a dedicated, safe, and neutral space for students to work through difficult emotions and challenging situations with the help of a restorative practice practitioner, mental health professional, teacher, or mentor.

**Person Responsible** Suanne Moses (smoses@dadeschools.net)

Implement Peace Circles in the classrooms called "check to connect" to build relationships within the students and establish trust and goodwill. Circles can be used to introduce each other using meaningful dialogue. The circle process can enable a group to get to know one another, build relationships and establish understanding and trust create a sense of community, learn how to make decisions together, develop agreements for the mutual good, resolve difficult issues, etc. Circles can be effective as both a prevention and intervention strategy.

**Person Responsible** Suanne Moses (smoses@dadeschools.net)

We will identify at-risk students and assign them to a faculty mentor that will conduct check-in's with the students' on a regular basis and monitor students progress from November 1-December 17.

**Person Responsible** Suanne Moses (smoses@dadeschools.net)

Implement check 2 connect weekly activities. This strategy focuses on cultivating connections. This RJP strategy embeds simple and short check-in activities at the start of each lesson and helps teachers get a pulse on each student while building positive relationships. Through these efforts, students and teachers learn more about each other and begin to forge stronger relationships. We will be posting our RJP highlight every Friday on Workplace to showcase our school from November 1-December 17.

**Person Responsible** Suanne Moses (smoses@dadeschools.net)

Howard Drive Elementary will Implement dialogue circles, such as gatherings to check-in, to settle disputes, and for academic interventions. In addition, the goal setting and having students take ownership of areas they'd like to improve (academically or socially), and they set realistic and actionable steps to work toward their goal would help students shift their focus on positively impacting them by setting specific goals students can thrive academically from January 31-April 29,2022.

**Person Responsible** Suanne Moses (smoses@dadeschools.net)

Continue with the check 2 connect weekly activities. This strategy focuses on cultivating connections. This RJP strategy embeds simple and short check-in activities at the start of each lesson and helps teachers get a pulse on each student while building positive relationships from January 31-April 29, 2022.

**Person Responsible** Suanne Moses (smoses@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.

**When comparing our school's SESIR incident and discipline data to the district, our school has 2% of one time referrals compared to 3% of our district; a one percent decrease compared to the district. When comparing the referrals of two or more referrals our school has 3% compared to 1% from our district. This is a 2% difference from the district. The rationale for this increase compared to the district is because we have a self-contained Emotional-Behavior Disability program and documentation of referrals is necessary especially if it is a safety concern. Our schools plan to reduce referrals incidents for two or more incidents is by implementing the following Tier 2 behavioral strategies: utilize the Check in, Check out strategy. School have (1) clearly defined expectations, (2) instruction on appropriate social skills (3) increase positive reinforcement (4) contingent consequences for problem solving (5) increase positive contact with an adult in a school (6) improve opportunities for self-regulation and self management and (7) increase home-school collaboration. In addition, we will be implementing Restorative Justice Practices (RJP) in our classrooms.**

**Administration will monitor student behavior utilizing MTSS and referrals. School-wide training on RJP and Check in-and Check-out strategies will be implemented for our Tier 2 Behavior Plan.**

### Part IV: Positive Culture & Environment

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

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

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

The school /teachers provides monthly opportunities for families to engage in activities that will enhance the learning of the students and communicate student progress to their families. The school partners with PTA to provide activities for the families. Family Learning Nights are routinely scheduled with make and take activities to increase parent engagement. Teachers will communicate daily/weekly through student agendas, quarterly parent contact folders and school/classroom newsletters. Conference nights are scheduled four times through the year, to allow the teachers time to share with families about their child’s learning gains, progress and concerns. Whole school/classroom attendance will be monitored with fidelity. Strategies and interventions will be put in place to decrease tardies and improve daily attendance of students. Academic and Student Services staff are in place during and after school for students and parents to build relationships, to meet academic, emotional and physical needs.

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

Deanna D. Dalby - Principal - communicate with parents, monitor incentives, celebrate success, empower teachers and staff.  
 Christina V. Diaz- Assistant Principal - communicate with parents, monitor incentives, celebrate success, empower teachers and staff.  
 Suanne Moses - culture responsiveness, advocacy, consultations relationship building through Core Values, and leadership.

### Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Differentiation	\$0.00
2	III.A.	Areas of Focus: Leadership: Leadership Development	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
4	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00

	<b>Total: \$0.00</b>
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