David Fairchild Elementary School

2021-22 Schoolwide Improvement Plan

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David Fairchild Elementary School

5757 SW 45TH ST, Miami, FL 33155

http://davidfairchild.dadeschools.net/

Demographics

Principal: Lucy Amengual

Start Date for this Principal: 7/16/2009

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)	42%
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: B (61%) 2017-18: A (63%) 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.](www.floridacims.org)

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	33%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	81%

School Grades History

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

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The David Fairchild Elementary staff, parents and community will nurture each child's academic, social, physical and emotional growth in a safe environment that supports the development of lifelong learners and citizens who are prepared to be productive in a multicultural, technological enhanced world.

Provide the school's vision statement.

Every child will learn and become an active contributing member of the school and society.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Amengual, Lucy	Principal	The Principal, Ms. Lucy Amengual and Assistant Principal, Ms. Veronica Recio share roles and responsibilities of serving as the LEA and monitoring ongoing data. They conduct classroom walk throughs, monitor interventions and Exceptional Student Education. They attend grade level meetings and conduct data chats with the teachers regularly.
Recio, Veronica	Assistant Principal	The Principal, Ms. Lucy Amengual and Assistant Principal, Ms. Veronica Recio share roles and responsibilities of serving as the LEA and monitoring ongoing data. They conduct classroom walk throughs, monitor interventions and Exceptional Student Education. They attend grade level meetings and conduct data chats with the teachers regularly.
Curbelo, Nancy	Teacher, K-12	Ms. Nancy Curbelo is a classroom teacher who also serves as the Professional Development Liaison. She attends meetings and workshops and shares the information with the staff during grade level meetings, faculty meetings or scheduled professional developments.

Demographic Information

Principal start date
Thursday 7/16/2009, Lucy Amengual

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.*
17

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.*

19

Total number of teacher positions allocated to the school

34

Total number of students enrolled at the school

465

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

3

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

0

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	79	73	79	79	73	82	0	0	0	0	0	0	0	465
Attendance below 90 percent	2	2	2	3	4	1	0	0	0	0	0	0	0	14
One or more suspensions	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	5	1	3	1	0	0	0	0	0	0	0	10
Course failure in Math	0	0	0	2	1	1	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
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	4	19	17	9	12	0	0	0	0	0	0	0	61

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	1	1	2	0	0	0	0	0	0	0	6

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	0	0	0	0	0	0	0	0	2
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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
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				76%	62%	57%	78%	62%	56%
ELA Learning Gains				60%	62%	58%	63%	62%	55%
ELA Lowest 25th Percentile				47%	58%	53%	47%	59%	48%
Math Achievement				75%	69%	63%	75%	69%	62%
Math Learning Gains				65%	66%	62%	63%	64%	59%
Math Lowest 25th Percentile				35%	55%	51%	44%	55%	47%
Science Achievement				69%	55%	53%	70%	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	84%	60%	24%	58%	26%
Cohort Comparison						
04	2021					
	2019	68%	64%	4%	58%	10%
Cohort Comparison		-84%				
05	2021					
	2019	71%	60%	11%	56%	15%
Cohort Comparison		-68%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	73%	67%	6%	62%	11%
Cohort Comparison						
04	2021					
	2019	77%	69%	8%	64%	13%
Cohort Comparison		-73%				
05	2021					
	2019	71%	65%	6%	60%	11%
Cohort Comparison		-77%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	68%	53%	15%	53%	15%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

Grade 1 through 5th grade used iReady Diagnostic and the on-going progress monitoring assessments for Reading and Math. Mid Year assessment was used for 5th grade science.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	39.7	44.7	81.7
	Economically Disadvantaged	18.8	20	71.4
	Students With Disabilities	0	10	62.5
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	41	41.3	64.3
	Economically Disadvantaged	34.4	30	55.2
	Students With Disabilities	20	22.2	50
	English Language Learners	NA	NA	NA

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	59.5	68.9	79.7
	Economically Disadvantaged	58.6	62.1	79.3
	Students With Disabilities	40	40	40
	English Language Learners	NA	NA	NA
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	31.5	50.7	68.5
	Economically Disadvantaged	27.6	44.8	65.5
	Students With Disabilities	22.2	40	40
	English Language Learners	NA	NA	NA

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	68.8	76.3	85.5
	Economically Disadvantaged	50	51.9	66.7
	Students With Disabilities	54.5	50	70
	English Language Learners	20	20	40
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	24.7	50	69.7
	Economically Disadvantaged	17.9	44.4	48.1
	Students With Disabilities	36.4	20	60
	English Language Learners	20	20	40

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	65.8	74.4	74.4
	Economically Disadvantaged	62.5	71	71.9
	Students With Disabilities	36.4	27.3	36.4
	English Language Learners	40	0	20
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	35.4	55.7	75.3
	Economically Disadvantaged	37.5	53.1	74.2
	Students With Disabilities	18.2	9.1	27.3
	English Language Learners	20	20	40

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	45.7	57.4	61.1
	Economically Disadvantaged	27.8	47.2	54.3
	Students With Disabilities	5	15.0	25
	English Language Learners	0	20	20
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	46.8	53.3	65.9
	Economically Disadvantaged	30.6	34.3	48.5
	Students With Disabilities	0	10	21.1
	English Language Learners	40	40	40
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	NA	31	NA
	Economically Disadvantaged	NA	24	NA
	Students With Disabilities	NA	11	NA
	English Language Learners	NA	20	NA

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	42	32	40	38	23	7	15				
ELL	71	46		56	38		38				
BLK	55			40							
HSP	78	53	43	65	37	22	53				
WHT	87	55		78	55		68				
FRL	66	28	31	51	19	18	33				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	33	30	30	26	32	26					
ELL	57	41	38	66	47	42	44				
BLK	40			60							
HSP	75	60	50	75	61	33	68				
WHT	85	62		80	78		74				
FRL	63	48	43	63	50	30	52				

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	29	28	28	26	32	33	15				
ELL	60	56	64	52	38						
HSP	77	61	49	77	62	48	67				
WHT	88	76		77	74		82				
FRL	73	57	46	69	57	32	53				

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	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	62
Total Points Earned for the Federal Index	415
Total Components for the Federal Index	8
Percent Tested	96%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	28
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	52
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	48
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	52
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

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

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

White Students	
Federal Index - White Students	69
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	39
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?

All ELA Subgroups Achievement decreased except for SWD which increased by 3 percentage points.
All ELA Subgroups Learning Gains decreased except for SWD which increased by 3 percentage points and FRL which increased by 9 percentage points.
All ELA Subgroups Learning Gains L25 decreased or remained stagnant.
All Math Subgroups overall Learning Gains and Learning Gains L25 decreased across all grade levels.
Science Subgroups Achievement levels remained stagnant.

2020-2021 FSA Data
ELA Achievement - 78%
ELA Learning Gains - 53%
ELA Learning Gains - Low 25% - 38%
Math Achievement - 66%
Math Learning Gains - 41%
Math Learning Gains - Low 25% - 22%
Science Achievement - 55%

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

The majority of our ELA and Math Subgroups Learning Gains decreased or remained stagnant. The 2018 ELA Learning gains in SWD was 28% has compared to the 2019 SWD ELA Learning Gains at 30%, only a 2 percentage point increase. The 2018 Math Learning gains in SWD was 32% has compared to the 2019 SWD ELA Learning Gains at 32%, a 0 percentage point change. 2020-2021 FSA Data indicated that overall learning gains and the learning gains of the lowest 25% decreased or remained stagnant.

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 focusing on implementing differentiated instruction in all classrooms. We have struggled with consistency of data-driven instruction across all classrooms and grade levels. We will begin to incorporate new development opportunities per grade level and content area to unwrap the standards and align appropriate resources and instructional activities. In addition, collaborative planning will support these efforts and will incorporate a greater focus on the standards and standards-based resources provided by the district.

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

Our proficiency levels in ELA, Math and Science show sustained scores.

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

We created a collaborative planning schedule that allotted time to plan for standards-based instruction as a grade level. Administrators will now attend weekly collaborative planning sessions and contribute to conversations with individual departments to carefully align resources. Teachers have been focusing on implementing standards-based instruction.

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

Data-driven Instruction, Differentiated Instruction, Standards-Based Collaborative Planning, Interventions- RTI, Universal Design for Learning (UDL)

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 a whole group session on using data to drive instruction and the tools available through iReady (August 19, 2021), Aligning resources to small group instruction (October/ 21), making adjustments to groups as data becomes available (February/21) and continuous data chats with individualized feedback and next steps (ongoing).

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 a member of the LT will attend to ensure fidelity to the strategies being implemented school-wide that are aligned to the goals.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale:	Our 2020-2021 FSA Data is ELA Achievement - 78%, ELA Learning Gains - 53%, ELA Learning Gains - Low 25% - 38%, Math Achievement - 66%, Math Learning Gains - 41%, Math Learning Gains - Low 25% - 22% and Science Achievement - 55%. Based on the data review, our school will implement the Targeted Element of Differentiation. We selected the overarching area of Differentiation based on our findings that demonstrated Overall Learning Gains and Learning Gains for the L25 subgroup were decreasing. We are not meeting the unique needs of all learners therefore it is evident that we must improve our ability to differentiate instruction based on the levels of the students we serve. We will provide the scaffolding necessary for the L25 subgroup to access grade-level content in order to make learning gains and move towards proficiency.
Measurable Outcome:	If we successfully implement Differentiation, then our L25 students will increase by a minimum of 10 percentage points as evidenced by the 2022 State Assessments.
Monitoring:	The Leadership Team will conduct quarterly data chats, adjust groups based on current data in real time, and follow-up with regular walkthroughs to ensure quality instruction is taking place. Administrators will review bi-weekly lesson plans for indication of differentiation for L25 students, in particular and attend weekly grade-level meetings. Data Analysis of formative assessments of L25 students will be reviewed monthly to observe progress. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards.
Person responsible for monitoring outcome:	Lucy Amengual (pr1761@dadeschools.net)
Evidence-based Strategy:	Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability.
Rationale for Evidence-based Strategy:	Teachers will create their small groups based on Data Chat information. They will use their student data to monitor their student progress in order to make instructional decisions regarding small groups and differentiated instruction. Data-Driven Instruction will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

Action Steps to Implement

08/19/2021 - Teachers will receive professional development focusing on using i-Ready prerequisite skills reports to mitigate learning losses during DI. As a result, teachers will utilize the prerequisite skills report to develop lessons plans that reflect differentiation that is specific to student need.

Person Responsible	Veronica Recio (reciobuonocore@dadeschools.net)

8/31/21-10/11/21 – Teachers will develop lesson plans that are inclusive of DI Instruction. As a result, teachers will have a DI schedule, student groups, appropriate resources, and lesson plans that reflect DI instruction.

Person Responsible	Lucy Amengual (pr1761@dadeschools.net)

8/31/21-10/11/21 – Administration will conduct classroom walk throughs during the time that differentiated instruction is scheduled to take place. As a result, administration will provide feedback and have constructive conversations with teachers regarding the implementation of differentiated instruction.

Person Responsible Veronica Recio (reciobuonocore@dadeschools.net)

10/11/21 – Administration will conduct data chats with teachers. As a result, progress monitoring data will be analyzed and utilized to target differentiated instruction and administration will monitor the efficacy of Tier1 instruction, differentiated instruction and interventions.

Person Responsible Lucy Amengual (pr1761@dadeschools.net)

11/01/21 - Teachers will incorporate a bi-weekly math DI day. As a result, teachers will have a Math DI day schedule, student groups, appropriate resources, and lesson plans that reflect DI instruction in mathematics.

Person Responsible Veronica Recio (reciobuonocore@dadeschools.net)

11/29/21 – Administration will conduct data chats with teachers after the iReady growth monitoring window. As a result, progress monitoring data will be analyzed and utilized to target differentiated instruction and administration will monitor the efficacy of Tier1 instruction, differentiated instruction and interventions.

Person Responsible Lucy Amengual (pr1761@dadeschools.net)

1/31/22 - 4/29/22 - Teachers will disaggregate district assessment data and make instructional adjustments as needed. As a result, teachers will differentiate instruction as driven by the data.

Person Responsible Lucy Amengual (pr1761@dadeschools.net)

1/31/22 - 4/29/22 - Continue to monitor small group, data-driven instruction, based on non-mastered standards. Continue to monitor small group, data-driven instruction, based on non-mastered standards.

Person Responsible Veronica Recio (reciobuonocore@dadeschools.net)

#2. Instructional Practice specifically relating to Student Engagement	
Area of Focus Description and Rationale:	Our 2020-2021 FSA Data is ELA Achievement - 78%, ELA Learning Gains - 53%, ELA Learning Gains - Low 25% - 38%, Math Achievement - 66%, Math Learning Gains - 41%, Math Learning Gains - Low 25% - 22% and Science Achievement - 55%. Based on the data review, our school will implement the Targeted Element of Student Engagement. We selected the overarching area of based on our findings that our math and science proficiency levels decreased. The actions that can be taken to improve these areas would be to include hands on and interactive activities. Our student population would probably benefit from an increase in STEAM activities.
Measurable Outcome:	If student engagement is increased in all content areas then student achievement will improve as evidenced by increased proficiency in math and science by 3 percentage points.
	Administration will attend grade-level meetings weekly and conduct walk throughs to monitor for increased student engagement. Progress monitoring data will be reviewed and discussed during quarterly data chats.
Monitoring:	The Leadership Team will conduct quarterly data chats to ensure quality instruction, increased student engagement and hands-on activities are taking place. Administrators will review bi-weekly lesson plans for indication of hands-on activities and attend weekly grade-level meetings. Data Analysis of formative assessments of students will be reviewed monthly to observe progress. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on standards taught.
Person responsible for monitoring outcome:	Lucy Amengual (pr1761@dadeschools.net)
Evidence-based Strategy:	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:	Teachers will incorporate a variety of learning strategies to engage students in hands-on activities and collaborative activities. These activities will lead to increased student engagement and increased student achievement.

Action Steps to Implement

8/31/21-10/11/21 – Teachers will have weekly common planning time during which they will use the pacing guide and collaborate in developing lessons. As a result, teachers will collaborate and create lessons and incorporate strategies that have increased student engagement (hands-on activities, manipulatives, collaborative conversations).

Person Responsible	Veronica Recio (reciobuonocore@dadeschools.net)

8/31/21-10/11/21 – Teachers will plan lessons that use manipulatives for mathematics instruction and weekly hands-on science activities. As a result, student engagement will increase which will increase student achievement.

Person Responsible	Lucy Amengual (pr1761@dadeschools.net)

8/31/21-10/11/21 – Teachers will plan lessons that incorporate the use of collaborative conversations amongst students across all content areas. As a result, student engagement will increase which will increase student achievement.

Person Responsible   Veronica Recio (reciobuonocore@dadeschools.net)

8/31/21-10/11/21 – Administration will conduct classroom walk throughs focused on student engagement look-fors. As a result, administration will provide feedback and have constructive conversations with teachers regarding student engagement.

Person Responsible   Lucy Amengual (pr1761@dadeschools.net)

11/03/2021 - Teachers will receive professional development focusing on using IPEGS and look-fors as it relates to student engagement. As a result, teachers will incorporate lessons that include more student engagement which will increase student achievement.

Person Responsible   Lucy Amengual (pr1761@dadeschools.net)

11/1/21 - 12/17/21 – Administration will highlight activities and best student engagement practices during faculty meetings. As a result, administration will provide feedback and have constructive conversations with teachers regarding student engagement.

Person Responsible   Lucy Amengual (pr1761@dadeschools.net)

1/31/22 - 4/29/22 - Teachers will share information of ELA B.E.S.T standards professional development in monthly grade level team meetings. As a result, teachers will be able to plan lessons aligned to the ELA B.E.S.T standards.

Person Responsible   Veronica Recio (reciobuonocore@dadeschools.net)

1/31/22 - 4/29/22 - Teachers will engage in ongoing professional development regarding the new ELA B.E.S.T. standards and curriculum resources. As a result teachers will plan lessons that align to ELA B.E.S.T. standards.

Person Responsible   Lucy Amengual (pr1761@dadeschools.net)

#3. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	Based on the data review, our school will implement the Targeted Element of Social Emotional Learning. After a year of social distancing and uncertainty several of the students and staff may have felt disconnected and isolated. The leadership team will organize team building and social activities to encourage a sense of school community.
Measurable Outcome:	If we successfully implement the Targeted Element of Social Emotional Learning, our students indicating either Strongly Agree or Agree with the statement, "Adults at my school care for me as an individual" will increase 5 percentage points by June 2022.
Monitoring:	The Leadership Team will work to connect with with students and staff to create a school culture that fosters social emotional learning. The Leadership Team will mentor individual students who are in need of social emotional support. Teachers will monitor their students to identify any social emotional needs they may have and refer to appropriate staff member.
Person responsible for monitoring outcome:	Lucy Amengual (pr1761@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Social Emotional Learning, our school will focus on the evidence-based strategy of: Social and Emotional Learning (SEL). SEL involves the processes through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (Casel 2013).
Rationale for Evidence-based Strategy:	Social emotional learning will assist in decreasing the number of student behavioral incidents. It will provide students with an outlet to connect with their peers and teachers as well as help them manage their emotions.

Action Steps to Implement	

8/31/21-10/11/21 – Teachers will incorporate the use of a daily social emotional check-ins for students. As a result, teachers will have a better understanding of the daily social emotional needs of their students.

Person Responsible	Lucy Amengual (pr1761@dadeschools.net)

8/31/21-10/11/21 – Classroom teachers will incorporate the use of SEL activities (such as mindfulness activities and Quaver SEL) and have students share their concerns, ideas and feelings. As a result, teachers will have a better understanding of the daily social emotional needs of their students and students will have the opportunity to share and discuss their feelings.

Person Responsible	Veronica Recio (reciobuonocore@dadeschools.net)

8/31/21-10/11/21 – A school-wide daily affirmation will be shared on the morning announcements. As a result, students and teachers will begin the day with a positive affirmation that will set the tone for a successful day.

Person Responsible	Veronica Recio (reciobuonocore@dadeschools.net)

8/31/21-10/11/21 –David Fairchild Elementary teachers will sponsor after-school clubs that build on student interests beyond the classroom. As as result, students will have opportunities for success outside the classroom environment and the opportunity to build connections with other staff and students.

Person Responsible   Lucy Amengual (pr1761@dadeschools.net)

11/01/21 - 11/12/21- Officer will present Anti-Bullying lessons to students. As a result, students will be more aware of what bullying is, how to prevent it and how to safely report issues.

Person Responsible   Veronica Recio (reciobuonocore@dadeschools.net)

11/2/21 - 12/17/21 - Teachers will nominate students for Do the Right Thing on a monthly basis. As a result, students will receive positive feedback for positive behaviors.

Person Responsible   Lucy Amengual (pr1761@dadeschools.net)

1/31/22 - 4/29/22 - Initiate "Mindfulness Monday Moment" during morning announcement. As a result, students will develop an increased ability to focus and reduce feelings of stress and anxiety.

Person Responsible   Lucy Amengual (pr1761@dadeschools.net)

1/31/22 - 4/29/22 - The Administrative Team will conduct walk-throughs to assess the delivery of the lessons and the engagement of the students. As a result, the administrative team will be able to informally assess the fidelity of the program.

Person Responsible   Veronica Recio (reciobuonocore@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 Instructional Leadership Team. Some teachers in the building didn't feel that they had a 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:	If we successfully implement the Targeted Element of Instructional Leadership Team, our teachers will be provided the opportunity to contribute to school-wide decisions through monthly meetings. This will be realized through teachers participating in the logistical elements of meetings, presenting ideas to solve issues that arise, etc. The percentage of teachers indicating that their ideas are listened to and considered on the staff climate survey will increase by at least 4% during the 2021-2022 school year.
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 faculty meetings.
Person responsible for monitoring outcome:	Lucy Amengual (pr1761@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:	Shared leadership will involve staff in the decision making and implementation of action steps in our school. Involving Staff will assist in integrating the talents of teachers within the building to carry out the vision, the mission, and problem solve. Throughout this process the LT will create buy in and bring creative and innovative solutions to the forefront.
Action Steps to Implement	

8/31/21-10/11/21 – Spotlight staff members achievements, creative ideas or innovative teaching strategies in our monthly faculty meetings. As a result, staff will feel recognized for their accomplishments.

Person Responsible	Lucy Amengual (pr1761@dadeschools.net)

8/31/21-10/11/21 – Provide teachers with the opportunity to share knowledge learned in professional developments with the staff during monthly faculty meetings. As a result, teachers will have the opportunity to share information with their colleagues.

Person Responsible	Veronica Recio (reciobuonocore@dadeschools.net)

8/31/21-10/11/21 – Administration will review the minutes of grade level meetings in Microsoft Forms and provide feedback to each grade level. As a result, the needs and concerns of each grade level will be heard and addressed.

Person Responsible Veronica Recio (reciobuonocore@dadeschools.net)

8/31/21-10/11/21 – Regularly administer online surveys to get input from staff regarding professional development needs. As a result, the School Leadership Team can develop professional development that targets the needs of our teachers.

Person Responsible Veronica Recio (reciobuonocore@dadeschools.net)

11/3/2021 - Teachers will receive professional development focusing on using IPEGS and review Professional Development and leadership opportunities. As a result, teachers will have the opportunity to share information with their colleagues.

Person Responsible Lucy Amengual (pr1761@dadeschools.net)

11/01/21-12/17/21 – Provide teachers with the opportunity to share knowledge learned in professional developments with the staff during monthly faculty meetings. As a result, teachers will have the opportunity to share information with their colleagues.

Person Responsible Lucy Amengual (pr1761@dadeschools.net)

1/31/22 - 4/29/22 - The PLST will engage in conversations in order to create a list of staff needs in the building, who will then be supported through staff members that have been identified as "experts in the building" through the process of leadership development.

Person Responsible Veronica Recio (reciobuonocore@dadeschools.net)

1/31/22 - 4/29/22 - During faculty meetings principals will engage staff in problem solving conversations in order to engage the team and create an engaging school climate that fosters student learning.

Person Responsible Lucy Amengual (pr1761@dadeschools.net)

Additional Schoolwide Improvement Priorities

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

Our primary area of concern is bullying. The school leadership team will monitor the number of incidents involving bullying at the school. The counselor and school social worker will provide lessons and classroom guidance to prevent bullying. Our secondary concern is in the area of disruptive behaviors in class. The school leadership team and the MTSS team will monitor student behaviors and provide interventions as needed.

Part IV: Positive Culture & Environment

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

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

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

Our Strengths within School Culture are in Relationships, Physical & Emotional Safety and Support, Care, and Connections. Our school creates experiences throughout the year to engage with parents and families and ensures they have necessary information to support their children. These events include Spaghetti Dinner, Halloween Family Fun Day, holiday activities, Family Fun Day, school sponsored clubs and activities such as Botany Club, WKID, Twiglet Bank, Safety Patrol, FEA, Student Council and Chorus. Staff are provided opportunities to take part in Team-Building activities and social seminars where we come together to share celebrations of success during informal meet-ups. The administration and school leadership team have an open door policy and encourage all stakeholders to share their concerns and ideas. We also ensure information is provided to all stakeholder through our website, social media and our Schoology page for staff and sections set up by department to connect with one another consistently. We continue to build our skill-set in ensuring our classrooms are highly engaging and foster the highest level of engagement and learning.

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 Principals, Teacher Leaders and Counselor (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 Principals will monitor the school sponsored 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.