

Miami-Dade County Public Schools

Archcreek Elementary School



2021-22 Schoolwide Improvement Plan

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Archcreek Elementary School

702 NE 137TH ST, North Miami, FL 33161

<http://archcreek.dadeschools.net>

Demographics

Principal: Myriam Delisma Pierre P

Start Date for this Principal: 7/21/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: C (48%) 2017-18: C (53%) 2016-17: B (59%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	96%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	100%

School Grades History

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

The mission of Arch Creek Elementary School is to foster a rich, positive, and educational setting where students can achieve their maximum potential by providing a challenging curriculum with respect to their cognitive, religious, social, and linguistic differences.

Provide the school's vision statement.

The vision of Arch Creek Elementary School with the support of staff, parents, and community acknowledges the needs of every child, provides academic achievement and increase self-esteem in a safe, nurturing environment that promotes emotional and social growth with the means to succeed in meeting the challenges of a changing world.

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
Burch, Potria	Assistant Principal	Ms. Burch oversees the development of the SIP. She guides the leadership team and the faculty into developing the goals. She facilitates and monitors the implementation of essential practices.
Delisma-Pierre, Myriam	Principal	Dr. Delisma-Pierre ensures that the leadership team and faculty collaborate to effectively implement the SIP schoolwide.
Dupree, Kendra	School Counselor	Ms. DuPree monitors the implementation of Positive Behavior Reinforcements and incentive programs to enhance social-emotional learning (SEL) and improve student attendance.
Yasin, Denise	Instructional Coach	Ms. Yasin monitors student academic achievement data and aligns goals to the Needs Assessment/Analysis with the aim of improving instruction.
Louis, Donna	Math Coach	Ms. Louis monitors student academic achievement data and aligns goals to the Needs Assessment/Analysis with the aim of improving instruction.

Demographic Information

Principal start date

Wednesday 7/21/2021, Myriam Delisma Pierre P

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.*

4

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.*

31

Total number of teacher positions allocated to the school

34

Total number of students enrolled at the school

429

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.

1

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	52	54	67	76	76	83	0	0	0	0	0	0	0	408
Attendance below 90 percent	5	12	15	19	8	13	0	0	0	0	0	0	0	72
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	4	3	8	9	25	0	0	0	0	0	0	0	49
Course failure in Math	0	4	8	8	13	29	0	0	0	0	0	0	0	62
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	12	0	0	0	0	0	0	0	12
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	9	0	0	0	0	0	0	0	9
Number of students with a substantial reading deficiency	0	15	26	58	24	33	0	0	0	0	0	0	0	156

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	4	11	12	8	27	0	0	0	0	0	0	0	62

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	4	5	10	0	0	0	0	0	0	0	0	0	19
Students retained two or more times	0	0	0	0	1	5	0	0	0	0	0	0	0	6

Date this data was collected or last updated

Wednesday 7/21/2021

2020-21 - As Reported

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

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

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

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

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	50	69	84	95	95	69	0	0	0	0	0	0	0	462
Attendance below 90 percent	8	14	22	14	14	15	0	0	0	0	0	0	0	87
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	7	4	18	26	13	0	0	0	0	0	0	0	68
Course failure in Math	0	12	4	22	30	9	0	0	0	0	0	0	0	77
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	12	17	0	0	0	0	0	0	0	29
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	9	15	0	0	0	0	0	0	0	24

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	11	9	19	28	20	0	0	0	0	0	0	0	87

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	4	5	9	0	0	0	0	0	0	0	0	0	18
Students retained two or more times	0	0	0	2	5	2	0	0	0	0	0	0	0	9

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				43%	62%	57%	49%	62%	56%
ELA Learning Gains				52%	62%	58%	58%	62%	55%
ELA Lowest 25th Percentile				60%	58%	53%	56%	59%	48%
Math Achievement				57%	69%	63%	61%	69%	62%
Math Learning Gains				56%	66%	62%	49%	64%	59%
Math Lowest 25th Percentile				45%	55%	51%	48%	55%	47%
Science Achievement				25%	55%	53%	47%	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	41%	60%	-19%	58%	-17%
Cohort Comparison						
04	2021					
	2019	47%	64%	-17%	58%	-11%
Cohort Comparison		-41%				
05	2021					
	2019	34%	60%	-26%	56%	-22%
Cohort Comparison		-47%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	53%	67%	-14%	62%	-9%
Cohort Comparison						
04	2021					
	2019	61%	69%	-8%	64%	-3%
Cohort Comparison		-53%				
05	2021					
	2019	47%	65%	-18%	60%	-13%
Cohort Comparison		-61%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	24%	53%	-29%	53%	-29%
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 that will be used to compile ELA and Mathematics data is i-Ready AP1 for Fall, AP2 for Winter, and AP3 for the Spring. The data to be used for Science data is the Mid-Year Assessment.

Grade 1					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		32.2%	43.1%	62.7%
	Economically Disadvantaged		32.1%	41.8%	62.5%
	Students With Disabilities		0	0	0
	English Language Learners		44.4%	33.3%	44.4%
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		36.4%	36.8%	64.4%
	Economically Disadvantaged		36.5%	33.3%	62.5%
	Students With Disabilities		0	0	0
	English Language Learners		57.1%	22.2%	22.2%

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	15.1%	26%	29.7%
	Economically Disadvantaged	15.3%	26.4%	28.8%
	Students With Disabilities	0	0	0
	English Language Learners	0	20.0%	20.0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	12.7%	21.6%	38.4%
	Economically Disadvantaged	12.9%	21.9%	38.9%
	Students With Disabilities	0	0	0
	English Language Learners	20.0%	20.0%	40.0%
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	33.3%	45.3%	58.6%
	Economically Disadvantaged	33.3%	45.8%	59.5%
	Students With Disabilities	25%	37.5%	25.0%
	English Language Learners	0	0	20%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	10.6%	24.7%	31.0%
	Economically Disadvantaged	11.0%	25.6%	32.1%
	Students With Disabilities	0	0	0
	English Language Learners	0	20.0%	20.0%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	25.3%	28.7%	40.7%
	Economically Disadvantaged	26.3%	29.8%	42.2%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	20.5%	25.3%	43.0%
	Economically Disadvantaged	21.3%	26.2%	44.6%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	20.3%	28.1%	27.7%
	Economically Disadvantaged	20.0%	26.7%	26.2%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	14.3%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	18.5%	40.0%	44.3%
	Economically Disadvantaged	19.7%	37.7%	42.1%
	Students With Disabilities	0	14.3%	28.6%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	27.0%	30%
	Economically Disadvantaged	0	25.0%	0
	Students With Disabilities	0	0	0
	English Language Learners	0	6.0%	0

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	15			5							
ELL	30	36		23	21		23				
BLK	34	33	29	26	23	20	27				
HSP	39	58		29	50		36				
FRL	36	37	19	26	28	24	28				
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	25			38	36						
ELL	33	46	58	54	53	43	18				
BLK	41	53	60	55	55	47	24				
HSP	61	47		77	62		36				
FRL	42	52	63	57	56	47	26				
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				18							
ELL	44	57	61	57	52	52	39				
BLK	49	59	56	60	50	49	49				
HSP	44	50		76	52						
FRL	49	59	55	62	48	45	47				

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	31
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	42
Total Points Earned for the Federal Index	247
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	10
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	29
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	29
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	42
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	30
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

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

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

According to the 2021 data, a significant concern is 33% of students in grades 3-5 were proficient on the 2021 FSA ELA, from 40% in 2019 which is a 7 percentage decrease. Similarly, third grade 33% of students were proficient on the 2021 FSA ELA, from 41% in 2019 which is a decrease of 8 percentage points. The most significant percentage decrease in proficiency is the 2021 FSA Math. Of the students in grades 3-5, 25% were proficient on the 2021 FSA Math from 53% in 2019. This was a decrease of 28 percentage points on the 2021 FSA Math. Third grade students increased on the i-Ready ELA from 33.3% in the Fall to 58.6% in the Spring, displaying a 25.3 point increase. Third grade students increased on the i-Ready Math from 10.6% in the Fall to 31% in the Spring, a 20.4 point increase. Fourth grade students increased on the i-Ready ELA from 25.3 % in the Fall to 40.7 % in the Spring, a 15.4 point increase. Fourth grade students increased on the i-Ready Math from 20.5% in the Fall to 43% in the Spring, demonstrating a 22.5 point increase. Fifth grade students increased on the i-Ready Math from 18.5% in the Fall to 44.3% in the Spring, demonstrating a 25.8 point increase.

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

According the 2021 Data, third grade 33% of students were proficient on the 2021 FSA ELA, from 41% in 2019 which is a decrease of 8 percentage points. This significant decrease is our targeted area for school improvement. In addition, there was a significant percentage decrease in proficiency on the 2021 FSA Math. Of the students in grades 3-5, 25% were proficient on the 2021 FSA Math from 53% in 2019. This was a decrease of 28 percentage points in Math. In addition, 5th grade students demonstrated a significant decrease on the 2021 Statewide Science Assessment from 38% proficiency to 24% in 2019, which is a 14 percentage point decrease. Lastly, 27% of fifth grade students were proficient on the 2021 Science Mid-Year. This signifies a need for improvement as well.

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

A contributing factor is the need to increase focus on science in the lower grades to support teaching the standards in preparation for the Statewide Science Assessment. To address this data point we

will implement weekly interactive labs and infuse reading strategies within science content such as the Frayer Model. Also, we will implement school-wide STEAM Fun Friday.

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

Third grade students increased on the i-Ready ELA from 33.3% in the Fall to 58.6% in the Spring, displaying a 25.3 point increase. Third grade students increased on the i-Ready Math from 10.6% in the Fall to 31% in the Spring, a 20.4 point increase. Fourth grade students increased on the i-Ready ELA from 25.3 % in the Fall to 40.7 % in the Spring, a 15.4 point increase. Fourth grade students increased on the i-Ready Math from 20.5% in the Fall to 43% in the Spring, demonstrating a 22.5 point increase. Fifth grade students increased on the i-Ready Math from 18.5% in the Fall to 44.3% in the Spring, demonstrating a 25.8 point increase.

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

The factors that contributed to this improvement is an increase in striving for student engagement. The leadership team working collaboratively with the District Attendance staff and Community Involvement Specialist contacted parents and conducted home visits to reinforce student attendance.

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

- Celebrate Successes
- Attendance Initiatives
- Communicate with Stakeholders
- Empower teachers and staff
- Family Engagement

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 professional development that we will provide this school term will be STEAM based trainings. Professional development will also include Team Building activities in order to continue the work that has been done to improve school climate for all stakeholders. In addition, instructional staff will be provided student engagement activities and implement professional learning communities.

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

Instructional staff will be provided student engagement activities and implement Professional Learning Communities.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: A significant concern is that 67% of students grades 3-5 scored below level 3 on the 2021 FSA ELA. Similarly, 67% of third grade students scored below level 3 on the FSA ELA. Based on progress monitoring data, 41.05% of students in grades kindergarten through third grade were not on track to score a Level 3. Based on the data reviewed, we will focus on ELA Standards. We selected ELA Practices by way of data-driven instruction based on the fact that our students demonstrated a decline in ELA on the 2021 FSA. The decline in Math and Science as evidenced by the 2021 FSA data and Statewide Science Assessment results are significant as well and indicate the need for D.I. with a focus on data driven instruction. Data-driven instruction based upon how students are performing on progress monitoring will ensure that students will be engaged and challenged.

Measurable Outcome: If we successfully implement ELA standards utilizing data-driven instruction we will see an increase in 8 percentage points in student proficiency. We also expect to see an increase of 8 percentage points of third grade students scoring Level 3 on the 2022 statewide, standardized ELA. In addition, as we target instruction to improve on progress monitoring performance such as i-Ready, students in Kindergarten through third grade will improve proficiency.

Monitoring: The Leadership Team will schedule monthly data chats with teachers in order to review available data and make instructional changes. Additionally, grade levels will plan collaboratively and share grade level data to ensure that planning is tailored to the needs of learners. Learners in grades 2-5 will maintain data trackers in their folders so that they can monitor their ongoing progress.

Person responsible for monitoring outcome: Potria Burch (pburch@dadeschools.net)

Evidence-based Strategy: With a focus on ELA Standards, our school will focus on the evidenced based strategy of Data Driven Instruction. Utilizing data-driven instruction will empower teachers to analyze the strengths and areas for growth in their particular classrooms and provide them with differentiated instructional strategies to help engage learners.

Rationale for Evidence-based Strategy: Data-driven instruction with a focus on ELA standards will enable teachers to provide meaningful instruction geared to the various needs of their students. Targeted instruction on ELA standards utilizing student data and progress monitoring of students not on track to score level 3 or above will enable teachers to instruct students, plan for D.I. for deficient standards, and provide the interventions needed for all learners. In addition, teachers will be able to challenge their higher learners and provide meaningful D.I. to the struggling learners.

Action Steps to Implement

Instructional staff directly responsible for teaching reading will participate in District and school site training to familiarize themselves with the newly adopted reading series, inclusive of the newly adopted intervention piece and how instruction can be differentiated for all learners. August 31, 2021- October 11, 2021.

Person Responsible Denise Yasin (dwjeanbaptiste@dadeschools.net)

Administration will conduct monthly data chats with instructional personnel to monitor student movement based upon I-Ready Assessments and available bi-weekly and topic assessment data and students will maintain data trackers.. August 31, 2021 - October 11, 2021

Person Responsible Myriam Delisma-Pierre (drdelismapierre@dadeschools.net)

Instructional coaches will provide in-person modelling to classroom teachers on effective planning and implementation of differentiated instruction within the classroom. August 31, 2021 - October 11, 2021

Person Responsible Denise Yasin (dwjeanbaptiste@dadeschools.net)

Administration will conduct weekly classroom walk-throughs during the scheduled ELA, small group and differentiated instructional time to monitor the use of data to tailor instruction to the needs of the learners. August 31, 2021 - October 11, 2021

Person Responsible Potria Burch (pburch@dadeschools.net)

Planning for D.I. will occur during grade level planning. Student grouping will be adjusted based on district assessments. D.I. Planning sheets and rotation charts will be posted and monitored. November 1, 2021 - December 17, 2021

Person Responsible Denise Yasin (dwjeanbaptiste@dadeschools.net)

Student i-ready usage is included in D.I. rotations and scheduled lab time. I-ready usage and passing rates will be monitored weekly and discussed during collaborative planning. November 1, 2021 - December 17, 2021.

Person Responsible Denise Yasin (dwjeanbaptiste@dadeschools.net)

Teachers will provide early intervention before morning bell for students to work on instructional resources such as i-Ready, Imagine Learning and McGraw Hill activities. January 31, 2022 - April 29, 2022.

Person Responsible Denise Yasin (dwjeanbaptiste@dadeschools.net)

Teachers will include MGH activities during D.I. Rotation. MGH Progress Monitoring data will be debriefed to provide reteaching and D.I. activities. January 31, 2022 - April 29, 2022.

Person Responsible Denise Yasin (dwjeanbaptiste@dadeschools.net)

#2. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus Description and Rationale: Based on the data review, our school will implement the Targeted Element of Teacher and Student Attendance. According to the data, 54% of Arch Creek staff had 0-5 absences as opposed to the district with 50%. Arch Creek student attendance data indicated 18% of students had 16-30 absences as compared to the district with 13%.

Measurable Outcome: If we successfully implement our Attendance Initiatives then we will continue to see improved student outcomes. With consistent student and staff incentives our attendance will increase by 5% points by June 2022.

Monitoring: The School Leadership Team will develop an attendance initiative program through the utilization of a staff attendance tracker. Teachers, staff and students with 100% attendance will receive certificates quarterly for perfect attendance. Teachers and staff with 100% attendance within a grading period will participate in a drawing to win a prize. The SLT will work collaboratively with district i-attend staff to monitor and target students with consistent truancy to develop strategies to improve attendance.

Person responsible for monitoring outcome: Potria Burch (pburch@dadeschools.net)

Evidence-based Strategy: Our school will focus on the evidenced strategy of Attendance Initiatives. These initiatives will assist in bridging the absence gap amongst our students. Student absences will be monitored on a weekly basis to prevent excessive absences.

Rationale for Evidence-based Strategy: If students and staff attend school every day, then students' learning and achievement will improve. Attendance has a direct impact on learning and student performance.

Action Steps to Implement

The School Leadership team will provide opportunities for staff members to be recognized for perfect attendance with Quarterly Certificates for Teacher Attendance. August 31, 2021 - October 11, 2021

Person Responsible Myriam Delisma-Pierre (drdelismapierre@dadeschools.net)

The School Leadership team will provide opportunities for students to be recognized with Quarterly Certificates to Celebrate Academic/Class Successes. August 31, 2021 - October 11, 2021

Person Responsible Potria Burch (pburch@dadeschools.net)

The School Leadership team will provide opportunities for students to be recognized for perfect attendance with Quarterly Certificates for Student Attendance/Student Attendance Monitoring. August 31, 2021 - October 11, 2021

Person Responsible Kendra Dupree (kdupree@dadeschools.net)

The Administrative team will assign staff to monitor/mentor L25 students and students that demonstrate EWI to an adult volunteer mentor. Mentorship can help develop students' SE competencies, create a sense of belonging and increase valuing of school. August 31, 2021 - October 11, 2021

Person Responsible Myriam Delisma-Pierre (drdelismapierre@dadeschools.net)

The T.A.L.E.N.T.S. Afterschool program will be implemented to target the L25 students in 2nd through 5th grades. Students/ parents select an area of interest for the talent portion and tutoring is provided to address deficient standards. November 1, 2021 - December 17, 2021.

Person Responsible Potria Burch (pburch@dadeschools.net)

Mentors of the Heart will be implemented to facilitate interactions for participants of the Mentorship program. The Meet and Greet will take place October 27, 2021. Additional opportunities to bond and provide enrichment activities for members of the program will take place monthly. November 1, 2021 - December 17, 2021.

Person Responsible Kendra Dupree (kdupree@dadeschools.net)

Saturday Academy will be provided for L25 students, ELL students, and Science club for selected fourth and fifth grade students.
January 31, 2022 - April 29, 2022.

Person Responsible Donna Louis (dsaincelaire@dadeschools.net)

Celebrate individual students and classes i-Ready usage and passing scores with treats and prizes. Celebrate students AP2 i-Ready Diagnostic passing with a "Green Party" for kindergarten through fifth grade students and teachers.
January 31, 2022 - April 29, 2022.

Person Responsible Denise Yasin (dwjeanbaptiste@dadeschools.net)

#3. Leadership specifically relating to Instructional Leadership Team

Area of Focus Description and Rationale: Based on the data review, our school will implement the targeted element of Shared Leadership. If we continue to include teachers in the decision making process, then we will maintain a positive trend in the school climate and culture.

Measurable Outcome: If we successfully implement the targeted element of Shared Leadership, then we will maintain the 93% average of positive staff school culture responses and foster a positive school culture where everyone is valued and celebrated.

Monitoring: The Leadership Team will work to provide the instructional staff with opportunities to engage in collaborative planning, team building activities, Professional Learning Communities, and share best practices.

Person responsible for monitoring outcome: Potria Burch (pburch@dadeschools.net)

Evidence-based Strategy: Within the targeted element of the Leadership Team, we will focus on the evidence-based strategy of Shared Leadership. By creating opportunities for teachers to be involved in the decision-making process, we will implement and create an environment of shared leadership.

Rationale for Evidence-based Strategy: The selected Shared Leadership strategy will facilitate the creation of an environment where everyone feels valued and celebrated. Throughout this process, the Leadership Team will promote cohesiveness and accountability.

Action Steps to Implement

Each grade level will select a chairperson. The chairperson will collaborate with Leadership Team to affect student progress. The chairperson will also ensure that their grade level attends collaborative planning sessions. August 31, 2021 - October 11, 2021

Person Responsible Myriam Delisma-Pierre (drdelismapierre@dadeschools.net)

The staff will participate in monthly team building activities such as holiday videos, grade level challenges, icebreakers and games. These team building activities will promote camaraderie and collaboration amongst staff. August 31, 2021 - October 11, 2021

Person Responsible Potria Burch (pburch@dadeschools.net)

Staff members will sign up for Committees that reflects their area of interest and/or expertise to participate in throughout the school year. Committees will meet monthly to plan for events, schedule and implement activities to benefit all stakeholders. August 31, 2021 - October 11, 2021

Person Responsible Myriam Delisma-Pierre (drdelismapierre@dadeschools.net)

Staff members are invited and encouraged to join and attend monthly EESAC meetings. Staff participation is essential to be a part of the decision making body of the school. August 31, 2021 - October 11, 2021

Person Responsible Kendra Dupree (kdupree@dadeschools.net)

Staff members that desire to move to a higher level in the educational field are provided leadership opportunities such as instructional coaches, grade level chair person, and committee chairs. Succession

planning will be implemented by providing growth opportunities such as master scheduling, leading the PLST team, and facilitating team building activities. November 1, 2021 - December 17, 2021.

Person Responsible Myriam Delisma-Pierre (drdelismapierre@dadeschools.net)

Grade level chairpersons will facilitate the sharing of best practices and presenting grade level highlights at faculty meetings. Grade level chairpersons attend leadership team meetings, share information with the grade teams, and facilitate the implementation of strategies and practices gained from trainings and meetings.

November 1, 2021 - December 17, 2021.

Person Responsible Donna Louis (dsaincelaire@dadeschools.net)

Instructional Coaches will facilitate peer-led modeling of best practices during collaborative planning. Classroom teachers will be encouraged to observe peers, share teaching strategies, and model lessons for their peers.

January 31, 2022 - April 29, 2022.

Person Responsible Donna Louis (dsaincelaire@dadeschools.net)

Designated teachers will attend core subject ICADS and disseminate information to their grade teams. The Leadership team will facilitate bi-weekly opportunities for grade level meetings, modeling of strategies shared at ICADs and planning for D.I.

January 31, 2022 - April 29, 2022.

Person Responsible Denise Yasin (dwjeanbaptiste@dadeschools.net)

#4. Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale:

According to the data, a significant concern is 33% of students in grades 3-5 were proficient on the 2021 FSA ELA, from 40% in 2019 which is a 7 percentage decrease. Similarly, third grade 33% of students were proficient on the 2021 FSA ELA, from 41% in 2019 which is a decrease of 8 percentage points. Based on the climate data review, 14.81 % of staff feel that they would benefit from Teacher-Driven Observation (Peer Observation). We identified this as an area of need because Peer observations will provide professionals the opportunity to observe effective practices in house as a follow-up to district professional development activities.

Measurable Outcome:

If we successfully implement Collaborative Planning, then students will demonstrate an increase 8 percentage points in proficiency. If we successfully implement Teacher-Driven Observations, then instructional staff will be provided the opportunity to interact and learn from colleagues. In addition staff will feel empowered in the decision making process and take ownership over their learning practices. With these practices, student academics will improve.

Monitoring:

The leadership team will monitor implementation of Teacher-Driven Observation, facilitate scheduling and sit in on debriefing conferencing.

Person responsible for monitoring outcome:

Denise Yasin (dwjeanbaptiste@dadeschools.net)

Evidence-based Strategy:

Within the targeted element of Collaborative Planning, our school will focus on the evidenced based strategy of Peer-Observation.

Rationale for Evidence-based Strategy:

Teacher-Driven Observations empower teachers and staff to be leaders, innovators, risk-takers and designers of new ways to approach challenges. The SLT will provide support for teachers and facilitate peer-driven observations. Enabling staff to observe and learn from one another will create a collaborative atmosphere in the school and enhance student achievement.

Action Steps to Implement

SLT will facilitate weekly collaborative planning meetings to provide teachers with an opportunity to collaborate and brainstorm challenges, needs, and shared best practices. Teachers will attend collaborative planning and take turns taking the lead and modeling explicit instruction during small groups. August 31, 2021 - October 11, 2021

Person Responsible

Potria Burch (pburch@dadeschools.net)

Pacing Guides will be utilized weekly to plan for instruction. August 31, 2021 - October 11, 2021

Person Responsible

Potria Burch (pburch@dadeschools.net)

Peer-Observations will be scheduled by administration and will take place as requested within a 2 week timeframe. Debriefing conferences will take place during collaborative planning the following week. August 31, 2021 - October 11, 2021

Person Responsible

Potria Burch (pburch@dadeschools.net)

The leadership team will provide opportunities for teachers to engage in learning walks for the purpose of sharing best practices. August 31, 2021 - October 11, 2021

Person Responsible Potria Burch (pburch@dadeschools.net)

Data chats will be conducted twice a month to adjust student instructional groups. Secondary standards will be scaffolded for students to acquire skills not mastered during instruction.
November 1, 2021 - December 17, 2021

Person Responsible Denise Yasin (dwjeanbaptiste@dadeschools.net)

Instructional staff directly responsible for teaching reading will participate in school-site training to familiarize themselves with the Intervention components of the newly adopted reading series. The MTSS team will participate in collaborative planning and data debriefing to ensure that tier 2 students receive needed interventions. November 1, 2021 - December 17, 2021

Person Responsible Potria Burch (pburch@dadeschools.net)

Data chats will be conducted during collaborative planning to discuss data and adjust instruction according to student performance on the i-Ready AP2 and Science Mid-Year Assessment.
January 31, 2022 - April 29, 2022.

Person Responsible Denise Yasin (dwjeanbaptiste@dadeschools.net)

Classroom teachers will debrief with students to discuss i-Ready AP2 and Mid-Year Science data, set AP3 goals, and update data trackers.
January 31, 2022 - April 29, 2022.

Person Responsible Donna Louis (dsaincelaire@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.

Compared to the state's discipline data, Arch Creek Elementary ranks #306 out of 1,395 schools. In 2019-2020, we reported 0.2 incidents per 100 students. When compared to all elementary schools statewide, it falls into the low category. The primary area of concern as it relates to behavior and discipline is to maintain our positive statistics. The school culture and environment will be monitored through the school mentorship program where Tier 2 students will be mentored by a staff member. We will also be implementing schoolwide SEL practices during homeroom to encourage a positive learning environment.

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 Leadership Team will incorporate teachers in the decision-making process through various committees. The SLT will implement team building activities designed to provide opportunities for teachers to share best practices during PLC's and school site training. We will also provide multiple opportunities for teachers to participate in the school improvement process and provide input during EESAC.

The School Leadership Team will develop an attendance initiative program through the utilization of a staff attendance tracker. Teachers and staff with 100% attendance will receive quarterly certificates. Teachers and staff with 100% attendance within a grading period will participate in a drawing to win a prize.

With the aim of fostering teacher retention and promoting student positive behavior, a mentoring program will be implemented. Novice teachers will be assigned to a mentor teacher, and ample opportunities will be provided to both mentor/mentee to collaborate. Students with EWI will be assigned a mentor to interact daily with a well planned check-in system and communication log.

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

The School Leadership Team will Celebrate Successes of students and staff members as each cultural goal is reached. The SLT will implement Attendance Initiatives for all stakeholders. Students and staff will be given certificates quarterly to recognize Perfect Attendance for each grading period. Teacher's names will be placed in a drawing to receive a prize quarterly at faculty meetings.

The School Leadership Team and the school counselor will implement a Mentorship program to address the data components indicating the need for improvement. We will educate students what bullying means and strategies to combat bullying. Students will be provided with grade level assemblies to present the Code of Student Conduct and school-wide discipline procedures. The School Counselor will Implement the Character Education curriculum such as Values Matter and Cloud 9. Students with EWI will be assigned a mentor to interact daily with through a well planned check-in system. The SLT will implement the Mindful Minute which will take place during the homeroom block school-wide and infuse Social Emotional Learning Practices.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports	\$0.00
3	III.A.	Areas of Focus: Leadership: Instructional Leadership Team	\$0.00
4	III.A.	Areas of Focus: Instructional Practice: Collaborative Planning	\$0.00
			Total: \$0.00