

Miami-Dade County Public Schools

North Hialeah Elementary School



2021-22 Schoolwide Improvement Plan

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North Hialeah Elementary School

4251 E 5TH AVE, Hialeah, FL 33013

<http://nhes.dadeschools.net/>

Demographics

Principal: Carlos Salcedo A

Start Date for this Principal: 7/21/2000

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 Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: B (59%) 2017-18: B (61%) 2016-17: C (51%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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<http://nhes.dadeschools.net/>

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	83%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

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

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<https://www.floridacims.org>.

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To maximize the potential of each child by fostering and creating life-long learners in a challenging and balanced 21st century environment.

Provide the school's vision statement.

The North Hialeah Elementary faculty and staff will motivate students to maximize their academic potential and foster their social and moral growth as they prepare to become literate, productive members of 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
Salcedo, Carlos	Principal	Serves as instructional leader, engages all stakeholders, and collaborates and leads in the school's decision making process. Ensures implementation of standards based curriculum and instruction.
Cardeso, Monica	Assistant Principal	-Monitor and implement School Improvement Plan -Monitor Intervention Program -Curriculum Leader -Testing Coordinator
Carballeira, Ivette	Instructional Coach	-Instructional Leader for ELA -Collaborative Planning Facilitator K-5 -Professional Development Liaison -Provide teacher support -Intervention Coordinator -Analyze ELA Data Trends

Demographic Information

Principal start date

Friday 7/21/2000, Carlos Salcedo A

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.*

21

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.*

11

Total number of teacher positions allocated to the school

34

Total number of students enrolled at the school

400

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

4

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

3

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	37	36	56	68	87	97	0	0	0	0	0	0	0	381
Attendance below 90 percent	1	5	7	13	6	8	0	0	0	0	0	0	0	40
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	10	1	14	0	0	0	0	0	0	0	25
Course failure in Math	0	0	1	7	0	9	0	0	0	0	0	0	0	17
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	9	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	5	0	0	0	0	0	0	0	5
Number of students with a substantial reading deficiency	0	8	24	37	20	33	0	0	0	0	0	0	0	122

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	1	10	0	12	0	0	0	0	0	0	0	23

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	10	0	0	0	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Wednesday 7/21/2021

2020-21 - As Reported

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

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

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

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

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	40	62	60	100	102	92	0	0	0	0	0	0	0	456
Attendance below 90 percent	5	7	12	8	7	11	0	0	0	0	0	0	0	50
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	3	8	14	6	0	0	0	0	0	0	0	31
Course failure in Math	0	1	3	4	9	10	0	0	0	0	0	0	0	27
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	9	15	0	0	0	0	0	0	0	24
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	5	9	0	0	0	0	0	0	0	14

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	1	2	8	12	13	0	0	0	0	0	0	0	36

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	10	0	0	0	0	0	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				58%	62%	57%	55%	62%	56%
ELA Learning Gains				63%	62%	58%	67%	62%	55%
ELA Lowest 25th Percentile				62%	58%	53%	64%	59%	48%
Math Achievement				69%	69%	63%	65%	69%	62%
Math Learning Gains				61%	66%	62%	60%	64%	59%
Math Lowest 25th Percentile				39%	55%	51%	55%	55%	47%
Science Achievement				62%	55%	53%	64%	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	54%	60%	-6%	58%	-4%
Cohort Comparison						
04	2021					
	2019	57%	64%	-7%	58%	-1%
Cohort Comparison		-54%				
05	2021					
	2019	54%	60%	-6%	56%	-2%
Cohort Comparison		-57%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	80%	67%	13%	62%	18%
Cohort Comparison						
04	2021					
	2019	62%	69%	-7%	64%	-2%
Cohort Comparison		-80%				
05	2021					
	2019	59%	65%	-6%	60%	-1%
Cohort Comparison		-62%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	61%	53%	8%	53%	8%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

- 3rd Grade-iReady
- 4th Grade-iReady
- 5th Grade-iReady

Grade 1					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		25%	47.9%	58.3%
	Economically Disadvantaged		25.6%	43.6%	59%
	Students With Disabilities		0	0	0
	English Language Learners		6.3%	25%	25%
			Number/% Proficiency	Fall	Winter
Mathematics	All Students		19.1%	33.3%	60.4%
	Economically Disadvantaged		15.8%	30.8%	59%
	Students With Disabilities		0	0	0
	English Language Learners		6.3%	18.8%	31.3%

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	28.6%	50%	53.6%
	Economically Disadvantaged	26.7%	44.4%	51.1%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	23.2%	26.8%	46.4%
	Economically Disadvantaged	17.8%	22.2%	42.2%
	Students With Disabilities	0	0	0
	English Language Learners	40.0%	0	20.0%
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	50.5%	56.3%	71.1%
	Economically Disadvantaged	48.8%	54.7%	70.9%
	Students With Disabilities	22.2%	22.2%	66.7%
	English Language Learners	21.4%	26.2%	47.6%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	18.6%	45.4%	59.8%
	Economically Disadvantaged	18.6%	45.3%	59.3%
	Students With Disabilities	22.2%	22.2%	22.2%
	English Language Learners	0	0	35.7%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	27.8%	40.7%	44.4%
	Economically Disadvantaged	24%	37.5%	42.7%
	Students With Disabilities	10.0%	14.3%	10.0%
	English Language Learners	0	14%	27.9%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	24.4%	48.2%	55.6%
	Economically Disadvantaged	18.7%	43.7%	50.7%
	Students With Disabilities	20.0%	14.3%	20.0%
	English Language Learners	18.6%	27.9%	37.2%
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	39.5%	50.6%	56.0%
	Economically Disadvantaged	38.5%	47.3%	53..%
	Students With Disabilities	25.0%	40.0%	36.4%
	English Language Learners	0	0	23.1%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	31.4%	54.4%	62.4%
	Economically Disadvantaged	29.5%	50.0%	58.4%
	Students With Disabilities	25.0%	40.0%	36.4%
	English Language Learners	0	26.9%	30.8%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	30.0%	0
	Economically Disadvantaged	0	28.0%	0
	Students With Disabilities	0	0%	0
	English Language Learners	0	13.0%	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	13			17	7		9				
ELL	50	44	35	48	21	20	45				
HSP	57	36	33	52	16	18	49				
FRL	53	35	32	50	16	19	45				
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	9	44	56	30	40	27	9				
ELL	53	63	59	66	65	42	62				
HSP	57	62	61	69	61	39	62				
FRL	58	64	59	67	60	36	60				
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	19	65	69	15	71	62					
ELL	39	61	63	56	64	58	38				
BLK	80			60							
HSP	54	68	64	66	62	58	64				
FRL	53	66	63	64	60	54	63				

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	39
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	53
Total Points Earned for the Federal Index	311
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	12

Students With Disabilities	
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	40
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	39
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	38
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 2019 & 2021 FSA data, there was a decrease in proficiency and learning gains across all subjects and grade levels. In 2021, the ELA proficiency was 56%, a 2 percentage point decrease from 2019. Learning gains in ELA were 36%, a 27 percentage point decrease from 2019. In 2021, the Math proficiency was 52%, a 17 percentage point decrease from 2019. Learning gains in Math were 16%, a 45 percentage point decrease from 2019.

According to the 2019 data:

SWD subgroup showed a decrease in Learning Gains in both ELA and Math.
 ELL subgroup showed a decrease in Learning Gains in both ELA and Math.
 HSP subgroup showed a decrease in Achievement levels in both ELA and Math.
 FRL subgroup showed a decrease in Achievement levels in both ELA and Math.

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

The percentage of overall students as well as students in all subgroups, who made Learning Gains, decreased in both ELA and Math.

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

Our school focuses on data-driven instruction. We will continue to focus on and increase data-driven instruction to better meet the needs of our students. We will continue to focus on students within subgroups and provide additional support.

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

ELA Achievement increased from 55% in 2018 to 58% on the 2019 FSA, indicating a 3% increase.

Math Achievement increased in 3rd grade from 19% in AP1 to 46% in AP2 on the 2020-2021 iReady Assessment, indicating a 27% increase.

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

Strategies from the 2019 School Improvement Process were implemented which included focusing on Differentiated Instruction. During common planning, our instructional coach planned with teachers for Differentiated Instruction to ensure that it was aligned to student data.

During the 2019-2020 school year, our school implemented a Differentiated Instruction day for Math. The entire Math block was dedicated to data-driven, differentiated instruction.

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

Data-driven Instruction, Differentiated Instruction, Standards-Based Collaborative Planning, Interventions, Rtl.

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.

Professional Development sessions will be held on a monthly basis. The PLST will develop PD focused on the following areas: Performance Matters, Data-Driven Instruction, Differentiated Instruction, Continuous Data Chats with individualized feedback. Coaching cycles will also be implemented on an individual basis.

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

Our school will continue to implement collaborative planning sessions on a weekly basis and provide our teachers with the most relevant PD aligned to student needs. Our school will also continue to provide Extended Learning Opportunities for our students such as before/after school tutoring and Saturday Academy.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale: Based on the 2021 data review, our school will implement Differentiation. This area was selected based on our findings which indicated a decrease in the percentage of students who made learning gains in ELA (27 percentage point decrease) and Math (45 percentage point decrease).

Measurable Outcome: If we successfully implement Differentiation, then our students making learning gains in ELA will increase by 5 percentage points.

Monitoring: The leadership team will conduct walk throughs during the Differentiated Instruction block to ensure that data-driven instruction is taking place. The Leadership Team will conduct quarterly data chats and monthly, mini data chats. During collaborative planning, the instructional coaches will assist teachers in planning for differentiation and provide support on an as need basis.

Person responsible for monitoring outcome: Carlos Salcedo (pr3901@dadeschools.net)

Evidence-based Strategy: Our school will focus on the evidence based strategy of: Data-Driven Instruction. Data-Driven Instruction will assist in accelerating the learning gains of our students as it is a systematic approach of instruction to meet the students' needs. Data-Driven instruction will be monitored through the use of data trackers to drive instructional planning and data driven conversations to include OPM's.

Rationale for Evidence-based Strategy: Data-driven instruction will ensure that differentiation is taking place based on individual student needs.

Action Steps to Implement

08/31-10/11/21:

Teachers will be provided with a virtual Professional Development on the data platforms available. As a result, teachers will be knowledgeable on how to access the most recent data for students.

Person Responsible Carlos Salcedo (pr3901@dadeschools.net)

08/31-10/11/21:

Administration will conduct data chats with teachers in order to discuss student data. As a result, administration and teachers will collaboratively develop a plan of action to assist students.

Person Responsible Carlos Salcedo (pr3901@dadeschools.net)

08/31-10/11/21:

Teachers will conduct data chats with students using virtual platform. As a result, students will be able to use the teacher created data form to track their own data and focus on their areas of deficiency.

Person Responsible Monica Cardeso (mcardeso@dadeschools.net)

08/31-10/11/21:

During collaborative planning, teachers and instructional coaches will use the most up to date data to plan for the Differentiated Instruction block. As a result, teachers will group students appropriately and provide students with the appropriate instruction to target their individual learning needs.

Person Responsible Ivette Carballeira (robotti@dadeschools.net)

11/01/21-12/17/21

Administration and Instructional Coaches will conduct walkthroughs during the Differentiated Instruction block with student data to ensure differentiation. As a result, we will ensure deficient standards are being targeted.

Person Responsible Monica Cardeso (mcardeso@dadeschools.net)

11/01/21-12/17/21

Each Wednesday will be Differentiated Instruction day where the entire Math block will focus on DI. As a result, teachers will have additional time to target deficient standards.

Person Responsible Monica Cardeso (mcardeso@dadeschools.net)

01/31/2022-04/29-2022

Beginning 02/26/22, our school will host Saturday School sessions for targeted students.

Person Responsible Carlos Salcedo (pr3901@dadeschools.net)

01/31/2022-04/29-2022

A Differentiated Instruction Refresher PD for ELA and Math will take place on February 9, 2022 for all teachers.

Person Responsible Ivette Carballeira (robotti@dadeschools.net)

#2. Instructional Practice specifically relating to Professional Learning

Area of Focus Description and Rationale: Based on the 2021 data review, our school will implement Professional Learning as an area of focus. We selected this area of focus based on our findings of percentage of students making learning gains decreasing. We will provide teachers with Professional Learning in the areas of Differentiation and Data Driven Instruction which will ultimately increase learning gains for students.

Measurable Outcome: If we successfully implement Professional Learning, then our students making learning gains will increase by a minimum of 5 percentage points in both ELA and Math.

Monitoring: The PLST will conduct monthly, in-house, Professional Learning. This will be monitored through meeting sign in and agenda. Administration and Instructional Coaches will conduct walk throughs to ensure that the strategies and practices from the Professional Learning are being implemented.

Person responsible for monitoring outcome: Carlos Salcedo (pr3901@dadeschools.net)

Evidence-based Strategy: Within the targeted area of focus of Professional Learning, our school will focus on the evidence-based strategy of: Empower Teachers and Staff. Empower Teachers and Staff will assist with providing support to teachers and staff.

Rationale for Evidence-based Strategy: Empowering Teachers and Staff will ensure that teachers are equipped with the tools to better support student academic needs which will in turn increase student learning gains.

Action Steps to Implement

08/31-10/11/21:

Our school will provide monthly in-house Professional Development in order to provide support to teachers with showing growth on deficient areas. As a result, teachers will show improvement in deficient areas and in turn improve student achievement.

Person Responsible Carlos Salcedo (pr3901@dadeschools.net)

08/31-10/11/21:

The school administrators and instructional coaches will conduct weekly walkthroughs in order to identify any areas of growth and provide immediate feedback. As a result, teachers will be provided with the appropriate Professional Development to target their area of growth.

Person Responsible Monica Cardeso (mcardeso@dadeschools.net)

08/31-10/11/21:

Instructional Coaches will be assigned to work with teachers on identified areas of growth. As a result, teachers will improve on deficient area and in turn improve student achievement.

Person Responsible Ivette Carballeira (robotti@dadeschools.net)

08/31-10/11/21:

Teachers will be provided the opportunity for peer observation. As a result, teachers will have the opportunity to observe peers and improve upon their areas of growth.

Person Responsible Carlos Salcedo (pr3901@dadeschools.net)

11/01/21-12/17/21

Instructional Coaches will continue to be assigned to work with teachers on identified areas of growth. As a result, teachers will improve on deficient area and in turn improve student achievement.

Person Responsible Carlos Salcedo (pr3901@dadeschools.net)

11/01/21-12/17/21

Teachers will alternate attending District provided iCads and disseminate information with grade level. As a result, all teachers in the grade level will have the most up to date information regarding their subject area.

Person Responsible Monica Cardeso (mcardeso@dadeschools.net)

01/31/2022-04/29-2022

A Differentiated Instruction Refresher PD for ELA and Math will take place on February 9, 2022 for all teachers.

Person Responsible Ivette Carballeira (robotti@dadeschools.net)

01/31/2022-04/29-2022

Following the Differentiated Instruction Refresher PD, administration and instructional coaches will conduct an Impact Review for ELA and Math in order to identify teachers still in need of additional support.

Person Responsible Carlos Salcedo (pr3901@dadeschools.net)

#3. Culture & Environment specifically relating to Early Warning Systems

Area of Focus Description and Rationale: Based on the qualitative data from the School Climate survey we want to focus on the area of Early Warning Systems. The statement on the School Climate Survey, "My teacher lets me know how I am doing on my school work," decreased by 12%. In order to target specific academic deficiencies, students should be knowledgeable on their areas of improvement.

Measurable Outcome: If we successfully implement the Targeted Element of Culture and Environment, then our students and teachers will be more knowledgeable on student data and needs, therefore, academic learning gains will improve by 5%.

Monitoring: Teachers will conduct mini data chats with students on a bi-weekly basis. Administration and Instructional Coaches will conduct monthly mini-data chats with teachers in order to discuss student progress.

Person responsible for monitoring outcome: Monica Cardeso (mcardeso@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Culture and Environment we will focus on the evidence-based strategy of: Response to Early Warning Systems (EWS). By targeting deficiencies early on, we hope to be able to increase student achievement.

Rationale for Evidence-based Strategy: Identifying and targeting deficiencies early on, we hope to be able to increase student achievement.

Action Steps to Implement

08/31-10/11/21:

Teachers will conduct mini data chats with students on a bi-weekly basis. As a result, students will be knowledgeable on their areas of growth and work on targeting identified areas.

Person Responsible Carlos Salcedo (pr3901@dadeschools.net)

08/31-10/11/21:

Administration will conduct monthly mini-data chats with teachers in order to discuss student progress. As a result, administrators and teachers will collaboratively develop a plan of action for students.

Person Responsible Carlos Salcedo (pr3901@dadeschools.net)

08/31-10/11/21:

Administrators and instructional coaches will meet monthly to review identified students data. As a result, administrators and instructional coaches will collaboratively develop a plan of action for teachers and students.

Person Responsible Monica Cardeso (mcardeso@dadeschools.net)

08/31-10/11/21:

Administrators and instructional coaches will develop a plan of support for students and/or teachers based

on data reviewed. As a result, appropriate support will be provided for students and/or teachers ultimately resulting in an increase on student achievement.

Person Responsible Carlos Salcedo (pr3901@dadeschools.net)

11/01/21-12/17/21

Administrators and instructional coaches will continue to monitor plans of support for students and/or teachers based on data reviewed. As a result, appropriate support will be provided for students and/or teachers ultimately resulting in an increase on student achievement.

Person Responsible Carlos Salcedo (pr3901@dadeschools.net)

11/01/21-12/17/21

Teachers will implement a data tracker that students will complete on their own. As a result, students will be knowledgeable with their data and which areas they are deficient.

Person Responsible [no one identified]

01/31/2022-04/29/2022

Administration and instructional coaches will conduct data chats with teachers, using the most current iReady AP2 data, in order to discuss student progress. As a result, administrators and teachers will collaboratively develop a plan of action for students.

Person Responsible Carlos Salcedo (pr3901@dadeschools.net)

01/31/2022-04/29/2022

Teachers will conduct mini data chats with students and parents using the most current iReady AP2 data. Administration and Instructional Coaches will conduct monthly mini-data chats with teachers in order to discuss student progress.

Person Responsible Monica Cardeso (mcardeso@dadeschools.net)

#4. Leadership specifically relating to Leadership Development

Area of Focus Description and Rationale: Based on the qualitative data from the School Climate survey, we will be focusing on the Targeted Element of Leadership Development. According to the School Climate survey data, 11% of teachers didn't feel that they had the opportunity to be considered for leadership roles at my school.

Measurable Outcome: If we successfully implement the Targeted Element of Leadership Development, our teachers will be provided the opportunity to take on leadership roles within the school and create a positive environment of shared leadership. The percentage of teachers in leadership roles will increase by 5% during the 2021-2022 school year.

Monitoring: Administration will put out opportunities for teachers to sign up for leadership roles within the school, on a monthly basis. The desired outcome is for teachers who currently do not hold a leadership role within the school to sign up and bring new initiatives and ideas to the school.

Person responsible for monitoring outcome: Carlos Salcedo (pr3901@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Leadership Development, we will focus on the evidence-based strategy of: Empower Teachers and Staff. By allowing the opportunity to develop more teacher leaders, we hope to increase shared leadership and vision for our school.

Rationale for Evidence-based Strategy: Allowing the opportunity to develop more teacher leaders, we hope to increase shared leadership and vision for our school. Increasing shared leadership and vision for our school will ultimately result in increasing student achievement as well as school culture.

Action Steps to Implement

08/31-10/11/21:

Create opportunities for leadership roles within the school. As a result, there will be more teacher leaders within our school.

Person Responsible Carlos Salcedo (pr3901@dadeschools.net)

08/31-10/11/21:

Mentor teachers who take on the leadership roles. As a result, teacher leaders will have a mentor to provide guidance, support and provide feedback.

Person Responsible Monica Cardeso (mcardeso@dadeschools.net)

08/31-10/11/21:

Conduct monthly meetings for teachers within leadership roles. As a result, teacher leaders will be given the opportunity to discuss their roles and share experiences.

Person Responsible Carlos Salcedo (pr3901@dadeschools.net)

08/31-10/11/21:

Survey teachers on a quarterly basis regarding leadership roles within the school. As a result, administrators will have feedback to guide the leadership development program within the school.

Person Responsible Monica Cardeso (mcardeso@dadeschools.net)

11/01/21-12/17/21

Continue to create new opportunities for leadership roles within the school. As a result, there will be more teacher leaders within our school.

Person Responsible Carlos Salcedo (pr3901@dadeschools.net)

11/01/21-12/17/21

During collaborative planning, rotate teachers who will share best practices with grade level. As a result, teachers will be given the opportunity to lead the planning and share experiences.

Person Responsible Ivette Carballeira (robotti@dadeschools.net)

01/31/22-04/29/22

During collaborative planning continue to rotate teachers who will share best practices with grade level from the District provided PD's they have attended. As a result, teachers will be given the opportunity to lead the planning and share experiences.

Person Responsible Ivette Carballeira (robotti@dadeschools.net)

01/31/22-04/29/22

Survey teachers regarding who is an aspiring administrator. As a result, administrators will have feedback to guide the leadership development program within the school.

Person Responsible Carlos Salcedo (pr3901@dadeschools.net)

Additional Schoolwide Improvement Priorities

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

When comparing the states discipline data to the school, the state shows a rate of 3.9 suspensions for every 100 student in comparison to our school which shows 0. A secondary area of concern that our school will monitor during the upcoming school year is Disruptive Behaviors. By implementing our School Culture and Environment Area of Focus of Early Warning Systems, we will work on targeting specific categories that may also improve the behavior of students.

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 to encourage family and community participation and engagement with the school. This is done by creating impactful experiences throughout the year to engage with parents and families and ensure they have necessary information to support their children, students and parents were supported through virtual meetings, conferences and STEAM showcases, staff is provided with weekly opportunities for collaboration, staff and students are provided with opportunities for ongoing feedback through data chats, stakeholders are provided with updated information via our school website and EESAC meetings, students are provided with physical and virtual incentives.

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

Stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principal, Instructional Coaches, Teacher Leaders and Counselor.

The Principal is responsible for overseeing all school-wide initiatives and being accessible to and supportive of school staff.

The Assistant Principal is responsible for assisting in ensuring all information is shared with stakeholders in a timely manner.

The Instructional Coaches are responsible for assist in providing and responding to feedback from stakeholders and modeling and nurturing attitudes that emphasize the benefits of learning.

The Teacher Leaders are responsible for providing students with a welcoming classroom environment and fostering high-expectations through growth mindset.

The Counselor is responsible for assisting students in connecting with resources available to support their physical and emotional challenges.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Differentiation	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Professional Learning	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Early Warning Systems	\$0.00
4	III.A.	Areas of Focus: Leadership: Leadership Development	\$0.00
Total:			\$0.00