

Miami-Dade County Public Schools

Wesley Matthews Elementary School



2021-22 Schoolwide Improvement Plan

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Wesley Matthews Elementary School

12345 SW 18TH TER, Miami, FL 33175

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

Demographics

Principal: Armandina Acosta Leon

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)	92%
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: A (71%) 2017-18: A (73%) 2016-17: A (66%)
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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12345 SW 18TH TER, Miami, FL 33175

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2020-21 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">85%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">100%</p>

School Grades History

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

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SIP Authority

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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.

Our “Universal School”, is composed of students, school staff, family members, and business leaders and is committed to the process of educating creative and successful future citizens in an ever evolving multi-faceted community. Each child’s unique intellectual and affective needs are addressed through innovative, dynamic, and relevant approaches to teaching and learning.

Provide the school's vision statement.

Wesley Matthews Elementary School is a school in which every adult who works with students has the highest expectations for the students and the belief that each and every child can and will realize his or her potential. Staff members will endeavor to make each child feel safe, secure, and special by providing the most nurturing environment possible. The end result will be that at Wesley Matthews Elementary School, no child will be left behind.

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
Acosta Leon, Armandina	Principal	The principal as an Instructional Leader sets goals and ensures students meet their learning objectives. Oversees day to day operations, disciplinary matters, manages the budget and hires teachers and other personnel.
Arriola, Jacqueline	School Counselor	The counselor provides individual and group counseling to help students cope effectively with personal, social/emotional, academic, career, and family concerns. Consults with parents, teachers, administrators, and supporting agencies concerning the needs and abilities of students. Collaborates with all stakeholders in the RtI/MTSS process.
Fernandez, Mara	Teacher, K-12	Classroom teacher, PD Liaison: plans, prepares and delivers instructional activities that facilitate active learning experiences. Establishes and communicates clear objectives for all learning activities, provides a variety of learning materials, and resources for use in educational activities. Identifies and selects different instructional resources and methods to meet students' varying needs.
Sanchez, Laura	Other	ELL Compliance and grade level teacher: plans, prepares and delivers instructional activities that facilitate active learning experiences. Establishes and communicates clear objectives for all learning activities, provides a variety of learning materials and resources for use in educational activities to meet students' varying needs.
Gonzalez, Alina	Assistant Principal	The Assistant Principal as an Instructional Leader sets goals and ensures students meet their learning objectives. Oversees day to day operations, disciplinary matters, manages the RtI and MTSS process, scheduling, testing, and communicates with all stakeholders.
Fernandez, Lauren	Teacher, K-12	Classroom teacher: plans, prepares and delivers instructional activities that facilitate active learning experiences. Establishes and communicates clear objectives for all learning activities, provides a variety of learning materials, and resources for use in educational activities. Identifies and selects different instructional resources and methods to meet students' varying needs.
Grillo-Guedes, Sara	Teacher, K-12	Classroom teacher: plans, prepares and delivers instructional activities that facilitate active learning experiences. Establishes and communicates clear objectives for all learning activities, provides a variety of learning materials, and resources for use in educational activities. Identifies and selects different instructional resources and methods to meet students' varying needs.
Olaniel, Jackie	Teacher, K-12	Classroom teacher: plans, prepares and delivers instructional activities that facilitate active learning experiences. Establishes and communicates clear objectives for all learning activities, provides a variety of learning materials, and resources for use in educational activities. Identifies and selects different instructional resources and methods to meet students' varying needs.

Name	Position Title	Job Duties and Responsibilities
Ozon, Patricia	Teacher, K-12	Classroom teacher: plans, prepares and delivers instructional activities that facilitate active learning experiences. Establishes and communicates clear objectives for all learning activities, provides a variety of learning materials, and resources for use in educational activities. Identifies and selects different instructional resources and methods to meet students' varying needs.
Murado, Susana	Teacher, K-12	Classroom teacher: plans, prepares and delivers instructional activities that facilitate active learning experiences. Establishes and communicates clear objectives for all learning activities, provides a variety of learning materials, and resources for use in educational activities. Identifies and selects different instructional resources and methods to meet students' varying needs.
Sendon, Carmen	Teacher, K-12	Classroom teacher: plans, prepares and delivers instructional activities that facilitate active learning experiences. Establishes and communicates clear objectives for all learning activities, provides a variety of learning materials, and resources for use in educational activities. Identifies and selects different instructional resources and methods to meet students' varying needs.

Demographic Information

Principal start date

Wednesday 7/21/2021, Armandina Acosta Leon

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.*

16

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.*

16

Total number of teacher positions allocated to the school

36

Total number of students enrolled at the school

488

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

0

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	63	84	88	69	73	65	0	0	0	0	0	0	0	442
Attendance below 90 percent	3	10	8	5	4	3	0	0	0	0	0	0	0	33
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	4	8	3	4	5	0	0	0	0	0	0	0	24
Course failure in Math	0	3	3	1	5	5	0	0	0	0	0	0	0	17
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	16	32	20	10	15	0	0	0	0	0	0	0	93

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	5	6	1	4	4	0	0	0	0	0	0	0	20

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	6	8	1	0	0	0	0	0	0	0	0	0	15
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	63	84	88	69	73	65	0	0	0	0	0	0	0	442
Attendance below 90 percent	3	10	8	5	4	3	0	0	0	0	0	0	0	33
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	4	8	3	4	5	0	0	0	0	0	0	0	24
Course failure in Math	0	3	3	1	5	5	0	0	0	0	0	0	0	17
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

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	5	6	1	4	4	0	0	0	0	0	0	0	20

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	6	8	1	0	0	0	0	0	0	0	0	0	15
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				81%	62%	57%	82%	62%	56%

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Learning Gains				71%	62%	58%	77%	62%	55%
ELA Lowest 25th Percentile				61%	58%	53%	78%	59%	48%
Math Achievement				84%	69%	63%	83%	69%	62%
Math Learning Gains				66%	66%	62%	68%	64%	59%
Math Lowest 25th Percentile				63%	55%	51%	63%	55%	47%
Science Achievement				68%	55%	53%	59%	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	82%	60%	22%	58%	24%
Cohort Comparison						
04	2021					
	2019	70%	64%	6%	58%	12%
Cohort Comparison		-82%				
05	2021					
	2019	78%	60%	18%	56%	22%
Cohort Comparison		-70%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	92%	67%	25%	62%	30%
Cohort Comparison						
04	2021					
	2019	78%	69%	9%	64%	14%
Cohort Comparison		-92%				
05	2021					
	2019	77%	65%	12%	60%	17%
Cohort Comparison		-78%				

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.

The tool used for progress monitoring data was i-Ready. Students in Kindergarten-5th grade completed i-Ready AP1, AP2 and AP3.

		Grade 1			
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		32.9%	54.4%	67.1%
	Economically Disadvantaged		28.04%	50.7%	64.2%
	Students With Disabilities		37.5%	37.5%	62.5%
	English Language Learners		0	20.0%	26.7%
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		28.6%	57.0%	69.6%
	Economically Disadvantaged		26.2%	55.2%	65.7%
	Students With Disabilities		57.1%	87.5%	37.5%
	English Language Learners		21.4%	46.7%	66.7%
		Grade 2			
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		21.7%	46.4%	68.1%
	Economically Disadvantaged		23.0%	44.3%	67.2%
	Students With Disabilities		0	14.3%	42.9%
	English Language Learners		0	16.7%	16.7%
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		14.7%	43.5%	68.1%
	Economically Disadvantaged		13.3%	41.0%	67.2%
	Students With Disabilities		0	14.3%	28.6%
	English Language Learners		0	16.7%	16.7%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	64.3%	75.4%	85.7%
	Economically Disadvantaged	59.3%	73.6%	85.2%
	Students With Disabilities	28.6%	50.0%	57.1%
	English Language Learners	14.3%	28.6%	42.9%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	27.1%	50.7%	74.3%
	Economically Disadvantaged	25.9%	45.3%	70.4%
	Students With Disabilities	14.3%	35.7%	50.0%
	English Language Learners	14.3%	14.3%	57.1%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	42.4%	61.7%	61.7%
	Economically Disadvantaged	38.2%	58.9%	58.9%
	Students With Disabilities	6.7%	26.7%	33.3%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	39.0%	53.3%	68.3%
	Economically Disadvantaged	36.4%	50.0%	66.1%
	Students With Disabilities	20%	33.3%	46.7%
	English Language Learners	0	0	0

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	48.4%	67.2%	71.9%
	Economically Disadvantaged	42.0%	60.0%	66.0%
	Students With Disabilities	16.7%	33.3%	33.3%
	English Language Learners	0	0	33.3%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	33.3%	59.4%	78.1%
	Economically Disadvantaged	28.6%	52.0%	74.0%
	Students With Disabilities	0	16.7%	66.7%
	English Language Learners	16.7%	16.7%	16.7%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students		26.0%	
	Economically Disadvantaged		20.0%	
	Students With Disabilities		14.0%	
	English Language Learners		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	48			56							
ELL	75	91		74	44		73				
HSP	79	85	69	70	50	50	72				
FRL	76	80	71	66	41	46	61				
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	48	56	58	48	44	46	62				
ELL	75	69	63	80	68	68	59				
HSP	81	71	61	84	65	63	68				
FRL	78	67	60	81	63	63	62				

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	55	80	77	55	64	50	31				
ELL	71	80	68	76	71	68	33				
HSP	82	77	80	83	69	63	58				
FRL	83	76	76	82	69	61	59				

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	66
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	55
Total Points Earned for the Federal Index	530
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	51
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	69
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	
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	66
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	62
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

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

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

The trends in ELA show 3rd grade over all increased during each progress monitoring session. In ELA, 4th grade remained the same 61.7% from AP2 and AP3. In Math, grades 3-5 demonstrated growth. The largest increase was 3rd grade Math 27.1% to 74.3%. Third grade had a 47 percentage point growth. According to our 2021 FSA ELA data 79% of the students in grades 3-5 were proficient compared to 81% in 2019 showing a decrease of 2 percentage points. The ELA Learning Gains for 2021 increased to 85% from 71% in 2019. ELA Learning Gains showed an increase of 14 percentage points. The 2021 FSA ELA L25 shows an increase of 10 percentage points with the FSA ELA L25 scoring 71% from 61% in 2019. 2021 FSA Math proficiency for grades 3-5 was 70% compared to 84% in 2019. This shows a decrease of 14 percentage points. The Math Learning Gains in 2021 were 49% compared to 66% in 2019, a 24 percentage points decrease. The 2021 Math L25 decreased 13 percentage points from 2019. In 2021 50% of the L25 showed a learning gain compared to 73% in 2019.

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

The 2021 Math state assessment data demonstrates the greatest need for improvement and a focus for school improvement in Math Learning Gains with a loss of 24 percentage points.

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

Contributing factors to Math Learning Gains being identified as needing improvement include the decrease of 24 percentage points. The decrease will be addressed with push-in support, Differentiated Instruction, before and afterschool tutoring, and Saturday Bootcamp Sessions. In addition, ELA L25 is being identified as needing improvement. Students in the ELA L25 will be identified. and will be provided additional push-in support, Differentiated Instruction, before and afterschool tutoring, and Saturday Bootcamp Sessions.

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

Based on the 2019 state assessments 5th grade Science showed the greatest improvement with an increase of 9 percentage points. Through progress monitoring 3rd grade ELA showed the greatest increase with an increase of 38 percentage points.

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

The contributing factors for improvement in 5th grade Science include: J& J Bootcamp, STEAM Labs, Essential Labs and Saturday Science Bootcamp. The contributing factors for improvement in 3rd grade ELA progress monitoring include: data driven instruction, assigned lessons in i-Ready, Intervention with fidelity, push-in support and Differentiated Instruction.

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

Strategies needed to be implemented in order to accelerate learning include data chats, differentiated instruction, data driven decision making/instruction, incorporating ELL strategies and push-in support, Intervention, RtI/MTSS process, extended learning opportunities before and afterschool, and Saturday Reading boot camps.

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.

Teachers and leaders will attend professional development using the new Reading series, aligning resources and the B.E.S.T. standards. Additional PD will focus on data analysis, feedback practices during data chats and adjusting small groups as data becomes available.

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

The additional services that will be implemented to ensure sustainability of improvement next year include: weekly common planning, providing Tier 2 and Tier 3 Intervention with fidelity daily, teachers will provide data driven Differentiated Instruction, classes will be provided with push-in support, students will be provided the opportunity to attend Before and Afterschool Tutoring and Saturday Bootcamp.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale: After reviewing the 2019 state assessment data; ELA L25 is critical and in need of improvement because there was a loss of 17 percentage points. 2021 ELA L25 increased by 6 percentage points, but remains a major area of focus.

Measurable Outcome: Standards-aligned instruction will contribute to an increase of 5 percentage points on the 2022 FSA ELA assessment. The percent of students proficient will increase from 79 percent to 84 percent students proficient.

Monitoring: The Administrative Team will monitor the data, conduct Data Chats, attend Common Planning sessions to discuss needs, provide Tier 2 and Tier 3 Intervention and tutoring as needed. Student data will be monitored using Performance Matters and report groups in i-Ready.

Person responsible for monitoring outcome: Alina Gonzalez (aigonzalez@dadeschools.net)

Evidence-based Strategy: The evidence-based strategy that is being implemented is Standards-Aligned Instruction.

Rationale for Evidence-based Strategy: Standards-Aligned Instruction combined with collaborative data chats and analysis of data from Power BI, Performance Matters, i-Ready diagnostics, i-Ready progress monitoring ,and Reading Horizons and Reading Elevate progress monitoring assist in aligning instruction for students.

Action Steps to Implement

8/30/21-10/11-21: Administering Assessments and analyzing data in a timely manner.

Person Responsible Armandina Acosta Leon (pr3111@dadeschools.net)

8/30/21-10/11-21: Teachers will provide students with corrective feedback after the administration of assessments (student data chats).

Person Responsible Armandina Acosta Leon (pr3111@dadeschools.net)

8/30/21-10/11-21: Teacher-Administrator Data Chats

Person Responsible Armandina Acosta Leon (pr3111@dadeschools.net)

8/30/21-10/11-21: Common Planning will be embedded in the Master Schedule to provide teachers time to collaborate, analyze data and develop appropriate lessons.

Person Responsible Alina Gonzalez (aigonzalez@dadeschools.net)

11/1/2021-12/17/21-Teachers will provide Differentiate Instruction using the information from the Data Chats to provide instruction addressing the weakest standards not met in ELA and Math.

Person Responsible Armandina Acosta Leon (pr3111@dadeschools.net)

11/1/2021-12/17/21-Students identified for Early Bird and After School Tutoring will begin attending Early Bird and After School tutoring to address specific standards aligned with instruction in ELA and Math.

Person Responsible Armandina Acosta Leon (pr3111@dadeschools.net)

1/31/2022-4/29/2022-Student and Teacher Data Chats will take place during the 3rd grading period to identify areas of growth and areas in need of additional support.

Person Responsible Armandina Acosta Leon (pr3111@dadeschools.net)

1/31/2022-4/29/2022-Intervention groups, DI groups and Tutoring groups will be modified as needed. Students demonstrating a need will be added to Intervention, DI or Tutoring in order to receive additional support.

Person Responsible Armandina Acosta Leon (pr3111@dadeschools.net)

#2. Instructional Practice specifically relating to Differentiation**Area of****Focus**

After reviewing the 2019 state assessment data; ELA L25 is critical and in need of

Description and

improvement because there was a loss of 17 percentage points. 2021 ELA L25 increased by 6 percentage points, but remains a major area of focus.

Rationale:**Measurable Outcome:**

The ELA L25 data will increase by 13 percentage points in the 2022 State Assessment.

Monitoring:

The Administrative Team will monitor the data, conduct Data Chats, attend Common Planning to discuss needs, provide Tier 2 and Tier 3 Intervention and tutoring as needed. Student data will be monitored using Performance Matters and report groups in i-Ready.

Person responsible for monitoring outcome:

Alina Gonzalez (aigonzalez@dadeschools.net)

Evidence-based Strategy:

The evidence-based strategy that will be implemented is differentiated instruction with progressing monitoring of Tier 2 and Tier 3 students.

Rationale for Evidence-based Strategy:

Differentiated Instruction and Progress monitoring will contribute to overall school improvement because it will assist in guiding student instruction and academic success. i-Ready progress monitoring will be used to monitor student achievement in addition to the Reading Horizons Discovery (K-3) and Reading Horizons Elevate (4-5) assessments.

Action Steps to Implement

8/30/21-10/11-21: Data Analysis and Data Chats with teachers, students and Administration to identify the areas in greatest need of support.

Person**Responsible**

Armandina Acosta Leon (pr3111@dadeschools.net)

8/30/21-10/11-21: Tier 2 and Tier 3 Intervention is scheduled to be provided daily with fidelity as evidenced by the school's master schedule.

Person**Responsible**

Alina Gonzalez (aigonzalez@dadeschools.net)

8/30/21-10/11-21: Progress Monitoring using i-Ready every 20 days for students in Tier 2 instruction.

Person**Responsible**

Alina Gonzalez (aigonzalez@dadeschools.net)

8/30/21-10/11-21: Students will be provided with extended learning opportunities. The extended learning opportunities will include before school, after school and Saturday Bootcamps.

Person**Responsible**

Armandina Acosta Leon (pr3111@dadeschools.net)

11/1/2021-12/17/21-Students identified by teachers during Data Chats will attend Early Bird and/or After School Tutoring to increase student proficiency in ELA and Math.

Person**Responsible**

Alina Gonzalez (aigonzalez@dadeschools.net)

11/1/21/12/17/21-Teachers identified students not meeting their weekly minutes or passing their i-Ready lessons will attend i-Ready lab to complete the requires weekly minutes and complete the lessons with a passing score.

Person Responsible Alina Gonzalez (aigonzalez@dadeschools.net)

1/31/2022-4/29/2022-Data Chat with the students identified to be the L25. During the data chat the strengths and weaknesses will be addressed with the student.

Person Responsible Armandina Acosta Leon (pr3111@dadeschools.net)

1/31/2022-4/29/2022-Monitor the daily attendance of the students in the L25 group and extended learning classes. Call the parents of the students who are not attending. Add L25 students to extended learning classes as needed.

Person Responsible Alina Gonzalez (aigonzalez@dadeschools.net)

#3. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale: After reviewing school-wide data; Student Attendance was identified as being an area in critical need. During the 2020-2021 school year 11% of the students had 11-15 absences as compared to the District with 10%

Measurable Outcome: Focusing on Students Attendance will decrease the number of students with 11-15 absences and increase the number of students with 6-10 absences.

Monitoring: Attendance will be monitored Daily through the Attendance Bulletin.

Person responsible for monitoring outcome: Alina Gonzalez (aigonzalez@dadeschools.net)

Evidence-based Strategy: The evidence-based strategy being implemented includes Attendance Initiatives.

Rationale for Evidence-based Strategy: The Strategic Attendance Initiatives that will support the increase of student attendance include Perfect attendance contest and "Are you in your seat?" attendance drawings, in addition to closely monitoring attendance.

Action Steps to Implement

8/30/21-10/11-21: Daily monitoring of students' absences using the Attendance Bulletin.

Person Responsible Alina Gonzalez (aigonzalez@dadeschools.net)

8/30/21-10/11-21: Schedule monthly attendance meetings with parents of students who have excessive absences. During the meeting excessive absences will be discussed. School Counselor and Social Worker will be available as needed to provide support and resources.

Person Responsible Alina Gonzalez (aigonzalez@dadeschools.net)

8/30/21-10/11-21: Quarterly PERFECT ATTENDANCE class competition. Each homeroom will receive a PERFECT ATTENDANCE sign used for the competition. The class will color a letter on the sign each time they have perfect attendance. the first, second and third place classes will receive a class prize/reward.

Person Responsible Alina Gonzalez (aigonzalez@dadeschools.net)

8/30/21-10/11-21: "Are you in your seat?"-Daily the School Counselor and Assistant Principal will draw three names from a basket during the morning announcements and ask "ARE YOU IN YOUR SEAT?" If the student who was called was in class and on time they will come to the Media Center and get a prize for being present and on time.

Person Responsible Alina Gonzalez (aigonzalez@dadeschools.net)

11/1/21-12/17/21-The Counselor and Assistant Principal will meet with the students and parents of students with 6 or more absences since the beginning of the school year. In the meeting the team will identify strategies to ensure the students are coming to school daily.

Person Responsible Alina Gonzalez (aigonzalez@dadeschools.net)

11/1/21-12/17/21-During the morning announcements daily the homerooms with 100% attendance the previous day will get a shoutout.

Person Responsible Alina Gonzalez (aigonzalez@dadeschools.net)

1/31/2022-4/29/2022-Teachers and staff will call the parents of the students who miss school two days in a row as a check-in method to see why students were absent.

Person Responsible Alina Gonzalez (aigonzalez@dadeschools.net)

1/31/2022-4/29/2022-100% attendance celebration. Celebrate students who have not been absent, Celebrations will be held in February and in April 2022.

Person Responsible Alina Gonzalez (aigonzalez@dadeschools.net)

#4. Leadership specifically relating to Instructional Leadership Team

Area of Focus Description and Rationale: After analyzing the School Staff Climate Survey from the staff, Instructional Leadership Team was identified as a critical need because of the amount of teachers who feel a lack of collaboration. In 2019-2020 85% of the staff strongly agreed the staff worked as a team as compared to 75% in 2020-2021, showing a 10% decrease.

Measurable Outcome: The percent of teachers who feel the school personnel work as a team will increase by 10% in the 2021-2022 School Staff Climate Survey.

Monitoring: This will be monitored by staff participation in school-wide activities and events.

Person responsible for monitoring outcome: Armandina Acosta Leon (pr3111@dadeschools.net)

Evidence-based Strategy: Communicating with Stakeholders is the evidence-based strategy that is being implemented school-wide.

Rationale for Evidence-based Strategy: Communicating with Stakeholders was selected as the specific strategy because it supports communication across all personnel involved in student success. Importance of Communication will be shared at faculty meetings, grade level meetings and articles will be shared in the school Newsletter for staff.

Action Steps to Implement

8/30/21-10/11/21: Include articles on the importance of Communication with all stakeholders weekly in the school Newsletter.

Person Responsible Alina Gonzalez (aigonzalez@dadeschools.net)

8/30/21-10/11/21: Shared Leadership will be implemented in order to expand the number of staff members involved in making important decisions in the school. Teachers and staff will work together for the success of all students.

Person Responsible Armandina Acosta Leon (pr3111@dadeschools.net)

8/30/21-10/11/21: Shared Vision and Mission. The teachers and staff will all have a unique vision that includes beliefs, values and aims at the success of all students. This vision will be shared with staff members during meetings, emails and school Newsletter. The vision for the school year is "We're all in this together."

Person Responsible Armandina Acosta Leon (pr3111@dadeschools.net)

8/30/21-10/11/21: Empowering Teachers and staff will provide teachers and staff the opportunity to become leaders and decision makers in creating ways to approach new challenges.

Person Responsible Armandina Acosta Leon (pr3111@dadeschools.net)

11/1/21-12/17/21-Celebrate the teachers who have taken initiative and received a "Shoutout" on the "Shoutout Bulletin Board" and present them with a "Shoutout Megaphone and pompom" at the first Faculty Meeting of the month.

Person Responsible Armandina Acosta Leon (pr3111@dadeschools.net)

11/1/21-12/17/21-Teachers will meet weekly for collaborative planning to work with their grade level team planning and organizing monthly goals for the grade level.

Person Responsible Armandina Acosta Leon (pr3111@dadeschools.net)

1/31/2022-4/29/2022-Provide teachers with the opportunity to participate in "Team Building" activities during the last faculty meeting of each month.

Person Responsible Armandina Acosta Leon (pr3111@dadeschools.net)

1/31/2022-4/29/2022-Teachers will meet across grade levels for vertical planning purposes and to articulate student needs.

Person Responsible Armandina Acosta Leon (pr3111@dadeschools.net)

Additional Schoolwide Improvement Priorities

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

Based on the 2020 Data Map 2% of our students had 2 or more discipline referrals. Our goal this year is to decrease the percent of students with 2 or more referrals to 1% or less. Teachers will begin the school year by setting discipline expectations and reviewing the Code of Student Conduct. Students will be recognized and rewarded for good behavior through the implementation of Values Matter, Do the Right Thing, Student of the Month and Star Tickets.

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 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 the necessary information to support their children. Students are supported academically

through interventions, differentiated instruction and tutoring opportunities. Students receive emotional/social support through individual and group counseling.

Staff are provided opportunities to take part in activities, shared leadership, collaboration and come together to share celebrations of success during informal meet-ups. We provide opportunities to both staff and students to provide ongoing feedback and suggestions to school leaders and we schedule informal conferences with staff and students to garner information about their educational/professional experience at our school. We also ensure information is provided to all stakeholder through our weekly newsletter and our Teams page for staff and channels are 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, Teachers and Counselor. 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 boasting activities. The Assistant Principals will monitor the programs and assist in ensuring all information is shared with stakeholders in a timely manner. Grade Level chairs assist in providing information to all stakeholders in their grade levels. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents and families.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Differentiation	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Student Attendance	\$0.00
4	III.A.	Areas of Focus: Leadership: Instructional Leadership Team	\$0.00
Total:			\$0.00