

Miami-Dade County Public Schools

Ben Sheppard Elementary School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	10
Planning for Improvement	17
Positive Culture & Environment	28
Budget to Support Goals	0

Ben Sheppard Elementary School

5700 W 24TH AVE, Hialeah, FL 33016

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

Demographics

Principal: Eduardo Tagle J

Start Date for this Principal: 7/8/2009

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	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 (55%) 2017-18: B (55%) 2016-17: B (58%)
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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	10
Planning for Improvement	17
Title I Requirements	0
Budget to Support Goals	0

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<http://bensheppard.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	92%
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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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.

To provide all students with an excellent instructional program in which their individual needs are met by providing a rigorous curriculum from Highly Qualified instructional staff who utilize effective teaching practices in order for every student to be prepared to compete in a global society.

Provide the school's vision statement.

Ben Sheppard Elementary aims to provide a quality education where all students will reach their full potential within a caring and secure environment.

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
Tagle, Eduardo	Principal	<p>Establishes a common vision for the implementation of Data-Driven Instruction, the use of data based decision making, and ensuring a safe and secure environment for all stakeholders.</p> <p>Ascertains that the school-based team is implementing MTSS/Rti and ensures implementation of intervention support and the maintenance of all documentation.</p> <p>Secures adequate professional development to support MTSS/Rti implementation and communicates with staff and parents regarding school-based plans and activities.</p>
Alvarez, Maria	Teacher, K-12	Analyze current and past data in order to identify systematic patterns of students needs while working with teachers to develop appropriate intervention strategies and provide support as needed. Facilitate the design and implementation of progress monitoring, data collection, and data analysis.
Ruiz, Pura	Teacher, K-12	Analyze current and past data in order to identify systematic patterns of students needs while working with teachers to develop appropriate intervention strategies and provide support as needed. Facilitate the design and implementation of progress monitoring, data collection, and data analysis.
Julia, Yailen	Assistant Principal	<p>Assist the principal in the establishment of a common vision for the implementation of Data-Driven instruction, the use of data based decision making, and ensuring a safe secure learning environment for all stakeholders.</p> <p>Support the principal in the collection of all documentation and the provision of adequate professional development opportunities for all staff members, Communicates with staff, parents and students regarding school based plans and activities.</p>
Gonzalez, Sylvia	Teacher, K-12	Analyze current and past data in order to identify systematic patterns of students needs while working with teachers to develop appropriate intervention strategies and provide support as needed. Facilitate the design and implementation of progress monitoring, data collection, and data analysis.

Demographic Information

Principal start date

Wednesday 7/8/2009, Eduardo Tagle J

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.*

25

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

60

Total number of students enrolled at the school

735

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

2

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	82	128	139	143	114	129	0	0	0	0	0	0	0	735
Attendance below 90 percent	8	21	12	9	7	9	0	0	0	0	0	0	0	66
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	3	11	13	26	0	0	0	0	0	0	0	53
Course failure in Math	0	0	3	15	17	37	0	0	0	0	0	0	0	72
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	7	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	7	0	0	0	0	0	0	0	7
Number of students with a substantial reading deficiency	2	37	63	57	27	33	0	0	0	0	0	0	0	219

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	2	1	3	12	13	25	0	0	0	0	0	0	0	56

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	2	4	1	9	4	0	0	0	0	0	0	0	0	20
Students retained two or more times	0	0	0	1	0	1	0	0	0	0	0	0	0	2

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	133	145	133	126	138	153	0	0	0	0	0	0	0	828
Attendance below 90 percent	22	12	8	6	10	10	0	0	0	0	0	0	0	68
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	3	9	12	30	12	0	0	0	0	0	0	0	66
Course failure in Math	0	3	12	18	39	22	0	0	0	0	0	0	0	94
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	8	16	0	0	0	0	0	0	0	24
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	8	22	0	0	0	0	0	0	0	30

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	2	3	8	14	30	24	0	0	0	0	0	0	0	81

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	2	3	0	10	4	0	0	0	0	0	0	0	0	19
Students retained two or more times	0	0	0	1	1	4	0	0	0	0	0	0	0	6

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				62%	62%	57%	60%	62%	56%
ELA Learning Gains				57%	62%	58%	56%	62%	55%
ELA Lowest 25th Percentile				56%	58%	53%	51%	59%	48%
Math Achievement				64%	69%	63%	67%	69%	62%
Math Learning Gains				63%	66%	62%	55%	64%	59%
Math Lowest 25th Percentile				34%	55%	51%	39%	55%	47%
Science Achievement				50%	55%	53%	58%	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	61%	60%	1%	58%	3%
Cohort Comparison						
04	2021					
	2019	69%	64%	5%	58%	11%
Cohort Comparison		-61%				
05	2021					
	2019	42%	60%	-18%	56%	-14%
Cohort Comparison		-69%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	56%	67%	-11%	62%	-6%
Cohort Comparison						
04	2021					
	2019	69%	69%	0%	64%	5%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-56%				
05	2021					
	2019	52%	65%	-13%	60%	-8%
Cohort Comparison		-69%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	44%	53%	-9%	53%	-9%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

iReady Diagnostic Report (AP Progress Monitoring generated by Power BI)

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	38	47	57
	Economically Disadvantaged	37	46	55
	Students With Disabilities	28	30	28
	English Language Learners	40	30	65
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	42	44	55
	Economically Disadvantaged	40	41	54
	Students With Disabilities	42	29	39
	English Language Learners	40	40	50

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	39	52	62
	Economically Disadvantaged	36	50	61
	Students With Disabilities			
	English Language Learners	41	52	52
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	20	31	59
	Economically Disadvantaged	21	32	58
	Students With Disabilities		20	40
	English Language Learners	41	29	64
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	53.6%	70.5%	75.0%
	Economically Disadvantaged	52.9%	69.2%	74.0%
	Students With Disabilities		41.2%	35.3%
	English Language Learners		43.2%	48.7%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	19.6%	42.9%	65.2%
	Economically Disadvantaged	18.3%	40.4%	62.5%
	Students With Disabilities			35.3%
	English Language Learners		18.9%	46.0%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	43.0%	53.1%	54.7%
	Economically Disadvantaged	41.0%	49.6%	52.1%
	Students With Disabilities			27.3%
	English Language Learners			15.8%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	22.7%	41.4%	53.9%
	Economically Disadvantaged	20.5%	38.5%	52.1%
	Students With Disabilities		27.3%	
	English Language Learners			21.1%
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	35.2%	43.7%	46.5%
	Economically Disadvantaged	34.6%	43.1%	45.4%
	Students With Disabilities		33.3%	37.5%
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	33.8%	40.9%	50.0%
	Economically Disadvantaged	33.1%	40.0%	48.5%
	Students With Disabilities		25.0%	33.3%
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students		20.7%	
	Economically Disadvantaged		19.5%	
	Students With Disabilities		87.7%	
	English Language Learners		3.6%	

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	33	41	27	25	37	33	21				
ELL	53	40	27	48	38	43	32				
HSP	56	43	30	49	35	36	39				
FRL	54	44	25	47	33	33	40				
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	38	40	39	33	36	26	25				
ELL	54	53	55	59	58	33	45				
HSP	62	56	55	64	63	34	49				
FRL	60	56	53	63	62	33	49				
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	35	31	20	40	31	13	47				
ELL	51	52	53	59	52	38	39				
HSP	59	56	51	66	55	39	58				
FRL	59	55	51	65	55	39	56				

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	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	58
Total Points Earned for the Federal Index	349
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES

Students With Disabilities	
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	42
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
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	43
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	42
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?

2019: Content area trends indicate an overall proficiency of 63% in mathematics in grades K-5. A decline of 5 percentage points in the mathematics lowest 25% was identified from the 2018 to 2019 school year.

2019: Content area trends indicate a proficiency decline of 8 percentage points in the 5th grade Science from the 2018 to 2019 school year.

2021: Fifth Grade ELA data indicates that less than 50% of fifth graders met proficiency levels. Only 47 percent of fifth grade students met proficiency levels (3 or above) in Reading.

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

2019: Although school data shows overall proficiency in mathematics in grades K-5 of 63%, there is a need to actively engage students in the lowest 25% in order to show learning gains due to a 5 percentage point decline from the 2018 to 2019 school year.

2019: School data shows an 8 percentage point decline in 5th Grade Science proficiency from the 2018 to 2019 school year.

2021: School data shows a 5 percentage points increase in 5th Grade ELA proficiency from the 2019 to 2021 school year (42% to 47%). Although a positive trend was identified, fifth grade did not meet state criteria by 3 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?

2019: A contributing factor was that the lowest 25% were identified and targeted for remedial instruction during the second semester. In order to address this need for improvement students will be identified and targeted for instruction within the first 2 weeks of school.

2019: A contributing factor to the decline in Science proficiency was that there is a disconnect in the

student recall of Fair Game Benchmarks taught in 3rd and 4th grade and assessed in 5th grade. Instructional time is being used to teach and reinforce Fair Game benchmarks reducing the instructional time allocated to 5th grade standards. Extended Learning opportunities will be provided.

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

2019: According to the 2019 Math state assessment there is an increase of 8 percentage points in math proficiency from 55% in 2018 to 63% in 2019.

2021: According to School i-Ready data shows a significant increase in both reading and mathematics. The 3rd grade math scores show an increase of 46 percentage points, from 19% to 65%. The 3rd grade reading scores show an increase of 21 percentage points, from 54% to 75%.

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

A major contributing factor for this improvement was the transition from virtual instruction to school house instruction. Interventions were implemented with fidelity and additional instructional opportunities were provided.

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

Extended Learning Opportunities

Vertical Planning

Standard-Based Collaborative Planning

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.

Numerous Professional Development opportunities will be provided throughout the school year to support vertical articulation, data, and curriculum alignment.

Data will be disaggregated and low performing students will be identified during the first professional development. Current data will be updated and discussed after the i-Ready AP1, AP2, and AP3. Fluid groupings will be established based on current data to determine intervention needs.

Time will be allocated for vertical and horizontal articulation and planning.

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

In order to ensure sustainability of improvement, a member of the leadership team will facilitate strategies being implemented. Fidelity of implementation will be measured by monitoring, evaluating, and modifying strategies presented. Extended Learning opportunities will be provided.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:	Based on the data review, our school will implement Differentiation. We selected this area based on the need to actively engage students in the lowest 25% in order to show learning gains due to a 5 percentage point decline in Mathematics proficiency from the previous year. 2021: Data indicates a 14 percentage points decline in mathematics proficiency, from 64% in 2019 to 50% proficiency in 2021.
Measurable Outcome:	If we successfully implement Differentiation, then the percentage of students in the lowest 25 percentile will increase achievement by 5 percentage points as evidenced by the 2022 state assessment. Math Liaison will provide support to teachers through classroom visits, department meetings, and professional development.
Monitoring:	The Leadership team will conduct quarterly data chats and follow-up with regular walkthroughs to monitor instruction. Extended Learning Opportunities will be provided for the students in the lowest 25%/35% subgroups.
Person responsible for monitoring outcome:	Eduardo Tagle (pr5021@dadeschools.net)
Evidence-based Strategy:	Through our target of Differentiation we will focus on the Data-Driven Instruction strategy. Data-Driven Instruction will be monitored through i-Ready and the Performance Matters platforms and discussed during data chats
Rationale for Evidence-based Strategy:	Teachers will meet student needs by creating data aligned lesson plans and make adjustments based on fluid data.

Action Steps to Implement

Administration and Curriculum Content Liaisons will provide ongoing professional development throughout the school year (August 23- June 3, 2022) on differentiated instruction and best instructional practices in the classroom.

Person Responsible Maria Alvarez (mgonzalez720@dadeschools.net)

Teachers will implement the strategies provided during the professional development.

Person Responsible Eduardo Tagle (pr5021@dadeschools.net)

Liaisons will guide and provide support by conducting class visits and quarterly data chats, encouraging teachers to engage in self-reflection and evaluation to maximize the use of available resources.

Person Responsible Eduardo Tagle (pr5021@dadeschools.net)

Adjustments will be made based of self reflection findings. Modification of strategies and instructional resources will be discussed at quarterly data chats to address Topic Tests and i-Ready results.

Person Responsible Eduardo Tagle (pr5021@dadeschools.net)

Math Liaison will continue to meet with grade-level Math Leaders to disseminate topic test data, provide best practices, and instructional resources to target the lowest standards. (November 1 - December 21, 2021)

Person Responsible Maria Alvarez (mgonzalez720@dadeschools.net)

Math Liaison will ensure available resources are being used with fidelity during the designated intervention time to target identified secondary standards. (November 1 - December 21, 2021)

Person Responsible Maria Alvarez (mgonzalez720@dadeschools.net)

Math Liaison will provide teachers in grades 3-5 with class sets of the iReady Form A and B Assessments to be used as Crunch Time Spiral Review. This resource from the iReady Teacher Toolbox will be used daily to expose students to standard aligned FSA-style questions, which will serve as a review, anchor knowledge, and allow students extensive practice with test-taking strategies. (January 29- April 29)

Person Responsible Maria Alvarez (mgonzalez720@dadeschools.net)

Math Liaison will guide teachers in grades 3-5 with the implementation of a Focus Calendar based on current mathematics AP2 iReady Diagnostic Data. Focus Calendar will identify secondary benchmarks in need of review and remediation through differentiated instruction. (January 29- April 29)

Person Responsible Maria Alvarez (mgonzalez720@dadeschools.net)

#2. Instructional Practice specifically relating to Collaborative Planning**Area of Focus Description and Rationale:**

Based on the data review, our school will implement the targeted element of Collaborative Planning. We selected this strategy based on the 5th Grade science state assessment results of 2019, which showed a decline of 8 percentage points. Vertical articulation and planning time will be allotted in grades 3-5 to ensure fidelity of instruction of the Fair Game Benchmarks.

2021: Data indicates a 10 percentage points decline in science proficiency, from 50% in 2019 to 40% proficiency in 2021.

Measurable Outcome:

If we successfully implement our Collaborative Planning, then our 5th grade Science state assessment scores will increase by 5 percentage points.

Science Liaison will provide support to teachers through classroom visits, department meetings, and professional development.

Monitoring:

Leadership team will review agenda and minutes of the science collaborative planning meetings for grades 3-5. Topic Assessment data will be monitored with fidelity.

Extended Learning Opportunities will be provided for selected students.

Person responsible for monitoring outcome:

Eduardo Tagle (pr5021@dadeschools.net)

Evidence-based Strategy:

Through our target of Collaborative Planning we will focus on the Data-Driven Instruction strategy to target Fair Game Benchmarks. Data-Driven Instruction will be monitored through the Performance Matters platform and discussed during the use of data chats, grade level, and department meetings.

Rationale for Evidence-based Strategy:

By selecting Collaborative planning teachers will be provided with common planning opportunities as well as opportunity for vertical articulation across grade levels in order to implement Fair Game Benchmarks.

Action Steps to Implement

Administration will conduct Curriculum Council meetings with grade level leaders to provide guidelines on collaborative and vertical planning expectations and plan for professional development throughout the school year (August 23-June 3, 2022)

Person Responsible

Eduardo Tagle (pr5021@dadeschools.net)

Weekly grade level collaborative meetings and quarterly vertical/department planning meetings will be implemented.

Person Responsible

Eduardo Tagle (pr5021@dadeschools.net)

Leadership team will review Agenda and Minutes of all content collaborative planning meetings. Additionally, topic assessment data will be monitored and used to guide lesson planning and science instruction.

Person Responsible

Eduardo Tagle (pr5021@dadeschools.net)

Based on topic tests results, additional meetings and support will be provided as needed to modify instruction and ensure successful implementation of Fair Game Benchmarks.

Person Responsible Pura Ruiz (puraruiz@dadeschools.net)

Science Liaison will continue to meet with Science Grade Level Leaders on a monthly basis to disseminate information, target, and analyze data. Data will be used to identify secondary standards. (November 1 - December 21, 2021)

Person Responsible Pura Ruiz (puraruiz@dadeschools.net)

Science Liaison will provide remediation resources based on the lowest fifth-grade standards as measured by Topic Assessment 3A (Weather and Climate). Continue to monitor quarterly assessment data for grades K-4. (November 1 - December 21, 2021)

Person Responsible Pura Ruiz (puraruiz@dadeschools.net)

Science Liaison will facilitate the development of a Science Crunch Time Focus Calendar utilizing J & J Bootcamp resources. Fifth-grade teachers will utilize this standards-aligned resource to review, practice SSA-style questions, and test-taking strategies. (January 29- April 29)

Person Responsible Pura Ruiz (puraruiz@dadeschools.net)

Science Liaison will facilitate the implementation of a school-wide midyear science assessment which will be used to identify secondary benchmarks to target during intervention. Teachers will address targeted benchmarks using EduSmart Intervention Application. (January 29- April 29)

Person Responsible Pura Ruiz (puraruiz@dadeschools.net)

#3. Culture & Environment specifically relating to Teacher Attendance

Area of Focus Description and Rationale: Based on our data review of our school climate survey, our school will implement the targeted element of Teacher Attendance. The strategy of Celebrate Success was selected due to a decline of 10 percentage points in staff attendance from 16% to 26% from 19/20 to 20/21

Measurable Outcome: If we successfully implement the targeted element of Celebrating Successes, teachers will be celebrated and recognized improving staff attendance by 5 percentage points by June 2022.

Monitoring: School secretary, counselor, and Assistant Principal will monitor staff attendance on a monthly basis. Teachers who qualify with 100% attendance will be entered in a monthly raffle and the selected teachers will be rewarded with an incentive. In addition, the Leadership Team will recognize teacher accomplishments by selecting a finalist from staff nominations on a monthly basis.

Person responsible for monitoring outcome: Yailen Julia (yjulia@dadeschools.net)

Evidence-based Strategy: Within the target element of Teacher Attendance, our school will focus on the evidence-based strategy of Celebrate Success.

Rationale for Evidence-based Strategy: Attendance initiative will assist in narrowing the attendance gap amongst our staff. Staff absences will be monitored on a monthly basis to prevent a pattern of excessive absences.

Action Steps to Implement

Administration will present attendance incentives to motivate and encourage improved teacher attendance. (August 23-June 3, 2022)

Person Responsible Yailen Julia (yjulia@dadeschools.net)

School secretary and assistant principal will monitor staff attendance on a monthly basis. Teachers who qualify with 100% attendance will be entered in a monthly raffle and the selected teachers will be rewarded with an incentive. In addition, the Leadership team will recognize teacher accomplishments by selecting a finalist from staff nominations on a monthly basis.

Person Responsible Yailen Julia (yjulia@dadeschools.net)

Measure success of incentive implementation.

Person Responsible Yailen Julia (yjulia@dadeschools.net)

Make necessary adjustments to ensure relevance of incentive and impact in improved staff attendance.

Person Responsible Yailen Julia (yjulia@dadeschools.net)

The Leadership Team will continue to monitor staff attendance by comparing monthly attendance records. Continue to provide attendance incentives. (November 1- December 21, 2021)

Person Responsible Yailen Julia (yjulia@dadeschools.net)

Increase the frequency of opportunities to nominate colleagues to encourage increased participation of "Celebrating Success" among staff. (November 1- December 21, 2021)

Person Responsible Yailen Julia (yjulia@dadeschools.net)

Continue the Attendance Incentive Program, which recognizes teachers who attain monthly perfect attendance. Additionally, monthly incentives will be promoted to generate interest, maintain, and increase teacher attendance. (January 29- April 29)

Person Responsible Yailen Julia (yjulia@dadeschools.net)

Continue to Celebrate Success by encouraging teacher-to-teacher nominations outside of their grade level. Individual nominations will be encouraged and finalists will be honored with a personalized school-wide newsletter and celebrated in the BSE Hall of Fame. (January 29- April 29)

Person Responsible Yailen Julia (yjulia@dadeschools.net)

#4. Leadership specifically relating to Managing Accountability Systems

Area of Focus Description and Rationale: Based on the SIP Survey data and review of the core leadership competencies we chose to use Making Meeting Matter. Twenty-seven percent of teachers indicated that they received guidance in using data to plan for instruction annually or never. The leadership team will provide guidance and support through monthly data chats and informal walkthroughs to ensure data is being used effectively to align instruction.

Measurable Outcome: If we successfully implement the target element of Managing Accountability Systems, then the percentage of teachers receiving guidance weekly or monthly will increase by 10 percentage points.

Monitoring: Assessment Windows will be followed with fidelity and bubble sheets will be turned in in a timely manner and scanned within the identified window in order to disaggregate data and provide instructional guidance and support.

Person responsible for monitoring outcome: Yailen Julia (yjulia@dadeschools.net)

Evidence-based Strategy: Within the targeted element of Managing Accountability Systems, we will focus on the evidence-based strategy of Making Meetings Matter. By providing guidance and support during monthly data chats, teachers will be able to efficiently use their data to align instruction in order to meet student's individual needs.

Rationale for Evidence-based Strategy: Making Meetings Matter will facilitate instructional guidance and support in order for teachers to use data efficiently and adjust instruction to meet the targeted goals and standards based instructional objectives.

Action Steps to Implement

Leadership team will provide current data, guidance, and support through monthly best practice meetings in order to use meeting time effectively. Additional guidance and support will be provided during grade level meetings (August 23-June 3, 2021).

Person Responsible Eduardo Tagle (pr5021@dadeschools.net)

During monthly best practice meetings, opportunities will be provided for teachers to share positive outcomes based on data findings. In addition, teachers will maintain data reports, data binders and student work folders as evidence of usage of data trend cross curriculum.

Person Responsible Eduardo Tagle (pr5021@dadeschools.net)

Teachers will be provided ample opportunities to implement and replicate information modeled during meetings, enabling them to facilitate ongoing data chats with students, providing them ownership over their data.

Person Responsible Eduardo Tagle (pr5021@dadeschools.net)

Teachers will use data findings to measure progress, adjusting instruction to meet individual academic needs and ensure learning gains.

Person Responsible Eduardo Tagle (pr5021@dadeschools.net)

Upon completion of iReady AP1, Department Liaisons facilitated teacher access to iReady diagnostic reports. Parents will receive ongoing progress monitoring reports and resources to support their child's instructional needs. (November 1- December 21, 2021).

Person Responsible Sylvia Gonzalez (sylgonzalez@dadeschools.net)

The Department Liaisons will facilitate data disaggregation to ensure teachers are identifying and remediating students in the lowest 25 percentile. Instruction will be adjusted to increase the number of students in Tier 1, while reducing the number of students in Tiers 2 and 3. (November 1- December 21, 2021)

Person Responsible Maria Alvarez (mgonzalez720@dadeschools.net)

Upon completion of iReady AP2, Department Liaisons will provide teachers with support and access to available performance results, providing opportunities to collaborate and debrief outcomes within and across grade levels. Teachers will continue to provide parents with ongoing progress monitoring reports and resources to support their child's instructional needs. (January 29- April 29)

Person Responsible Yailen Julia (yjulia@dadeschools.net)

The Administrative Team and Department Liaisons will provide teachers with additional guidance and support to utilize the Projected Proficiency Report to address whole group and individual student academic needs through data chats. Further, individualize instruction will be provided as outlined by individual data outcomes. (January 29- April 29)

Person Responsible [no one identified]

#5. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Based on the data reviewed, our school will implement the targeted element of Standards Based Collaborative Planning. We selected this strategy based on the 2021 Fifth Grade ELA state assessment results, which indicated that only 47% of fifth grade students met proficiency levels (3 or above) in reading. Data also indicated the 43% of first grade students, 38% of second grade students, and 25% of third grade students, are not in track to pass the 2022 FSA. Teachers will have bi-weekly collaborative meetings to discuss progress monitoring, identify, and target secondary standards to supplement instruction and ensure academic achievement.

2021: Data indicates a 6 percentage points decline in reading proficiency, from 62% in 2019 to 56% proficiency in 2021.

Measurable Outcome: If we successfully implement Standards Based Collaborative Planning, then our fifth grade ELA State Assessment scores will increase by 4 percentage points.

Monitoring: Monitoring of Progress Monitoring Assessment Data will be focused and reviewed by the classroom teacher, following assessment calendar guidelines. Coaches and administrators will monitor DI Lesson Plans and review the targeted standards data in upcoming cycles.

Person responsible for monitoring outcome:

Eduardo Tagle (pr5021@dadeschools.net)

Evidence-based Strategy:

Through the target element of Standards Based Collaborative Planning we will focus on Data Driven Differentiated Instruction to target and monitor identified secondary standards based on fluid data.

Rationale for Evidence-based Strategy:

Teachers will reinforce targeted deficiencies by incorporating secondary standards to DI lesson plans and remedial instruction.

Action Steps to Implement

Curriculum coaches will guide teachers through the Wonders Data Dashboard to disaggregate data in order to identify standards in need of remediation.

Person

Responsible Sylvia Gonzalez (sylgonzalez@dadeschools.net)

Once the secondary standard(s) has been identified teachers will incorporate it in their DI Lessons and instruct students not meeting standard proficiency during DI rotations within their 90 minute reading block.

Person

Responsible Eduardo Tagle (pr5021@dadeschools.net)

Leadership team will review and monitor assessment data to ensure proficiency of targeted standard.

Person

Responsible Eduardo Tagle (pr5021@dadeschools.net)

Modification of strategies and instructional resources will be addressed during bi-weekly Standard Based Collaborative Planning meetings as measured by progress monitoring.

Person

Responsible Eduardo Tagle (pr5021@dadeschools.net)

Reading Liaisons will provide continuous one-on-one support to ensure data is accurately recorded and disaggregated to meet students' individual needs. Teachers will continue to monitor progress monitoring assessments and incorporate secondary standards into Differentiated Instruction lessons. (November 1 - December 21, 2021)

Person Responsible Sylvia Gonzalez (sylgonzalez@dadeschools.net)

Teachers will continue to provide Tier 2/Tier 3 interventions to identified students in order to ensure growth as measured by iReady AP2.(November 1 - December 21, 2021)

Person Responsible Sylvia Gonzalez (sylgonzalez@dadeschools.net)

Reading Liaisons will continue to assist teachers in order to tailor and address specific needs of students based on progress monitoring data provided through performance matters. Specific standards will be identified to plan for small group and differentiated instruction to ensure learning gains. (January 29- April 29)

Person Responsible Sylvia Gonzalez (sylgonzalez@dadeschools.net)

Teachers will continue to facilitate prescribed intervention through Discovery or Elevate to address the needs of our Tier 2 and Tier 3 students. Additionally, data from the Projected Proficiency Report will allow for additional learning opportunities and intervention strategies for all subgroups. (January 29- April 29)

Person Responsible Sylvia Gonzalez (sylgonzalez@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.

Ben Sheppard Elementary reported 0.1 incidents per 100 students, which is lower than the 1.0 statewide rate. The rate of Violent Incidents per 100 students is low (0.11). There are no suspensions reported. Therefore, at this time there are no areas of concern, although will continue monitoring the 1/889 bullying incident reported under Violent Incidents. Data findings lead to a positive school culture and a safe 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.

Ben Sheppard Elementary creates and maintains a positive school culture and environment by recognizing our students and staff through our Values Matter monthly program, Do the Right thing program, and Headspace. Faculty and Staff will be celebrated on a monthly basis. Leadership team will select finalist based on staff nominations,,

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

Dr, Eduardo Tagle - Principal: Responsible for investing in the wellbeing of employees by empowering and celebrating their success.

Angela Zayas - Assistant principal: Assist the principal empowering teachers and staff celebrating their success.

Yailen Julia - Assistant Principal: Assist the principal empowering teachers and staff celebrating their success.

Elizabeth Fernandez - Counselor: Responsible for promoting student recognition programs such as Values Mater, Attendance Initiative, and Do the Right Thing

Maria Alvarez - Math Liaison: Provides teachers with curriculum and data guidance and support.

Sylvia Gonzalez - PD Liaison/ELA Liaison: Provides teachers with curriculum and data guidance and support.

Pura Ruiz - Science Liaison/Magnet Lead Teacher: Provides teachers with curriculum and data guidance and support.

Anamary Egues - SPED Chair: Provides teachers with SPED guidance and support.

K-5 Teachers - Responsible for making recommendations and staff nominations for incentive programs.