

Miami-Dade County Public Schools

North Twin Lakes Elementary School



2021-22 Schoolwide Improvement Plan

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North Twin Lakes Elementary School

625 W 74TH PL, Hialeah, FL 33014

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

Demographics

Principal: Jose Fernandez R

Start Date for this Principal: 7/21/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: A (69%) 2017-18: B (59%) 2016-17: A (68%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	91%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	100%

School Grades History

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

The mission of North Twin Lakes Elementary School is to produce world-class learners by building a network of learning communities.

Provide the school's vision statement.

The vision of North Twin Lakes Elementary School is to guarantee that all students attain a solid foundation of knowledge and skills needed to succeed in secondary education and to compete in the global economy.

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
Fernandez, Jose R.	Principal	Develop standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff and oversee facilities.
Siblesz, Isabel	Assistant Principal	Assist with school management, student activities and services, community relations, personnel, and curriculum instruction. Coordinate with principals and board members to assist in defining and enforcing school policies and guidelines for students, staff, and faculty.
Horta, Jalitze	Teacher, K-12	Work in collaboration with principals and other school administrators by facilitating improvements in instruction and promoting practices among their peers that can lead to improved student learning outcomes.
Padron, Liset	Teacher, ESE	Assumes responsibility for the direction, coordination, and supervision of the special education process in the assigned building from screening through identification, IEP development, compliance, and placement.
Saavedra, Vielka	Teacher, PreK	Developing lesson plans, supervising academic and emotional development, maintaining open communication with parents, coordinating preschool teachers.
Pompa, Doris	Teacher, K-12	Work in collaboration with principals and other school administrators by facilitating improvements in instruction and promoting practices among their peers that can lead to improved student learning outcomes.
Moorer, Tonya	Assistant Principal	Assist with school management, student activities and services, community relations, personnel, and curriculum instruction. Coordinate with principals and board members to assist in defining and enforcing school policies and guidelines for students, staff, and faculty.
Paradoa, Marlen	Teacher, K-12	Work in collaboration with principals and other school administrators by facilitating improvements in instruction and promoting practices among their peers that can lead to improved student learning outcomes.

Demographic Information

Principal start date

Wednesday 7/21/2021, Jose Fernandez R

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

28

Total number of students enrolled at the school

396

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

1

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	44	63	77	70	53	83	0	0	0	0	0	0	0	390
Attendance below 90 percent	8	6	12	8	3	7	0	0	0	0	0	0	0	44
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	8	18	6	10	0	0	0	0	0	0	0	42
Course failure in Math	0	0	4	9	8	9	0	0	0	0	0	0	0	30
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	6	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Number of students with a substantial reading deficiency	0	10	30	41	13	26	0	0	0	0	0	0	0	120

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	10	30	41	13	26	0	0	0	0	0	0	0	120

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	13	0	0	0	0	0	0	0	0	0	13
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

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	68	76	58	66	85	75	0	0	0	0	0	0	0	428	
Attendance below 90 percent	6	12	5	6	7	7	0	0	0	0	0	0	0	43	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	8	8	16	10	0	0	0	0	0	0	0	0	42	
Course failure in Math	0	4	2	15	9	1	0	0	0	0	0	0	0	31	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	6	6	0	0	0	0	0	0	0	0	12	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	3	4	0	0	0	0	0	0	0	0	7	

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	6	3	15	9	3	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	13	0	0	0	0	0	0	0	0	0	13
Students retained two or more times	0	0	0	0	1	0	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				68%	62%	57%	67%	62%	56%
ELA Learning Gains				72%	62%	58%	60%	62%	55%
ELA Lowest 25th Percentile				84%	58%	53%	50%	59%	48%
Math Achievement				70%	69%	63%	72%	69%	62%
Math Learning Gains				73%	66%	62%	51%	64%	59%
Math Lowest 25th Percentile				53%	55%	51%	41%	55%	47%
Science Achievement				62%	55%	53%	69%	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	78%	64%	14%	58%	20%
Cohort Comparison		-61%				
05	2021					
	2019	60%	60%	0%	56%	4%
Cohort Comparison		-78%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	63%	67%	-4%	62%	1%
Cohort Comparison						
04	2021					
	2019	75%	69%	6%	64%	11%
Cohort Comparison		-63%				
05	2021					
	2019	67%	65%	2%	60%	7%
Cohort Comparison		-75%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	59%	53%	6%	53%	6%
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 value displayed is percent of students proficient based on iReady diagnostic results where available and Midyear assessments for other subject areas and grade levels.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	47.2%	66.7%	62.5%
	Economically Disadvantaged	44.6%	64.6%	28.3%
	Students With Disabilities	33.3%	44.4%	44.4%
	English Language Learners	9.1%	36.4%	63.6%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	34.7%	56.9%	65.3%
	Economically Disadvantaged	35.4%	53.9%	64.6%
	Students With Disabilities	33.3%	44.4%	33.3%
	English Language Learners	18.2%	27.3%	81.8%

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	32.1%	49.1%	45.3%
	Economically Disadvantaged	28.3%	45.7%	44.8%
	Students With Disabilities	34.0%	43.4%	43.4%
	English Language Learners	16.7%	50.0%	41.7%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	34.0%	43.4%	43.4%
	Economically Disadvantaged	30.4%	39.1%	41.3%
	Students With Disabilities	16.7%	41.7%	25.0%
	English Language Learners	25.0%	0	0
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	43.8%	51.6%	62.5%
	Economically Disadvantaged	43.1%	48.3%	62.1%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	34.6%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	17.2%	39.1%	51.6%
	Economically Disadvantaged	17.2%	36.2%	50.0%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	35.5%	50.0%	48.7%
	Economically Disadvantaged	30.9%	47.1%	45.6%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	19.7%	40.8%	56.6%
	Economically Disadvantaged	17.7%	33.8%	52.9%
	Students With Disabilities	0	20%	30.0%
	English Language Learners	0	0	33.3%
	Number/% Proficiency	Fall	Winter	Spring
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	51.5%	58.8%	61.8%
	Economically Disadvantaged	52.5%	57.6%	64.4%
	Students With Disabilities	0	42.9%	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	30.9%	51.5%	64.7%
	Economically Disadvantaged	35.6%	55.9%	64.4%
	Students With Disabilities	30.0%	0	0
	English Language Learners	0	42.9%	42.9%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	25.0%	0
	Economically Disadvantaged	0	27.3%	0
	Students With Disabilities	0	0.0%	0
	English Language Learners	0	8.3%	0
	Number/% Proficiency	Fall	Winter	Spring

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	29	39		31	33		27				
ELL	45	49	40	44	42	13	29				
HSP	55	51	41	51	51	28	42				
FRL	54	53	44	48	50	29	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	48	61	80	50	61	54	33				
ELL	61	73	81	71	74	55	64				
BLK	80			50							
HSP	67	71	83	70	74	50	63				
FRL	64	71	83	68	72	54	57				
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	45	62	64	58	42	60					
ELL	57	55	44	68	61	48	17				
BLK	36			73							
HSP	68	59	50	72	51	41	70				
FRL	65	59	48	71	51	42	68				

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	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	55
Total Points Earned for the Federal Index	374
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35

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	47
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	47
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?

55% of students in ELA achieved proficiency in 2021, compared to 68% in 2019. A decrease of 17 percentage points. 51% of students achieved LG in ELA, compared to 72%. A decrease of 21 percentage points. 41% of L25 achieved LG in ELA, compared to 84%. A decrease of 43 percentage points.

51% of students in Math achieved proficiency, compared to 70% in 2019. A decrease of 19 percentage points. 51% of students achieved LG in mathematics, compared to 73%. A decrease of 22 percentage points. 53% of L25 achieved LG in mathematics, compared to 28%. A decrease of 25 percentage points.

42% of students in Science achieved proficiency, compared to 62% in 2019. A decrease of 20 percentage points.

51% of 3rd grade students in ELA achieved proficiency in 2021, compared to 68% in 2019. A decrease of 17 percentage points. 49% of 3rd grade students in Mathematics achieved proficiency in 2021, compared to 49%. A decrease of 14 percentage points.

44% of 4th grade students in ELA achieved proficiency in 2021, compared to 78% in 2019. A decrease of 34 percentage of points. 45% of 4th grade students in Mathematics achieved proficiency in 2021, compared to 75%. A decrease of 30 percentage points.

59% of 5th grade students in ELA achieved proficiency in 2021, compared to 60% in 2019. A decrease of 1 percentage point. 55% percent of 5th students in mathematics achieved proficiency in 2021, compared to 67%. A decrease of 12 percentage points.

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

Based on 2021 data 41% of L25 achieved LG in ELA, compared to 84%. A decrease of 43 percentage points. ELA demonstrates the greatest need for improvement.

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

COVID-19 protocols and procedures greatly impacted student learning. School house model versus MSO greatly influenced student achievement especially in the area of mathematics.

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

No improvement was shown in student achievement.

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

2019: We created a collaborative planning schedule that allotted time to plan for DI. Administrators will now attend weekly collaborative planning sessions and contribute to conversations with individual departments to carefully align resources.

2021: No improvement was shown in student achievement.

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

Data-driven Instruction, Differentiated Instruction, Extended Learning Opportunities, Standards-Based Collaborative Planning, Interventions- RTI

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The PLST will develop whole group sessions and job-embedded sessions on social emotional learning (September/21), Aligning resources to small group instruction (October/21), making adjustments to groups as data becomes available (November/21) and continuous data chats with individualized feedback and next steps (ongoing).

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

Collaborative planning will be scheduled weekly and a member of the SLT will attend to ensure fidelity to the strategies being implemented school-wide that are aligned to the goals. Extended Learning opportunities will be provided with before and after school tutoring and interventions as well as Saturday Academies and Spring Break Academies.

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 the Targeted Element of Differentiation. We selected the overarching area of Differentiation based on our findings that demonstrated Learning Gains for the L25 subgroup decreased 43 percentage points. 41% of L25 achieved LG in ELA, compared to 84%. We are not meeting the unique needs of all learners, therefore it is evident that we must improve our ability to differentiate instruction based on the levels of the students we serve. We will provide the scaffolding necessary for the L25 subgroup to access grade-level content in order to make learning gains and sustain academic performance.
Measurable Outcome:	If we successfully implement Differentiation, then our Learning Gains in ELA for the subgroup L25 will increase by a minimum of 5 percentage points as evidenced by the 2022 State Assessments.
Monitoring:	The Leadership Team will conduct quarterly data chats, adjust groups based on current data in real time, and follow-up with regular walkthroughs to ensure quality instruction is taking place. Data Analysis of formative assessments of L25 students will be reviewed monthly to observe progress. Leadership Team will track and monitor OPM data based on Florida Wonders Progress Monitoring Assessments. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards. Extended learning opportunities will be provided to those students who are not showing growth on OPMs.
Person responsible for monitoring outcome:	Jose R. Fernandez (pr3981@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Differentiation, our school will focus on the evidence-based strategy of: Data-Driven Instruction. Data-Driven instruction will assist in improving ELA FSA Learning gains in the L25 subgroup. Data-Driven instruction will be monitored through the use of data trackers to drive instructional planning and data driven conversations to include OPMs.
Rationale for Evidence-based Strategy:	Data-Driven Instruction will ensure that teachers are using accurate and up to date data to plan lessons that meet the student needs. Teachers will make ongoing adjustments to their plans and instructional delivery as new data is populated.
Action Steps to Implement	
8/20/21 - Provide professional development through grade level meetings to instruct teachers how to access assessments, and retrieving student data to monitor student mastery. As a result, teachers will understand how to use assessment data to differentiate and instruct students.	
Person Responsible	Tonya Moorer (tmoorer@dadeschools.net)
8/31-10/11-Teachers will develop lesson plans that are inclusive of DI instruction. As a result, teachers will have student groups, appropriate resources, and lesson plans that reflect DI instruction.	
Person Responsible	Tonya Moorer (tmoorer@dadeschools.net)

8/31-10/11 Administrators will check Power BI platform weekly for evidence of teachers implementing the FL Wonders Progress Monitoring assessments. As a result, administrators will have data reports to analyze student performance and verify that assessments are being administered in a timely fashion.

Person Responsible Tonya Moorner (tmoorer@dadeschools.net)

8/31-10/11 Administrators will conduct walk-throughs to ensure differentiated instruction is occurring based on the data provided. As a result, teacher/administrator dialogue will be fluid and continuous.

Person Responsible Tonya Moorner (tmoorer@dadeschools.net)

11/1-12/17 Facilitate Monthly collaborative planning for Differentiated Instruction to provide teachers with an opportunity to brainstorm instructional challenges, student needs, and share best practices. As a result, teachers will have various activities to address a targeted skill during Differentiated Instruction

Person Responsible Tonya Moorner (tmoorer@dadeschools.net)

11/1-12/17 Administrators will conduct one on one data chats with teachers to discuss and dissect student data. As a result, teachers and administrators will have an understanding of students' academic needs and how to better serve them.

Person Responsible Tonya Moorner (tmoorer@dadeschools.net)

1/31-4/29 Success Academy tutoring will be implemented for struggling readers.

Person Responsible Jose R. Fernandez (pr3981@dadeschools.net)

1/31-4/29 Continue with the use of resources during small group instruction.

Person Responsible Tonya Moorner (tmoorer@dadeschools.net)

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

49% of 3rd grade students in ELA did not achieve proficiency in 2021. 56% of 4th grade students in ELA did not achieve proficiency in 2021, compared to 22% in 2019. 41% of 5th grade students in ELA did not achieve proficiency in 2021. Data suggests that 37.5% (95 students) in kindergarten through 3rd grade are not on track to score Level 3 or above on the statewide, standardized grade 3 ELA assessment, based on iReady Diagnostic 3 conducted at the end of the 2020-21 school year. Based on the data review, our school will implement the Targeted Element of ELA targeting 4th grade. We selected the overarching area of ELA based on our findings that demonstrated overall ELA FSA Proficiency in 4th grade decreased 34 percentage points to 44%. In order to better meet the needs of our targeted groups we will engage students in a small group setting within the classroom environment using data driven instruction. We will provide teachers with the necessary resources to individualize instruction based on students' needs.

Measurable Outcome:

If we successfully implement small group instruction, then our 4th grade FSA proficiency in ELA will increase by a minimum of 10 percentage points as evidenced by the 2022 State Assessments.

Monitoring:

The Leadership Team will conduct quarterly data chats, adjust groups based on current data in real time, and follow-up with regular walkthroughs to ensure quality instruction is taking place. Data Analysis of formative assessments of 4th grade students will be reviewed monthly to observe progress. Leadership Team will track and monitor OPM data based on Florida Wonders Progress Monitoring assessments. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards. Extended learning opportunities will be provided to those students who are not showing growth on OPMs.

Person responsible for monitoring outcome:

Jose R. Fernandez (pr3981@dadeschools.net)

Evidence-based Strategy:

Within the Targeted Element of ELA, our school will focus on the evidence-based strategy of: Data-Driven Instruction. Data-Driven instruction will assist in improving ELA FSA Proficiency, targeting 4th grade. Data-Driven instruction will be monitored through the use of PowerBi to drive instructional planning and data driven conversations to include OPMs.

Rationale for Evidence-based Strategy:

Data-Driven Instruction will ensure that teachers are using accurate and up to date data to plan lessons that meet the student needs. Teachers will make ongoing adjustments to their plans and instructional delivery as new data is populated.

Action Steps to Implement

8/20/21 Provide professional development through grade level meetings to on effective implementation of ELA data driven instruction. As a result, teachers will develop classroom systems that are conducive to data driven instruction such as small groups, student folders, and posted groups.

Person Responsible

Jose R. Fernandez (pr3981@dadeschools.net)

8/31-10/11- Teachers will develop lesson plans that are inclusive of data driven instruction in ELA. As a result, teachers will have appropriate resources, and lesson plans that reflect ELA data driven instruction.

Person Responsible

Jose R. Fernandez (pr3981@dadeschools.net)

8/31-10/11- Teachers will develop lesson plans that are inclusive of data driven instruction in ELA. As a result, teachers will have appropriate resources, and lesson plans that reflect ELA data driven instruction.

Person Responsible Jose R. Fernandez (pr3981@dadeschools.net)

8/31-10/11- Administrators will facilitate weekly collaborative planning meetings to provide teachers with an opportunity to collaborate and brainstorm challenges, needs, and shared best practices. As a result, teachers will implement shared best practices in ELA from the collaborative planning.

Person Responsible Jose R. Fernandez (pr3981@dadeschools.net)

11/1-12/17 Administrators will check Wonder Reports weekly for evidence of teachers implementing the FL Wonders Progress Monitoring assessments. As a result, administrators will have data reports to analyze student performance and verify that assessments are being administered in a timely fashion.

Person Responsible Tonya Moorner (tmoorer@dadeschools.net)

11/1-12/17 Administrators will conduct one on one data chats with teachers to discuss and dissect student data. As a result, teachers and administrators will have an understanding of students' academic needs and how to better serve them.

Person Responsible Jose R. Fernandez (pr3981@dadeschools.net)

1/31-4/29 Success Academy tutoring will be implemented for struggling readers.

Person Responsible Jose R. Fernandez (pr3981@dadeschools.net)

1/31-4/29 Continue with the use of resources during small group instruction.

Person Responsible Jose R. Fernandez (pr3981@dadeschools.net)

#3. Culture & Environment specifically relating to Discipline

Area of Focus Description and Rationale:	Based on the data review, our school will sustain the Targeted Element of Discipline. Through our data review, we noticed the student's behavior was dealt with according to the MDCPS Student Code of Conduct. We recognize the need to maintain consistent behavior protocols to ensure a conducive learning environment.
Measurable Outcome:	When implemented the Targeted Element of Discipline, will solve disciplinary problems effectively. With the provision of consistent protocols and positive reinforcement through student incentives, our referrals will decrease 5 percentage points by June 2022.
Monitoring:	The Leadership Team will work to connect with students who have difficulty following the MDCPS Student Code of Conduct to identify the root cause for behaviors and create a plan of action. The Leadership Team will mentor individual students who have consistent conduct infractions and connect with them as needed to reward or encourage their positive behaviors. The Leadership Team will plan regular student incentives to promote following the MDCPS Code of Student Conduct. To ensure we are on track to meeting the outcome above, this data will be discussed during data chats with teachers and students and parental contact will be made when necessary.
Person responsible for monitoring outcome:	Victor Gonzalez (vvgonzalez@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Discipline, our school will focus on the evidence-based strategy of: Early Warning Indicators (EWI). Student conduct will be monitored on an as needed basis to prevent a pattern of disciplinary infractions.
Rationale for Evidence-based Strategy:	Discipline Initiatives will assist in decreasing the number of referrals and/or MTSS meetings. The initiatives will provide the LT with a systematic approach to identify the negative behaviors, early intervention, and individual counseling.

Action Steps to Implement

8/20/21 Provide professional development through grade level meetings on the Miami-Dade County Student Code of Conduct protocols and procedures. As a result of this professional development activity, teachers will be well versed in the student code of conduct.

Person Responsible Isabel Siblesz (isiblesz@dadeschools.net)

8/31-10/11 Teachers will monitor student behavior. As a result, teachers will nominate students for Eagle of the Month, based on Values Matter Character Traits.

Person Responsible Isabel Siblesz (isiblesz@dadeschools.net)

8/31-10/11 Teachers will report any concerns to the school counselor. As a result, students who are doing the right thing will be celebrated. Students who are demonstrating a need for student services will be identified.

Person Responsible Isabel Siblesz (isiblesz@dadeschools.net)

8/31-10/11 Students following the protocols and procedures of the Miami Dade Student Code of Conduct will be incentivized monthly. As a result, positive reinforcement will be given to students.

Person Responsible Isabel Siblesz (isiblesz@dadeschools.net)

11/1-12/17 Teachers will provide feedback to the counselor in regards to students who may need additional services and/or counseling.

Person Responsible Victor Gonzalez (vvgonzalez@dadeschools.net)

8/31-05/31 Students will be recognized through the school Eagle of the Month activity, in order to showcase positive behaviors.

Person Responsible Tonya Moorer (tmoorer@dadeschools.net)

1/31-4/29 Specific homerooms will be recognized in morning announcements for specific achievements.

Person Responsible Jose R. Fernandez (pr3981@dadeschools.net)

1/31-4/29 Student services sessions will be offered for any referred students from 7:00-8:00am with the counselor.

Person Responsible Victor Gonzalez (vvgonzalez@dadeschools.net)

#4. Leadership specifically relating to Specific Teacher Feedback

Area of Focus Description and Rationale: Based on qualitative data from the School Climate and SIP surveys as well as a review of the Core Leadership Competencies, and the Targeted Element of Specific Teacher Feedback, the responses indicate that 50% of teachers would like to receive timely specific feedback to improve their student's outcomes. Therefore, the administrative team will provide immediate feedback after walk-throughs.

Measurable Outcome: If we successfully implement the Targeted Element of Specific Teacher Feedback, our teachers will work collaboratively with administrators to identify areas of improvement based on targeted feedback and formulate an action plan if necessary. The percentage of teachers responding that administration is providing timely feedback, will increase by at least 5% during the 2021-2022 school year.

Monitoring: The Assistant Principals will consistently conduct walk-throughs with immediate constructive feedback. The Principal will meet with the Assistant Principals bi-weekly to debrief and provide feedback. Teachers will have the option to request walk-throughs if they feel additional support is necessary.

Person responsible for monitoring outcome: Jose R. Fernandez (pr3981@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Specific Teacher Feedback, we will focus on the evidence-based strategy of: Shared Leadership. By creating an "Experts in My Building" list and involving teachers in the process, we hope to increase the feeling of shared leadership and targeted support. Experts in the building will provide feedback support to the LT on a monthly basis to ensure we are on the right track to meeting the outcome above.

Rationale for Evidence-based Strategy: Feedback and working alongside a teacher advisor will assist in integrating the talents of teachers within the building to carry out the vision, the mission, and achieve academic success. Throughout this process the LT will engage and guide teachers.

Action Steps to Implement

8/18/21. Teachers and administrators will create an Experts in My Building list of teachers who will provide support and feedback to the Leadership team monthly. As a result, teachers will have peer support to collaborate outside a structured setting.

Person Responsible Jose R. Fernandez (pr3981@dadeschools.net)

8/18/21 The Leadership team will create a survey alongside grade level chairs to ascertain the needs of the educators within their grade level that will benefit by the provision of timely feedback and support. As a result, teachers will be able to share their needs regarding feedback and support.

Person Responsible Jose R. Fernandez (pr3981@dadeschools.net)

8/31-10/11 Based on the survey results Experts in My Building will give the requested support and/or assistance. As a result, teachers will have the ability to collaborate and share outside a structured setting.

Person Responsible Jose R. Fernandez (pr3981@dadeschools.net)

11/1-12/17 Facilitate Monthly collaborative planning to provide teachers with an opportunity to brainstorm instructional challenges, student needs, and share best practices. During collaborative meetings, teachers will give feedback to be shared with leadership team members.

Person Responsible Jose R. Fernandez (pr3981@dadeschools.net)

11/1-12/17 Faculty meetings topics will focus on pertinent school wide topics not already discussed in leadership or grade level meetings and any school operational updates will be shared via email. As a result, topics that are grade level or subject specific will be not be addressed during this time so the discussion is applicable to teachers in attendance.

Person Responsible Jose R. Fernandez (pr3981@dadeschools.net)

5/1/22 Teachers will be assessed on the need for feedback and support at the end of the school year. As a result, teachers will give feedback in regards to this best practice.

Person Responsible Jose R. Fernandez (pr3981@dadeschools.net)

1/31-4/29 – Create virtual zoom feedback sessions for teachers/staff who feel comfortable in a virtual setting.

Person Responsible Jose R. Fernandez (pr3981@dadeschools.net)

1/31-4/29 – Teachers will be encouraged to use email as a source of immediate specific feedback and/or issues.

Person Responsible Jose R. Fernandez (pr3981@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.

According to SafeSchoolsforAlex.org our school did not report incidents to the department of education. We will continue to follow the Miami-Dade Student Code of Conducts and provide positive reinforcement to 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 in Relationships, Support, Care and Connections, and Clearly Defined Expectations. Our school creates experiences throughout the year to engage with parents and families and ensure that they have necessary information to support their children. Students are supported through open communication with parents and staff. Character education presentations and support from the school counselor and mental health coordinator. Staff are provided opportunities to take part in team building exercises, social activities where we come together to celebrate our successes and reflect on how to make improvements. We provide staff and students an opportunity to maintain a pattern of supportive interactions which foster positive staff student relationship. We establish protocols that encourage a welcoming classroom environment. We continue to create positive rules that support healthy interactions among teachers, students, and staff.

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

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principals, Teacher Leaders and Counselors (our School Leadership Team). The Principal's role is to monitor and oversee all school's initiatives and respond to concerns with morale by planning Team-building activities. The Assistant Principals will monitor and assist in ensuring all information is shared with stakeholders in a timely manner. Teacher leaders assist in providing and responding to feedback from stakeholders. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families.

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: ELA	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Discipline	\$0.00
4	III.A.	Areas of Focus: Leadership: Specific Teacher Feedback	\$0.00
Total:			\$0.00