Miami-Dade County Public Schools

South Miami Heights Elementary

2021-22 Schoolwide Improvement Plan

Table of Contents

South Miami Heights Elementary

12231 SW 190TH TER, Miami, FL 33177

http://smhe.dadeschools.net/

Demographics

Principal: Yolanda Green Samuel D

Start Date for this Principal: 8/10/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (61%) 2017-18: A (62%) 2016-17: B (57%)
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

South Miami Heights Elementary

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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	88%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	95%

School Grades History

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

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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 mission at South Miami Heights Elementary is to create a positive learning environment that empowers students, staff, parents, and community to pursue literacy, knowledge, and life skills that will prepare our students for the challenges and expectations of the twenty-first century. "It Takes a Whole Village To Raise a Child." Building upon this concept, each student's strengths and abilities will be nurtured through the following four main components; Promote literacy throughout the school and foster life-long readers. Cultivate students' self-esteem by providing opportunities where they can contribute their cultural values and traditions to their school and community. Implement a school-wide technological program that includes critical thinking, writing and problem-solving strategies. Develop students' personal responsibility to promote decision-making in daily life. By implementing these components, we envision a school in which students are active learners, positive thinkers, and proud citizens of their global village.

Provide the school's vision statement.

The vision of South Miami Heights Elementary is to help students develop into engaged, productive members of society who put knowledge to work. Students are nurtured, challenged and encouraged to reach the extent of their potential. Individual student needs are identified and met in an effort to help each student reach his/her full potential.

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
Samuel, Yolanda	Principal	The Principal is the curriculum leader of the school site. The Principal maintains budget, personnel, and resources for the school and acts as an inspirational educational leader and manager of all school functions.
Valerio, Maria	Assistant Principal	The Assistant Principal supports the Principal in all roles, including curriculum leader, test chair, supervisor, mentor, and developer of teachers and staff. The Assistant Principal also maintains safety, supervision, and schedules of students and staff.
Creque, Sheila	SAC Member	The teacher and SAC member acts as EESAC chairperson and teacher leader in the school. The teacher/SAC member teaches 5th grade students with disabilities in an inclusion setting.
Rodgers, Diana	Teacher, PreK	The teacher teaches students in the early childhood setting to prepare them for Kindergarten.
Lambert, Audrey	Teacher, ESE	The ESE teacher chairperson coordinates ESE services for students and acts as a department chairperson for ESE services. The ESE teacher schedules meetings and collaborates with staff to provide services to students.
Cabrera, Melanie	Teacher, ESE	the ESE teacher acts as an ESE teacher to provide services for special needs students in an ESE setting. The teacher plans lessons for, instructs, and supervises ESE students
	School Counselor	The Counselor monitors the social, emotional, and academic well-being of students and communicates with staff to provide support services to students.

Demographic Information

Principal start date
Friday 8/10/2018, Yolanda Green Samuel D

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.*
19

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.*
12

Total number of teacher positions allocated to the school
36

Total number of students enrolled at the school

407

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

6

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

0

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	45	50	75	69	67	72	0	0	0	0	0	0	0	378
Attendance below 90 percent	6	5	5	10	6	6	0	0	0	0	0	0	0	38
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	4	2	5	9	0	0	0	0	0	0	0	21
Course failure in Math	0	2	2	3	2	11	0	0	0	0	0	0	0	20
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	2	0	0	0	0	0	0	0	2
Number of students with a substantial reading deficiency	1	8	36	31	13	17	0	0	0	0	0	0	0	106

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	2	2	3	2	8	0	0	0	0	0	0	0	19

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	6	2	0	3	2	0	0	0	0	0	0	0	0	13
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

Tuesday 9/7/2021

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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	65	79	71	75	80	93	0	0	0	0	0	0	0	463
Attendance below 90 percent	6	7	9	8	7	8	0	0	0	0	0	0	0	45
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	5	1	6	10	1	0	0	0	0	0	0	0	23
Course failure in Math	0	4	2	1	13	5	0	0	0	0	0	0	0	25
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	3	18	0	0	0	0	0	0	0	21
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	3	13	0	0	0	0	0	0	0	16

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	2	4	2	2	11	12	0	0	0	0	0	0	0	33

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	6	2	0	3	2	0	0	0	0	0	0	0	0	13
Students retained two or more times	0	0	1	0	1	0	0	0	0	0	0	0	0	2

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				60%	62%	57%	63%	62%	56%
ELA Learning Gains				55%	62%	58%	67%	62%	55%
ELA Lowest 25th Percentile				56%	58%	53%	53%	59%	48%
Math Achievement				69%	69%	63%	66%	69%	62%
Math Learning Gains				68%	66%	62%	71%	64%	59%
Math Lowest 25th Percentile				65%	55%	51%	55%	55%	47%
Science Achievement				51%	55%	53%	62%	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	57%	60%	-3%	58%	-1%
Cohort Comparison						
04	2021					
	2019	53%	64%	-11%	58%	-5%
Cohort Comparison		-57%				
05	2021					
	2019	59%	60%	-1%	56%	3%
Cohort Comparison		-53%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	65%	67%	-2%	62%	3%
Cohort Comparison						
04	2021					
	2019	66%	69%	-3%	64%	2%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-65%				
05	2021					
	2019	66%	65%	1%	60%	6%
Cohort Comparison		-66%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	49%	53%	-4%	53%	-4%
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 iReady fall, winter, and spring diagnostic assessments were used to collect data for grades 3-5 ELA and Math.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	25.4	35.2	45.1
	Economically Disadvantaged	23.9	32.8	44.8
	Students With Disabilities	7.7	15.4	38.5
	English Language Learners	25.0	25.0	25.0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	14.5	32.9	54.9
	Economically Disadvantaged	13.8	31.8	52.2
	Students With Disabilities	15.4	23.1	30.8
	English Language Learners	0	28.6	75.0

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	18.8	35.9	56.3
	Economically Disadvantaged	16.4	36.1	55.7
	Students With Disabilities	6.7	26.7	53.3
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	11.1	25.0	37.5
	Economically Disadvantaged	11.7	26.2	36.1
	Students With Disabilities	6.7	13.3	20.0
	English Language Learners	0	0	0

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	42.6	64.7	77.9
	Economically Disadvantaged	39.7	63.5	76.2
	Students With Disabilities	12.5	50.0	56.3
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	13.2	38.2	61,8
	Economically Disadvantaged	9.5	36.5	60.3
	Students With Disabilities	12.5	37.5	31.3
	English Language Learners	0	0	0

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	29.2	48.6	56.9
	Economically Disadvantaged	29.0	47.8	56.5
	Students With Disabilities	0	11.8	23.5
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	27.5	54.2	58.3
	Economically Disadvantaged	27.3	55.1	59.4
	Students With Disabilities	6.3	29.4	35.3
	English Language Learners	0	0	0

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	24.4	47.1	50.6
	Economically Disadvantaged	25.6	30.5	50.6
	Students With Disabilities	0	18.8	18.8
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	24.1	31.4	59.8
	Economically Disadvantaged	25.3	30.1	59.0
	Students With Disabilities	0	6.3	50.0
	English Language Learners	0	0	0
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	5.4	0
	Economically Disadvantaged	0	4.0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Subgroup Data Review

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
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	18	50	70	20	29		7				
ELL	44	53		38	19		27				
BLK	42	31		19	13		7				
HSP	50	56	69	43	21	23	38				
FRL	48	49	63	38	21	26	34				

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
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	23	45	50	35	58	59	33				
ELL	56	56	59	70	68	84	50				
BLK	44	43	36	48	54	29	31				
HSP	64	59	64	75	70	81	53				
FRL	58	54	55	67	67	64	49				

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
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	21	55	48	28	53	35	40				
ELL	58	61	50	65	70	55	42				
BLK	32	44	44	36	47	44	21				
HSP	69	72	58	73	75	59	70				
FRL	62	66	51	66	70	55	63				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	54
Total Points Earned for the Federal Index	330
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	33
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	39
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	22
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	44
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?

Strategies, collaborative planning, and resources were implemented to foster growth. There is a growth trend in both ELA and Math in grades 3 through 5 in 2019 and a decline in Math in 2021.

2019 Data Findings:
FSA data reflects that math is stronger in grades 3-5 than ELA with 69% of students at proficiency and 68% making learning gains in math.
ELA showed that only 60% of students in grades 3-5 were at proficiency and 55% were making gains.
All subgroups are performing at higher than 41% proficiency in ELA.
All ELA subgroups decreased except for learning gains of the L25 which increased 3 percentage points.
In ELA, the SWD subgroup increased 2 percentage points in achievement and L25.
The SWD subgroup increased 5 percentage points in math learning gains and the SWD increased 24 percentage points in math L25.
ELA learning gains for L25 increased except for the Black subgroup which decreased by 8 percentage points.
Math proficiency increased in all subgroups.
Math learning gains for L25 increased except for the Black subgroup which decreased by 15 percentage points.

2021 Data Findings:
FSA data reflects that ELA is stronger than math, with 48% of grades 3-5 students demonstrating proficiency and 51% making learning gains in ELA.
Math demonstrated that only 38% of students in grades 3-5 were at proficiency and 20% were making overall gains. In ELA, 60% of students in the L25 made learning gains, and in mathematics 25% of students in the L25 made learning gains.

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

2019 Data Findings:
The overall proficiency in science demonstrated a decrease in the following subgroups from the prior

year, the SWD decreased by 7 percentage points, the Black students decreased by 10 percentage points, the Hispanic subgroup decreased by 17 percentage points, and the ED subgroup decreased by 14 percentage points. Since most subgroups decreased in performance, it is evident that this is an area of concern and the area of greatest need for improvement.

2021 Data Findings:
The overall proficiency rate dropped from 2019 to 2021 by a total of 17 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?

The contributing factors for this need of improvement would be the lack of support in Science instruction and the remediation of standards by teachers with students. Additionally, interventions need to be conducted and monitored with fidelity. The new actions that would be taken to address this need for improvement would be an emphasis in Science in primary grade levels. Also, an increase in participation for attending professional developments in Science using J and J Bootcamp, interventions in reading for teachers to improve instruction in content vocabulary, and a change in instructional personnel would improve science performance outcomes. We will incorporate data driven instruction to meet the needs of our black subgroup aligning intervention resources to meet the needs of our diverse learners.

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

2019 Data Findings:
Based on data components, the area of most improvement was ELA. Specifically the ELA Learning Gains L25 made gains in four out of five subgroups. ELL L25 showed the greatest improvement with an increase of 9 percentage points. SWD showed an increase of 2 percentage points. Hispanic students showed an increase of 6 percentage points and ED showed an increase of 4 percentage points.

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

The contributing factors to this improvement and the new actions that the school implemented in this area were push-in services, differentiated instruction, modeling of lessons by a reading coach, and collaborative planning sessions to align resources. These resources and services would need to continue in order for continued student achievement.

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

The strategies that will need to be implemented to accelerate learning are remediation, differentiated instruction, intervention, data tracking, professional development, and hire qualified resourceful personnel.

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 following professional development opportunities will be provided at the school: new intervention strategies (implementation of the new reading series on August 19), continued data chats to drive instruction (quarterly), differentiated instruction monitoring (quarterly), science standards instruction on August 26th by J and J Bootcamp, and an improved Multi-Tiered System of Supports (MTSS) program to document struggling students (ongoing).

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

To ensure sustainability, we will strive to hire instructional personnel such as a Reading Coach, Math Coach, and Science Liaison that are qualified and equipped with ensuring that teachers are receiving adequate training and support to facilitate student learning through coaching cycles and modeling. This will promote student engagement and the need for remediation of standards that is driven by the data to increase growth.

Part III: Planning for Improvement

Areas of Focus:

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

Area of Focus Description and Rationale:	Based on the data review, our school will implement the targeted element of standards-aligned instruction. The data shows that we are not meeting the needs of all diverse learners and progress monitoring through data tracking is necessary. We selected the overarching area of Standards-aligned Instruction based on our findings that demonstrated Science subgroups proficiency showed a decrease. Proficiency in Science was at 51% in 2019 and decreased to 34% in 2021. We are not meeting the needs of all learners, therefore, it is crucial that we align instruction to the standards in order to improve students' academic need. Planning and instruction that is data driven is essential to student progress must move toward learning gains and greater proficiency.
Measurable Outcome:	If we are to successfully implement standards aligned instruction, then our subgroups in Science will demonstrate an increase of 5 percentage points in their overall Science performance, as evidenced by the 2022 Science state assessment.
Monitoring:	Through regularly scheduled data chats and collaborative planning, we will utilize data analysis by focusing on the updated data in real time and adjust accordingly using resources intended to track data. This data will be revisited in team meetings and collaborative sessions to plan effectively for our standards-aligned rigorous instruction.
Person responsible for monitoring outcome:	Maria Valerio (mvalerio@dadeschools.net)
Evidence-based Strategy:	Within Standards-aligned Instruction, we will implement the evidence-based strategy of data driven instruction. Implementing this strategy is essential to guide instructional planning and to track students' progress based on their learning needs. Teachers will utilize a systematic approach that uses assessment, analysis, and actions to meet the needs of all students.
Rationale for Evidence-based Strategy:	By utilizing data driven instruction, we will ensure that teachers are creating lessons that are relevant to student needs and align with data. Ongoing monitoring will be done by teachers and/or instructional coaches to drive instructional plans and ensure effective delivery of standards.

Action Steps to Implement

8/31- Provide schoolwide data from 2021 FSA and Spring SAT to teachers to analyze. As a result, teachers will identify areas of needed improvement both schoolwide and within their own classrooms.

Person Responsible	Maria Valerio (mvalerio@dadeschools.net)

8/31-10/11- Coaches will delve deeper into data with grade level in professional learning communities. As a result, teachers will use data to guide daily instruction.

Person Responsible	Maria Valerio (mvalerio@dadeschools.net)

8/31-10/11- Targeted standards will be identified and teachers will use the item specifications or B.E.S.T standards to address deficiencies. As a result, targeted standards will be addressed.

Person Responsible	Maria Valerio (mvalerio@dadeschools.net)

8/31-10/11- Student data will be tracked and students consistently at Tier 3 will be referred to the counselor for the MTSS process. As a result, students will be referred for support services.

| **Person Responsible** | Maria Valerio (mvalerio@dadeschools.net) |

11/1-12/17- Teachers will use the supplemental resource of J and J boot camp to provide additional instruction and practice in assessed science standards via a student workbook and online platform. As a result, students will perform better on topic assessments.

| **Person Responsible** | Maria Valerio (mvalerio@dadeschools.net) |

11/1-12/17- A district Curriculum Support Specialist will provide assistance to teachers in monitoring students' data, identifying deficient standards, and supporting instruction during re-teach remedial sessions. As a result, science instruction will improve and test scores will reflect student progress.

| **Person Responsible** | Yolanda Samuel (ygreen@dadeschools.net) |

1/31-4/29-Science interventions will be implemented in grades 3 through 5 using the district purchased EduSmart software application to target the lowest standards on each topic assessment. As a result, standards will be remediated which will, in turn, improve and test scores will reflect student progress.

| **Person Responsible** | Maria Valerio (mvalerio@dadeschools.net) |

1/31-4/29- Science teachers will implement an in-house science tutoring program during the school day to support students on the cusp of a level 3 proficiency in science. Targeted standards will be remediated to ensure student proficiency. As a result, a greater number of students will score a level 3 or above on the 2022 administration of the science FCAT.

| **Person Responsible** | Maria Valerio (mvalerio@dadeschools.net) |

#2. Leadership specifically relating to Instructional Leadership Team

Area of Focus Description and Rationale:	Based on qualitative data from the School Climate survey, and based on a 3-year trend, staff morale has decreased an average of 9% each year. Teachers in the building do not feel like the morale is high at the school. By involving teachers in school-wide initiatives and creating on-going incentives to ensure that they feel encouraged, supported, and involved in the decision making process, teacher morale should improve, therefore positively impacting student success. We have selected the Targeted Element of Instructional Leadership Team.
Measurable Outcome:	If we successfully implement the Targeted Element of Instructional Leadership Team, then overall teacher participation and morale will improve 5 percentage points throughout the school year evidenced by the results of the 2022 staff school climate survey.
Monitoring:	We will provide opportunities to gain professional and personal growth and its overall success for the teachers at South Miami Heights Elementary by issuing rewards for positive performance, implementing incentive programs, and encouraging involvement in the decision making process to increase staff morale. We strive to create an environment that is inclusive of all ideas and considered to be one in which their voices can be heard and acknowledged. To ensure we are on the right track, leaders will incorporate opportunities to elevate the entire team's morale throughout the school year.
Person responsible for monitoring outcome:	Maria Valerio (mvalerio@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Instructional Leadership Team, we will focus on the evidence-based strategy of Promoting the Morale and Performance of the Team. The Leadership Team will focus on ensuring that all voices are heard by using a system of anonymity. The team will also encourage staff recognitions and "shout outs" at staff meetings.
Rationale for Evidence-based Strategy:	When teachers feel like they are contributing members of the school community, that their opinions are valuable, and they have strong relationships at work, they are more likely to feel satisfied with their jobs. Teachers will have a greater desire to be more creative and resourceful in meeting the school's vision ultimately improving student success.

Action Steps to Implement

8/31 - Having teacher input regarding school wide initiatives during faculty meetings to improve morale and school climate. As a result, staff morale will improve.

Person Responsible	Yolanda Samuel (ygreen@dadeschools.net)

8/31-10/11-Develop a marketing campaign to increase community awareness and student achievement using social media platforms such as Instagram, Twitter, Facebook, ultimately increasing school pride. As a result, school pride and perception will improve.

Person Responsible	Yolanda Samuel (ygreen@dadeschools.net)

8/31-10/11- Biweekly staff recognition during faculty meetings, walk-throughs, announcements (shout-outs). As a result, staff morale and recognitions will improve.

Person Responsible	Yolanda Samuel (ygreen@dadeschools.net)

8/31-10/11- Reinstate social committee to improve staff interrelationships and encourage monthly social networking. As a result, staff camaraderie and communication will improve.

Person Responsible   Yolanda Samuel (ygreen@dadeschools.net)

11/1-12/17- Utilize weekly collaborative planning sessions to bring departments together around a common goal, to effectively plan for rigor and student achievement. As a result, increased communication, team building, and common planning will lead to improved staff effectiveness, thus leading to improved staff morale.

Person Responsible   Yolanda Samuel (ygreen@dadeschools.net)

11/1-12/17- Continue to use Zoom for large group meetings, but, where possible, reinstate face-to-face meetings to improve staff communication, create a sense of unity, and reinforce common goal-setting as it relates to school spirit and staff morale. As a result, staff will feel more connected to the students and the school mission, and teachers will have greater buy-in to new initiatives.

Person Responsible   Yolanda Samuel (ygreen@dadeschools.net)

1/31-4/29- Implement "Teacher Tuesday" whereby a teacher who exemplifies the best of the profession will be recognized by email, on morning announcements, and by receiving a gift card. As a result, teachers will feel more motivated and empowered to effect educational change.

Person Responsible   Yolanda Samuel (ygreen@dadeschools.net)

1/31-4/29-Teachers will be involved in "sharing out" and identifying best practices at monthly faculty meetings and PLCs. As a result, teachers will mentor each other, increase lines of communication, and share best practices to affect student achievement.

Person Responsible   Yolanda Samuel (ygreen@dadeschools.net)

#3. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale:	Based on the data review of the school climate survey, student attendance trends indicate an increase of 4% in student absences. Through our data review, we noticed the students who struggle with daily attendance are also the students who are not meeting expectations for learning gains as well as proficiency. In addition, many of our L25 students have had reoccurring attendance issues. We recognize the need to tailor our attendance initiatives and improve in making connections with families and the community to ensure attendance by students is consistently high. Our school will implement the Targeted Element of Student Attendance.
Measurable Outcome:	If we successfully implement the Targeted Element of Student Attendance, our students' attendance will improve resulting in receiving quality instruction that will contribute to improved student outcomes. With consistent student incentives, our student attendance will improve 6 percentage points by June 2022 based on the student attendance dashboard in PowerBI.
Monitoring:	The Leadership Team will work with classroom teachers to follow district and school attendance initiatives with families who struggle with attendance and communicate with families to identify cause for absences and create a plan for action to ensure students are able to be present daily. The Leadership Team will encourage professional development, technology integration in the classroom, UDL strategies, and interventions based on student needs. The Leadership Team will plan regular student incentives to promote consistent learning in basic skill acquisition. Teachers will monitor their students and collaborate with families on a monthly basis with emphasis on basic skills acquisition. The Leadership Team will ensure we are on track to meeting the outcome above. This data will be discussed during data chats with teachers, students, and parental contacts will be made when necessary.
Person responsible for monitoring outcome:	Maria Valerio (mvalerio@dadeschools.net)
Evidence-based Strategy:	Our school will focus on the evidence-based strategy of Attendance Initiatives. Evidence shows that including parents in their students' learning via phone calls, conferences, meetings, and attending school events is a major factor in closing the achievement gap and improving student attendance.
Rationale for Evidence-based Strategy:	Attendance Initiatives will assist in improving basic academic skills by improving attendance. The initiatives will include open house, social media engagement, parent workshops, classroom incentives, community events to create interactive sessions between staff and families designed to entice participation, and teacher outreach, as documented in attendance logs. This will create an environment that promotes accountability for all stakeholders. As a result, parents will be more involved and will be more likely to send their children to school, thus, improving attendance.

Action Steps to Implement

8/31-10/11 - Implement an effective method of communication with all stakeholders such as Class Dojo, E-mail, or Schoology. As a result, parent engagement will increase, communication will improve, students' attendance will improve.

Person Responsible	Yolanda Samuel (ygreen@dadeschools.net)

8/31-10/11-Develop a marketing campaign to increase community awareness and parental involvement using social media platforms such as Instagram, Twitter, Facebook. As a result, student and school pride will increase and students will want to attend school.

Person Responsible Yolanda Samuel (ygreen@dadeschools.net)

8/31-10/11- Utilizing School Messenger to inform stakeholders of new information, events, district initiatives, attendance, and resources for student achievement. As a result, parents will be informed, involved, and active in their child's education. Attendance rates should increase.

Person Responsible Yolanda Samuel (ygreen@dadeschools.net)

8/31-10/11- Continue to utilize Zoom and other communication platforms to conduct meetings and inform parents on student progress and resources available for student success. As a result, parent will be empowered partners in their child's education, improving attendance and student achievement.

Person Responsible Yolanda Samuel (ygreen@dadeschools.net)

11/1-12/17- Reinstate Targeted Attendance reporting to the region to identify students approaching 10 absences and who are in need of attendance intervention. As a result, student absences should decrease and parental involvement should increase.

Person Responsible Maria Valerio (mvalerio@dadeschools.net)

11/1-12/17- Utilize the Community Liaison Specialist to conduct home visits when needed to provide resources to parents and to ensure unexcused absences decrease. As a result, students with excessive unexcused absences should return to school with an improved attendance record.

Person Responsible Maria Valerio (mvalerio@dadeschools.net)

1/31-4/29- Per the district initiative, we will view the attendance dashboard bi-weekly to monitor students' attendance and implement attendance interventions as needed. Monthly targeted attendance forms will be sent to the region and the Attendance Review Committee will convene to identify students with excessive absences and provide resources for those needing targeted attendance interventions. As a result, student attendance will improve and student interventions will be documented in DSIS.

Person Responsible Maria Valerio (mvalerio@dadeschools.net)

1/31-4/29- The counselor will implement an attendance incentive program to recognize classes with perfect attendance. Classes with the highest number of perfect attendance days will be awarded a prize each month. As a result, classes will be incentivized to have perfect attendance and daily attendance rates will improve.

Person Responsible Maria Valerio (mvalerio@dadeschools.net)

#4. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Based on the data review, our school will implement intervention for Tier 2 and Tier 3 students in ELA. We selected the area of ELA intervention based on our findings that demonstrated that an average of 54% of students in grades 3 through 5 are below proficiency on the 2021 FSA ELA. On the 2021 AP3 iReady end of year diagnostic, 40% of Kindergarten through grade 3 students were determined to be below grade level and not on track to score a level 3 or above on the 3rd grade ELA FSA. Implementing Tier 2 and Tier 3 intervention, ongoing progress monitoring, and standards aligned instruction will move students towards proficiency.
Measurable Outcome:	If we successfully implement an effective intervention program, our K-5 student performance will increase by 5 percentage points in proficiency for each grade level on the state and district standardized assessments as evidenced by the 2022 results.
Monitoring:	To ensure that progress is made, quarterly data chats will be conducted to have current and accurate information on student progress. Ongoing progress monitoring will encourage teachers to update their intervention groups which will help target the specific needs of our unique learners. Using an online tracker, such as Performance Matters and i-Ready, RtI data will be analyzed and shared with teachers on a bi-weekly basis. Interventionists will provide updates bi-weekly on progress of Tier 2 and Tier 3 students.
Person responsible for monitoring outcome:	Yolanda Samuel (ygreen@dadeschools.net)
Evidence-based Strategy:	Staff will implement a response to Intervention (RtI) Multi-Tier System of Supports to create Small Groups to monitor and support students who need remediation in learning. Staff will use high quality instruction that is standards-aligned and data-driven to help teachers improve the decisions they make about their instruction.
Rationale for Evidence-based Strategy:	To support our lowest students, implementing intervention within the classroom environment in addition to Tier 1 instruction will ensure that teachers and interventionists are accurately providing instruction to students who need remediation. As data becomes available, teachers will adjust and collaborate with other teachers to best meet the needs of their unique students by utilizing iReady and Response to Intervention to track student progress. Small group intervention is necessary to remediate low performing students and ensure learning gains.

Action Steps to Implement

8/31-9/16 Provide Professional Development on effective implementation of the new intervention program, Reading Horizons. This intervention program is aligned to school goals that are conducive to small group instruction, student remediation, and differentiated instruction. As a result, classroom systems will be indicative of small group instruction and intervention such as allocated space, student folders, and posted groups (cohorts).

Person Responsible	Maria Valerio (mvalerio@dadeschools.net)

8/31-10/11-Teachers will develop weekly lesson plans that are inclusive of small group instruction. Interventionists will follow a weekly schedule of small group intervention. As a result, teachers will have student groups, appropriate resources, and lesson plans that reflect differentiated instruction and intervention.

Person Responsible	Maria Valerio (mvalerio@dadeschools.net)

8/31-10/11- Facilitate monthly collaborative planning meetings to provide opportunities to collaborate and address challenges, needs, and shared best practices. Coaches will model explicit instruction during small groups. As a result, teachers will share best practices to improve student performance.

Person Responsible   Yolanda Samuel (ygreen@dadeschools.net)

8/31-10/11- Teachers will collaboratively develop data trackers that can be used to track weekly and unit assessments that are aligned to weekly small group instruction. As a result, teachers will use data trackers to monitor student progress and adjust instruction and Intervention groups as needed.

Person Responsible   Maria Valerio (mvalerio@dadeschools.net)

11/1-12/17- Implement Data Wednesdays on the fourth Wednesday of every month to delve deeper into classroom data to track and monitor L25, 2.2, and 3.1 students and their progress. As a result, teachers will be able to determine adequate progress or lack thereof for fragile groups of students.

Person Responsible   Maria Valerio (mvalerio@dadeschools.net)

11/1-12/17- Counselor will participate in quarterly data chats to identify students in need of additional interventions via the RtI process. As a result, students not making progress will be referred to the MTSS for further evaluation as needed.

Person Responsible   Maria Valerio (mvalerio@dadeschools.net)

1/31-4/29- Implement use of the "Data Bunker", a classroom where teachers and instructional coaches can meet for collaborative planning, data analysis, and professional development each month. The "Data Bunker" is intended to create a space where teachers can have quality conversations about student progress and best practices to improve instruction and learning. Planning will be targeted and deliberate for optimal student growth. As a result, instruction will be streamlined to target specific standards and student needs based on data analysis and the use of differentiated instruction for all learners.

Person Responsible   Yolanda Samuel (ygreen@dadeschools.net)

1/31-4/29-Conduct monthly PLCs with teachers on educationally researched topics that will improve student achievement. Emphasis will be placed on data disaggregation, differentiated instruction, and teaching strategies at the higher levels of Depth of Knowledge (DOK). As a result, student learning gains will improve on the 2022 standardized tests.

Person Responsible   Yolanda Samuel (ygreen@dadeschools.net)

Additional Schoolwide Improvement Priorities

Using the 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.

School data from the 2020-2021 school year reveals that 187 students had at least one referral. These range from counseling referrals, to minor code of student conduct infractions, and retention referrals. The majority of the referrals (30 percent) were for student services counseling and 25 percent were for parent conferences. The behaviors associated with these referrals are disruptive behaviors (72 cases) and defiance of school personnel (64 cases). The School Counselor and Administration will emphasize the Values Matters program and identify students who may need additional counseling services. In addition, the Counselor will implement Peer Mediation and Conflict Resolution to improve student behavior and interactions among peers.

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.

South Miami Heights Elementary builds positive school culture and environment by building positive relationships with all stakeholders and encouraging all students to reach their full potential academically, socially, and emotionally. The staff allows open and honest communication and feedback with all stakeholders. We also emphasize school spirit by celebrating successes of students and staff. We strive to build a cognitively stimulating school environment that informs and engages students. We encourage strong community participation with the school through parent outreach and engagement while providing on going support in a safe and supportive environment. We establish norms and expectations of tolerance and inclusivity. We have a mission and vision that aligns with district and state expectations and standards to uphold school priorities of social and emotional well being in an equitable manner.

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

The Principal, Dr. Yolanda Green-Samuel is the chief instructional and inspirational leader who creates a positive environment for all stakeholders. She helps to build capacity of faculty and ensures an equitable learning environment for all students. She is supported and assisted by all members of the Leadership Team. The EESAC is comprised of teachers, parents, and community members who support the vision of the school and assist with realizing the mission by reviewing data, discussing and implementing the school improvement plan, and allocating funds to support school initiatives. The teachers and staff are essential in promoting the school to the community while building school pride and positive school image.