

Miami-Dade County Public Schools

Sylvania Heights Elementary School



2021-22 Schoolwide Improvement Plan

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Sylvania Heights Elementary School

5901 SW 16TH ST, Miami, FL 33155

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

Demographics

Principal: Amor Reyes

Start Date for this Principal: 7/15/2010

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)	97%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: B (60%) 2017-18: A (70%) 2016-17: B (59%)
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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Sylvania Heights Elementary School

5901 SW 16TH ST, Miami, FL 33155

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

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	80%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

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

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<https://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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

We empower our students to become lifelong learners and responsible citizens by promoting collaboration, focusing on critical thinking, fostering independence and applying our four "R" value system: Rights, Rules, Responsibility, and Respect to everything we do.

Provide the school's vision statement.

Sylvania Heights Elementary is committed to the premise that our students will learn and achieve their maximum academic potential by providing educational excellence for all.

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
Reyes, Amor	Principal	Ensure state and district academic policies and implementation of curriculum are followed. Support teachers to maximize their teaching potential. Ensure the school environment is safe for students, faculty and staff. Establish a common vision for the implementation of data-driven instruction and the use of data-based decision-making. Ascertain that the School Leadership Team is implementing the MTSS process and ensures implementation of intervention support and the maintenance of all documentation. Secure adequate professional development to support MTSS implementation and communicates with staff and parents regarding school based MTSS plans and activities.
Blanco, Lizette	Assistant Principal	Assists the principal in the establishment of a common vision for the implementation of data-driven instruction and the use of data-based decision-making. Aides the principal in the supervision of the MTSS process and its implementation. Supports the principal in the collection of all documentation and the provision of adequate professional development opportunities for all staff members. Communicates with staff and parents regarding school based MTSS plans and activities.
Alfaro, Denise	Instructional Technology	Provides essential professional development to promote and instructional staff in technology integration across the curriculum to improve students achievement. Identify and analyze existing research on scientifically based strategies as well as intervention approaches. Analyze current data in order to identify systematic patterns of student need while working with district/region/school personnel to develop appropriate intervention strategies.
Alvarez, Jorge	Instructional Coach	Provide essential leadership for the school's research-based curriculum programs. Deliver professional development to support the development and implementation of the school core content standards and programs. Identify and analyze existing research on scientifically based strategies as well as intervention approaches. Analyze current data in order to identify systematic patterns of student need while working with district/region/school personnel to develop appropriate intervention strategies. Assist with the school's screening process in order to provide early intervening services for children considered "at risk". Facilitate the design and implementation of all progress monitoring, data collection, and data analysis.
Tavio, Heather	SAC Member	Communicate with all parents, students, and community members the school vision and mission. Disseminate information regarding the School Improvement process including available data to all stakeholders and documents their input and opinions. Ensure the EESAC budget is used to School Improvement.
Wexler, Michelle	Curriculum Resource Teacher	Provide information about core instruction. Participate in student data collection and deliver Tier 1 and Tier 2 instruction/ intervention. Collaborate with other staff to implement Tier 2 interventions and integrates Tier 1 materials/ instruction with Tier 2/3 activities.

Demographic Information

Principal start date

Thursday 7/15/2010, Amor Reyes

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.*

15

Total number of teacher positions allocated to the school

42

Total number of students enrolled at the school

471

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

3

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

2

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	71	61	75	88	54	75	0	0	0	0	0	0	0	424
Attendance below 90 percent	12	5	7	15	6	5	0	0	0	0	0	0	0	50
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	2	13	3	2	0	0	0	0	0	0	0	21
Course failure in Math	0	0	2	9	3	4	0	0	0	0	0	0	0	18
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	7	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Number of students with a substantial reading deficiency	2	5	31	39	11	14	0	0	0	0	0	0	0	102

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	1	2	10	3	5	0	0	0	0	0	0	0	23

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	4	2	2	4	0	0	0	0	0	0	0	0	0	12
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Thursday 7/22/2021

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	66	86	95	56	80	72	0	0	0	0	0	0	0	455
Attendance below 90 percent	9	7	13	6	5	10	0	0	0	0	0	0	0	50
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	11	7	3	6	0	0	0	0	0	0	0	28
Course failure in Math	0	2	5	7	4	12	0	0	0	0	0	0	0	30
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	7	9	0	0	0	0	0	0	0	16
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	4	15	0	0	0	0	0	0	0	19

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	1	8	7	5	13	0	0	0	0	0	0	0	36

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	4	2	2	4	0	0	0	0	0	0	0	0	0	12
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				65%	62%	57%	66%	62%	56%
ELA Learning Gains				69%	62%	58%	74%	62%	55%
ELA Lowest 25th Percentile				59%	58%	53%	79%	59%	48%
Math Achievement				64%	69%	63%	69%	69%	62%
Math Learning Gains				59%	66%	62%	71%	64%	59%
Math Lowest 25th Percentile				52%	55%	51%	61%	55%	47%
Science Achievement				55%	55%	53%	67%	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	49%	60%	-11%	58%	-9%
Cohort Comparison						
04	2021					
	2019	75%	64%	11%	58%	17%
Cohort Comparison		-49%				
05	2021					
	2019	60%	60%	0%	56%	4%
Cohort Comparison		-75%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	56%	67%	-11%	62%	-6%
Cohort Comparison						
04	2021					
	2019	70%	69%	1%	64%	6%
Cohort Comparison		-56%				
05	2021					
	2019	57%	65%	-8%	60%	-3%
Cohort Comparison		-70%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	51%	53%	-2%	53%	-2%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

For grades K-5 in reading and math, iReady will be the progress monitoring tool. Science progress monitoring will be based on the Science Mid-Year Assessment.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	25.7%	51.4%	63.5%
	Economically Disadvantaged	20%	46.7%	58.3%
	Students With Disabilities	0%	47.1%	58.8%
	English Language Learners	0%	40%	45%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	45.9%	51.4%	72.6%
	Economically Disadvantaged	41.7%	48.3%	72.9%
	Students With Disabilities	29.4%	47.1%	64.7%
	English Language Learners	40%	45%	60%
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	30.8%	38%	60.3%
	Economically Disadvantaged	27%	35.9%	55.6%
	Students With Disabilities	0%	33.3%	60%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	29.7%	37.2%	57.7%
	Economically Disadvantaged	31.1%	38.1%	54%
	Students With Disabilities	35.7%	0%	46.7%
	English Language Learners	0%	0%	0%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	51.9%	65.4%	76.9%
	Economically Disadvantaged	48.8%	61.0%	75.6%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	23.1%	40.4%	69.2%
	Economically Disadvantaged	22.0%	41.5%	63.4%
	Students With Disabilities	0%	0%	31.3%
	English Language Learners	0%	0%	0%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	32.4%	46.0%	59.5%
	Economically Disadvantaged	29.2%	40.0%	56.9%
	Students With Disabilities	0%	0%	37.5%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	25.7%	47.3%	73...0%
	Economically Disadvantaged	26.2%	44.6%	73.9%
	Students With Disabilities	31.3%	0%	62.5%
	English Language Learners	0%	0%	0%

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	38.2%	45.6%	60.3%
	Economically Disadvantaged	40.3%	46.8%	59.7%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	22.1%	36.8%	60.3%
	Economically Disadvantaged	21.0%	37.1%	58.1%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0%	4%	0%
	Economically Disadvantaged	0%	4%	0%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	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	26	18		40	18		27				
ELL	48	50	42	57	33	31	33				
HSP	59	52	44	60	34	24	36				
FRL	56	52	47	58	33	28	37				
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	42	54	38	39	56	62	25				
ELL	62	71	63	63	62	56	55				
HSP	65	69	58	64	60	52	56				
FRL	63	74	60	63	63	57	59				

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	32	63	75	46	52	42	57				
ELL	50	69	83	59	70	58	40				
HSP	66	73	79	69	70	59	67				
FRL	62	71	78	66	71	60	62				

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	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	62
Total Points Earned for the Federal Index	383
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	29
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	45
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	

Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	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?

2019 data findings:

The school to district comparison demonstrates third grade decreased 11 percentage points in both ELA and Mathematics. All ELA sub groups increased except Hispanics which demonstrated a 1 percentage point decrease. All Mathematics subgroups decreased except ELL students which increased by 4 percentage points.

2021 data findings:

FSA data indicates an overall decrease in both ELA and Mathematics. In 2019 65% of students met proficiency in ELA and only 59% met proficiency in 2021. This demonstrates a 6 percentage point decrease. In Mathematics, 64% of students were proficient in 2019 and in 2021 only 60% were proficient. This demonstrates a 4 percentage point decrease.

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

2019 data findings:

In all grade levels both ELL and SWD students must demonstrate growth. Across all grade levels in i-Ready Reading and Math, ELL and SWD students made minimal to no progress.

2021 data findings:

FSA ELA data indicates a significant decrease from 2019 to 2021. In 2019 65% of students met proficiency in ELA and in 2021 only 59% met proficiency. This demonstrates a 6 percentage point decrease. ELA learning gains also demonstrated a decrease from 69% in 2019 to 54% in 2021. This demonstrates a 15 percentage point decrease. Students in the lowest quartile decreased 12 percentage points from 59% in 2019 to 47% in 2021. Overall, there is a need to improve in the area of ELA.

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

2019 data findings:

The lack of consistently planning collaboratively and implementing differentiated instruction has contributed to SWD and ELL students progress. Grade levels needs to meet collaboratively to plan for differentiated instruction using data and implement DI consistently to address all learners. In addition progress monitoring of DI must be done to ensure the effectiveness of the lessons being presented.

2021 data findings:

The lack of consistently planning collaboratively and students/teachers having to quarantine contributed to the decrease in ELA student achievement of our 5th grade students. In order to improve student achievement, ELA teachers will meet weekly to plan collaboratively. During planning, teachers will discuss best practices and share ideas on the implementation of differentiated instruction to meet the needs of all their students.

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

2019 data findings:

Overall in Mathematics all grade levels increased at least 25 percentage points. Based on progress monitoring data, our fourth grades students made the most gains in mathematics from Fall at 25.7% to 73% in the Spring, an increase of 47.3 percentage points.

2021 data findings:

Overall 3rd grade mathematics demonstrated the most gains on the 2021 FSA.

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

2019 data findings:

Math teachers utilized i-Ready toolbox and assigned students extra lessons. Using the interactive math book and the enrichment and reteach lessons also contributed to this increase.

2021 data findings:

Teachers differentiating instruction by utilizing the i-Ready toolbox and assigning students extra lessons contributed to the gains demonstrated in Mathematics. Another contributing factor to gains demonstrated in Mathematics was the use of the interactive math book and the enrichment and reteach lessons.

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

2021 data findings:

In order to accelerate learning, teachers will need to plan collaboratively, implement differentiated instruction, conduct data chats and progress monitor students performance. In addition, teachers will need to participate in professional development on innovative technology strategies and peer observations. Administration will conduct walkthroughs and provided timely feedback to teachers on classroom instruction.

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.

2021 data findings:

A variety of professional development will be offered to support teachers and leaders. These PD opportunities will focus on:

Using data to drive instruction

Learning Walks/Peer observations

Technology Integration

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 of improvement, we will offer students before and after-school tutoring, differentiation of instruction and intensive interventions as needed. Additionally, teachers will be provided the opportunity to participate in professional developments, peer observations and feedback will be provided after classroom walkthroughs.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Based on the data review, our school will implement the Targeted Element relating to ELA. On the 2021 FSA, ELA data indicated the number of proficient students significantly decreased from 65% in 2019 to 59% in 2021. A 6 percentage point decrease. In addition, 50% of grade 5 students scored below a level 3 on the FSA ELA. Progress monitoring data also indicated students in grades K-2 need to improve in the area of ELA. Although 91% of Kindergarten students were on grade level, only 63% in grade 1 were on grade level and 60% of grade 2 were on grade level as indicated on i-Ready AP3.

Measurable Outcome: If we successfully implement the Targeted Element relating to ELA, students in grades 3-5 will increase a minimum of 3 percentage points as evidenced by the 2022 ELA State Assessments.

Monitoring: Administration will conduct classroom walkthroughs to monitor the implementation of ELA instruction. Data chats will be conducted to assist teachers with analyzing individual student data.

Person responsible for monitoring outcome: Amor Reyes (pr5441@dadeschools.net)

Evidence-based Strategy: Within the Target Element of ELA, our school will focus on Differentiated Instruction during ELA. Collaborative planning and progress monitoring of students during DI will assist in ensuring learning gains for our students within the subgroups.

Rationale for Evidence-based Strategy: Differentiated Instruction for students will assist in student proficiency and increasing ELA proficiency and learning gains for all students to meet their individual needs.

Action Steps to Implement

8/31/21 TO 10/11/21
Teachers will use available ELA data to identify instructional groups for Differentiated Instruction.

Person Responsible Lizette Blanco (lizetteblanco@dadeschools.net)

8/31/21 TO 10/11/21
Teachers will plan collaboratively during ELA to develop Differentiated Instruction activities.

Person Responsible Lizette Blanco (lizetteblanco@dadeschools.net)

8/31/21 TO 10/11/21
Teachers will review data from various sources to develop and assign individualized ELA lessons that meet the needs of all students.

Person Responsible Lizette Blanco (lizetteblanco@dadeschools.net)

8/31/21 TO 10/11/21
Administration will conduct walkthroughs during ELA to ensure Differentiated Instruction implemented with fidelity.

Person Responsible Lizette Blanco (lizetteblanco@dadeschools.net)

11/1/21 TO 12/17/21

Selected teachers will attend the district ELA iCADs.

Person Responsible Lizette Blanco (lizetteblanco@dadeschools.net)

11/1/21 TO 12/17/21

Teachers participating in the ELA iCADs will present to their grade level the information learned for the iCADs.

Person Responsible Lizette Blanco (lizetteblanco@dadeschools.net)

1/31/22 TO 4/29/22

Administration will conduct individual data chats with teachers to help teachers make data driven decisions.

Person Responsible Amor Reyes (pr5441@dadeschools.net)

1/31/22 TO 4/29/22

Teachers will create focus calendars using all available data to identify primary and secondary standards prior to state assessments.

Person Responsible Lizette Blanco (lizetteblanco@dadeschools.net)

#2. Instructional Practice specifically relating to Professional Learning

Area of Focus Description and Rationale:

Based on the data review, our school will implement the targeted element of Professional Learning. We selected Professional Learning based on the findings that demonstrated the Learning Gains in ELA decreased from 2019 to 2021. In 2019 69% of students made learning gains in ELA but only 54% made learning gains in 2021. This demonstrates a 15 percentage point decrease of students make learning gains. We are not meeting the unique needs of students through progress monitoring and differentiated instruction. Therefore, it is evident that we must provide professional learning in these areas to meet the needs of all students.

Measurable Outcome:

If we successfully implement the Targeted Element of Professional Learning, our teachers will be able to implement strategies learned and increase 3 percentage points in the 2022 administration of the ELA State Assessments.

Monitoring:

The leadership team will conduct classroom walkthroughs to ensure implementation of strategies being learned in professional developments with a focus on differentiated instruction.

Person responsible for monitoring outcome:

Amor Reyes (pr5441@dadeschools.net)

Evidence-based Strategy:

Within the Targeted Element of Professional Learning, our school will focus on the evidence-based strategy of: Peer Observations. Peer observations will allow teachers to closely watch and monitor lessons of other teachers so they can gain new instructional strategies to best meet the needs of all learners.

Rationale for Evidence-based Strategy:

Teachers attending Professional Development will assist them in implementing new strategies in differentiated instruction and data analysis.

Action Steps to Implement

8/31/21 TO 10/11/21

Selected staff will attend professional development on conducting peer observations.

Person Responsible

Lizette Blanco (lizetteblanco@dadeschools.net)

8/31/21 TO 10/11/21

Upon completion of professional development, staff will present the information learned at a staff meeting.

Person Responsible

Lizette Blanco (lizetteblanco@dadeschools.net)

8/31/21 TO 10/11/21

A schedule will be developed to allow teachers to volunteer and visit classrooms to conduct peer observations.

Person Responsible

Lizette Blanco (lizetteblanco@dadeschools.net)

8/31/21 TO 10/11/21

During collaborative planning best practices witnessed during peer observations will be shared.

Person Responsible

Lizette Blanco (lizetteblanco@dadeschools.net)

11/1/21 TO 12/17/21

A meeting will be scheduled to present to staff how peer observations will be conducted.

Person Responsible Lizette Blanco (lizetteblanco@dadeschools.net)

11/1/21 TO 12/17/21

Teachers will participate in peer observations.

Person Responsible Lizette Blanco (lizetteblanco@dadeschools.net)

1/31/22 TO 4/29/22

Each grade level will identify one teacher that will participate in a peer observation.

Person Responsible Lizette Blanco (lizetteblanco@dadeschools.net)

1/31/22 TO 4/29/22

Administration will coordinate coverage for teacher's to observe their peers.

Person Responsible Lizette Blanco (lizetteblanco@dadeschools.net)

#3. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale: Based on our data review the total number of students with 16 or more absences increased from 14.5 percentage points in the 2019- 2020 school year to 17.6 percentage points in the 2020-2021 school year which demonstrated a 3.1 percent point increase in students with 16 more more absences.

Measurable Outcome: If we successfully implement student attendance initiatives the percent of students with 16 or more absences will decrease as evidence by student attendance records for 2021- 2022 school year.

Monitoring: The counselor will monitor the daily student attendance bulletin to identify students with five or more absences. The counselor will refer students to attendance review committee team after the sixth absences.

Person responsible for monitoring outcome: Amor Reyes (pr5441@dadeschools.net)

Evidence-based Strategy: With in the Target Element of Student Attendance, our school will focus on evidence based strategy: Attendance initiatives. Providing students attendance incentives will motivate students to attend school daily and decrease the amount of students with excessive absences.

Rationale for Evidence-based Strategy: Students needs to be in school daily in order to master state standards and show proficiency in state assessments.

Action Steps to Implement

8/31/21 TO 10/11/21
Implement a school wide attendance incentive, where each classroom will spell out a selected word (ex. ATTENDANCE) earning a letter for each day the class has perfect attendance. Once the word is spelled out a the class will be given an incentive.

Person Responsible Lizette Blanco (lizetteblanco@dadeschools.net)

8/31/21 TO 10/11/21
At the end of each nine weeks, students with perfect attendance will receive a incentive.

Person Responsible Lizette Blanco (lizetteblanco@dadeschools.net)

8/31/21 TO 10/11/21
Teachers will mentor students with ten or more absences.

Person Responsible Lizette Blanco (lizetteblanco@dadeschools.net)

8/31/21 TO 10/11/21
Students with two consecutive nine weeks of perfect attendance will participate in a virtual field trip.

Person Responsible Lizette Blanco (lizetteblanco@dadeschools.net)

11/1/21 TO 12/17/21

Classes that achieve the selected attendance word, will be recognized via the morning announcements by administration.

Person Responsible Lizette Blanco (lizetteblanco@dadeschools.net)

11/1/21 TO 12/17/21

Students with five or more absences will be referred to the counselor to address attendance with student and parent.

Person Responsible Amor Reyes (pr5441@dadeschools.net)

1/31/22 TO 4/29/22

The counselor will conference with parents of students with 5 or more absences and send home a letter.

Person Responsible Lizette Blanco (lizetteblanco@dadeschools.net)

1/31/22 TO 4/29/22

Students with perfect attendance for the grading period will be highlighted on a bulletin board in a highly visible area for all students to see.

Person Responsible Lizette Blanco (lizetteblanco@dadeschools.net)

#4. Leadership specifically relating to Specific Teacher Feedback

Area of Focus Description and Rationale: Based on the data reviewed, our school will implement the Targeted Element of: Teacher Feedback. We selected Teacher Feedback based on our findings that SWD and ELL students are not making adequate gains on progress monitoring. The students individual needs are not being met and teachers will benefit from acquiring new innovative technology skills to address the needs of all learners.

Measurable Outcome: If we successfully implement Specific Teacher Feedback then our ELL and SWD subgroups will increase progress monitoring scores by 10 percentage points as evidence by Spring i-Ready scores.

Monitoring: Administration will conduct classroom walkthroughs and provide teachers with feedback on best practices observed and areas in need of improvement.

Person responsible for monitoring outcome: Amor Reyes (pr5441@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Specific Teacher Feedback, our school will focus on the evidence-based strategies of: Empowering Teachers. By empowering teachers with innovative strategies to implement in their classrooms, they will be able to meet the individual needs of all learners.

Rationale for Evidence-based Strategy: Providing teachers with specific feedback of instructional practices being observed, will ensure teachers are maximizing instruction and using innovative instructional practices to meet state standards and meet the needs of all learners.

Action Steps to Implement

8/31/21 TO 10/11/21

The PLST Team will conduct professional development on innovative technologies available such as Flipgrid, Sway, PowerPoint, Quizizz, Padlet, etc.

Person Responsible Denise Alfaro (dalfaro1@dadeschools.net)

8/31/21 TO 10/11/21

Teachers will develop lesson plans which will include some of the innovative technologies learned from the professional developments and feedback will be provided to teachers on the development of the plans.

Person Responsible Denise Alfaro (dalfaro1@dadeschools.net)

8/31/21 TO 10/11/21

Teachers will empower students to create assignments or projects using innovative technologies.

Person Responsible Denise Alfaro (dalfaro1@dadeschools.net)

8/31/21 TO 10/11/21

Administration will conduct walkthroughs to ensure teachers are implementing innovative technologies within their lessons and feedback will be provided to teachers based on what was observed.

Person Responsible Denise Alfaro (dalfaro1@dadeschools.net)

11/1/21 TO 12/17/21

Teachers will continue to incorporate innovate technologies into their classroom lessons and feedback will be provided to teachers.

Person Responsible Denise Alfaro (dalfaro1@dadeschools.net)

During collaborative planning, teachers will share best practices of technology integration in their classrooms and feedback will be provided.

Person Responsible Denise Alfaro (dalfaro1@dadeschools.net)

1/31/22 TO 4/29/22

During data chats, teachers will share one innovative technology being implemented in their class.

Person Responsible Lizette Blanco (lizetteblanco@dadeschools.net)

1/31/22 TO 4/29/22

Teachers will continue to attend professional development on different technology programs/resources available and share the information learned with their respective grade levels.

Person Responsible Lizette Blanco (lizetteblanco@dadeschools.net)

Additional Schoolwide Improvement Priorities

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

When comparing the school discipline data with the state discipline data, Sylvania Heights Elementary falls into the low category compared to other elementary schools in the state. Based on the school discipline data Sylvania Heights Elementary has no property or drug incidents and ranks 1st among the elementary schools in Florida. There were 0.2 violent incidents per 100 students reported, ranking the school in the top 450 in the state amongst Elementary schools. Primary area of concern are violent incidents, in which school security monitors and instructional staff will be reminded of crisis management strategies to de-escalate situations.

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 strength within School Culture is that the majority of our staff is committed to working collaboratively as a team and providing positive connections with their peers and students. Our staff overall, works together to offer students extracurricular activities that engage parents and students throughout the year. The Leadership team provides staff opportunities participate in after school activities such as STEAM and Cambridge night where both parents and students are able attend and view the various activities that are being completed in the classroom.

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 Principal, Teacher Leaders, and Counselor. The Principal's role is to monitor and oversee all school initiatives and respond to concerns with moral by planning team building and moral boosting activities. The Assistant Principal will assist in ensuring all information is shared with stakeholders in a timely manner. Teacher Leaders and Counselor will assist in the implementation of activities.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Professional Learning				\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Student Attendance				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			5441 - Sylvania Heights Elem. School	Other		\$1,000.00
<i>Notes: EESAC funds will be used for attendance incentives.</i>						
4	III.A.	Areas of Focus: Leadership: Specific Teacher Feedback				\$0.00
					Total:	\$1,000.00