

Miami-Dade County Public Schools

Agenoria S Paschal/Olinda Elementary School



2021-22 Schoolwide Improvement Plan

Table of Contents

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

Agenoria S Paschal/Olinda Elementary School

5536 NW 21ST AVE, Miami, FL 33142

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

Demographics

Principal: Cisely Scott J

Start Date for this Principal: 8/23/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students Economically Disadvantaged Students*
School Grades History	2018-19: C (50%) 2017-18: I (%) 2016-17: C (42%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Table of Contents

Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	10
Planning for Improvement	17
Title I Requirements	0
Budget to Support Goals	28

Agenoria S Paschal/Olinda Elementary School

5536 NW 21ST AVE, Miami, FL 33142

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2020-21 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">95%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">99%</p>

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	I

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <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.

Agenoria S. Paschal/Olinda Elementary School's mission is to provide a multifaceted educational environment to all stakeholders through the delivery of data driven curriculum. Programs are designed to develop family literacy, lifelong learning and cultural sensitivity to enhance the educational progress of the school's community and its children. Professional and self-development opportunities will promote teacher proficiency. The authentic involvement of all members of the Educational Excellence School Advisory Council (EESAC) will ensure that all stakeholders are represented in the planning and implementation of the School Improvement Plan. This coordinated effort is intended to raise the expectations of student achievement, teacher performance, and community involvement.

Provide the school's vision statement.

We at Agenoria S. Paschal/Olinda Elementary School believe that all students can and will learn. We believe that all students will reach their highest potential through the integration of curriculum, high expectations and family literacy. This belief is founded upon the fact that Agenoria S. Paschal/Olinda Elementary School has created a positive, peaceful and nurturing learning environment. This environment is not only conducive to high student performance, but also attracts and empowers the efforts of all stakeholders, including staff, parents and other community members.

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
Scott, Cisely	Principal	The principal is the school-wide instructional leader.
Paul, Maria	Assistant Principal	My job responsibilities include but are not limited to the following: Supervise instructional staff members, support personnel and students daily, alongside the Principal; Meet with instructional coaches to discuss and implement the latest strategies to benefit student achievement as Curriculum Chair.
Mcrae, Katina	Math Coach	The Instructional Coach provides support to teachers in the development of rigorous standard based lessons. Coaches also utilizes the coaches model with the implementation of evidence based instructional strategies to improve students academic success.
Phillips, Hannah	Teacher, K-12	The teacher spends her time providing grade level instruction in English Language Arts (ELA). The teacher performs various instructional support tasks to facilitate the effective teaching of ELA and maintain appropriate classroom environment.
Wright, Vilena	Behavior Specialist	The Behavioral Specialist (BS) develops and implements plans to address behavioral issues. The BS provides on-site procedural and curricular assistance to all school based personnel with regards to the education of students with disabilities.
Sanabria, Adriana	School Counselor	The Guidance Counselor designs and implements school counseling programs that include student outcomes.
King-Mapps, Marthenia	Reading Coach	The Instructional Coach provides support to teachers in the development of rigorous standard based lessons. Coaches also utilizes the coaches model with the implementation of evidence based instructional strategies to improve students academic success.
Holness-Joseph, Tamoya	Reading Coach	The Instructional Coach provides support to teachers in the development of rigorous standard based lessons. Coaches also utilizes the coaches model with the implementation of evidence based instructional strategies to improve students academic success.

Demographic Information

Principal start date

Monday 8/23/2021, Cisely Scott J

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

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.*

21

Total number of teacher positions allocated to the school

35

Total number of students enrolled at the school

269

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

5

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	13	45	47	59	38	51	0	0	0	0	0	0	0	253
Attendance below 90 percent	1	19	21	26	13	16	0	0	0	0	0	0	0	96
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	4	10	3	5	0	0	0	0	0	0	0	23
Course failure in Math	0	0	0	7	7	2	0	0	0	0	0	0	0	16
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	5	0	0	0	0	0	0	0	5
Number of students with a substantial reading deficiency	0	17	25	46	16	27	0	0	0	0	0	0	0	131

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	3	7	10	4	10	0	0	0	0	0	0	0	34

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	3	5	7	0	0	0	0	0	0	0	0	0	15
Students retained two or more times	0	0	0	1	0	2	0	0	0	0	0	0	0	3

Date this data was collected or last updated

Tuesday 7/27/2021

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	48	56	60	52	58	39	0	0	0	0	0	0	0	313
Attendance below 90 percent	17	18	30	15	16	18	0	0	0	0	0	0	0	114
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	3	7	8	5	7	0	0	0	0	0	0	0	30
Course failure in Math	0	0	2	12	2	6	0	0	0	0	0	0	0	22
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	8	4	0	0	0	0	0	0	0	12
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	6	4	0	0	0	0	0	0	0	10

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	5	9	10	11	12	0	0	0	0	0	0	0	47

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	3	5	7	0	0	0	0	0	0	0	0	0	15
Students retained two or more times	0	0	0	1	2	1	0	0	0	0	0	0	0	4

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				41%	62%	57%		62%	56%
ELA Learning Gains				48%	62%	58%		62%	55%
ELA Lowest 25th Percentile				55%	58%	53%		59%	48%
Math Achievement				50%	69%	63%		69%	62%
Math Learning Gains				62%	66%	62%		64%	59%
Math Lowest 25th Percentile				63%	55%	51%		55%	47%
Science Achievement				33%	55%	53%		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	35%	60%	-25%	58%	-23%
Cohort Comparison						
04	2021					
	2019	40%	64%	-24%	58%	-18%
Cohort Comparison		-35%				
05	2021					
	2019	32%	60%	-28%	56%	-24%
Cohort Comparison		-40%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	33%	67%	-34%	62%	-29%
Cohort Comparison						
04	2021					
	2019	62%	69%	-7%	64%	-2%
Cohort Comparison		-33%				
05	2021					
	2019	36%	65%	-29%	60%	-24%
Cohort Comparison		-62%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	26%	53%	-27%	53%	-27%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

- K-5: i-Ready Diagnostic Assessments: Reading, Math
- 5: Science Mid-Year Assessments

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
		English Language Arts	All Students	23.7%
Economically Disadvantaged	23.7%		25.7%	41.2%
Students With Disabilities				
Mathematics	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
	All Students	35.1%	32.4%	34.4%
	Economically Disadvantaged	35.1%	32.4%	34.4%
	Students With Disabilities	66.7%		
English Language Learners				

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	21.2%	32.0%	32.0%
	Economically Disadvantaged	21.2%	32.0%	32.0%
	Students With Disabilities		30.0%	23.8%
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	18.0%	28.6%	28.6%
	Economically Disadvantaged	18.0%	28.6%	28.6%
	Students With Disabilities	30.0%	30.0%	
	English Language Learners			

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	23.8%	23.3%	47.6%
	Economically Disadvantaged	22.0%	21.4%	46.3%
	Students With Disabilities			40.0%
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	16.3%	17.1%	20.9%
	Economically Disadvantaged	16.7%	15.0%	20.9%
	Students With Disabilities			
	English Language Learners			

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	9.5%	27.9%	38.1%
	Economically Disadvantaged	9.5%	27.9%	38.1%
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		20.9%	36.1%
	Economically Disadvantaged		20.9%	36.1%
	Students With Disabilities			
	English Language Learners			

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	22.6%	35.7%	39.3%
	Economically Disadvantaged	20.0%	33.3%	37.0%
	Students With Disabilities	12.5%	16.7%	16.7%
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	18.5%	26.9%	41.7%
	Economically Disadvantaged	15.4%	24.0%	39.1%
	Students With Disabilities	25.0%		
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students		41%	
	Economically Disadvantaged		41%	
	Students With Disabilities			
	English Language Learners			

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	42	45		42	50						
ELL											
BLK	35	32		34	36		35				
HSP	37	30		28							
FRL	35	32		32	31		23				
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	27	30	36	36	50		29				
ELL	41	36		65							
BLK	44	51	63	50	65	71	30				
HSP	38	39		58	60		50				
FRL	42	50	57	49	62	63	33				
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

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	34
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	47
Total Points Earned for the Federal Index	205
Total Components for the Federal Index	6
Percent Tested	93%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	45
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	47
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	34
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	36
Hispanic Students Subgroup Below 41% in the Current Year?	YES
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	33
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

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

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

The emerging trends from Fall 2020 (AP1) - Spring 2021 (AP3) on the i-Ready Reading diagnostic assessment are as follows:

- In grade 3, our tier 1 students increased from 22% (AP1) to 49% (AP3). This is a 27 percentage point increase.
- In grade 4, our tier 1 students increased from 10% (AP1) to 41 % (AP3). This is a 31 percentage point increase.
- In grade 5, our tier 1 students increased from 25% (AP1) to 39% (AP3). This is a 14 percentage point increase.

The emerging trends from Fall 2020 (AP1) - Spring 2021 (AP3) on the i-Ready Math diagnostic assessment are as follows:

- In grade 3, our tier 1 students decreased from 19% (AP1) to 16% (AP3). This is a 3 percentage point decrease.
- In grade 4, our tier 1 students increased from 0% (AP1) to 35% (AP3). This is a 35 percentage point increase.
- In grade 5, our tier 1 students increased from 19% (AP1) to 30% (AP3). This is a 11 percentage point increase.

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

According to the progress monitoring data the greatest need for improvement is with 3rd grade 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?

For the last three years, we have been focusing on implementing standard-based instruction in our classrooms. We have struggled with consistency of standard based instruction across all classrooms and grade levels. In some of our classrooms, instruction does not meet the depth of the standard or access prerequisite knowledge. In addition, many teachers have been moved into new grade levels and must learn a new set of standards and may lack familiarity with new standards. We will begin to incorporate new development opportunities per grade level in content area to unwrap the standards and align appropriate resources and instructional activities. In addition, collaborative planning will support these efforts and will incorporate a greater focus on standard-aligned instruction.

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

According to the progressing monitoring data the greatest improvement was in 4th grade Math.

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

We created a collaborative planning schedule that allotted time to plan for D.I. and intervention. Administrators will now attend weekly collaborative planning sessions and contribute to conversations with the math coach to carefully align resources. Interventions for mathematics and parallel teaching was implemented in order to target the needs of specific students.

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

Standards-based collaborative planning, data-driven instruction, differentiated instruction, extended learning opportunities, and interventions/RTI.

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

The PLST will develop whole group sessions and job embedded sessions on the implementation of accountable talk (August 19, 2021), effective questioning strategies (October 2021), standards-aligned instruction (November/December 2021), tracking OPM data (January/February 2021) will be provided. Coaching cycles will also be implemented individually with teachers to support specific needs.

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

Collaborative planning and quarterly data chats will be done with fidelity. A member of the leadership team will attend sessions to ensure that strategies implemented are aligned to the school's goals. Extended learning opportunities will be provided with before and after school tutoring, interventions, Saturday Academy's, and Spring Break Academy.

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. We selected the overarching area of instructional practices based on our findings that our students need extended learning opportunities to access grade level instruction. Our school's data showed an average of 35% proficiency in reading and 33% proficiency in mathematics on the 2019 ELA and Math FSA Assessments. This demonstrates that improvement is needed in the area of academic rigor. Therefore, we must improve our ability to produce effective and meaningful Standards-aligned Instruction.

Measurable Outcome: If we successfully implement Standards-aligned Instruction, then our students will increase ELA and Mathematics proficiency by a minimum of 5% percentage points as evidenced by the 2022 State Assessments.

Monitoring: The leadership team will conduct walkthroughs to ensure that Standards-Aligned Instruction is taking place. Administrators will also review lesson plans and IFCs for indication of small group instruction and targeted standard. Data analysis of assessments of students work will be reviewed monthly to observe progress. We will create an online tracker to monitor Ongoing Progress Assessments (OPA) data on a biweekly basis for reading and topic assessments for math. This data will be analyzed during leadership team meetings to ensure students are demonstrating growth on standards. Extended learning opportunities will be provided to those students who are not showing growth on OPAs.

Person responsible for monitoring outcome: Cisely Scott (pr4071@dadeschools.net)

Evidence-based Strategy: Within the targeted element of Standards-aligned Instruction, our school will focus on the evidence-based strategy of Standards-aligned Instruction. Standards-Aligned Instruction refers to teachers executing lessons based on the standards targets and ensure that all student products and teaching techniques are aligned to the intended standards.

Rationale for Evidence-based Strategy: Standards-Aligned Instruction will ensure that teachers deliver planned lessons to guide students through the demands of the standards. This will ensure that students have mastery of the standards taught which will increase their proficiency of ELA and Math curriculum. Students will show evidence of mastering the lesson objective(s) through their work samples.

Action Steps to Implement

On August 19th, Instructional coaches provided a professional development on Standards-Aligned Instruction. As a result, teachers will deliver planned lessons to guide students through the demands of the standards. This will ensure that all student products and teaching techniques are aligned to the intended standards.

Person Responsible Cisely Scott (pr4071@dadeschools.net)

From September 8th through October 11th, teachers will meet with their instructional coaches on a weekly basis to develop lesson plans using Standards-Aligned Instruction. Standards selected will be based on the MDCPS Pacing Guides for ELA and Math.

Person Responsible Cisely Scott (pr4071@dadeschools.net)

From September 8th through October 11th, administration will conduct walkthroughs to monitor Standards-Aligned Instruction during whole group instruction using ELA and Math lesson plans which

states the targeted standards. Administration will provide feedback to the teachers and the coaches concerning the effectiveness of the targeted standard.

Person Responsible Maria Paul (marialpaul@dadeschools.net)

From September 8th through October 11th, based on administrative feedback and Instructional coaches' observations, instructional coaches will provide Coach Teacher Collaborations (CTC) to provide support and model Standards-Aligned Instruction in the classroom during whole group and/or small group instruction.

Person Responsible Maria Paul (marialpaul@dadeschools.net)

From November 1st through December 17th, transformation coaches and teachers will analyze data to target specific areas for remediation and ensuring that differentiated instruction is being done with fidelity.

Person Responsible Tamoya Holness-Joseph (312628@dadeschools.net)

From November 1st through December 17th, administration will conduct walkthroughs to monitor Standards-Aligned Instruction during differentiated instruction using ELA and Math lesson plans which states the targeted standards. Administration will provide feedback to the teachers and the coaches concerning the effectiveness of the targeted standard.

Person Responsible Cisely Scott (pr4071@dadeschools.net)

From January 31st through April 29th, after providing feedback to teachers and coaches, admin will conduct walkthroughs and data chats to evaluate the effectiveness of standard aligned instruction utilizing (Bi-weekly assessments, Topic Assessments and ongoing progress monitoring).

Person Responsible Maria Paul (marialpaul@dadeschools.net)

From January 31st through April 29th, based on the results of data analysis and instructional walkthroughs, instructional coaches will provide Coach Teacher Collaborations (CTC) for specified teachers based on administrative recommendations.

Person Responsible Cisely Scott (pr4071@dadeschools.net)

#2. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale:

Based on the data review, our school will implement the targeted element of student engagement. We selected the overarching area of instructional practices based on our findings. Our school's data showed an average of 35% proficiency in reading and 33% proficiency in mathematics on the 2019 ELA and Math FSA Assessments. This demonstrates that improvement is needed in the area of academic rigor. Therefore, we must improve our ability to produce effective and meaningful questions and responses.

Measurable Outcome:

If we successfully implement effective questions and responses, then our students will increase their ELA and Mathematics proficiency by a minimum of 5% percentage points as evidenced by the 2022 State Assessments.

Monitoring:

The leadership team will conduct walkthroughs to ensure student engagement is taking place. Administrators will also review lesson plans for indication of effective questions and response techniques. Data analysis of assessments of students work will be reviewed monthly to observe progress. We will create an online tracker to monitor ongoing progress assessments on a biweekly basis for reading and topic assessments for math. This data will be analyzed during leadership team meetings to ensure students are demonstrating growth on standards.

Person responsible for monitoring outcome:

Cisely Scott (pr4071@dadeschools.net)

Evidence-based Strategy:

Within the targeted element of student engagement, our school will focus on the evidence based strategy of Effective Questioning/Response Techniques. Effective Questioning/Response Techniques will stimulate student's higher-order and critical thinking skills. Thus, providing teachers the opportunity to gauge student's understanding. Effective Questioning/Response Techniques will be evidenced and monitored through lesson plans and student work products.

Rationale for Evidence-based Strategy:

Effective Questioning/Response Techniques will ensure teachers are providing instruction that matches the rigor of the standards.

Action Steps to Implement

On August 19th, the instructional coaches delivered a PD on Accountable Talk and Effective Questioning and Response techniques. Teachers were provided with questions stems and online resources to assist with developing higher order thinking questions.

Person Responsible

Cisely Scott (pr4071@dadeschools.net)

On September 15, 2021, during our faculty meeting, the leadership team will provide a training to staff to model implementation of Effective Questioning and Response Techniques in the classroom. Teachers will leave with a tangible worksheet to develop questions.

Person Responsible

Katina Mcrae (knixon@dadeschools.net)

From September 20th through October 11th, teachers will meet with their instructional coaches during collaborative planning to develop higher order thinking questions. ELA teachers will utilize the sample response mechanism questions (from the Pacing Guide) to ascertain whether the students have mastered the standards being taught. Student will respond on graphic organizers. Math Intermediate teachers will

utilize exit tickets (from FSA item specifications, FSA practice tests, Go Math textbook, and/or teacher created standard aligned resources) to assess the students mastery of the standards being taught.

Person Responsible Tamoya Holness-Joseph (312628@dadeschools.net)

From September 20th through October 11th, administrators will review student work products to assess the Effective Question and Response Technique. In ELA classes, administrators will look over students' graphic organizers located in their reading journals. In Math classes, administrators will look over students' exit slips located in their Math folders. Administration will provide feedback to teachers based on the students' responses and teacher's feedback.

Person Responsible Katina Mcrae (knixon@dadeschools.net)

From November 1st through December 17th, teachers providing meaningful feedback on DEPs and Exit tickets to ensure that students stimulate higher-order and critical thinking skills. . Continue to provide professional development to teachers in order to create effective questioning that can be utilized during whole group instruction.

Person Responsible Katina Mcrae (knixon@dadeschools.net)

From November 1st through December 17th, administrators will review student work products to assess the teachers' feedback on student responses. In ELA classes, administrators will look over students' graphic organizers located in their reading journals. In Math classes, administrators will look over students' exit slips located in their Math folders. Administration will provide feedback to teachers based on their feedback to the students' DEPs/Exit Slips.

Person Responsible Maria Paul (marialpaul@dadeschools.net)

From January 31st through April 29th, instructional coaches and lead teachers will provide professional development to teachers addressing the on-going utilization of effective questioning strategies that can be utilized during whole and small group instruction.

Person Responsible Maria Paul (marialpaul@dadeschools.net)

From January 31st through April 29th, teachers will now assess the students' output based on standards that were taught. The look-fors will shift to students utilizing academic vocabulary while responding to DEP/Exit Tickets based on the standard(s) that were taught.

Person Responsible Tamoya Holness-Joseph (312628@dadeschools.net)

#3. Culture & Environment specifically relating to Parent Involvement

Area of Focus Description and Rationale:

Based on the school's student climate survey, our school will implement the targeted elements of parent involvement. We selected the overarching area of parent involvement based on our findings, from the student climate survey that 25% of teachers strongly agreed that there is a lack of concern from parents. We recognize the need to increase parental involvement and improve in making connections with families and other stakeholders to ensure involvement is consistently high.

Measurable Outcome:

The leadership team will work to connect with families by offering monthly parental engagement activities throughout the school year in both virtual and physical modalities. The CIS and counselor will identify opportunities to communicate District guidelines to increase parental engagement. To ensure we are on track to meeting the outcome above the CIS and counselor will debrief with the leadership team to address attendance and parental feedback.

Monitoring:

Monthly meetings will be held with the CIS, counselor and leadership team to address meeting attendance, parental feedback and topics for future meetings.

Person responsible for monitoring outcome:

Cisely Scott (pr4071@dadeschools.net)

Evidence-based Strategy:

Within the targeted element of parent involvement, our school will focus on the evidence-based strategy of Family Engagement. This strategy will allow us to create interactive sessions between staff and families and help build families' capacities in supporting the students' growth.

Rationale for Evidence-based Strategy:

Family engagement will assist in increasing parental involvement. The meetings will provide parents with opportunities to receive updated information related to academic and psychosocial issues related to students.

Action Steps to Implement

By September 2021, the leadership team will work to connect with families by offering monthly parental engagement activities throughout the school year in both virtual and physical modalities.

Person Responsible

Adriana Sanabria (adrianasanabria@dadeschools.net)

By September 2021, the CIS and counselor will identify opportunities to communicate District guidelines to increase parental engagement.

Person Responsible

Adriana Sanabria (adrianasanabria@dadeschools.net)

By August 2021, the attendance interventionist will contact parents after 3 consecutive absences.

Person Responsible

Cisely Scott (pr4071@dadeschools.net)

On a daily basis, homeroom classes with perfect attendance is recognized during morning announcements.

Person Responsible

Cisely Scott (pr4071@dadeschools.net)

During November 1st through December 17th, the Attendance Interventionist will be meeting with truant families to identify reasons for their truancy and provide support.

Person Responsible Maria Paul (marialpaul@dadeschools.net)

During November 1st through December 17th, incentives will be established to recognize classrooms and students with perfect attendance.

Person Responsible Adriana Sanabria (adrianasanabria@dadeschools.net)

From January 31st through April 29th, we will utilize Class Dojo as a means of communication to relay information about school programs, academic information.

Person Responsible Adriana Sanabria (adrianasanabria@dadeschools.net)

From January 31st through April 29th, we will provide parent workshops that address Social Emotional Learning, Mental Health Awareness, and Academic Programs.

Person Responsible Adriana Sanabria (adrianasanabria@dadeschools.net)

#4. Leadership specifically relating to Instructional Leadership Team

Area of Focus Description and Rationale: Based on qualitative data based on the climate survey, and the SIP survey and review of Core Leadership Competencies, we want to use the targeted element of Instructional Leadership Team. Teachers in the building did not feel that the administrative team responded effectively to school-site problems, therefore we want to focus on Competency 3: Developing Others to assist with solving school site problems.

Measurable Outcome: If we successfully implement the targeted element of Instructional Leadership Team, our teachers will be empowered and trained on strategies to solve school-site problems. This will be realized by a decrease in survey findings regarding the ability of the administrative team to solve problems. The percentage of survey participants reporting problem-solving concerns will decrease by at least 5%.

Monitoring: The leadership team will survey faculty and staff that are interested in serving as leads with new initiatives and development. This initiative will be evident by teacher leaders facilitating Q & A sessions for teachers expressing concerns about school-site issues.

Person responsible for monitoring outcome: Cisely Scott (pr4071@dadeschools.net)

Evidence-based Strategy: Within the targeted element of the Instructional Leadership Team, we will focus on the evidence-based strategy of Innovative Leadership. This strategy involves using creative approaches to problem solving that will effectively transform systems and operations.

Rationale for Evidence-based Strategy: Involving staff will assist in integrating the talents of teachers within the building to carry out the vision, the mission, and problem solve. Throughout this process, the leadership team will create buy in and bring in creative and innovative solutions to the forefront.

Action Steps to Implement

On September 1, 2021, a teacher leader will facilitate a Q & A session for teachers expressing concerns about school-site issues during a faculty meeting.

Person Responsible Vilena Wright (278041@dadeschools.net)

By September 2021, the leadership team will survey faculty and staff that are interested in serving as leads with new initiatives and development.

Person Responsible Cisely Scott (pr4071@dadeschools.net)

By September 2021, teachers will have the opportunity sign up and participate in a committee.

Person Responsible Cisely Scott (pr4071@dadeschools.net)

By October 2021, teachers will meet in their committees and have opportunity to vote for committee chair person and develop a meeting schedule.

Person Responsible Cisely Scott (pr4071@dadeschools.net)

From November 1st through December 17th, teachers will be provided opportunities to anonymously express concerns and teacher leaders will suggest solutions for school site concerns.

Person Responsible Maria Paul (marialpaul@dadeschools.net)

From November 1st through December 17th, committees will convene to create a schedule of events and meeting dates for each department.

Person Responsible Maria Paul (marialpaul@dadeschools.net)

From January 31st through April 29th, provide a mid-year survey to determine if concerns have been addressed based on the previous survey and provide opportunities for improvement.

Person Responsible Maria Paul (marialpaul@dadeschools.net)

From January 31st through April 29th, implement coffee talk for teachers to discuss where they are and discuss their aspirations for their professional growth.

Person Responsible Cisely Scott (pr4071@dadeschools.net)

#5. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Based on the data review, our school will implement the Targeted Element of ELA. We selected the overarching area of ELA based on our findings that demonstrated 36% proficiency in the 2021 FSA ELA for grades 3 – 5. We compared the current 2021 FSA ELA data of 36% proficiency to the 2019 FSA ELA proficiency of 41%. Over the last two years, ELA proficiency dropped 5 percentage points. Tier 1 instruction, in both planning and delivery, did not result in an increase in proficient students. Therefore, we will strategically develop, explicitly deliver, and systematically monitor tier 1 instruction.

Measurable Outcome: If we successfully develop, deliver, and monitor Tier 1 instruction, then our ELA Proficient students will increase by a minimum of five percentage points as evidenced by the 2022 State Assessments.

Monitoring: The Leadership team will participate in weekly collaborative planning, following up with targeted walk-throughs that monitor the alignment of planning to instructional delivery. Explicit feedback will be provided, immediately. Transformation coaches will collaboratively plan with teachers, utilizing instructional resources that define the expectation of the standards. Data will be dissected and used to drive instruction on a bi-weekly or weekly basis. Data analysis of progress monitoring assessments will be utilized to track progress and determine the effectiveness of instructional delivery and planning.

Person responsible for monitoring outcome: Maria Paul (marialpaul@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of ELA, our school will focus on the evidence-based strategy of: Standards-Based Collaborative Planning. Standards-Based Collaborative Planning provides teachers an opportunity to work together cohesively and share research-based best practices. These collaborative planning sessions will result in improved instructional delivery and student achievement. Standards-Based Collaborative Planning will be monitored by observation of developed instruction, product reviews, and progress monitoring performance.

Rationale for Evidence-based Strategy: Standards-Based Collaborative Planning will ensure teachers plan rigorous and aligned lessons that translate into effective delivery. Explicit feedback related to delivery, product effectiveness, and assessment performance will guide shifts and enhancements in instructional delivery and student performance.

Action Steps to Implement

From August 31st through October 11th, teachers will participate in weekly collaborative planning, with a focus on standards aligned instruction, resulting in an explicit lesson plan that scaffolds instruction.

Person Responsible Cisely Scott (pr4071@dadeschools.net)

From August 31st through October 11th, instructional delivery will include a stated purpose, daily learning target, and end product, to ensure that what was planned for is delivered.

Person Responsible Marthenia King-Mapps (mmapps@dadeschools.net)

From August 31st through October 11th, Backwards Planning will be conducted in collaborative planning for the purpose of assessing students deficits on specific standards.

Person Responsible Tamoya Holness-Joseph (312628@dadeschools.net)

From August 31st through October 11th, data analysis of progress monitoring assessments will be conducted weekly and bi-weekly to assess the delivery of content on student performance.

Person Responsible Maria Paul (marialpaul@dadeschools.net)

From November 1st through December 17th, based on the data from the PMAs, standards will be remediated during differentiated instruction.

Person Responsible Marthenia King-Mapps (mmapps@dadeschools.net)

From November 1st through December 17th, students will take ownership of their progress by utilizing their data trackers to track their PMAs.

Person Responsible Maria Paul (marialpaul@dadeschools.net)

From January 31st through April 29th, utilize the data from AP2 to conduct data chats and regroup students based on the analysis of the data. This will determine how differentiated instruction will be driven as well as the strategies needed to remediate or enrich various standards.

Person Responsible Tamoya Holness-Joseph (312628@dadeschools.net)

From January 31st through April 29th, we will use the data from Reading Horizons and Elevate intervention program to implement targeted intervention for students who are performing below grade level.

Person Responsible Marthenia King-Mapps (mmapps@dadeschools.net)

Additional Schoolwide Improvement Priorities

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

According to SafeSchoolsforAlex.org, Agenoria S. Paschal/ Olinda Elementary School reported 0.6 incidents per 100 students. This rate is less than the statewide elementary school rate of 1.0 incidents per 100 students. ASP/ Olinda Elementary School falls under the moderate range. We rank 728 out of 1,395 elementary schools statewide. Our primary area of concern is bullying. Our secondary area of concern is fighting. We will monitor both areas and record the number of incidences occurring per month.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Our strengths within school culture are in providing a safe, secure and clean environment where there is no evidence of gang or school violence. We ensure information is provided to all stakeholder through our weekly newsletter and our Teams page for staff. We have channels set up by department to connect with each other. We continue to build our skill-set in ensuring our classrooms are highly engaging and foster the highest level of engagement and learning.

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

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principals, Instructional Coaches, Teacher Leaders, Counselors and Behavioral Modification Teacher (BMT). The Principal’s role is to monitor and oversee all the school’s initiatives and respond to concerns with morale by planning Team-building and morale boosting activities. The Assistant Principal will monitor the extended learning programs and assist in ensuring all information is shared with stakeholders in a timely manner. Teacher leaders and instructional coaches assist in providing and responding to feedback from stakeholders. The Guidance Counselor designs and implements school counseling programs that include student outcomes. The BMT develops and implements plans to address behavioral issues. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Student Engagement	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Parent Involvement	\$0.00
4	III.A.	Areas of Focus: Leadership: Instructional Leadership Team	\$0.00
5	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00

	Total: \$0.00
--	----------------------