

Miami-Dade County Public Schools

# Hialeah Elementary School



## 2021-22 Schoolwide Improvement Plan



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## Table of Contents

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<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>6</b>
<b>Needs Assessment</b>	<b>10</b>
<b>Planning for Improvement</b>	<b>18</b>
<b>Positive Culture &amp; Environment</b>	<b>27</b>
<b>Budget to Support Goals</b>	<b>27</b>



# Hialeah Elementary School

550 E 8TH ST, Hialeah, FL 33010

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

## Demographics

Principal: Rosa Iglesias B

Start Date for this Principal: 1/17/2013

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2020-21 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: A (65%) 2017-18: A (68%) 2016-17: B (61%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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](http://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

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>6</b>
<b>Needs Assessment</b>	<b>10</b>
<b>Planning for Improvement</b>	<b>18</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>27</b>



# Hialeah Elementary School

550 E 8TH ST, Hialeah, FL 33010

<http://hes.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	88%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

## School Grades History

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

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<https://www.floridacims.org>.

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## Part I: School Information

### School Mission and Vision

#### **Provide the school's mission statement.**

The staff, parents, and community of Hialeah Elementary believe that all students can learn and achieve mastery of fundamental skills. Together we will strive to develop each student's academic, social, physical and emotional potential, thus creating productive citizens in our multi-cultural and changing world.

#### **Provide the school's vision statement.**

We are committed to providing educational excellence to all students, while ensuring that it is also a happy, safe, welcoming and supportive learning environment.

### School Leadership Team

#### **Membership**

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:



Name	Position Title	Job Duties and Responsibilities
Iglesias, Rosa	Principal	To lead and guide the school and oversee the activities and daily operations within the school. In addition, job duties and responsibilities include but are not limited to; facilitating and collaborating with all stakeholders while overseeing curriculums and above all ensuring that the school environment is safe for all students and staff members. Inclusive of the job is to work within the given budget, hire, evaluate, and observe instructional staff and encourage staff members and support parental involvement.
Almeida-Fernandez, Madelyn	Assistant Principal	Under the direction of the Principal, the AP assists the principal in planning, coordinating and directing the activities and programs related to curriculum, staff and students. The AP also observes and evaluates teachers and provides viable feedback to assist in improving instruction. In addition, the AP handles discipline, schedules, testing and is knowledgeable about all educational programs that the school adheres to.
Wagner, Natalie	Reading Coach	Collaborates with educators and school administrators to follow curriculum and lesson planning. The reading coach also works with administrators to set goals with teachers and serve as advocates for the literacy program. In addition, the reading coach also mentors new teachers and provides intervention for selected students that are in need of additional support.
Rijo, Miriam	Math Coach	The primary role of the Math Coach is to support best practices in using data to drive instruction and to assist and work directly with classroom teachers to improve student learning of mathematics and to provide academic support, motivation and guidance throughout the school year with the math curriculum. The math coach is also aware of the most current teaching practices and keeps the math teachers abreast of what is mandated by the Math Department.
Brookins, Patrice	Teacher, K-12	Secures and assists professional development for teachers and staff members. She also serves as a teacher leader for the intermediate grades. P. Brookins also participates and is an intricate part of the PLST team. She helps lead and support the 5th grade team and some of the special area teachers.
Menendez, Maria	Teacher, PreK	M. Menendez serves as a teacher leader for the primary teachers and prepares and plans with teachers for effective instruction that supports all learners. She specifically focuses on working and supporting Pre-K, 1st and Kindergarten teachers with school-wide information, planning and activities.
Nuñez, Yanetsi	Teacher, K-12	Y. Nunez leads and supports the 4th grade teachers and a few special area teachers in regards to curriculum, school-wide information and activities. She specifically collaborates with the 4th grade team with planning for effective instruction.
Lob, Nora	Teacher, K-12	N. Lob works closely with all 2nd and 3rd grade teachers. She supports them all with overall school-wide information, resources and supports them with



Name	Position Title	Job Duties and Responsibilities
		resources as needed. She specifically plan and collaborates with the 2nd grade teachers for effective instruction weekly.

## Demographic Information

### Principal start date

Thursday 1/17/2013, Rosa Iglesias B

**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.*

14

**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.*

25

**Total number of teacher positions allocated to the school**

41

**Total number of students enrolled at the school**

540

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

4

**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	59	80	76	104	88	90	0	0	0	0	0	0	0	497
Attendance below 90 percent	7	16	11	16	12	15	0	0	0	0	0	0	0	77
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	3	2	5	4	2	0	0	0	0	0	0	0	16
Course failure in Math	0	5	4	4	4	10	0	0	0	0	0	0	0	27
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	6	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Number of students with a substantial reading deficiency	3	27	42	60	22	30	0	0	0	0	0	0	0	184

#### 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	1	8	3	10	3	7	0	0	0	0	0	0	0	32

#### 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	9	2	7	1	0	0	0	0	0	0	0	0	23
Students retained two or more times	0	0	0	2	0	1	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	90	88	109	100	95	98	0	0	0	0	0	0	0	580
Attendance below 90 percent	11	17	14	14	16	7	0	0	0	0	0	0	0	79
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	4	4	5	3	8	0	0	0	0	0	0	0	24
Course failure in Math	0	7	4	5	11	7	0	0	0	0	0	0	0	34
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	6	18	0	0	0	0	0	0	0	24
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	4	14	0	0	0	0	0	0	0	18

**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	1	9	5	9	8	15	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	5	9	2	7	1	0	0	0	0	0	0	0	0	24
Students retained two or more times	0	0	0	2	1	0	0	0	0	0	0	0	0	3

**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%	56%	62%	56%
ELA Learning Gains				69%	62%	58%	69%	62%	55%
ELA Lowest 25th Percentile				73%	58%	53%	74%	59%	48%
Math Achievement				67%	69%	63%	67%	69%	62%



School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
Math Learning Gains				72%	66%	62%	80%	64%	59%
Math Lowest 25th Percentile				51%	55%	51%	74%	55%	47%
Science Achievement				55%	55%	53%	56%	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	53%	60%	-7%	58%	-5%
Cohort Comparison						
04	2021					
	2019	60%	64%	-4%	58%	2%
Cohort Comparison		-53%				
05	2021					
	2019	56%	60%	-4%	56%	0%
Cohort Comparison		-60%				

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	64%	69%	-5%	64%	0%
Cohort Comparison		-56%				
05	2021					
	2019	58%	65%	-7%	60%	-2%
Cohort Comparison		-64%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	50%	53%	-3%	53%	-3%
Cohort Comparison						

**Grade Level Data Review - Progress Monitoring Assessments**

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



The report displays percent of students proficient based on progress monitoring data by grade level and subgroup utilizing iREADY Diagnostic.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	26.4%	26.8%	38%
	Economically Disadvantaged	21.2%	21.5%	36.9%
	Students With Disabilities	28.6%	28.6%	28.6%
	English Language Learners	5.3%	N/A	10.5%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	27.1%	26.8%	47.2%
	Economically Disadvantaged	26.6%	24.6%	45.5%
	Students With Disabilities	42.9%	28.6%	42.9%
	English Language Learners	29.4%	16.7%	36.8%
Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	31.5%	34.4%	43.3%
	Economically Disadvantaged	31.8%	32.6%	43%
	Students With Disabilities	15.4%	7.7%	15.4%
	English Language Learners	14.3%	14.3%	14.3%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	27.9%	30%	41.1%
	Economically Disadvantaged	24.4%	27.9%	40.7%
	Students With Disabilities	16.7%	15.4%	30.8%
	English Language Learners	33.3%	N/A	N/A



Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	53.4%	70.5%	76.1%
	Economically Disadvantaged	54.2%	69.9%	77.1%
	Students With Disabilities	25%	25%	50%
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	32.6%	38.6%	64.4%
	Economically Disadvantaged	33.3%	37.3%	63.4%
	Students With Disabilities	14.3%	12.5%	62.5%
	English Language Learners	N/A	N/A	N/A
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	35.4%	30.1%	41.5%
	Economically Disadvantaged	32.9%	27.3%	38.2%
	Students With Disabilities	10%	8.3%	16.7%
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	16.7%	30.1%	46.4%
	Economically Disadvantaged	15.4%	27.3%	43.6%
	Students With Disabilities	8.3%	16.7%	25%
	English Language Learners	20%	N/A	40%



Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	41.5%	44.6%	54.8%
	Economically Disadvantaged	41.1%	43.2%	53.9%
	Students With Disabilities	N/A	N/A	12.5%
	English Language Learners	9.1%	N/A	9.1%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	30.9%	43%	59.6%
	Economically Disadvantaged	27.8%	40.4%	58.9%
	Students With Disabilities	N/A	N/A	11.1%
	English Language Learners	9.1%	N/A	18.2%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	20%	N/A
	Economically Disadvantaged	N/A	19%	N/A
	Students With Disabilities	N/A	0%	N/A
	English Language Learners	N/A	0%	N/A

## 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	11	20		25	50						
ELL	52	60	53	43	41	65					
HSP	53	59	55	44	40	58					
FRL	52	58	50	42	39	60					
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	31	61	76	33	54	38	29				
ELL	65	66	74	68	75	56	60				
HSP	67	69	70	67	72	52	58				
FRL	64	68	73	66	71	51	54				



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	22	55		29	67	70					
ELL	54	68	69	65	84	82	44				
BLK	36			73							
HSP	58	69	71	66	79	74	58				
FRL	56	70	74	67	80	74	56				

### ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	50
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	54
Total Points Earned for the Federal Index	352
Total Components for the Federal Index	7
Percent Tested	85%
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	53
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	



Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	52
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	50
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?

In the 2021 FSA ELA , 39% of the students in grades 3-5 showed proficiency which demonstrates a significant decrease from the 2019 school year data results. To be specific, between the 2019 and 2021 FSA ELA data in grades 3-5, there was a decrease in 25 proficiency percentage points. In the 2019 FSA ELA, 65% of the students in grade 3-5 showed proficiency which demonstrates a 9 percentage point increase from the 2018 FSA ELA overall proficiency. On the FSA Math 2018 to 2019 67% of the students achieved overall proficiency which had remained the same from the previous year. There was no significant gain or loss for Math the FSA . According to i-ready, The 2020 - 2021 data map reflects all students increased significantly from Winter to Spring.

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

There are two that demonstrate the greatest need for improvement. The first is to ensure our 4th grade teachers focus on explicit instruction and intensive Reading/ELA remediation to guarantee our current 4th graders demonstrate an increase in proficiency in comparison to the 2021 school year data results. In comparison to 2019 to 2021, there is a 30 percentage decrease in proficiency. Additionally, 5th Grade Math FSA reflects the greatest need for improvement as well. The 2021 overall achievement level decreased by 30 percentage points from 64% to 34% . The data also shows that Fifth Grade Math FSA has also decreased from 60% to 39%. This is an overall drop of 21 percentage points.

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

There were many contributing factors for this need for improvement. Student late arrivals coupled with leaving early, interrupted the Reading and Math Blocks on a daily basis. Another contributing factor was that many of the students missed instruction as they were not engaged during online instruction and pivoting back and forth from face to face to online did not help improve the instruction for students

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

According to the Data Map, FSA ELA showed the most improvement overall, increasing from 56% to 65%. That is an increase of 9 percentage points.

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

Strategic Planning with schedules were created and Reading Interventions took place targeting the lowest 35%. We used iReady Reading and teachers targeted the lowest 35th percentile to provide interventions to students that did not show mastery. In addition before and afterschool tutoring was provided to selected students and interventions were monitored on a consistent basis.

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

Comprehension and Vocabulary will be the focus for ELA, as we identify and schedule students to participate in intervention. Collaboration will be the focus across all grade levels during collaborative planning. With all the loss of instruction during the 2020-2021 school year, all instructional staff will be



accountable and support ELA teachers in closing the gap. Tutoring will be offered for students both before and after school, since all students will report physically.

**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.**

Schoology, iReady and McGraw Hill (Getting to the Core) have been scheduled and will be offered for all instructional staff to participate.

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

Collaborative Planning will assist with successfully delivering B.E.S.T. Standards instruction and aligning standards to ensure students are adequately prepared for on grade level assignments and assessments. Parental involvement will be used to acquire support of instruction and assist with monitoring of digitally aligned programs assigned to the students.

### Part III: Planning for Improvement

#### Areas of Focus:



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

In the 2021 FSA ELA , 39% of the students in grades 3-5 showed proficiency which demonstrates a significant decrease from the 2019 school year data results. To be specific, between the 2019 and 2021 FSA ELA data in grades 3-5, there was a decrease in 25 proficiency percentage points. In the 2019 FSA ELA, 65% of the students in grade 3-5 showed proficiency which demonstrates a 9 percentage point increase from the 2018 FSA ELA overall proficiency. Additionally, 51% of students in kindergarten through grade 3, based on the 2020-2021 end of year screening and progress monitoring data, are not on track to score Level 3 or above on the statewide, standardized grade 3 English Language Arts assessment. By utilizing B.E.S.T. standards, students will be able to meet grade level standards and teachers will set high expectations to improve instruction and advance learning. This will allow students to achieve and promote academic success regardless of barriers.

**Measurable Outcome:**

By consistently monitoring iReady to ensure accountability and track progress of goals, all stakeholders will have data readily available. Reports from iReady Diagnostics, Growth Monitoring assessments and McGraw Hill data dashboard will be analyzed carefully to ensure there is ongoing student academic improvement.

Measurable Outcomes by Grade Level (based on previous year trends and the recent year of academic learning loss): Kindergarten will reach 75% of students on grade level by the end of the school year screening/progress monitoring assessment; 1st and 2nd grade will reach 62% of students on grade level by the end of the school year screening/progress monitoring assessment, 3rd grade will show an increase of 5 percentage points in proficiency, level 3 or above on the 2022 statewide standardized English Language Arts assessment, 4th grade will show an increase of 10 percentage points in proficiency, level 3 or above on the 2022 statewide standardized English Language Arts assessment and 5th grade will show an increase of 6 percentage points in proficiency, level 3 or above on the 2022 statewide standardized English Language Arts assessment.

**Monitoring:**

This data will be reviewed and discussed during collaborative planning and bi-weekly FCIM meetings. They will also be shared at EESAC meetings during the school year with all stakeholders. Reports from McGraw Hill, iReady and Reading Horizons will be utilized for progress monitoring as well as intervention attendance rosters will all be monitored.

**Person responsible for monitoring outcome:**

Madelyn Almeida-Fernandez (malmeida@dadeschools.net)

**Evidence-based Strategy:**

Our evidence-based strategy is Standards-Based Learning. Monitoring Standards-Based Learning of data from McGraw-Hill's new program that has all lessons and testing on-line, allows us to monitor the responses and the Unit tests that can now be assigned to students in Kindergarten - 5th grade. In addition iReady will be monitored to track student's data on a weekly basis.

**Rationale for Evidence-based Strategy:**

The strategy needs to be selected because it will allow us to use the data to effectively group the students and address the needs of all of the students in Teacher Led Centers and other small groups.

**Action Steps to Implement**

08/31/21 - 10/11/21 Teachers will on a weekly basis monitor their data from i-Ready and McGraw-Hill to determine what steps will be taken to address weaknesses and to re-teach skills that have not met mastery. As a result, we will see small group instruction in the classrooms.



**Person Responsible** Madelyn Almeida-Fernandez (malmeida@dadeschools.net)

08/31/21 - 10/11/21 During Collaboration, the teachers will discuss best practices and share with each other what progress they are making towards meeting goals and achievements. Accountability will be monitored by teacher attendance to grade level planning meetings. As a result, we'll see signed agendas and common pacing and work amongst teachers in the same grade levels.

**Person Responsible** Madelyn Almeida-Fernandez (malmeida@dadeschools.net)

08/31/21 - 10/11/21 Teachers will participate in continual professional developments this year that support B.E.S.T. standards with regard to McGraw-Hill updated series and new intervention training available through webinars or live trainings. As a result, we will see teachers provide the newly adopted intervention program during the allotted intervention time and see teachers implement the new McGraw-Hill series with fidelity.

**Person Responsible** Patrice Brookins (trice45@dadeschools.net)

08/31/21 - 10/11/21 The Administrative Team will engage in data chats referring to specific data (i-Ready AP1) for ELA, with teachers during our bi- weekly FCIM meetings. As a result, the expectation is for teachers to communicate with students what progress or lack of progress they are making. Teachers need to show actionable steps through lesson plans or D.I stations.

**Person Responsible** Rosa Iglesias (pr2361@dadeschools.net)

11/1/21 - 12/21/21 The Administrative Team will monitor the Reading Horizons Intervention software usage during the allotted days and times to ensure it is being implemented with fidelity. The team will also conduct walkthroughs during the teacher-led intervention timeframes for monitoring purposes and effective implementation.

**Person Responsible** Madelyn Almeida-Fernandez (malmeida@dadeschools.net)

11/1/21 - 12/21/21 The Assistant Principal and the Reading Coach will monitor the ongoing progress monitoring unit assessments from the Wonders Online Assessment Center to ensure they are done on time. Both will monitor and review the Wonders Assessment administrative reports.

**Person Responsible** Natalie Wagner (nwagner@dadeschools.net)

01/31/22 - 04/29/22- The Assistant Principal alongside with the Reading Coach will continue to monitor data and desegregate it with teachers one -on-one. This will support teachers with differentiated instruction.

**Person Responsible** Madelyn Almeida-Fernandez (malmeida@dadeschools.net)

01/31/22 - 04/29/22- The Assistant Principal and the Reading Coach will follow up with teachers by grade levels and review the implementation of the B.E.S.T Literature Library recently received and debrief about their participation in the B.E.S.T Standards workshops.

**Person Responsible** [no one identified]



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

The FSA 2021 Spring results demonstrate that 53 percent of our students in 3rd, 4th and 5th grade scored a level 2 or below, therefore not proficient. Based on data review, our school will implement the Targeted Element of Professional Learning. We selected the overarching area of Professional Learning based on our findings that demonstrated a decrease in overall Reading/ELA and Math proficiency in 3rd, 4th and 5th grade. We want to ensure that teachers are participating in professional learning related to their own areas of need and applying learned strategies in their classroom so that student proficiency can increase.

**Measurable Outcome:**

If we successfully implement Professional Learning, then our Reading proficiency scores will increase by 8 percentage points and our Math proficiency will increase by 8 percentage points as evidenced by the 2022 State Assessments.

**Monitoring:**

The Professional Learning Support Team (PLST) will provide or secure professional development opportunities based on the needs of teachers to improve school culture and provide teachers with effective strategies to increase learning gains and acquire new skills. This, in turn would facilitate increasing student achievement.

**Person responsible for monitoring outcome:**

Patrice Brookins (trice45@dadeschools.net)

**Evidence-based Strategy:**

The selected evidence-based strategy is Job-Embedded Professional Learning. In Targeting the Element of Professional Learning, The PLST Team will attend monthly meetings and disseminate all pertinent information, thereby providing the teachers the opportunity to become more efficient in their presentations and exposing educators to new delivery methods and management of their class data.

**Rationale for Evidence-based Strategy:**

This strategy was chosen because it can be effectively done with a leadership team in place. Grade Level Chairs, Instructional Coaches and Administrators can work together to monitor that this takes place as often as it needs to be done.

**Action Steps to Implement**

08/31/21 - 10/11/21 The PLST and Leadership Team will meet with teachers to inform them of the opportunities that are available for continuing professional development that will improve their teaching skills and will likely make them more proficient at their job. As a result, we'll be able to see teachers implement best practices or strategies learned from their professional development opportunities.

**Person Responsible**

Isabel Lassus (lassus@dadeschools.net)

08/31/21 - 10/11/21 The Professional Learning Support Team will support teachers with their development of lesson plans during collaboration for Reading, Math and Science. As a result, teachers will be provided with the most current evidence based practices for classroom implementation.

**Person Responsible**

Natalie Wagner (nwagner@dadeschools.net)

08/31/21 - 10/11/21 On a Professional Development Day, the staff can meet to share best practices in relation to technology and data management as these things are constantly changing. As a result teachers will be more comfortable sharing with their peers and practicing "each one, teach one".

**Person Responsible**

Patrice Brookins (trice45@dadeschools.net)



08/31/21 - 10/11/21 During FCIM meetings, Administration will share and discuss current data findings. Suggestions will be provided for increasing student gains and support will be available through curriculum coaches for Reading and Math. As a result, Instructional Coaches will meet with teachers by grade level and disaggregate additional data alongside with them to assist in remediation lessons and strategic small group grouping.

**Person Responsible** Miriam Rijo (mrijo@dadeschools.net)

11/1/21 - 12/21/21 The Professional Learning Support Team will review the information collected from the PLST meetings and meet biweekly to share staff members needs, wants and on-going support requested.

**Person Responsible** Patrice Brookins (trice45@dadeschools.net)

11/1/21 - 12/21/21 The Professional Learning Support Team will continue to share teacher concerns about student support as needed. Together they will present at faculty meetings and offer support during common planning and FCIM meetings.

**Person Responsible** Madelyn Almeida-Fernandez (malmeida@dadeschools.net)

01/31/22 - 04/29/22- The Professional Learning Support Team (PLST) will continue to provide resources and support to assist teachers in conducting teacher driven observations. As a result, teachers will be able to learn best practices and instructional strategies from each other while providing peer to peer feedback. The impact of such experience will be made evident through teacher lesson plans.

**Person Responsible** Madelyn Almeida-Fernandez (malmeida@dadeschools.net)

01/31/22 - 04/29/22- The Professional Learning Support Team (PLST) will continue to provide resources and support to assist teachers in conducting teacher driven observations. As a result, teachers will be able to learn best practices and instructional strategies from each other while providing peer to peer feedback. The impact of such experience will be made evident through teacher lesson plans.

**Person Responsible** Madelyn Almeida-Fernandez (malmeida@dadeschools.net)



**#3. Culture & Environment specifically relating to Student Attendance****Area of Focus Description and Rationale:**

Based on the attendance data review, an area that is in need for improvement was that 52% of our students were absent at most 5 days as compared to 48% across the school district. Additionally, in 2020-2021, 11% of students had at least 11 absences compared to 7% in 2019-2020. We recognize that connectivity issues, quarantine protocols, and lack of engagement were factors that caused student attendance to decrease. We recognize the need to tailor our attendance initiatives and improve in making connections with families and the community to ensure attendance is consistently high. We will work with grade level team leaders to develop attendance incentives for students. We will work with our Community Involvement Specialist to provide parents with support and resources on how to engage their students and monitor their progress.

**Measurable Outcome:**

If we successfully implement the Targeted Elements of Student Attendance, then our percentage of students absent at most 5 days and the amount of students with at least 11 absences will decrease by 5 percentage points as evidenced by the 2021-2022 Student Attendance Data.

**Monitoring:**

The Leadership Team will work to connect families who struggle with attendance and identify the root cause of absences and create a plan of action to ensure students are able to be present daily. The Counselor, the school social worker, and teachers will support attendance initiatives by communicating with families about attendance expectations. Attendance will be tracked on daily attendance reports and attendance referrals, referrals to the school social worker, or truancy interventions will be provided as needed. The grade level teachers will plan regular student incentives to promote consistent student attendance. To ensure we are on track to meeting the outcome above, this data will be discussed during data chats with teachers and students and parental contact will be made when necessary.

**Person responsible for monitoring outcome:**

Marina Isabel Suarez (marinasuarez@dadeschools.net)

**Evidence-based Strategy:**

The evidence-based strategy is Attendance Initiatives. Within the Targeted Element of Attendance Initiatives, our school will focus on the evidence-based strategy of: Attendance Initiatives. Attendance Initiatives will assist in narrowing the absence gap amongst our students. Student absences will be monitored on a weekly basis to prevent a pattern of excessive absences.

**Rationale for Evidence-based Strategy:**

Attendance Initiatives will assist in decreasing the number of student absences. The initiatives will provide the Leadership Team with a systematic approach to identify attendance issues, remediation, and rewards.

**Action Steps to Implement**

8/31/21 - 10/11/21 - Teachers will be able to nominate students through our SPOT Success Positive Referral Program for improved attendance and/or any of the Values Matter Core Focus Areas on a biweekly basis. As a result, students will develop a sense of belonging and we expect to see increases in our daily attendance rates.

**Person Responsible**

Madelyn Almeida-Fernandez (malmeida@dadeschools.net)



8/31/21 - 10/11/21 - Grade Level Teachers will meet to create goal based incentives that motivate attendance and positive student behavior for each grading period. As a result, students will develop a sense of belonging and we expect to see increases in our daily attendance rates.

**Person Responsible** Maria Menendez (menendezm@dadeschools.net)

8/31/21 - The Administrative Team will form an attendance tracking team to monitor the daily attendance bulletin, track progress towards attendance goals, and communicate with parents and students with issues as they arise. As a result, interventions will be provided, when appropriate, to improve student attendance and parents will be equipped with resources to engage their students.

**Person Responsible** Rosa Iglesias (pr2361@dadeschools.net)

9/10/21 - The School Leadership Team will develop an engaging school-wide activities calendar that shares events aimed at motivating students to come to school and participate in fun and educational experiences. As result, we expect for students to develop positive social and emotional character, build a connecting environment with their peers, increase attendance, and ultimately, impact academic achievement.

**Person Responsible** Marina Isabel Suarez (marinasuarez@dadeschools.net)

11/1/21 - 12/21/21 The Attendance Review Committee will schedule weekly truancy meetings with the parents of students that are truant (excessive absences and tardies).

**Person Responsible** Marina Isabel Suarez (marinasuarez@dadeschools.net)

11/1/21 - 12/21/21 The Attendance Review Committee will follow up weekly with truant parents and the Counselor will see students weekly. Teachers of truant students will communicate with the Assistant Principal regarding the academic progress of the truant students.

**Person Responsible** Madelyn Almeida-Fernandez (malmeida@dadeschools.net)

01/31/22 - 04/29/22- The School Leadership Team and the Community Involvement Specialist will continue to develop community partnerships with organizations to support our attendance initiatives as well as provide resources to families and students with attendance issues. As a result, student attendance will improve and parents will be equipped with resources to engage their students.

**Person Responsible** Madelyn Almeida-Fernandez (malmeida@dadeschools.net)

01/31/22 - 04/29/22- The School Leadership Team will continue to create opportunities for family nights to engage parents and students. This will allow for families to develop a sense of belonging between the school and increase student attendance as result of their feeling of belongingness.

**Person Responsible** Madelyn Almeida-Fernandez (malmeida@dadeschools.net)



**#4. Leadership specifically relating to Managing Accountability Systems****Area of Focus Description and Rationale:**

Based on the Data Map from SIP, currently it shows that we are in need of improvement in the area of Developing Others and Focus on Sustainable Results. We will implement the Targeted Element of Managing Accountability Systems. Based on the Developing Others data, in 2020 - 2021 41% of the teachers stated that they received guidance in using data for planning instruction, on a weekly or monthly basis, compared to 52% during the 2019 -2020 school year. This shows an 11 percentage point decrease. Additionally, Teachers felt that they were supported by teacher leaders or instructional coaches 82% on a weekly or monthly basis in 2020 -2021, compared to 91% for the 2019 - 2020. This data reflects that this was a decrease of 9 percentage points.

**Measurable Outcome:**

By successfully implementing the Targeted Element of Managing Accountability Systems, the expectation is that our teachers will be provided with sufficient training for managing data and will be supported by curriculum coaches, teacher leaders and administration on a consistent basis. Attendance rosters will reflect attendance of at least 90% participation of the teachers for trainings, meetings and collaborative planning sessions.

**Monitoring:**

Administrators will monitor teacher participation through sign in sheets and attendance rosters for all staff meetings pertaining to collaboration or training for instructional sessions.

**Person responsible for monitoring outcome:**

Rosa Iglesias (pr2361@dadeschools.net)

**Evidence-based Strategy:**

The evidence-based strategy is Managing Data Systems and Processes. The evidence-based strategy being implemented will be to plan for classroom walkthroughs to view data collection processes and to ensure that it is being used on a consistent basis as it is needed to drive instruction for each class.

**Rationale for Evidence-based Strategy:**

Ensuring the teachers are looking at their data and aligning instruction to meet the needs of their students will ultimately result in developmental and corrective feedback that can be used to increase learning and support teacher knowledge and insight.

**Action Steps to Implement**

08/31/21 - 10/11/21 The Administrative Team will conduct data chats using the data collected from all learning platforms such as, i-Ready, McGraw-Hill digital content, and Power BI. As a result, teachers will regroup students during small group instruction and provide or assign differentiated lessons to students via iReady or McGraw-Hill interventions.

**Person Responsible**

Madelyn Almeida-Fernandez (malmeida@dadeschools.net)

08/31/21 - 10/11/21 The Administrative Team will conduct classroom walkthroughs and do observations to provide teachers with support, corrective feedback and encouragement for student engagement. As a result, during walkthroughs administrators will see evidence of feedback in action.

**Person Responsible**

Rosa Iglesias (pr2361@dadeschools.net)

08/31/21 - 10/11/21 The Administrative Team will suggest and provide ideas for sharing curricular best practices for instruction, intervention and enrichment on an ongoing basis to facilitate sustaining positive results. As a result, teachers will implement some of the feedback provided or suggestions during whole group instruction and student engagement.



**Person Responsible** Rosa Iglesias (pr2361@dadeschools.net)

08/31/21 - 10/11/21 The Leadership Team will lead and encourage the teachers to look at their data on a consistent basis and share successes with selected resources that are recommended from The ELA, Math or Science department. As a result, teachers will have their own teachers created or teacher printed data in addition to what has been provided to them previously.

**Person Responsible** Madelyn Almeida-Fernandez (malmeida@dadeschools.net)

11/1/21 - 12/21/21 The Leadership Team will monitor and share findings of iReady Diagnostic and Growth Monitoring reports to analyze student growth and on-going progress monitoring. Along with these reports, Intervention Elevate data and Performance Matters data and Reading Wonders reports will be studied to analyze if instructional decisions in place are working for students and if changes need to be made or adjusted.

**Person Responsible** Madelyn Almeida-Fernandez (malmeida@dadeschools.net)

11/1/21 - 12/21/21 The Administrative Team will conduct grade level data chats by subject area in preparation for more explicit and data driven instruction once we all return from the holiday break.

**Person Responsible** Madelyn Almeida-Fernandez (malmeida@dadeschools.net)

01/31/22 - 04/29/22- The School Leadership Team will meet to review and analyze trends in academic data as it becomes available from the various content areas to determine future course of action for the departments. As a result of this data analysis, teachers will be guided, during department and Impact Wednesday meetings, in making data driven decisions that align to the needs of their students based on the data examined.

**Person Responsible** Madelyn Almeida-Fernandez (malmeida@dadeschools.net)

01/31/22 - 04/29/22- The Administrative and Student Services Team will continue meeting regularly to review and analyze student disciplinary referral data. As a result of this data analysis, we will be able to identify trends and possible solutions to improve student behavior and services offered to our struggling students.

**Person Responsible** Madelyn Almeida-Fernandez (malmeida@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.

**The school ranked 223 out of 1395 elementary schools statewide. The school culture and environment will be monitored by providing Welcoming Spaces. Welcoming spaces will include outside seating areas surrounded by murals/ art work as well as soft seating in the Media Center and seating areas in the classroom libraries with mats. The primary concern will be support alongside with aligned professional development. The secondary concern will be to facilitate communication with teachers and parents especially due to the current pandemic situation.**



## 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.

It is agreed by 98% of the staff that all school personnel work together as a team. This is something that is evident and takes place during collaborative planning and different school committees. Planning together on a weekly basis and signing up for different school committees inevitably creates a positive bond amongst teachers and staff members. As there are grade level chairs that help to communicate information to their peers, there is also a Chair and Co-Chair for every committee.

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

Rosa B. Iglesias, Principal, facilitates and collaborates with all stakeholders while overseeing curriculums and above all ensuring that the school environment is safe for all students and staff members. Madelyn Almeida Fernandez, Assistant Principal, handles discipline, schedules, testing and is knowledgeable about all educational programs that the school adheres to. Miriam Rijo, Math Coach, assists and works directly with classroom teachers to improve student learning of mathematics. Natalie Wagner, Reading Coach/ EESAC Chair, works with administration to set goals with teachers and serve as an advocate for the literacy program. Marina Suarez, School Counselor, guides the teachers through the Response to Intervention (RTI) process and provides small group counseling to targeted students. Emma Webb, Community Involvement Specialist, serves as the parent liaison and parent/family support with overall needs, questions or concerns. Patrice Brookins, PD Liaison/Department Chair, secures and assists professional development for teachers and staff members. She also serves as a teacher leader for the intermediate grades. Yanetsi Nunez, Department Chair, leads and supports the 4th grade teachers and a few special area teachers in regards to curriculum, school-wide information and activities. Nora Lob, Department Chair, works closely with all 2nd and 3rd grade teachers. She supports them all with overall school-wide information, resources and supports them with resources as needed.

Maria Menendez, Department Chair/ EESAC Secretary, serves as a teacher leader for the primary teachers and prepares and plans with them for effective instruction.

## 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
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2	III.A.	Areas of Focus: Instructional Practice: Professional Learning	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Student Attendance	\$0.00
4	III.A.	Areas of Focus: Leadership: Managing Accountability Systems	\$0.00
Total:			\$0.00