

Miami-Dade County Public Schools

Dr. Manuel C. Barreiro Elementary School



2021-22 Schoolwide Improvement Plan

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Dr. Manuel C. Barreiro Elementary School

5125 SW 162ND AVE, Miami, FL 33185

<http://mcbe.dadeschools.net>

Demographics

Principal: Deborah Leal

Start Date for this Principal: 7/27/2015

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	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	68%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: A (76%) 2017-18: A (69%) 2016-17: A (69%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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5125 SW 162ND AVE, Miami, FL 33185

<http://mcbe.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="font-size: 24px;">No</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="font-size: 24px;">66%</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="font-size: 24px;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="font-size: 24px;">98%</p>

School Grades History

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

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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.

The mission of Dr. Manuel C. Barreiro Elementary School is to develop motivated children to believe they will excel.

Provide the school's vision statement.

Our vision is to develop productive, globally-minded citizens, who will have an impact on our environment and who will be prepared to enter an ever-changing, interconnected world.

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
Correa, Maritza	Principal	Ensure the vision and mission is aligned with school and district initiatives, set the purpose for the use of data to make decisions regarding the school, maintain stakeholders informed of current implementation plans, as well as providing documentation that supports progress towards the school's goals, monitor the fidelity of interventions, and provide ongoing staff development based on data trends compiled from student performance indicators.
Sanguily, Vanessa	Assistant Principal	Ensure the vision and mission is aligned with school and district initiatives, set the purpose for the use of data to make decisions regarding the school, maintain stakeholders informed of current implementation plans, as well as providing documentation that supports progress towards the school's goals, monitor the fidelity of interventions, and provide ongoing staff development based on data trends compiled from student performance indicators.
Rodriguez, Aline	Teacher, PreK	Assist in the data collection, provide vital information about curriculum, provide professional development, and assist with the design and implementation for progress monitoring and efficiency of interventions.
Gonzalez, Leslie	Teacher, PreK	Assist in the data collection, provide vital information about curriculum, provide professional development, and assist with the design and implementation for progress monitoring and efficiency of interventions.
Hernandez, Christin	Teacher, K-12	Assist in the data collection, provide vital information about curriculum, provide professional development, and assist with the design and implementation for progress monitoring and efficiency of interventions.
Rodriguez, Kathy	Teacher, K-12	Assist in the data collection, provide vital information about curriculum, provide professional development, and assist with the design and implementation for progress monitoring and efficiency of interventions.
Ares, Isel	Assistant Principal	Ensure the vision and mission is aligned with school and district initiatives, set the purpose for the use of data to make decisions regarding the school, maintain stakeholders informed of current implementation plans, as well as providing documentation that supports progress towards the school's goals, monitor the fidelity of interventions, and provide ongoing staff development based on data trends compiled from student performance indicators.

Demographic Information

Principal start date

Monday 7/27/2015, Deborah Leal

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.*

34

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.*

8

Total number of teacher positions allocated to the school

40

Total number of students enrolled at the school

538

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.

0

Demographic Data

Early Warning Systems

2021-22

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	74	82	89	89	89	115	0	0	0	0	0	0	0	538
Attendance below 90 percent	7	3	4	4	1	6	0	0	0	0	0	0	0	25
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	4	3	2	3	0	0	0	0	0	0	0	13
Course failure in Math	0	0	1	1	4	7	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Number of students with a substantial reading deficiency	0	7	14	18	12	17	0	0	0	0	0	0	0	68

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	1	4	3	2	5	0	0	0	0	0	0	0	16

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	4	3	3	0	0	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	86	94	91	97	116	96	0	0	0	0	0	0	0	580
Attendance below 90 percent	4	4	4	1	6	4	0	0	0	0	0	0	0	23
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	3	3	3	1	0	0	0	0	0	0	0	12
Course failure in Math	0	0	1	4	7	1	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	4	4	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	1	2	0	0	0	0	0	0	0	3

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	2	3	3	4	2	0	0	0	0	0	0	0	15

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	3	2	3	0	0	0	0	0	0	0	0	0	12
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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				81%	62%	57%	75%	62%	56%
ELA Learning Gains				73%	62%	58%	64%	62%	55%
ELA Lowest 25th Percentile				61%	58%	53%	57%	59%	48%
Math Achievement				85%	69%	63%	81%	69%	62%
Math Learning Gains				88%	66%	62%	68%	64%	59%
Math Lowest 25th Percentile				76%	55%	51%	60%	55%	47%
Science Achievement				69%	55%	53%	77%	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	82%	60%	22%	58%	24%
Cohort Comparison						
04	2021					
	2019	72%	64%	8%	58%	14%
Cohort Comparison		-82%				
05	2021					
	2019	83%	60%	23%	56%	27%
Cohort Comparison		-72%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	79%	67%	12%	62%	17%
Cohort Comparison						
04	2021					
	2019	87%	69%	18%	64%	23%
Cohort Comparison		-79%				
05	2021					
	2019	86%	65%	21%	60%	26%
Cohort Comparison		-87%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	68%	53%	15%	53%	15%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

The value displayed is percent of students proficient based on i-Ready diagnostic results for all grade levels for ELA and Mathematics, and mid-year assessments for fifth grade Science.

Grade 1					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		45.3%	62.8%	85.9%
	Economically Disadvantaged		41.0%	54.8%	85.2%
	Students With Disabilities		0	40%	78.6%
	English Language Learners		0	0	75%
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		36%	45.3%	72.9%
	Economically Disadvantaged		35.5%	40.3%	72.1%
	Students With Disabilities		33.3%	0	64.3%
	English Language Learners		0	0	0

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	54.1%	71.8%	80%
	Economically Disadvantaged	50.8%	68.9%	80.3%
	Students With Disabilities	0	45.5%	63.6%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	34.9%	52.9%	73.8%
	Economically Disadvantaged	32.2%	52.5%	73.3%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	67%	79.1%	85.6%
	Economically Disadvantaged	67.7%	77.4%	83.6%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	23.1%	54.9%	74.4%
	Economically Disadvantaged	21%	46.8%	72.6%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	49.1%	57.3%	69.1%
	Economically Disadvantaged	44.6%	50.6%	63.9%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	30.9%	48.6%	69.1%
	Economically Disadvantaged	24.1%	42.7%	61.4%
	Students With Disabilities	0	0	31.3%
	English Language Learners	0	0	0
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	63.4%	67.7%	68.8%
	Economically Disadvantaged	63.1%	70.8%	73.8%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	41.9%	59.1%	71%
	Economically Disadvantaged	38.5%	58.5%	70.8%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	31%	0
	Economically Disadvantaged	0	38%	0
	Students With Disabilities	0	9%	0
	English Language Learners	0	0	0

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	33	20	20	30	40	27	27				
ELL	71	51	35	62	36	15	49				
HSP	72	46	32	64	42	27	59				
FRL	71	48	36	60	40	28	61				
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	47	48	59	66	85	84	27				
ELL	76	73	61	84	89	77	65				
ASN	85			100							
HSP	81	73	60	85	88	75	69				
FRL	79	69	57	84	86	71	70				
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	38	44	40	43	54	46	43				
ELL	63	62	60	74	61	55	52				
ASN	100			82							
HSP	73	64	56	81	68	63	77				
FRL	71	60	50	79	65	63	74				

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	47
Total Points Earned for the Federal Index	399
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	29

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	46
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	49
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	49
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

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

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

2019:

The overall ELA Proficiency and ELA Subgroups increased across all grade levels. The overall Math Proficiency increased, and Math Subgroups increased drastically across all grade levels, with the most significance in Learning Gains. All Math grade level subgroups were above District percentages, with the exception of Grade 3 Learning Gains. Grade 5 Science Proficiency is at a 68%, which is 17 percentage points above the District's proficiency level; however it reflects an 8% decrease from the previous year.

2021:

The overall proficiency of all subjects decreased in all categories.

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

2019:

Grade 5 Science had an 8-percentage point decrease from the previous year.

2021:

The overall Math Learning Gains had a 45-percentage point decrease from 2019.

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

2019:

Effective standards-based instruction proved to be challenging with the adoption of the new Science series.

2021:

Due to COVID-19 and students working in remote settings, there was difficulty in providing numerous instructional strategies which would normally be used in the school house setting.

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

2019:

According to the 2018-2019 FSA, Mathematics Learning Gains increased 20 percentage points to 88% in 2019 as compared to 68% in 2018.

2021:

The data does not show improvements.

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

2019:

School wide Mathematics DI on Wednesdays provided for targeted data driven instruction.

2021:

N/A

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

Differentiated Instruction, On-Going Progress Monitoring, Standards-Based Collaborative Planning

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 opportunities to continue professional growth throughout the 2021-2022 school year in the areas of Differentiated Instruction, On-Going Progress Monitoring, and Social and Emotional Learning (SEL).

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 continue to be scheduled weekly to provide opportunities for teachers to have discussions on how to implement effective strategies that are aligned to guide instruction.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale: Based on the data review, our school will implement the Targeted Element of Differentiation. We selected the overarching area of Differentiation based on our findings that demonstrated subgroups were decreasing. We will provide the scaffolding necessary for the subgroups to access grade-level content in order to make learning gains and move towards proficiency.

Measurable Outcome: If we successfully implement Differentiation, then our subgroups will increase by a minimum of 10 percentage points as evidenced by 2022 State Assessments.

Monitoring: Administrators will conduct periodic data chats to monitor the necessary adjustments based on current data from Mathematics and Science Topic Assessments and ELA Bi-weekly Assessments. In addition, weekly lesson plans will be used to indicate what method of differentiated instruction will be used (content, process, or product). Data Analysis of formative assessments of subgroups will be reviewed monthly to observe progress.

Person responsible for monitoring outcome: Vanessa Sanguily (292260@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Differentiation, our school will focus on the evidence based strategy of Differentiated Instruction. Differentiated Instruction is a strategy used to tailor instruction to meet individual needs.

Rationale for Evidence-based Strategy: Differentiated Instruction will ensure effective teaching that involves providing different students with different avenues to learning. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

Action Steps to Implement

August 31 - October 11, 2021
 The Leadership Team will conduct grade level data chats with Grade Level Chairs and teachers to discuss grade level and individual classroom strengths and weaknesses. These meetings will also include different instructional strategies and resources that would be best to use to plan for differentiated instruction.

Person Responsible Vanessa Sanguily (292260@dadeschools.net)

August 31 - October 11, 2021
 Teachers will create differentiated instructional groups that are based on data and the student's learning profile: content, process, products, and/or the learning environment.

Person Responsible Vanessa Sanguily (292260@dadeschools.net)

August 31 - October 11, 2021
 Each student will have a Differentiated Instruction (DI) folder in ELA and Math, which will include a student data tracker and proof of DI activities based on the primary and secondary standards.

Person Responsible Isel Ares (iselares@dadeschools.net)

August 31 - October 11, 2021
 Grade Level Chairs will use the data findings from i-Ready, bi-weekly assessments, topic assessments, the Data Dashboard, and Performance Matters to develop DI learning lessons and activities.

Person Responsible Isel Ares (iselares@dadeschools.net)

November 1 - December 17, 2021

During common planning, teachers and respective administrators will collaboratively develop lessons based on the data from formative assessments, OPM data from i-Ready, ELA Progress Monitoring Assessments, and Math Topic Assessments.

Person Responsible Vanessa Sanguily (292260@dadeschools.net)

November 1 - December 17, 2021

The Leadership Team will conduct grade level and individual teacher data chats with the emphasis on identifying gaps and trends in individual classrooms and grade levels.

Person Responsible Isel Ares (iselares@dadeschools.net)

January 31 - April 29

The Leadership Team will identify students in the lowest 25% and compare baseline with mid-year data. They will work with teachers and address deficient standards to improve performance.

Person Responsible Maritza Correa (mcorrea@dadeschools.net)

January 31 - April 29

Teachers will individualize instruction targeted to student needs while following the Instructional Continuity Plan to close learning loss gaps.

Person Responsible Isel Ares (iselares@dadeschools.net)

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

Area of Focus Description and Rationale: Based on the data review from 2019 and 2021, our school will implement the Targeted Element of Standards-aligned Instruction. Standards-aligned Instruction was selected due the adoption of the new B.E.S.T. standards, in addition to the school's overall achievement levels decreasing throughout all subject areas in 2021 data.

Measurable Outcome: If we successfully implement Standards-aligned Instruction, then our overall achievement proficiency levels will increase by a minimum of 10-percentage points as evidenced by the 2022 State Assessments.

Monitoring: The Leadership Team will conduct quarterly data chats with teachers, as well as participate in weekly common planning meetings. Administrators will review lesson plans and standards, and assist with resources that correlate with B.E.S.T. and L.A.F.S./M.A.F.S. standards.

Person responsible for monitoring outcome: Vanessa Sanguily (292260@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Standards-aligned Instruction, our school will focus on the evidence based strategy of Standards-Based Collaborative Planning. Each grade level has a scheduled time in the school's master schedule to meet with their team and administrator. During this time, the team will analyze standards, develop objectives, lesson plan, and use data to create rigorous learning activities; all aligned to current standards.

Rationale for Evidence-based Strategy: Standards-Based Collaborative Planning will ensure that teachers are using relevant, recent, and aligned resources to plan lessons that are current to the state standards. Collaborating Planning improves collaboration among teachers and promotes learning, insights, and constructive feedback. This will assist in the execution of Standard-aligned Instruction.

Action Steps to Implement

August 31 - October 11, 2021
Teachers, Grade Level Chairs, and Administrators will analyze topic assessments, bi-weekly assessments, and i-Ready data during collaborative common planning to plan for differentiated instruction and effective whole group lessons, while targeting state standards.

Person Responsible Maritza Correa (mcorrea@dadeschools.et)

August 31 - October 11, 2021
Administration and Grade Level Chairs will collaborate during weekly common planning meetings, and the team will use the state standards and district pacing guides to create rigorous lessons and share instructional strategies to support learning for all students.

Person Responsible Maritza Correa (mcorrea@dadeschools.et)

August 31 - October 11, 2021
Teacher Leaders will attend professional developments provided by the district and share information learned from the gatherings and best practices during grade level collaborative planning.

Person Responsible Vanessa Sanguily (292260@dadeschools.net)

August 31 - October 11, 2021
Grade Level Chairs will ensure their teams have a clear shared goals and create strategies to discuss

during weekly meetings. They will discuss tasks to implement, and meet with the Leadership Team to identify weaknesses in standards and identify useful resources to efficiently use for reinforcement.

Person Responsible Isel Ares (iselares@dadeschools.net)

November 1 - December 17, 2021

During common planning, teachers and respective administrators will utilize the ELA and Mathematics Pacing Guides for Data-Driven Instruction, the standards-aligned resources, and the B.E.S.T. standards/ LAFS Planning Cards to plan for Differentiated Instruction and whole class activities in the classroom.

Person Responsible Isel Ares (iselares@dadeschools.net)

November 1 - December 17, 2021

Teachers will meet during common planning time and use data from i-Ready AP1, Growth Monitoring, Progress Monitoring Assessments, Topic Assessments, etc. to identify standards that need reinforcement through reteach and other standard aligned activities.

Person Responsible Vanessa Sanguily (292260@dadeschools.net)

January 31 - April 29, 2022

The Leadership Team will purchase supplemental materials after analyzing mid-year data to target student needs and address deficient standards.

Person Responsible Maritza Correa (mcorrea@dadeschools.net)

January 31 - April 29, 2022

Tutoring will be implemented before and after school through Title III and will target ELL's.

Person Responsible Isel Ares (iselares@dadeschools.net)

#3. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale: Based on the review data from the School Climate Survey, we will implement the Targeted Element of Social Emotional Learning. 19% of the students felt neutral when asked that adults at their school cared about them as individuals. We acknowledge the need for social and emotional skills to be integrated within our curriculum as it is important for our students as it is a part of human development, especially during a pandemic. By using SEL strategies with our students they will believe that the adults care about their overall well-being. Subsequently, our students will want to come to school, we will see less absences and increased student proficiency.

Measurable Outcome: If we effectively implement the Targeted Element of Social and Emotional Learning, we will build strong relationships with our stakeholders, which will increase our students' academic achievement in all subject areas. With consistent implementation of SEL with our students and staff, the percentage of students will increase 10% that strongly agree / agree that adults care about them as individuals by June 2022.

Monitoring: Administration and the Leadership Team will conduct regular classroom walk-throughs and discuss numerous opportunities with the Mental Health Coordinator and School Counselor to ensure that SEL is being implemented in the curriculum. The School Counselor will create and maintain a calendar of the classrooms she visits, periodically. Faculty meeting agendas and attendance records will also be kept and will show a record of SEL practices discussed. Also, the counselor will send out many SEL and Mindfulness activities and ideas for students and families to use at home.

Person responsible for monitoring outcome: Melissa Gotay-Cano (195928@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Social and Emotional Learning our school will focus on the evidence based strategy of Mindfulness. Mindfulness is achieved by focusing one's awareness on the present moment, while calmly acknowledging and accepting one's feelings, and thoughts, used as a therapeutic technique. It can help reduce stress and overwhelming thoughts within students, teachers, and administrators.

Rationale for Evidence-based Strategy: Social and Emotional Learning strategies, including Mindfulness, will assist in creating a more positive atmosphere and help students better understand their thoughts and emotions. It is a great way to promote social and emotional learning, as it helps students cultivate confidence in life and creates a classroom environment that's primed for learning.

Action Steps to Implement

August 31 - October 11, 2021
To promote SEL and Mindfulness, the counselor will create a schedule and visit all classrooms. She will conduct lessons incorporating SEL/Mindfulness, where students will understand how to manage their emotions, mindset, and how to better collaborate with others.

Person Responsible Melissa Gotay-Cano (195928@dadeschools.net)

August 31 - October 11, 2021
The Leadership Team will set clear goals for a schoolwide SEL program. SEL team meetings will be held throughout the school year, and will be also included during faculty meetings. Exercises geared toward alleviating social anxiety and other positive interventions will be practiced.

Person Responsible Maritza Correa (223478@dadeschools.net)

August 31 - October 11, 2021

The school Counselor will work closely with the Mental Health Coordinator and create a calendar of monthly wellness and mindfulness activities, which will benefit all stakeholders of the school. It will also include helpful resources for students, parents, and staff.

Person Responsible Melissa Gotay-Cano (195928@dadeschools.net)

August 31 - October 11, 2021

In the classroom, teachers will dedicate a moment in their day to implement SEL activities. This will create a more positive ambience, and students will feel more comfortable with less anxiety.

Person Responsible Maritza Correa (223478@dadeschools.net)

November 1 - December 17, 2021

The school Counselor will keep staff, students, and parents informed of purposes, progress, and achievements in certain SEL related programs in the school.

Person Responsible Melissa Gotay-Cano (195928@dadeschools.net)

November 1 - December 17, 2021

During faculty meetings, the Leadership Team will dedicate a portion of the meeting for SEL activities that all staff can participate in.

Person Responsible Maritza Correa (mcorrea@dadeschools.net)

January 31 - April 29, 2022

Teachers of K - 5th Grade students will use Quaver SEL which is an innovative approach to social and emotional learning that focuses on the social-emotional needs of students.

Person Responsible Melissa Gotay-Cano (195928@dadeschools.net)

January 31 - April 29, 2022

The Leadership Team will mentor students that have been identified by the school support team to motivate, encourage, and have a positive impact in the academic needs and blossom in confidence.

Person Responsible Melissa Gotay-Cano (195928@dadeschools.net)

#4. Leadership specifically relating to Leadership Development

Area of Focus Description and Rationale: Based on responses from the Needs Assessment Survey and review of the Core Leadership Competencies, we want to use the Targeted Element of Leadership Development. Teachers in the building ranked "continue professional growth" as their last reason for participating in professional developments.

Measurable Outcome: If we successfully implement the Targeted Element of Leadership Development, our teachers will rank "Continue professional growth" higher in response to the reasons for participating in professional developments.

Monitoring: Administration and Grade-level Liaisons will follow up with our teachers during common planning and classroom walk-throughs to attain feedback on how the implementation of newly learned information from teacher leaders are going.

Person responsible for monitoring outcome: Maritza Correa (mcorrea@dadeschools.et)

Evidence-based Strategy: Within the Targeted Element of Leadership Development, we will focus on the evidence-based strategy of: Empowering Others. By engaging and cooperating with teacher needs, we hope our faculty's drive to grow professionally within the field of education will increase.

Rationale for Evidence-based Strategy: The leadership team will identify specific staff members that are experts in areas that will serve as leads with new initiatives and development, which will impact teacher and student performance. The leadership team will strategically align the strengths of stakeholders with specific tasks and responsibilities. It is important that we create a school culture that promotes continuous professional development and that non-evaluative and evaluative feedback can help improve teacher performance.

Action Steps to Implement

August 31 - October 11, 2021

During faculty meetings, administration will give teachers opportunities to share what's working in their classroom, and celebrate them as a Teacher Spotlight. This will create motivation and a more positive morale, as well as allow teachers to feel confident about their use of strategies.

Person Responsible Maritza Correa (223478@dadeschools.net)

August 31 - October 11, 2021

Numerous supplemental resources are purchased throughout the year to make sure all standards are taught effectively. Teachers will be asked for their input, and they will have a voice in selecting new tools. Individual teachers and Grade Level Chairs will be able to collaborate on resources, which will allow them to have more ownership with them, empowering to use them well.

Person Responsible Maritza Correa (223478@dadeschools.net)

August 31 - October 11, 2021

Teachers will be given the opportunity to select the committees they would like to participate in, instead of being appointed to one. Committee leaders and members will meet to create special events the school and its stakeholders will participate in, which will in turn build leadership capacity.

Person Responsible Isel Ares (iselares@dadeschools.net)

August 31 - October 11, 2021

Teachers will have the ability to be Grade Level Chair and/or a subject area liaison for the school. Within

their grade levels, teacher will be able to nominate a grade level chair, and all teachers will be able to express whether they would like to serve as a liaison.

Person Responsible Vanessa Sanguily (292260@dadeschools.net)

November 1 - December 17, 2021

The Leadership Team will identify potential future leaders and connect them to shared leadership roles and responsibilities.

Person Responsible Maritza Correa (223478@dadeschools.net)

November 1 - December 17, 2021

The Leadership Team will identify and encourage potential leaders to develop their leadership practice by leading teacher professional developments.

Person Responsible Maritza Correa (223478@dadeschools.net)

January 31 - April 29, 2022

STEM and curriculum liaisons will work collaboratively to develop a presentation to inform teachers of new updates and available lessons to be integrated into the curriculum.

Person Responsible Vanessa Sanguily (292260@dadeschools.net)

January 31 - April 29, 2022

Teacher leaders will be identified to assist and plan schoolwide events previously postponed, and now will cautiously be incorporated using all safety measures.

Person Responsible Maritza Correa (mcorrea@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 Code of Student Conduct will be reviewed with faculty, parents, and students in the Opening of Schools meeting and Parent Orientation. The Leadership Team will be in constant communication to target any bullying. The school Counselor will also conduct lessons in the classrooms to help prevent any discipline problems. Parents will be included in any reported behaviors to make sure the student is being helped from all aspects.

Part IV: Positive Culture & Environment

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

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

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

Our Strengths within School Culture are in Relationships and Engaging Learning Environment. Our school maintains a pattern of supportive interactions, which foster positive staff student relationships. Staff are provided opportunities to take part in Team-Building activities and join together to share celebrations of personal and professional success. At our school we create a family atmosphere, which increases student interactions with peers and teachers. Building positive school relationships promotes a cognitively stimulating environment. Encouraging school pride fosters high expectations for educational opportunities.

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

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principals, Teacher Leaders, and Counselors (our School Leadership Team). The Principal's role is to set the tone for our school culture. This culture sets the context within which staff and students work. The Assistant Principals execute practices that support the success of the school through collaboration and ensure all information is shared with all stakeholders. Teacher Leaders provide access to the necessary resources for successful teaching and are an intricate part of the communication with all stakeholders. Counselors promote a supportive and safe environment for all stakeholders to feel comfortable and provide social and emotional support.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Differentiation	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
4	III.A.	Areas of Focus: Leadership: Leadership Development	\$0.00
Total:			\$0.00