

Miami-Dade County Public Schools

Dr. Carlos J. Finlay Elementary



2021-22 Schoolwide Improvement Plan

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Dr. Carlos J. Finlay Elementary

851 SW 117TH AVE, Miami, FL 33184

<http://cjfinlay.dadeschools.net/>**Demographics****Principal: Marie Orth Sanchez H**

Start Date for this Principal: 7/14/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	98%
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 (75%) 2017-18: A (79%) 2016-17: A (70%)
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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851 SW 117TH AVE, Miami, FL 33184

<http://cjfinlay.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	79%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

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

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

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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.

Dr. Carlos J. Finlay Elementary will collaborate with students, parents, teachers, Florida International University, and our entire community as we strive to provide a high quality, child-centered, bilingual education that will empower our students to become responsible and productive citizens in a global society.

Provide the school's vision statement.

Our vision at Dr. Carlos J. Finlay Elementary is to have our students become bilingual/biliterate, responsible, and productive citizens in a global society.

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
Orth-Sanchez, Marie	Principal	The principal monitors academic and behavior data and assist in monitoring and responding to the needs of subgroups.
Alonso, Maria Bianca	ELL Compliance Specialist	The ELL Compliance Specialist ssists in monitoring and responding to the academic needs of the English Language Learner subgroup, provides and facilitates professional development for the instructional staff and is Florida International University liaison.
Del Castillo, Maria V.	Instructional Coach	The instructional coach gathers and analyzes data to determine PD for faculty, assists in monitoring and responding to the needs of subgroups, and monitors the effectiveness of interventions being implemented.
Legañoa, Monica	SAC Member	The EESAC Chairperson is responsible for creating agendas, conducting monthly meetings with all stakeholders, and approving minutes for all scheduled meetings.
Octala, Elena	Assistant Principal	The assistant principal monitors behavior data and student attendance, schedules and facilitates regular MTSS/Rtl meetings, ensures attendance of team members, ensures follow up of action steps and allocates resources.
Escoto, Maria	School Counselor	The guidance counselor monitors behavior data, conducts intervention meetings for students identified through the MTSS, provides support and resources for parents, gathers information and data required for the Rtl process.
Tariche, Stella	Instructional Media	The media specialist coordinates and executes all Diagnostic Assessments related to i-Ready and creates and monitors progress of students in interventions through Progress Monitoring Testing and Reports in i-Ready.

Demographic Information

Principal start date

Thursday 7/14/2016, Marie Orth Sanchez H

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.*

27

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

38

Total number of students enrolled at the school

439

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

8

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	50	63	85	88	75	82	0	0	0	0	0	0	0	443
Attendance below 90 percent	11	5	8	5	5	4	0	0	0	0	0	0	0	38
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	2	3	8	3	0	0	0	0	0	0	0	18
Course failure in Math	0	0	1	1	9	8	0	0	0	0	0	0	0	19
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	2	6	30	20	22	13	0	0	0	0	0	0	0	93

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	3	2	2	1	7	4	0	0	0	0	0	0	0	19

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	6	2	3	1	4	0	0	0	0	0	0	0	0	16
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	68	89	101	72	92	85	0	0	0	0	0	0	0	507
Attendance below 90 percent	8	8	6	4	5	7	0	0	0	0	0	0	0	38
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	5	6	5	2	0	0	0	0	0	0	0	20
Course failure in Math	0	0	3	5	12	7	0	0	0	0	0	0	0	27
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	2	6	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	3	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	3	2	4	3	8	4	0	0	0	0	0	0	0	24

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				80%	62%	57%	81%	62%	56%
ELA Learning Gains				67%	62%	58%	74%	62%	55%
ELA Lowest 25th Percentile				63%	58%	53%	78%	59%	48%
Math Achievement				89%	69%	63%	93%	69%	62%
Math Learning Gains				77%	66%	62%	77%	64%	59%
Math Lowest 25th Percentile				75%	55%	51%	85%	55%	47%
Science Achievement				73%	55%	53%	64%	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	66%	60%	6%	58%	8%
Cohort Comparison						
04	2021					
	2019	85%	64%	21%	58%	27%
Cohort Comparison		-66%				
05	2021					
	2019	78%	60%	18%	56%	22%
Cohort Comparison		-85%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	82%	67%	15%	62%	20%
Cohort Comparison						
04	2021					
	2019	94%	69%	25%	64%	30%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-82%				
05	2021					
	2019	84%	65%	19%	60%	24%
Cohort Comparison		-94%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	70%	53%	17%	53%	17%
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 progress monitoring tool for Reading and Mathematics used in the 2020-2021 in grades Kindergarten through 5 is i-Ready, AP1, AP2 and AP3. The Science progress monitoring tool used for fifth grade in the 2020-2021 is the Science Baseline and Interim Assessment.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	36.9	48.2	65.1
	Economically Disadvantaged	37.1	40.6	59.4
	Students With Disabilities	26.7	60.0	60.0
	English Language Learners	44.4	33.3	52.9
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	48.2	41.7	66.7
	Economically Disadvantaged	46.4	35.7	61.4
	Students With Disabilities	40.0	60.0	60.0
	English Language Learners	55.6	55.6	77.8

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	42.7	58.4	75.0
	Economically Disadvantaged	40.0	55.7	71.0
	Students With Disabilities	22.2	16.7	33.3
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	25.8	39.1	68.2
	Economically Disadvantaged	22.9	33.3	60.9
	Students With Disabilities	5.6	11.1	27.8
	English Language Learners	0	0	0
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	54.3	62.3	71.4
	Economically Disadvantaged	49.1	58.9	68.4
	Students With Disabilities	12.5	18.8	25.0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	20.3	49.3	70.0
	Economically Disadvantaged	19.6	46.4	68.4
	Students With Disabilities	0	31.3	50.0
	English Language Learners	0	0	0

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	44.8	55.8	67.8
	Economically Disadvantaged	38.9	50.7	63.9
	Students With Disabilities	13.3	26.7	40.0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	35.6	57.0	72.4
	Economically Disadvantaged	33.3	54.9	69.4
	Students With Disabilities	6.7	20.0	40.0
	English Language Learners	0	0	0
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	34.1	53.0	59.3
	Economically Disadvantaged	29.2	50.7	54.9
	Students With Disabilities	27.8	22.2	33.3
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	33.7	47.0	65.1
	Economically Disadvantaged	32.9	45.2	64.4
	Students With Disabilities	11.1	22.2	44.4
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	20.0	0
	Economically Disadvantaged	0	19.0	0
	Students With Disabilities	0	6.0	0
	English Language Learners	0	6.0	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	30	19	10	44	44		22				
ELL	60	50	38	66	42	44	36				
HSP	61	55	36	66	43	43	39				
FRL	58	55	33	65	42	45	37				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	55	39	50	83	68	71	55				
ELL	78	66	63	87	79	73	70				
HSP	80	66	62	89	77	75	72				
FRL	79	64	63	86	71	72	76				
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	63	70		86	80		20				
ELL	76	79	79	88	68	78	39				
HSP	80	73	77	92	76	84	63				
FRL	79	73	78	91	76	85	63				

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	52
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	71
Total Points Earned for the Federal Index	417
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES

Students With Disabilities	
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	51
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	51
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?

Based on the 2019 data findings:

ELA achievement has remained constant at 80% proficiency when looking at the 2019 proficiency data.

ELA learning gains have decreased by 7 percentage points from 74% in 2018 to 67% in 2019.

All subgroups demonstrated an increase in learning gains in ELA, however, there was a decrease in proficiency in all subgroups except the ELL subgroup.

The lowest 25% in ELA decreased by 15 percentage points from 78% in 2018 to 63% in 2019.

Mathematics achievement decreased 4 percentage points from 93% in 2018 to 89% in 2019.

Mathematics learning gains remained consistent at 77% for 2018 and 2019.

All subgroups demonstrated a decrease in ELA learning gains, however, only the SWD subgroup had a decrease in Mathematics learning gains.

Science proficiency demonstrates an increase of 9 percentage points from 64% in 2018 to 73% in 2019.

Based on the 2021 data findings:

ELA proficiency is 62%, a decrease of 18 percentage points from 80% in 2019.

ELA learning gains is 55%, a decrease of 12 percentage points from 67% in 2019.

Mathematics proficiency is 67%, a decrease of 22 percentage points from 89% in 2019.

Mathematics learning gains is 43%, a decrease of 34 percentage points from 77 % in 2019.

Science proficiency indicates a 33% decrease from 73% in 2019 to 40% in 2021.

Mathematics and Science indicate the greatest decrease in student performance and are areas in need of improvement.

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

2019 Data Findings:

ELA learning gains for the lowest 25 percentile decreased by 7 percentage points to 67%.

The overall ELA Learning Gains decreased in all subgroups. The Students with Disabilities decreased by 31 percentage points, the ELL students decreased by 13 percentage points, the Hispanic students decreased by 7 percentage points, and the Free and Reduced Lunch students decreased by 9

percentage points.

2021 Data Findings:

Math proficiency is 59%, this indicates a decrease of 22 percentage points from 2019.

Science proficiency is 40%, this indicates a decrease of 33 percentage points from 2019.

ELA proficiency is 62%, this indicates a decrease of 18 percentage points from 80% in 2019.

The greatest need for improvement is in Math and Science proficiency.

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

2019 data findings:

The contributing factor for this need for improvement in ELA was the need to provide our students in the lowest quartile with interventions that strategically target their academic needs. These students will be identified and placed in daily Tier 2 and Tier 3 interventions based on data provided from i-Ready. Interventions will be provided with fidelity using Reading Horizons Interventions Program.

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

2019 data findings:

One of the data components that indicated the most improvement was achievement in Science. The school to district comparison indicates a substantial difference in the level of proficiency from 58 percentage points for the district to 73 percentage points for the school, a difference of 15 percentage points. The overall Learning Gains in Science for all subgroups increased. The Students with Disabilities increased 32 percentage points, the ELL students increased by 31 percentages, the Hispanics students by 9 percentage points, and Free and Reduced Lunch students by 13 percentage points.

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

2019 data findings:

The contributing factor to this improvement was our implementation of Inquiry-Based Scientific Learning through STEAM projects, the Skeeter Science Lab, and School-wide Science Projects all of which increased students' scientific knowledge.

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

The strategies that will be implemented to accelerate learning will be to continue differentiated instruction in the classroom, implementation of Tier 2 and 3 interventions with fidelity, and grade three and grade 4 Intensive-Acceleration classrooms. Data chats will continue to be held quarterly to monitor student progress, specifically the progress of students in our lowest quartile, ELL and SWD.

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.

Based on the contributing factors and strategies to accelerate learning, professional development opportunities for the Getting 2 the Core, McGraw Hill Wonders will be encouraged and facilitated. Teachers will be encouraged to participate in professional development offered by the District. Professional development opportunities will be provided using the turn-key method during faculty and grade level meetings. In addition, teachers will be afforded the opportunity to observe other teachers through job-embedded practices.

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

Interventions will continue to be implemented with fidelity and student participation will be monitored by administration. Teachers will continue to provide targeted small group differentiated instruction based on student data findings from i-Ready Growth Monitoring and McGraw Hill bi-weekly progress monitoring assessments. Data chats will be held quarterly to analyze student achievement data. In addition, Title I and Title III tutoring will be scheduled to provide identified students with extended day learning opportunities.

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 reviewed our school will implement the targeted element of Differentiation. We selected the overarching area of differentiation based on our findings that demonstrated FSA ELA L25 overall proficiency showed a decrease of 16 percentage points from 76% in 2019 to 60% in 2021. At this time, we are not meeting the needs of all learners, therefore, it is crucial that we differentiate instruction based on students' academic needs.
Measurable Outcome:	If we successfully implement differentiated instruction, then our L25 students will demonstrate an increase of 25 percentage points in their overall Reading i-Ready scale score, as evidenced by the third administration of the i-Ready diagnostic assessment.
Monitoring:	Teachers and Interventionists will monitor i-Ready lessons data and create intervention groups and differentiated instructional groups based on student needs. Administration will conduct walk-throughs to ensure that interventions are taking place with fidelity.
Person responsible for monitoring outcome:	Marie Orth-Sanchez (orthsanchez@dadeschools.net)
Evidence-based Strategy:	The evidenced-based strategy that will be implemented is data driven instruction. Implementing this strategy will ensure that teachers are using relevant, recent and aligned data to plan lessons that are customized for students' needs. Teachers will make adjustments to their instruction by reflecting on data and adjusting their instructional delivery as new data becomes available. Instruction that is explicitly and systematically differentiated (matched to students' needs), as determined through data, has been shown to be effective.
Rationale for Evidence-based Strategy:	Teachers will use i-Ready and Performance Matters data to create differentiated instruction groups to provide standards based interventions targeting low performance standards. This will provide our Lowest 25th percentile students with strategies and interventions that strategically target their academic needs.

Action Steps to Implement

8/31-10/11 - Students in the lowest quartile will receive 90 minutes of the Intensive Accelerated Course or thirty-minutes of pull-out interventions as part of their daily school schedule to remediate deficient Reading skills. As a result of this action step, students will increase their i-Ready AP3 diagnostic scale score by 25 points.

Person Responsible Marie Orth-Sanchez (orthsanchez@dadeschools.net)

8/31-10/11 - Teachers in third and fourth grade will attend professional development in the implementation of Intensive Accelerated Course in August 2021 to ensure successful implementation of the curriculum. As a result of this action step, teachers will provide targeted and specialized instruction to assist students in decreasing their deficiencies in reading.

Person Responsible Marie Orth-Sanchez (orthsanchez@dadeschools.net)

8/31-10/11 - Data chats will be conducted during the first semester to monitor students' progress and make any adjustments to intervention groups and/or instruction. As a result of this action step, administration, together with teachers, will analyze student progress, identify standards that need to be revisited through further targeted instruction and discuss alternate instructional strategies.

Person Responsible Marie Orth-Sanchez (orthsanchez@dadeschools.net)

8/31-10/11 - Teachers will conduct daily differentiated instruction groups to address and remediate students' deficiencies in Reading. As a result of this action step, teachers will provide small group instruction based on individual student needs to assist students in mastering the targeted standard.

Person Responsible Maria V. Del Castillo (mdelcastillo@dadeschools.net)

11/1-12/21 - Teachers will analyze i-Ready AP1 and Growth Monitoring data to adjust differentiated instruction groups as needed. As a result of this action step, differentiated instruction groups will remain fluid and offer timely instruction to students in identified targeted standards in Reading.

Person Responsible Maria V. Del Castillo (mdelcastillo@dadeschools.net)

11/1-12/21 - Teachers will be trained in Power Bi to use as an additional tool to guide instruction and the development of differentiated instruction groups. As a result of this action step, teachers will have additional data to make more focused decisions when forming differentiated instruction groups in ELA.

Person Responsible Elena Octala (eoctala@dadeschools.net)

1/31-4/29 - Teachers will analyze i-Ready AP2 and Growth Monitoring data to adjust differentiated instruction groups as needed. As a result of this action step, differentiated instruction groups will remain fluid and offer timely instruction to students in identified targeted standards in Reading.

Person Responsible Marie Orth-Sanchez (orthsanchez@dadeschools.net)

1/31-4/29 - ELL students will be identified to participate in daily Title III before and after school tutoring by the ELL Chairperson. As a result, students will be remediated and instructed based on individual student needs using language acquisition strategies.

Person Responsible Maria Bianca Alonso (mbalonso@dadeschools.net)

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

Area of Focus Description and Rationale:	Based on the data reviewed, our school will implement the targeted element of Standards-aligned Instruction. We selected the overarching area of Standards-aligned Instruction based on our findings that demonstrated our Mathematics L25 overall proficiency showed a decrease of 34 percentage points from 77% in 2019 to 43% in 2021. We are not meeting the needs of all learners, therefore, it is crucial that we provide specific standards-aligned instruction to increase student achievement of our L25.
Measurable Outcome:	If we successfully implement standards-aligned instruction, then our L25 students in Mathematics will demonstrate an increase of 25 percentage points in their overall Mathematics i-Ready scale score, as evidenced by an increase in the third administration of the i-Ready Mathematics diagnostic assessment.
Monitoring:	Teachers and Interventionists will monitor this data and create intervention groups personalized to the students' academic needs in Mathematics during weekly grade level meetings and quarterly data chats. The Interventionists will pull out students and focus instruction to target specific standards based on student weaknesses. Intervention attendance logs will be monitored by the Reading Coach to ensure that students are attending with fidelity.
Person responsible for monitoring outcome:	Marie Orth-Sanchez (orthsanchez@dadeschools.net)
Evidence-based Strategy:	Within Standards-aligned Instruction, we will implement the evidence-based strategy of data driven instruction. Implementing this strategy is essential to guide instructional planning and to track students' progress based on their learning needs. Teachers will utilize a systematic approach that uses assessment, analysis, and actions to meet the needs of all students.
Rationale for Evidence-based Strategy:	This strategy was selected because our school has been committed to using i-Ready, a research-based program, to increase student achievement. In addition, teachers feel comfortable using the reports and instructional lessons. Teachers will use i-Ready and Performance Matters data to create differentiated groups to provide standards based remediation targeting low performance standards. This will provide our lowest 25th percentile with strategies and interventions that strategically target their academic needs.

Action Steps to Implement

8/31-10/11 - Data chats will be conducted during the first quarter to monitor students' progress and make any adjustments to Mathematics instruction and tutoring. As a result, students will benefit from adjusted lessons targeting low performing standards.

Person Responsible Marie Orth-Sanchez (orthsanchez@dadeschools.net)

8/31-10/11 - Teachers will conduct daily reteach lessons in small groups to address and remediate students' deficiencies in Mathematics. As a result, students will bridge the gap in deficient standards.

Person Responsible Marie Orth-Sanchez (orthsanchez@dadeschools.net)

8/31-10/11 - The Reflex Math program will be introduced to students in 2nd through 5th grade to provide additional practice in mathematical fluency skills. As a result, students will increase the Mathematics proficiency.

Person Responsible Elena Octala (eoctala@dadeschools.net)

8/31-10/11 - Students in Kindergarten through 5th grade will complete daily "Mad Math Minute" lessons at the beginning of each Mathematics class to practice previously taught concepts. As a result, students will benefit from review of previously taught skills.

Person Responsible Marie Orth-Sanchez (orthsanchez@dadeschools.net)

11/1-12/21 - Administration will ensure that i-Ready Growth Monitoring in Mathematics is conducted to ensure all students in the L25 subgroup are being monitored. As a result of this action step, i-Ready Growth Monitoring will be scheduled for students in our i-Ready Instructional Groups.

Person Responsible Elena Octala (eoctala@dadeschools.net)

11/1-12/21 - Teachers and administration will review i-Ready Growth Monitoring data in Mathematics to make any adjustments to their instructional Mathematics block and interventions groups. As a result of this action step, teachers will receive updated data to target specific standards in which students in our L25 are deficient.

Person Responsible Elena Octala (eoctala@dadeschools.net)

1/31-4/29 - Data chats will be conducted during the second semester to monitor students' progress and make any adjustments to Mathematics instruction and tutoring. As a result, L25 students will benefit from adjusted lessons targeting low performing standards.

Person Responsible Marie Orth-Sanchez (orthsanchez@dadeschools.net)

1/31-4/29 - Students in the L25 for Mathematics will be identified to participate in Mathematics Interventions. As a result, students will benefit from daily targeted remediation to increase their application of mathematics concepts in a small group setting.

Person Responsible Marie Orth-Sanchez (orthsanchez@dadeschools.net)

#3. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus Description and Rationale:	Based on a review of the data, there was a decline of 18 percentage points in the response of the following statement "I feel staff morale is high at my school" when comparing the 2021 and 2020 results of the School Climate Survey.
Measurable Outcome:	Upon successfully implementing this area of focus, the staff survey responses will indicate an increase of 5 percentage points in the statement: "I feel staff morale is high at my school" on the 2022 Staff School Climate Survey.
Monitoring:	In order to monitor this area of focus we will develop and distribute surveys that will gauge staff morale throughout the year.
Person responsible for monitoring outcome:	Elena Octala (eoctala@dadeschools.net)
Evidence-based Strategy:	Through the use of Positive Behavior and Supports (PBS) we will celebrate student and teacher successes and use rewards and incentives to encourage an increase in staff morale.
Rationale for Evidence-based Strategy:	When implementing PBS, teachers feel valued and supported. Teachers feel appreciated when their hard work is acknowledged and this sense of value and importance transcends to their work with our students.

Action Steps to Implement

8/31-10/11 - Staff will be recognized during faculty meetings as a "Rainbow of the Month" for going above and beyond in their classroom and our school community. As a result, staff will feel motivated to do their best and carry a positive attitude throughout the school.

Person Responsible Marie Orth-Sanchez (orthsanchez@dadeschools.net)

8/31-10/11 - Selected "Rainbows of the Month" will be communicated on our website, social media and staff bulletin board. As a result, our school community will be informed of our teachers' successes.

Person Responsible Elena Octala (eoctala@dadeschools.net)

8/31-10/11 - Administration will send positive feedback messages upon completion of walk-throughs to highlight teachers' lessons, classroom management and student engagement. As a result, teachers will feel valued and know that administration has a vested interest in their instruction and classroom culture.

Person Responsible Marie Orth-Sanchez (orthsanchez@dadeschools.net)

8/31-10/11 - Teachers will be encouraged to become leaders in various areas of the school and present best practices during faculty meetings. As a result, teachers will hone their leadership skills, assist their colleagues and become leaders in our school.

Person Responsible Marie Orth-Sanchez (orthsanchez@dadeschools.net)

11/1-12/21 - Staff will be given the opportunity to nominate any worthy staff member as a "Rainbow of the Month." As a result of this action step, staff will feel part of the process and invested in recognizing fellow colleagues.

Person Responsible Marie Orth-Sanchez (orthsanchez@dadeschools.net)

11/1-12/21 - Administration will create opportunities during faculty meetings for Team Building to raise staff morale. As a result of this action step, teachers will foster relationships and collegiality.

Person Responsible Marie Orth-Sanchez (orthsanchez@dadeschools.net)

1/31-4/29 - Designated teachers will attend a Progressive Behavior Intervention Training. As a result, these teachers will provide turn-key training to all teachers to increase positive student behaviors. This program will assist teachers in minimizing classroom discipline issues, disruptions, and stress associated with their job.

Person Responsible Elena Octala (eoctala@dadeschools.net)

1/31-4/29 - Teachers and staff selected as "Rainbows of the Month" will receive incentive coupons provided to the school by our Dade Partners. As a result, teachers will feel appreciated and continue to strive for excellence.

Person Responsible Elena Octala (eoctala@dadeschools.net)

#4. Leadership specifically relating to Leadership Development

Area of Focus Description and Rationale: Upon analyzing our staff school climate responses for the statement: "My principal is supportive of teachers" there was a 6 percentage point decrease from 97% in 2020 to 91% in 2021 in the strongly agree category. We feel this is an important area in which to increase our school climate because this statement is key in having intrinsically motivated and happy teachers.

Measurable Outcome: Upon successfully implementing Leadership Development, the staff survey responses will indicate an increase of 3 percentage points in the statement: "My principal is supportive of teachers" on the 2022 Staff School Climate Survey.

Monitoring: The school will develop and distribute a survey that will gauge teachers' feelings on administrative support throughout the year to ensure that Leadership Development is occurring. The survey will include a section for teachers to anonymously provide feedback, input, ideas and suggestions in areas that administration can further support teachers and students.

Person responsible for monitoring outcome: Maria Bianca Alonso (mbalonso@dadeschools.net)

Evidence-based Strategy: Within Leadership Development, we will implement the evidenced-based strategy of Shared Leadership. Implementing this strategy is essential in developing leadership capacity among all members of the school community.

Rationale for Evidence-based Strategy: Through the implementation of Shared Leadership, teachers value open communication where constructive feedback and conversations take place. Teachers also appreciate seeing their suggestions and feedback being put into action.

Action Steps to Implement

8/31-10/11 - Design and distribute a staff survey to receive feedback from teachers on the effectiveness of the administration and suggestions for improved leadership. As a result, administration will be informed of key areas in need of development in order to address and take appropriate action as well as receive constructive ideas and approaches to support daily operational activities.

Person Responsible Maria Bianca Alonso (mbalonso@dadeschools.net)

8/31-10/11 - Administration will meet weekly to review priority areas which need to be addressed such as teacher observations, data monitoring, walkthroughs and operational concerns. As a result, administration will be able to prioritize their daily responsibilities to meet deadlines and provide support.

Person Responsible Marie Orth-Sanchez (orthsanchez@dadeschools.net)

8/31-10/11 - Administration will attend professional development offered by the District in the areas of Curriculum, School Culture and Operational systems. As a result, administration will be informed of important news and requirements provided by the District to ensure they are performing their job duties with the most up to date resources and information.

Person Responsible Marie Orth-Sanchez (orthsanchez@dadeschools.net)

8/31-10/11 - Administration will encourage and promote leadership among faculty members in the school by mentoring staff and building capacity. As a result, staff will feel supported and valued as leaders within the school community and take risks outside of their classrooms.

Person Responsible Marie Orth-Sanchez (orthsanchez@dadeschools.net)

11/1-12/21 - Administration will meet with aspiring Assistant Principals at our school site to mentor and provide support in their career advancement. As a result of this action step, these teachers will feel supported and encouraged to proceed with the Assistant Principal BENCH program.

Person Responsible Marie Orth-Sanchez (orthsanchez@dadeschools.net)

11/1-12/21 - Administration will identify 2 key teachers to represent our school in various District PDs and meetings to share leadership responsibilities. As a result of this action step, the two teachers will share and present information with staff as needed during leadership meetings, faculty meetings, EESAC meetings and parent workshops.

Person Responsible Marie Orth-Sanchez (orthsanchez@dadeschools.net)

1/31-4/29 - The Administrative Team will conduct Monthly Coffee and Conversation days where teachers and staff may come to discuss any concerns, ideas or requests that they may have. As a result, teachers and staff will feel their voices are being heard and that they are being supported in and out of the classroom.

Person Responsible Marie Orth-Sanchez (orthsanchez@dadeschools.net)

1/31-4/29 - Additional interventionists will be hired to assist teachers with small group instruction and interventions. As a result of this action step, teachers will feel supported.

Person Responsible Marie Orth-Sanchez (orthsanchez@dadeschools.net)

Additional Schoolwide Improvement Priorities

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

When comparing District referrals to our school the District data indicates that 2.88% of students have 1 referral, whereas our school has 1%, a difference of 1.88%. In analyzing data of students with two or more referrals, District data indicates that 1.42% of students meet this criteria while 0.71% of our school has two or more referrals, a difference of 0.71%. According to the School Climate Survey, 100% of students strongly agree or agree with the statement, "At my school, I feel safe and secure." In addition, the School Safety Dashboard indicates that we are in the range of low incidents at our school. We will continue to promote and implement positive behavior strategies, character development, Do the Right Thing, mindfulness and small group and individual counseling throughout the school year to ensure that our school and students are safe.

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.

At Dr. Carlos Finlay Elementary school we provide a positive school culture and environment by spotlighting staff members who go above and beyond their duties and responsibilities. Staff is recognized as "Rainbows of the Month" at a faculty meetings, on morning announcements and their picture is spotlighted on a bulletin board in the main office as well as the school's website and social media.

On a monthly basis students are recognized for "Do the Right Thing" and exhibiting the core values as determined by the district. Students may be selected by their teachers, administration or any staff member. These students are spotlighted once a month on our morning announcements with their certificate and t-shirt and their picture is posted on a bulletin board in our main hallway.

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

In order to provide our students and staff with an inviting environment, Dr. Carlos J. Finlay Elementary's administration and staff members are placed in key locations throughout the school to meet and greet students every morning. Students are welcomed during morning arrival as administration and staff open vehicle doors and greet them. Three staff members are assigned at the main gate, one staff member is assigned to the bus entrance and one staff member is assigned at the cafeteria door entrance to welcome and greet students to school. Teachers maintain clean and organized classrooms to provide an inviting atmosphere for student learning. Bulletin boards are periodically updated to inspire students with positive and uplifting messages. In addition, our counselor visits classrooms and presents lessons on a variety of positive topics while implementing mindfulness strategies.