

Miami-Dade County Public Schools

Andrea Castillo Preparatory Academy



2021-22 Schoolwide Improvement Plan

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Andrea Castillo Preparatory Academy

10201 NW 78TH ST, Doral, FL 33178

[no web address on file]

Demographics

Principal: Adolfo Costa L

Start Date for this Principal: 7/27/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-1
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)	45%
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	2020-21: No Grade 2018-19: No Grade 2017-18: No Grade 2016-17: No Grade
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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Andrea Castillo Preparatory Academy

10201 NW 78TH ST, Doral, FL 33178

[no web address on file]

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-1</p>	<p>2020-21 Title I School</p> <p>No</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>%</p>

School Grades History

Year
Grade

School Board Approval

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SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our mission at Andrea Castillo Preparatory Academy is to create an engaging and nurturing environment for all stakeholders that fosters the intellectual and emotional growth of the individual child through quality instruction and meaningful collaboration as they prepare to become a global citizen.

Provide the school's vision statement.

Our vision at Andrea Castillo Preparatory Academy is to provide a learning environment where our students will: Learn, Engage, Achieve, Discover

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
Costa, Adolfo	Principal	The job duties and responsibilities of the principal is to oversee the overall operation of the plant to include: students achievement, personnel, community partnerships and fiscal integrity.
Del Toro, Sinthia	Teacher, K-12	Ms. Del Toro is a kindergarten teacher and is a member of our EESAC Committee. She is part of the school improvement plan writing team as well.
Guerrero, Eida	Teacher, K-12	Ms. Guerrero is a first grade teacher and Cambridge Coordinator. She is a member of the School Improvement plan writing team. She also chairs the Social Sciences department.

Demographic Information

Principal start date

Monday 7/27/2020, Adolfo Costa L

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.*

3

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.*

2

Total number of teacher positions allocated to the school

7

Total number of students enrolled at the school

141

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

1

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

2

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	42	46	19	0	0	0	0	0	0	0	0	0	0	107
Attendance below 90 percent	2	10	4	0	0	0	0	0	0	0	0	0	0	16
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	7	13	0	0	0	0	0	0	0	0	0	0	20

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

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

The number of students identified as retainees:

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

Thursday 7/29/2021

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	46	0	18	0	0	0	0	0	0	0	0	0	0	0	64
Attendance below 90 percent	9	0	6	0	0	0	0	0	0	0	0	0	0	0	15
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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					62%	57%		62%	56%
ELA Learning Gains					62%	58%		62%	55%
ELA Lowest 25th Percentile					58%	53%		59%	48%
Math Achievement					69%	63%		69%	62%
Math Learning Gains					66%	62%		64%	59%
Math Lowest 25th Percentile					55%	51%		55%	47%
Science Achievement					55%	53%		58%	55%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

Grade Level Data Review - Progress Monitoring Assessments

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

Our school opened in 2020. Our school configuration is PreK-1. Thus, our students did not take part in the FSA Assessment. The data below is the I-Ready Diagnostic progress monitoring data. We do not have enough students to generate a percentage in the subgroups.

Grade 1					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		44%	38%	33%
	Economically Disadvantaged		NA	NA	NA
	Students With Disabilities		NA	NA	NA
	English Language Learners		NA	NA	NA
			Number/% Proficiency	Fall	Winter
Mathematics	All Students		11%	38%	56%
	Economically Disadvantaged		NA	NA	NA
	Students With Disabilities		NA	NA	NA
	English Language Learners		NA	NA	NA

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
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
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% All Students	N/A
Total Number of Subgroups Missing the Target	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	

ESSA Federal Index	
Total Components for the Federal Index	
Percent Tested	

Subgroup Data	
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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?

According to our 2021 I-Ready diagnostic comparison our ELL proficiency increased by 28%.

According to our 2021 SAT-10 data 70% of our Kindergarten students scored a 5 or above in the Reading Subtest.

According to our 2021 SAT-10 data 53% of our Kindergarten students scored a 5 or above in the Mathematics Subtest.

According to our 2021 SAT-10 data 18% of our First Grade students scored a 5 or above in the Reading Subtest.

According to our 2021 SAT-10 data 47% of our First Grade students scored a 5 or above in the Mathematics Subtest.

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

According to our 2021 I-Ready comparison our first grade ELA students decreased proficiency by 11%.

According to our 2021 SAT-10 data 82% of our First Grade students scored below a 5 in the Reading Subtest.

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

The data only reflects a snapshot of one year. Nonetheless, these students' learning loss due to the pandemic are quite evident. These students are all enrolled in summer school in order to recover lost time. Also, they will all receive interventions from the beginning of the school year to include extended day opportunities.

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

The data components reviewed are I-Ready progress monitoring data points. Our ELL students showed significant progress by increasing their proficiency by 28%.

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

We will continue to place an emphasis on completing the 60 minutes of I-Ready weekly while implementing reading interventions for tier 2 and 3 students. One of the contributing factors to our I-Ready success was our pull-out interventions provided daily to all students.

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

The following strategies will be implemented in order to accelerate learning: Data driven instruction, extended learning opportunities and 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.

Our teacher leaders will develop group sessions to model data driven instruction and the use of small group instruction by the end of September 2021. Students will be targeted to participate in extended learning opportunities beginning in September 2021. Teachers participated in Synergy sessions highlighting the integration of the B.E.S.T. Standards. During collaborative planning time, teachers will discuss best practices and illustrate sample lessons using B.E.S.T. Standards.

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

The leadership team will participate in collaborative planning sessions and conduct weekly walkthroughs to provide feedback to teachers and encourage students.

Part III: Planning for Improvement

Areas of Focus:

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

Area of Focus Description and Rationale:

Based on the data review, our school will implement the Targeted Element of Standards-Aligned Instruction. We selected the overarching area of Standards-Aligned Instruction based on our findings that students were not at grade level as evidenced by a comparison of the Winter to Spring ELA I-Ready results. Thirty-three percent of our first grade students were on grade level at the Spring Assessment of ELA I-Ready as compared to thirty-eight percent during the Winter Assessment. We will use the knowledge gained by the B.E.S.T. Standards to align our instruction in order to provide our students the skills necessary to access grade level content and move towards proficiency.

Measurable Outcome:

If we successfully implement Standard Based Curriculum, then our I-Ready Reading results will increase by a minimum of 5 percentage points as evidenced by the 2022 AP3 diagnostic.

Monitoring:

Administrators will review bi-weekly lesson plans for indication of Standard Based Instruction. The Leadership Team will conduct regular walkthroughs to ensure quality instruction is taking place and to provide timely instructional feedback to teachers. Data chats of I-Ready assessments will be conducted by leadership team with grade level chairs and by teachers with students and parents.

Person responsible for monitoring outcome:

Adolfo Costa (pr3881@dadeschools.net)

Evidence-based Strategy:

Within the Targeted Element of Standard Based Instruction, our school will focus on the evidence-based strategy of: Standards Based Collaborative Planning. Standards Based Collaborative Planning will align instruction in order to provide students the skills necessary to become proficient readers. Standards Based Instruction will be monitored by leadership team walkthroughs.

Rationale for Evidence-based Strategy:

Standards Based Collaborative Planning will ensure that the B.E.S.T. Standards are being implemented with fidelity in order to meet the students' needs. As a result of grade level meetings teachers will make the necessary adjustments to their lesson planning as progress monitoring yields new data.

Action Steps to Implement

6-15 thru 10-11. Teachers will attend Professional Development on the Florida B.E.S.T. Standards to align instruction in order to provide students the necessary skills to access grade level content and move towards proficiency. As a result, the use of B.E.S.T. Standards will be evident during formal and informal observations

Person Responsible

Adolfo Costa (pr3881@dadeschools.net)

8-23 thru 10-11. Turnkey Teachers will share best practices and gained knowledge during Faculty meetings and collaborative planning sessions. As a result, teachers will be able to implement B.E.S.T. Standards during their instruction.

Person Responsible

Adolfo Costa (pr3881@dadeschools.net)

9-13 thru 10-11. Teachers will utilize I-Ready Data Reports as a means to motivate students and help close the achievement gap. As a result, students usage data will increase each nine weeks.

Person Responsible Adolfo Costa (pr3881@dadeschools.net)

8-20 thru 10- 11. Teachers will plan and deliver lessons that are aligned to the Florida B.E.S.T. Standards providing the skills necessary to become proficient readers. Teachers will also reflect and discuss on the delivered lessons to continue to make necessary adjustments. As a result, student work will show evidence of B.E.S.T. Standards being achieved.

Person Responsible Adolfo Costa (pr3881@dadeschools.net)

11-1 - 12-21 Teachers will continue to utilize I-Ready Data Reports as a means to motivate students and help close the achievement gap. As a result, students usage data will increase each nine weeks.

Person Responsible Adolfo Costa (pr3881@dadeschools.net)

11-1 - 12-21 Teachers will continue to plan and deliver lessons that are aligned to the Florida B.E.S.T. Standards providing the skills necessary to become proficient readers. Teachers will also reflect and discuss on the delivered lessons to continue to make necessary adjustments. As a result, student work will show evidence of B.E.S.T. Standards being achieved.

Person Responsible Adolfo Costa (pr3881@dadeschools.net)

1-31 - 4-29 Teachers will utilize Florida B.E.S.T. Standards Report in iReady to address learning loss based on the progression of the standards.

Person Responsible Christina Gil (cctgil@dadeschools.net)

1-31 - 4-29 Teachers will utilize SAT Dalies to reinforce the Florida B.E.S.T Standards and better prepare students for the SAT-10.

Person Responsible Christina Gil (cctgil@dadeschools.net)

#2. 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 our students reading performance on the SAT-10 Norm Referenced Assessment was below 50%. We will provide Extended Learning Opportunities to provide our students the skills necessary to increase the reading performance on the SAT-10 Norm Referenced Assessment.

Measurable Outcome:

If we successfully implement Differentiation, then our students will increase by a minimum of 5 percentage points as evidenced by the 2022 SAT-10 Norm Referenced Assessment.

Monitoring:

The leadership team will review progress monitoring data and determine the extended learning opportunities provided to students. Extended Learning Opportunities will include: after school tutoring, pull outs, interventions and I-Ready camps. Extended Learning Opportunities attendance will be recorded and celebrated through various modes of incentives.

Person responsible for monitoring outcome:

Adolfo Costa (pr3881@dadeschools.net)

Evidence-based Strategy:

Within the Targeted Element of Differentiation, our school will focus on the evidence-based strategy of: Extended Learning Opportunities. Extended Learning Opportunities will support classroom instruction to meet the students' needs. Extended Learning Opportunities will be monitored through scheduling.

Rationale for Evidence-based Strategy:

Extended Learning Opportunities will provide students the opportunity to close the learning loss gap. Teachers will customize the Extended Learning Opportunities to address the specific needs of each student based on progress monitoring results.

Action Steps to Implement

8-17 thru 8-27. Teachers will analyze data using SAT-10, I-Ready Diagnostic to determine student individual academic needs. As a result, student groupings will reflect a differentiated group of students.

Person Responsible

Adolfo Costa (pr3881@dadeschools.net)

8-27 thru 10-11. Tier 2 and Tier 3 students to participate in the Horizon Discovery Intervention Program. In addition, Tier 2 and Tier 3 students will be provided extended learning opportunities through before and/or afterschool tutoring and weekly I-Ready lab time. As a result, students will be enrolled in intervention programs and will increase their results in Diagnostic 2.

Person Responsible

Adolfo Costa (pr3881@dadeschools.net)

8-27 thru 10-11. Teachers will monitor data tracking of students in I-Ready, Performance Matters and Progress Monitoring. As a result, teachers will be able to address student needs and provide adequate intervention.

Person Responsible

Adolfo Costa (pr3881@dadeschools.net)

8-27 thru 10-11. Data driven results will provide fluidity of groups and necessary instructional practices to meet students' needs and close the achievement gap. As a result, students will improve in diagnostic 2 and meet grade level expectations.

Person Responsible Adolfo Costa (pr3881@dadeschools.net)

11-1 - 12-21 Teachers will continue to monitor data tracking of students in I-Ready, Performance Matters and Progress Monitoring. As a result, teachers will be able to address student needs and provide adequate intervention.

Person Responsible Adolfo Costa (pr3881@dadeschools.net)

11-1 - 12-21 Tier 2 and Tier 3 students will continue to participate in the Horizon Discovery Intervention Program. In addition, Tier 2 and Tier 3 students will be provided extended learning opportunities through before and/or afterschool tutoring and weekly I-Ready lab time. As a result, students will be enrolled in intervention programs and will increase their results in Diagnostic 2.

Person Responsible Adolfo Costa (pr3881@dadeschools.net)

1-31 - 4-29 Teachers will utilize the data from AP2 iReady Reading instructional grouping reports to provide more intensive and differentiated instruction to develop and meet students' instructional needs.

Person Responsible Christina Gil (cctgil@dadeschools.net)

1-31 - 4-29 Teachers will utilize Florida B.E.S.T. Standards report in i-Ready to monitor Tier 2 and Tier 3 students and address learning loss based on the standards not met.

Person Responsible Christina Gil (cctgil@dadeschools.net)

#3. Leadership specifically relating to Leadership Development

Area of Focus Description and Rationale: Based on qualitative data from the School Climate survey and the SIP survey and review of the Core Leadership Competencies, we want to use the Targeted Element of Leadership Development. As a school of its second year of inception, we are in the process of adding teachers to the school community. As result, our leadership team continues to grow and change, and we must foster leadership development within the grade levels.

Measurable Outcome: If we successfully implement the Targeted Element of Leadership Development, our teachers will be able to share their prior knowledge and experience with entire faculty. The teachers will gain leadership experience from their colleagues through grade level collaboration. The percentage of teachers in leadership roles will increase by at least 5% during the 2021-2022 school year.

Monitoring: The Leadership Team will provide staff members with various leadership roles within their area of strength. Staff members will be able to share out their designated leadership responsibilities via teacher planning and staff meetings. This will create an environment of inclusivity and support among the leadership team and staff members.

Person responsible for monitoring outcome: Adolfo Costa (pr3881@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Instructional Leadership Team, we will focus on the evidence-based strategy of: Involving Staff in Important Decisions. By designating staff leadership roles our teachers will have a stake in all school wide decisions. The teacher leaders will meet with leadership team on a monthly basis in order to share progress and concerns as well as brainstorm academic needs as they arise.

Rationale for Evidence-based Strategy: Involving Staff will assist in creating a cohesive in Leadership Team as our school grows. The various strengths of our teachers will allow for our student achievement goals to be realized. The Leadership Team will continue to work with teacher leaders to develop skills, new knowledge, and evidenced based instruction to the classroom.

Action Steps to Implement

8-23 thru 10-11. Staff members will be given the opportunity to participate in leadership roles within their area of strength. As a result, staff members will feel a sense of ownership to school - wide decisions.

Person Responsible Adolfo Costa (pr3881@dadeschools.net)

8-23 thru 10-11. Staff members will be able to collaborate and share best practices at faculty meetings and at grade level meetings. As a result, all staff members will acquire the necessary information to implement the grade level standards as required by the pacing guides.

Person Responsible Adolfo Costa (pr3881@dadeschools.net)

8-23 thru 10-11. Staff members will be able to attend professional development sessions and turn key the information to the entire staff As a result, all staff members will acquire the most updated professional development information.

Person Responsible Adolfo Costa (pr3881@dadeschools.net)

8-23 thru 10-11. Staff members will be able to meet with administrative team on a monthly basis to provide solutions to on- going progress monitoring data results. As a result, the leadership team will be able to make decisions that take into account the needs of all stakeholders.

Person Responsible Adolfo Costa (pr3881@dadeschools.net)

11-1 - 12-21 Staff members will continue to be able to attend professional development sessions and turn key the information to the entire staff As a result, all staff members will acquire the most updated professional development information.

Person Responsible Adolfo Costa (pr3881@dadeschools.net)

11-1 - 12-21 Staff members will continue to meet with administrative team on a monthly basis to provide solutions to on- going progress monitoring data results. As a result, the leadership team will be able to make decisions that take into account the needs of all stakeholders.

Person Responsible Adolfo Costa (pr3881@dadeschools.net)

1-31 - 4-29 Staff members will be able to shadow colleagues who hold leadership positions and debrief the results of their experience.

Person Responsible Elda Guerrero (eldaguerrero@dadeschools.net)

1-31 - 4-29 Teachers will be provided an opportunity to interview for leadership roles within the school and will be provided immediate feedback.

Person Responsible Adolfo Costa (pr3881@dadeschools.net)

#4. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale:

Based on the data review, our school will implement the Targeted Element of Student Attendance. Through our data review, we noticed the students who struggle with daily attendance are also the students who are not meeting expectations for learning gains as well as proficiency. We recognize the need to tailor our attendance initiatives and improve in making connections with families and the community to ensure attendance is consistently high.

Measurable Outcome:

If we successfully implement the Targeted Element of Student Attendance, our students will receive quality instruction that will contribute to improved student outcomes. With consistent student incentives, our attendance will increase 2 percentage points by June 2022.

Monitoring:

The Leadership Team will work to connect with families who struggle with attendance and identify the root cause for absences and create a plan of action to ensure students are able to be present daily. The Leadership Team will mentor individual students who have consistent truancy and connect with them bi-weekly to reward or encourage attendance efforts. The Leadership Team will plan regular student incentives to promote consistent student attendance. Teachers will provide incentives to students that show improvement or maintain consistent attendance. The Leadership Team will identify opportunities for students who are absent due to illness to connect virtually to class instruction or have access to on-demand lessons. To ensure we are on track to meeting the outcome above, this data will be discussed during data chats with teachers and students and parental contact will be made when necessary.

Person responsible for monitoring outcome:

Adolfo Costa (pr3881@dadeschools.net)

Evidence-based Strategy:

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

Rationale for Evidence-based Strategy:

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

Action Steps to Implement

8-20. Teachers will explain the importance of consistent student data and our school wide attendance plan to parents during their initial meet and greet. As a result, parents will have a firm understanding of attendance expectations.

Person Responsible

Adolfo Costa (pr3881@dadeschools.net)

8-25. The Leadership Team will meet with teachers to develop an attendance incentive calendar for the first half of the school year. As a result, the leadership team will develop an attendance incentive calendar.

Person Responsible

Adolfo Costa (pr3881@dadeschools.net)

9-1 thru 10-11. The Leadership Team will meet with teachers to identify the students who have been truant during the 2020-21 school year. As a result, the leadership team will be able to proceed with the truancy plan for each student.

Person Responsible Adolfo Costa (pr3881@dadeschools.net)

9-1 thru 10-11. The assistant principal will meet with students and parents who have been absent at least 3 days. As a result, the number of absences will decrease for these students.

Person Responsible Adolfo Costa (pr3881@dadeschools.net)

11-1 - 12-21 The assistant principal will continue to meet with students and parents who have been absent at least 3 days. As a result, the number of absences will decrease for these students.

Person Responsible Adolfo Costa (pr3881@dadeschools.net)

11-1 - 12-21 The Leadership Team will continue to meet with teachers to identify the students who have been habitually absent. As a result, the leadership team will be able to proceed with the truancy plan for each student.

Person Responsible Adolfo Costa (pr3881@dadeschools.net)

1-31 - 4-29 The leadership team will identify the homerooms that have perfect attendance for a minimum of 3 out of the 5 days of the week in order to provide an end of the week incentive to those homerooms.

Person Responsible Christina Gil (cctgil@dadeschools.net)

1-31 - 4-29 The assistant principal will include our school social worker in our truancy intervention meetings and to conduct home visits as needed. In addition, the leadership team will provide outside service providers to parents as needed.

Person Responsible Christina Gil (cctgil@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.

As a new school with a grade configuration of PK-1, our discipline data is minimal. The primary area of concern for our student body is student attendance. We will focus on reducing the number of students who have 10-15 days absent by 5 percent during the 2021-2022 school year.

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 meet all the standards of the “Framework of Effective School Culture” (Relationships; Engaging Learning Environment; Support, Care, and Connections; Physical and Emotional Safety; and Clearly Defined Expectations). Our school creates experiences throughout the year to engage with parents and families and ensures they have necessary information to support their children. Our Strengths within School Culture are in Relationships, Physical & Emotional Safety and Support, Care, and Connections. Staff are provided activities and social gatherings. We come together to share celebrations of success during informal meetups. We provide opportunities for staff, students and parents to provide ongoing feedback and suggestions by open communication and visibility. Our leadership team has an open-door policy. We also ensure information is consistently disseminated to all stakeholder through our quarterly newsletter and our social media and electronic communication platforms. We continue to maximize student learning both in and out of the classroom while engaging them with highest standards and expectations.

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

Stakeholders involved in building a positive school culture and environment are the Principal, Teacher Leaders and Counselors (our School Leadership Team). The principal’s role is to monitor and oversee all the school’s initiatives, respond to concerns with morale by planning teambuilding and morale boosting activities, and assist in ensuring all information is shared with stakeholders in a timely manner. Teacher leaders and instructional coaches assist in providing and responding to feedback from stakeholders. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families.

Part V: Budget

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

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

	Total: \$0.00
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