

Miami-Dade County Public Schools

Charles David Wyche, Jr Elementary School



2021-22 Schoolwide Improvement Plan

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Charles David Wyche, Jr Elementary School

5241 NW 195TH DR, Miami Gardens, FL 33055

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

Demographics

Principal: Thayla Watkins

Start Date for this Principal: 8/12/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: C (46%) 2017-18: C (47%) 2016-17: C (51%)
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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Charles David Wyche, Jr Elementary School

5241 NW 195TH DR, Miami Gardens, FL 33055

<http://cdwyche.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	93%
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		C	C	C

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Charles D. Wyche, Jr. Elementary is charged to increase the proficiency of all students by allowing them the opportunity to expand their knowledge and skills through learning opportunities valued by students, parents, and the community. More specifically, the mission at Charles Wyche Elementary is to serve all children regardless of their capacity to learn, and according to each child's individual needs, by certified professionals in specialized areas in an enriched environment that promotes high academic standards of achievement and empowers children to lead productive and fulfilling lives as lifelong learners and responsible citizens in a technological, global society.

Provide the school's vision statement.

The desired future of Charles D. Wyche, Jr. Elementary is one in which teachers and administrators live in harmony as a professional learning community by celebrating the teaching of and learning from children, within the school's boundary, every day in a multitude of ways. In nurturing the gifts within teachers and students, and honoring parents, and staff, the community anticipates that it will find varied ways to capture learning gains that transcend test scores on high stakes measures; a result, that will be grounded in high expectations, a sense of responsibility, success, and respect from everyone involved in educating students.

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
Watkins, Thalya	Principal	Principal, ensures that faculty is aware of Rtl through creating continuous professional development opportunities, adjusting the allocations of school resources as needed, holding leadership team meetings on a regular basis, conducting on-going data chats with teachers, gathering and analyzing data related to student achievement, conducting needs assessments, conducting walk-throughs on an ongoing basis, and communicating regularly with staff members.
Medina, Sandra	Assistant Principal	Assistant Principal, assists in analyzing data for the use of interventions and academic needs for Pre-Kindergarten through Fifth grade, conducting walk-throughs on an on going basis, holding regular meetings with grade level chairpersons, supervising the Rtl process, providing support and setting expectations, ensuring fidelity to the academic programs and interventions, supervising SPED and ensuring ELL, Title I and III compliance.
Ysidro, Matilda	Instructional Coach	Instructional Coach, leads and evaluates school core content standards and program, collects data and analyzes information to construct a focus plan to improve student achievement, assists in developing and monitoring intervention programs in English Language Arts, assists with whole school screening programs that provide early intervention services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, participates in the design and delivery of professional development, assists with the implementation of differentiated instruction, and provides support for assessment and implementation monitoring.
Paula, Yadary	Instructional Coach	Instructional Coach, leads and evaluates school core content standards and program, collects data and analyzes information to construct a focus plan to improve student achievement, assists in developing and monitoring intervention programs in English Language Arts, assists with whole school screening programs that provide early intervention services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, participates in the design and delivery of professional development, assists with the implementation of differentiated instruction, and provides support for assessment and implementation monitoring.
Torres, Maria	Teacher, K-12	Grade Level Chair, actively participates in school leadership meetings, disseminates information from meetings to other members, engages grade level members in professional development promoting hands-on activities and strategies, monitoring student achievement, and participates in data chats.
Sayre, Barbara	Teacher, PreK	Actively participates in school leadership meetings, disseminates information from meetings to other members, engages grade level members in professional development promoting hands-on activities and strategies, monitoring student achievement, and participates in data chats.

Demographic Information

Principal start date

Wednesday 8/12/2020, Thayla Watkins

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

4

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

38

Total number of teacher positions allocated to the school

56

Total number of students enrolled at the school

442

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

13

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

4

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	68	72	92	58	102	0	0	0	0	0	0	0	442
Attendance below 90 percent	11	28	18	19	6	22	0	0	0	0	0	0	0	104
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	6	12	6	13	0	0	0	0	0	0	0	37
Course failure in Math	0	0	4	7	8	13	0	0	0	0	0	0	0	32
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	12	0	0	0	0	0	0	0	12
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	10	0	0	0	0	0	0	0	10
Number of students with a substantial reading deficiency	0	21	33	55	14	46	0	0	0	0	0	0	0	169
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	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	6	13	5	21	0	0	0	0	0	0	0	45

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	1	0	0	14	0	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	

Date this data was collected or last updated

Wednesday 6/30/2021

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	79	85	83	0	111	122	0	0	0	0	0	0	0	480
Attendance below 90 percent	30	17	15	10	24	28	0	0	0	0	0	0	0	124
One or more suspensions	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	7	6	11	14	19	0	0	0	0	0	0	0	57
Course failure in Math	0	4	2	13	14	5	0	0	0	0	0	0	0	38
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	12	26	0	0	0	0	0	0	0	38
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	10	23	0	0	0	0	0	0	0	33

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	6	3	15	22	28	0	0	0	0	0	0	0	75

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	1	0	0	14	0	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				48%	62%	57%	46%	62%	56%
ELA Learning Gains				51%	62%	58%	54%	62%	55%
ELA Lowest 25th Percentile				52%	58%	53%	54%	59%	48%
Math Achievement				44%	69%	63%	54%	69%	62%
Math Learning Gains				41%	66%	62%	45%	64%	59%
Math Lowest 25th Percentile				40%	55%	51%	38%	55%	47%
Science Achievement				45%	55%	53%	40%	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	46%	60%	-14%	58%	-12%
Cohort Comparison						
04	2021					
	2019	44%	64%	-20%	58%	-14%
Cohort Comparison		-46%				
05	2021					
	2019	44%	60%	-16%	56%	-12%
Cohort Comparison		-44%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	43%	67%	-24%	62%	-19%
Cohort Comparison						
04	2021					
	2019	48%	69%	-21%	64%	-16%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-43%				
05	2021					
	2019	28%	65%	-37%	60%	-32%
Cohort Comparison		-48%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	40%	53%	-13%	53%	-13%
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 used to compile the data below was iReady Data AP1 for Fall, AP2 for Winter and AP3 for Spring.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	28.5	40.3	50.0
	Economically Disadvantaged	24.6	39.3	46.6
	Students With Disabilities	11.1	14.13	22.2
	English Language Learners	7.7	7.7	23.1
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	22	40.3	50.0
	Economically Disadvantaged	18.9	37.5	46.6
	Students With Disabilities	16.7	28.6	22.2
	English Language Learners	7.7	23.1	15.4

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	26.6	34.4	44.4
	Economically Disadvantaged	27.0	34.9	43.5
	Students With Disabilities	6.7	20	7.1
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	14.3	25.4	52.4
	Economically Disadvantaged	14.5	25.8	51.6
	Students With Disabilities	13.3	0	28.6
	English Language Learners	0	0	0
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	46.8	56.5	60.9
	Economically Disadvantaged	46.4	52.6	58.6
	Students With Disabilities	18.8	31.3	33.3
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	15.9	39.3	52.4
	Economically Disadvantaged	17.5	35.7	50.9
	Students With Disabilities	5.6	20	33.3
	English Language Learners	0	0	0

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	15.8	25.5	37.2
	Economically Disadvantaged	15.2	26.4	37.4
	Students With Disabilities	2.9	9.1	12.1
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	7.5	25.3	46.2
	Economically Disadvantaged	6.7	25	46.7
	Students With Disabilities	3.1	15.6	33.3
	English Language Learners	0	0	0
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	28.4	35.7	50
	Economically Disadvantaged	29.8	34.1	47.7
	Students With Disabilities	9.1	16.1	33.3
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	24.8	35.4	57.3
	Economically Disadvantaged	24.7	34.8	56.8
	Students With Disabilities	9.1	15.6	43.3
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	20	0
	Economically Disadvantaged	0	19	0
	Students With Disabilities	0	13	0
	English Language Learners	0	14	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	25	40	42	40	63	44	62				
ELL	35	56	58	39	56	38	55				
BLK	41	15		41	46		29				
HSP	40	49	52	42	59	40	62				
WHT	27			27							
FRL	38	42	48	40	56	46	57				
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	29	51	54	38	51	53	13				
ELL	41	51	53	41	48	49	39				
BLK	47	50		43	28		42				
HSP	49	52	52	45	42	44	47				
WHT	46	50		46	50						
FRL	48	51	53	44	41	39	45				
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	26	51	52	42	33	30	33				
ELL	35	60	59	46	45	47	26				
BLK	51	48		48	40		31				
HSP	44	53	57	55	45	40	40				
WHT	58			58							
FRL	45	54	55	53	46	38	41				

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	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	46
Total Points Earned for the Federal Index	386
Total Components for the Federal Index	8
Percent Tested	91%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	42
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	48
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	34
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	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	
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	27
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	46
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 Data Findings:

The school to district comparison demonstrates that Charles D. Wyche Elementary School Grades 3-5 Math and Reading FSA data trends were lower than the state and the district.

All ELA Subgroups achievements increased except for Black which decreased by 4 percentage points and Whites which decreased by 12 percentage points.

All ELA Subgroups Learning Gains decreased except for Students With Disabilities which maintained the same, and for Black students which increased by 2 percentage points.

All ELA Subgroups L25 decreased, except Students with Disabilities which increased by 2 percentage points.

All Math Subgroups Achievement decreased by at least 4 percentage points..

All Math Subgroups Learning Gains increased except Black students which decreased 12 percentage points and Hispanic students which decreased by 2 percentage points.

All Math Subgroups Learning Gains L25 increased by a total of 30 percentage points.

Science Subgroups Achievement Levels increased except for Students With Disabilities which decreased by 20 percentage points.

2021 Data Findings:

The school to district comparison demonstrates that Charles D. Wyche Elementary School Grades 3-5 ELA FSA data trends were lower than the state and the district.

The school to district comparison demonstrates that grades 3 and 4 Math FSA data trends were lower than the state and district, but grade 5 Math FSA data trends were higher than the state and the district.

The school to district comparison demonstrates that Charles D. Wyche Elementary School Grade 5 Science FCAT data trends were higher than the state and the district.

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

2019 Data Findings:

ELA Subgroups for Learning Gains decreased in the following areas: ELL Learning Gains decreased by 9 percentage points, ELL L25 decreased by 6 percentage points, BLK Achievement decreased by 4 percentage points, HSP Learning Gains decreased by 1 percentage points and HSP L25 decreased by 5 percentage points.

Math Subgroup.

Math Subgroups for Learning Gains decreased in the following areas: SWD Achievement decreased 4 percentage points, ELL Achievement decreased by 5 percentage points, BLK Achievement decreased by 5 percentage points, BLK Learning Gains decreased by 12 percentage points, HSP Achievement decreased by 10 percentage points, HSP Learning Gains decreased by 3 percentage points, and WHT Achievement decreased by 12 percentage points.

2021 Data Findings:

The 2020 - 2021 Florida Standards Assessment, demonstrates that the greatest need for improvement is for current 5th grade students that were in the 4th grade for the 2020-2021 school year for both Math and ELA.

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

2019 Data Findings:

For the last 3 years we have been focused on implementing standards-aligned instruction in all classrooms. We will continue to support this while incorporating Data-Driven Instruction, Differentiated Instruction and Intervention to meet the needs of all our Subgroups. We will also develop teachers by providing and encouraging Professional Development Activities and weekly Collaborative Planning.

2021 Data Findings:

The contributing factors to this need for improvement were, new teachers to the grade level, changes in students' learning modalities, and learning gaps due to the global pandemic.

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

2019 Data Findings:

ELA Achievement increased from 46 percentage points in 2018 to 48 percentage points on the 2019 FSA. Math L25 increased from 38 percentage points in 2018 to 40 percentage points on the 2019 FSA. Science Achievement increased from 40 percentage points in 2018 to 45 percentage points on the 2019 FSA.

2021 Data Findings: The most improvement was shown in the 5th grade Science FCAT and 5th grade Math FSA Assessment.

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

2019 Data Findings:

We created a collaborative planning schedule that allotted time to plan for DI in both Reading and Mathematics. Teacher fidelity to Science Pacing Guide allowed for the implementation of Labs.

2021 Data Findings:

The contributing factors to this improvement were, experienced teachers, fidelity of Science Lab implementation, and strategic mathematics differentiated instruction.

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

Differentiated Instruction, Intervention, Collaborative Planning, Standard-Aligned Instruction, Data Driven Instruction, Data Driven Decision Making, and Professional Development.

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

The PLST will develop whole group and job-embedded sessions on using data to drive instruction (October 29, 2021). During collaborative planning we will desegregate and track OPM data, Topic assessment data, align resources for small group instruction, and plan for remediation of standards not mastered by students.

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

School-wide collaborative planning will be scheduled weekly. Administration will be present to ensure that the strategies being implemented are aligned to the goals. Before and After school tutoring will provide extended learning opportunities to accelerate academic progress.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Based on the data review our school will implement the Targeted Element of Differentiation Instruction in ELA. More than 50% of our students in grades 3, 4, and 5 scored below level 3 on the 2021 statewide, ELA assessment. Based on 2020-2021 i-Ready AP3 progress monitoring, 46% of students in kindergarten through grade 3 are not on track to score Level 3 or above on the statewide, standardized grade 3 English Language Arts assessment. In order to meet the needs of these students we will provide meaningful differentiated instruction and implement with fidelity.
Measurable Outcome:	If we successfully implement Differentiated Instruction, there will be an increase in the percentage of third - fifth grade students scoring level 3 on the 2022 statewide, standardized English Language Arts assessment by 5 percentage points.
Monitoring:	The Leadership Team will conduct data chats during collaborate planning, adjust groups based on current data in real time, and follow-up with regular walkthroughs to ensure quality instruction is taking place. Administrators will review lesson plans for indication of differentiation for students. Data Analysis of formative assessments will be reviewed monthly to monitor progress. Extended learning opportunities will be provided to those students who are not showing growth on bi-weekly Progress Monitoring.
Person responsible for monitoring outcome:	Sandra Medina (scmedina@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Differentiation, our school will focus on the evidence-based strategy of: Data-Driven Instruction. Data-Driven instruction will assist in accelerating the learning gains of our students as it is a systematic approach of instruction to meet the students' needs. Data-Driven instruction will be monitored through the use of data trackers to drive instructional planning and data driven conversations to include OPMs.
Rationale for Evidence-based Strategy:	Data-Driven Instruction will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

Action Steps to Implement

08/30-10/11 Teachers will identify the instructional needs of their students and implement differentiated instruction during the reading instructional block.

Person Responsible Sandra Medina (scmedina@dadeschools.net)

8/30-10/11 Teachers will meet with Instructional Coaches to identify individual student needs, plan for instructional delivery and developmental needs of all learners; using standard based/appropriate instructional materials. Differentiated instruction will be identified by tracking and analyzing ELA Bi-weekly Assessments.

Person Responsible Matilda Ysidro (mysidro@dadeschools.net)

8/30-10/11 Teachers and students will track student progress using differentiated instruction folders which include student data trackers for: ELA Bi-weekly Assessments, i-Ready AP1 results, as well as evidence of differentiated instruction.

Person Responsible Yadary Paula (ypaula@dadeschools.net)

8/30-10/11 After gathering i-Ready AP1 data, teachers will participate in Data Chats with Instructional Coaches and Administration. During Data Chats teachers will identify what is going well, areas for improvement and specific actions they can take to adjust instruction.

Person Responsible Sandra Medina (scmedina@dadeschools.net)

11/1-12/17 ELA teachers in grades 3-5 will use the Progress Monitoring bi-weekly assessment, Sample Response Mechanism Questions, and LAFS Planning cards to develop FSA style questions that will be used to fill the gap between BEST and LAFS standards.

Person Responsible Matilda Ysidro (mysidro@dadeschools.net)

11/1-12/17 In order to provide clearer criteria for measuring mastery of grade-level standards, ELA teachers will identify assignments that are aligned to grade-level standards. The assignments will then be used to assess student mastery and become part of the student's weekly grade.

Person Responsible Matilda Ysidro (mysidro@dadeschools.net)

1/31/22 - 3/17/22 Low performing students in grades 3-5 will be invited to attend after-school tutorials every Tuesday and Thursday.

Person Responsible Matilda Ysidro (mysidro@dadeschools.net)

1/31/22-4/29/22 Teachers in kindergarten through grade 5 will attend AP2 Data Chats in February 2022. The focus of the data chats will be to review iReady AP2 Reading/Math results and Progress Monitoring results to determine low performing standards. Low performing standards will be remediated during small group instruction. Teachers in grades k-2 will use resources from McGraw-Hill and teachers in grades 3-5 will use resources found in iReady and Curriculum Resources.

Person Responsible Matilda Ysidro (mysidro@dadeschools.net)

#2. Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale: Based on the data review, our school will implement the Targeted Element of Collaborative Planning. We selected Collaborative Planning based on our findings that demonstrated Learning Gains for Math and ELA FSA subgroups that were decreasing. In order to meet the needs of all learners, Literacy Coaches will facilitate weekly standards - based Collaborative Planning.

Measurable Outcome: If we successfully implement Collaborative Planning, then our students will increase by a minimum of 5 percentage points as evidenced by the 2022 ELA and Math Florida State Assessment results.

Monitoring: During Collaborative Planning, teachers will identify grade level standards, instructional strategies and resources that will be implemented during instruction. Teachers will review assessment materials for backwards planning, and review assessment data results to monitor student proficiency.

Person responsible for monitoring outcome: Sandra Medina (scmedina@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Collaborative Planning our school will focus on the evidence-based strategy of: Standards-Based Collaborative Planning. Standards-based Collaborative Planning will assist in accelerating the learning gains of our students as it is a systematic approach of instruction to meet the students' needs.

Rationale for Evidence-based Strategy: Teachers will collaborate and learn from each other to create lesson plans that will lead to improvements in standards-aligned lesson quality, instructional effectiveness, and student achievement.

Action Steps to Implement

8/30-10/11 During Collaborative Planning, teachers will design instruction and identify the resources that align with the intended rigor of the required (weekly/bi-weekly) standards maximizing student learning.

Person Responsible Yadary Paula (ypaula@dadeschools.net)

8/30-10/11 Administration will conduct weekly walkthroughs to provide teachers with feedback on instructional delivery and student engagement, pacing and use of resources identified during collaborative planning.

Person Responsible Sandra Medina (scmedina@dadeschools.net)

By September 3, 2021, the School Leadership Team create a school wide Collaborative Planning schedule to facilitate best practices to encourage teachers to learn from each other and create standard-based lesson plans.

Person Responsible Maria Torres (torres@dadeschools.net)

On 10/29/2021, Instructional Coaches will provide Professional Development to encourage teachers to be active participants in their own learning thus creating a culture of continuous learning and collaborative practice.

Person Responsible Yadary Paula (ypaula@dadeschools.net)

11/1-12/17 Once a month, during Collaborative Planning, Instructional Coaches will have a make and take mini workshop where teachers will create anchor charts that will support their instruction.

Person Responsible Yadary Paula (ypaula@dadeschools.net)

11/1-12/17 During collaborative planning, coaches and teachers will review the Mathematics Topic Assessment data and the ELA Progress Monitoring Data to identify standards not mastered and plan for remediation.

Person Responsible Yadary Paula (ypaula@dadeschools.net)

1/31/22-4/29/22 In an effort to promote school leaders, Coaches will begin to support teachers in leading Reading and Math Collaborative Planning. Coaches and teachers will work together to create agendas, assign roles and align standards based resources.

Person Responsible Yadary Paula (ypaula@dadeschools.net)

1/31/22-4/29/22 Mid-year reflection data supports the need for Coaches to continue working with teachers to create anchor charts that support Reading and Math Strategies.

Person Responsible Yadary Paula (ypaula@dadeschools.net)

1/31/22-4/29/22 Mid-year reflection data supports the need for Coaches to continue working with teachers to create anchor charts that support Reading and Math Strategies.

Person Responsible Yadary Paula (ypaula@dadeschools.net)

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

Area of Focus Description and Rationale: Based on the data reviewed, our school will implement and monitor Social Emotional Learning. Social Emotional programs can promote academic success and increase positive behavior while reducing emotional distress. We recognize that our students were affected by the pandemic and addressing their social emotional needs will benefit the development of the child as a whole.

Measurable Outcome: If we successfully implement the Target Element of Social Emotional Learning, our students will receive quality classroom activities that will support their social and emotional needs. With consistent support from the school counselor, our students' ELA and Math Florida State Assessment academic performance will increase by 5 percentages points.

Monitoring: The school counselor and teachers will work together to connect with students and families who are struggling academically and socially to identify the root cause in order to create a plan of action to ensure students are socially and emotionally stable. The school counselor will mentor teachers in social emotional learning activities and teachers will integrate the activities in academic subjects. Teachers will monitor student behavior and submit data to school counselor on a monthly basis. Counselor will connect with students on a one - on - one basis as needed.

Person responsible for monitoring outcome: Consuelo Saleh (csaleh@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Social Emotional Learning, our school will focus on the evidence - based strategy of: Character Education/ Values Matter will assist our students in becoming their best selves and do their best work. Student behavior will be monitored on a weekly basis to support social, emotional, and ethical development.

Rationale for Evidence-based Strategy: Character Education/Values Matter will assist in increasing student academics. The initiative will provide teachers and school counselor with a systematic approach to identify academics/behavior issues, remediation, and rewards.

Action Steps to Implement

8/30-10/11 School counselor will mentor teachers on Social Emotional Learning activities. SEL advances educational equity and excellence through authentic learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction.

Person Responsible Consuelo Saleh (csaleh@dadeschools.net)

8/30-10/11 Teachers will integrate the teaching of social emotional learning activities, character education, and values matter into academic subjects.

Person Responsible Sandra Medina (scmedina@dadeschools.net)

8/30-10/11 Teachers will monitor student behavior, academics, character, and values and submit data to school counselor on a monthly basis. The counselor will implement social emotional learning activities with students. The counselor will connect with students on a one - on - one basis as needed.

Person Responsible Consuelo Saleh (csaleh@dadeschools.net)

8/30-10/11 In an effort to reinforce character development, teachers will submit a Student of The Month nominee based on the characteristics of the Value Matters Miami initiative.

Person Responsible Maria Torres (torres@dadeschools.net)

11/1-12/17 In order to reinforce a positive social and emotional environment, homerooms with perfect attendance will be recognized during morning announcements each day. Homerooms with 100% attendance for the week will receive a special treat on Fridays.

Person Responsible Consuelo Saleh (csaleh@dadeschools.net)

11/1-12/17 Every Monday, Instructional Coaches will celebrate all students that have completed the 45 minute I-Ready requirement for Ready and Mathematics and maintained a 70% pass rate or better.

Person Responsible Yadary Paula (ypaula@dadeschools.net)

1/31/22-4/29/22 Every Monday, Instructional Coaches will celebrate all students that have completed the 45 minute I-Ready requirement for Ready and Mathematics and maintained a 70% pass rate or better.

Person Responsible Yadary Paula (ypaula@dadeschools.net)

2/11/22 Students that showed growth from AP1 to AP2 in Reading or Mathematics will attend the iReady LEVEL UP Party.

Person Responsible Consuelo Saleh (csaleh@dadeschools.net)

1/31/22-4/29/22 Students will continue to be recognized in Student of the Month and Honor Roll celebrations.

Person Responsible Consuelo Saleh (csaleh@dadeschools.net)

#4. Leadership specifically relating to Walkthroughs

Area of Focus Description and Rationale:	Based on qualitative data from the School Climate survey and the review of the Core Leadership Competencies, our school will use the Targeted Element of Instructional Leadership through walkthroughs. We feel our teachers will benefit from scheduled and impromptu walkthroughs with specific and constructive feedback. Teachers will have an opportunity to effectively reflect on their practice, and make continuous improvements that lead to student success.
Measurable Outcome:	If we successfully implement the targeted Element of Instructional Leadership through walkthroughs, there will be an increase of at least 10% of teachers indicating that they receive weekly walkthroughs, as reflected on the 2022 School Climate Survey.
Monitoring:	The Leadership Team will plan and conduct weekly walkthroughs. These interactions will provide feedback and support to the instructional staff of our school.
Person responsible for monitoring outcome:	Sandra Medina (scmedina@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Instructional Leadership Team, our school will focus on the evidence - based strategy of: Promoting the Morale and Performance of the Team. By planning instructional walkthroughs that will provide developmental feedback, clear expectations, progress towards the goal and a description of the behavior and support, we hope to increase professional growth through regular feedback.
Rationale for Evidence-based Strategy:	Providing teachers with consistent, explicit, and developmental feedback will assist in gaining new skills and expanded knowledge as well as continuous improvement in instructional practices. Throughout this process, teachers will reflect on the feedback received resulting in a positive impact on student achievement.

Action Steps to Implement

8/30-10/11 Classroom walkthroughs and formal/informal teacher observations will be conducted to ensure that instruction is aligned to data and being used to guide instructions.

Person Responsible Sandra Medina (scmedina@dadeschools.net)

8/30-10/11 Data chats will be conducted with teachers to examine a variety of information on student learning, develop instructional improvements, and set clear expectations for student achievement.

Person Responsible Sandra Medina (scmedina@dadeschools.net)

8/30-10/11 Instructional coaches will assist teachers in the review of curriculum resources to ensure instruction aligns with the rigor of the standards and identify the resources that will maximize student learning.

Person Responsible Matilda Ysidro (mysidro@dadeschools.net)

8/30-10/11 Focused classroom walkthroughs will be conducted to ensure that teachers are implementing instructional strategies and providing explicit instruction that aligns with the intended rigor of the standards.

Person Responsible Sandra Medina (scmedina@dadeschools.net)

11/1-12/17 Leadership team will conduct focused classroom walkthroughs to ensure that teachers provide ongoing, timely, and specific feedback to student work products and the opportunity for students to make corrections.

Person Responsible Sandra Medina (scmedina@dadeschools.net)

11/1-12/17 Leadership Team will conduct focused classroom walkthroughs and provide the teachers with ongoing, timely, and specific feedback to promote professional growth.

Person Responsible Sandra Medina (scmedina@dadeschools.net)

1/31/22-4/29/22 Administration will conduct walkthroughs with a focused lens. The focus will review with details such components as: differentiated small group instruction, DI folders, Intervention, Intervention folders, Tier 1 Instruction, Standards-based grading, student feedback, student engagement, student work folders, etc.

Person Responsible Sandra Medina (scmedina@dadeschools.net)

1/31/22-4/29/22 After conducting focused walkthroughs, administration will spotlight teachers that have demonstrated going above and beyond expectations. Administration will use the walkthrough tool in google drive to highlight teacher glows.

Person Responsible Sandra Medina (scmedina@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.

Currently, the school's discipline data indicates the school has less discipline incidents/referrals than the District and State. The school has a school-wide behavior plan and the MTSS Team addresses behavior concerns and coordinates additional services as needed. Our primary area of concern is to minimize the number of incidents/referrals. The school's emphasis will be on having better coordination between the MTSS Team and students in need of services. This should minimize the number of referrals/incidents and provide students with timely services. Our secondary area of concern is student attendance. The school's attendance data indicates the school has more students with 0-5 absences than the District and Tier 1 schools. In an effort to reduce student absentee rates, the school will continue to monitor student attendance and contact parents of students with more than 3 absences. As the year progresses, school culture and environment will be monitored through attendance rates. If school culture and environment goals are being met, then student attendance rates will increase and discipline incidents/referrals will decrease.

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, Physical & Emotional Safety and Support, Care, and Connections. Our school creates experiences throughout the year to engage with parents and families and ensures they have necessary information to support their children. Students are supported throughout the building by our staff. Staff are provided opportunities to take part in Team-Building activities where we come together to share celebrations of success. Staff and students have the opportunity to provide feedback and suggestions to school leaders. We schedule informal conferences with staff and students to garner information about their educational/professional experience at our school. We also ensure information is provided to all stakeholders through our Week at a Glance and Monthly calendars. We continue to build our skill-set in ensuring our classrooms are highly engaging and foster the highest level of engagement and learning.

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

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principals, Instructional Coaches, Teacher Leaders and Counselors (our School Leadership Team). The Principal's role is to monitor and oversee all the school's initiatives and respond to concerns with morale by planning Team-building and morale boosting activities. The Assistant Principal will monitor the Team - Building 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: ELA	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Collaborative Planning	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
4	III.A.	Areas of Focus: Leadership: Walkthroughs	\$0.00

Total:	\$0.00
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