

Miami-Dade County Public Schools

Miami Gardens Elementary School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	10
Planning for Improvement	19
Positive Culture & Environment	27
Budget to Support Goals	0

Miami Gardens Elementary School

4444 NW 195TH ST, Miami Gardens, FL 33055

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

Demographics

Principal: Kathleen John Louissant

Start Date for this Principal: 7/19/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	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: A (69%) 2017-18: A (62%) 2016-17: A (63%)
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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	10
Planning for Improvement	19
Title I Requirements	0
Budget to Support Goals	0

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<http://mgardens.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	94%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

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

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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.

Miami Gardens Elementary School will achieve educational excellence within a safe learning environment that is staffed by highly motivated and qualified teachers.

Provide the school's vision statement.

Miami Gardens Elementary enriches its "community of learners" by conveying an atmosphere of high academic standards, respect for cultural diversity and individual difference.

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
John Louissaint, Kathleen	Principal	The role of the Principal is to ensure that all students are provided with a safe learning environment where relevant and rigorous academics are taking place. Additionally, the Principal also ensures that the staff is empowered and engaged in highly effective practices.
Martinez, Niurka	Assistant Principal	The role of the Assistant Principal is to support the Principal in ensuring that all students are provided with a safe learning environment where relevant and rigorous academics are taking place. Additionally, the Assistant Principal also ensures that the staff is empowered and engaged in highly effective practices.
Key, Natre	Instructional Coach	The Instructional Coach is responsible for collaborating with teachers and Leadership Team members for the purpose of providing teachers with strategies, best practices, and professional development in the area of English Language Arts. The instructional coach also provides mentoring opportunities for novice teachers, and assists with statewide assessments and data analysis.
Hall, Shequilla	School Counselor	The Guidance Counselor will assist the teachers with Socio-Emotional Learning (SEL) strategies, participate in the Multi-Tier Support System (MTSS) Team for the purpose of ensuring students are receiving adequate interventions, and communicate with parents to inform them of programs and student progress.
Carril, Amy	Teacher, K-12	The teacher will assist the Leadership Team with academic programs as they pertain to Science, Technology, Engineering, Arts, and Mathematics (STEAM). She will collaborate with other math/science teachers to discuss activities and school-wide initiatives that will enhance the mathematics and science curriculum.
Fernandez, Meiby	Teacher, K-12	The teacher will assist the Leadership Team with academic programs as they pertain to Writing and English Language Arts. She will collaborate with the Instructional Coach to ensure that best practices are being shared during faculty meetings, and strategies are being implemented with fidelity.
Gonzalez, Susan	ELL Compliance Specialist	The ELL Compliance Specialist will assist the Leadership Team in ensuring that all English Language Learner (ELL) students receive instruction according to their ESOL level. She will provide teachers with strategies to use in class, and monitor student progress.
Saroza, Militza	Teacher, K-12	The teacher will assist the Leadership Team with academic programs as they pertain to Writing and English Language Arts. She will collaborate with the Instructional Coach to ensure that best practices are being shared during faculty meetings, and strategies are being implemented with fidelity.

Name	Position Title	Job Duties and Responsibilities
Liguez, Jessica	Instructional Coach	The Instructional Coach is responsible for collaborating with teachers and Leadership Team members for the purpose of providing teachers with strategies, best practices, and professional development in the area of English Language Arts. The instructional coach also provides mentoring opportunities for novice teachers, and assists with statewide assessments and data analysis.

Demographic Information

Principal start date

Sunday 7/19/2015, Kathleen John Louissant

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.*

13

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.*

5

Total number of teacher positions allocated to the school

18

Total number of students enrolled at the school

202

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

0

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	20	31	32	28	26	45	0	0	0	0	0	0	0	182
Attendance below 90 percent	6	8	9	10	2	10	0	0	0	0	0	0	0	45
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	3	6	4	11	0	0	0	0	0	0	0	25
Course failure in Math	0	2	2	6	6	13	0	0	0	0	0	0	0	29
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Number of students with a substantial reading deficiency	1	4	12	15	4	15	0	0	0	0	0	0	0	51

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	2	3	3	8	3	10	0	0	0	0	0	0	0	29

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	2	3	0	5	0	0	0	0	0	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Monday 8/16/2021

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	34	37	25	35	45	33	0	0	0	0	0	0	0	209
Attendance below 90 percent	8	11	7	5	10	6	0	0	0	0	0	0	0	47
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	4	4	6	11	6	0	0	0	0	0	0	0	31
Course failure in Math	0	4	3	9	13	5	0	0	0	0	0	0	0	34
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	3	2	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	3	2	0	0	0	0	0	0	0	5

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	3	0	5	0	0	0	0	0	0	0	0	0	9

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	2	0	5	0	1	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

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				59%	62%	57%	56%	62%	56%
ELA Learning Gains				73%	62%	58%	64%	62%	55%
ELA Lowest 25th Percentile				74%	58%	53%	64%	59%	48%
Math Achievement				75%	69%	63%	71%	69%	62%

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
Math Learning Gains				73%	66%	62%	60%	64%	59%
Math Lowest 25th Percentile				71%	55%	51%	50%	55%	47%
Science Achievement				56%	55%	53%	68%	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	49%	60%	-11%	58%	-9%
Cohort Comparison						
04	2021					
	2019	60%	64%	-4%	58%	2%
Cohort Comparison		-49%				
05	2021					
	2019	59%	60%	-1%	56%	3%
Cohort Comparison		-60%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	75%	67%	8%	62%	13%
Cohort Comparison						
04	2021					
	2019	67%	69%	-2%	64%	3%
Cohort Comparison		-75%				
05	2021					
	2019	68%	65%	3%	60%	8%
Cohort Comparison		-67%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	56%	53%	3%	53%	3%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

i-Ready progress monitoring data was used to compile the data below. Results from the Fall, Winter, and Spring Diagnostic Assessments were used to target strengths and opportunities for improvement in the areas of English Language Arts and Mathematics. Quarterly data chats took place between teachers and students, teachers and administrators, and parents and administrators for the purpose of monitoring student growth in ELA and Mathematics standards.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	46.9%	48.4%	53.1%
	Economically Disadvantaged	46.4%	48.1%	53.6%
	Students With Disabilities	0	0	0
	English Language Learners	28.6%	0	28.6%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	29.0%	38.7%	46.9%
	Economically Disadvantaged	25.9%	40.7%	46.4%
	Students With Disabilities	0	0	0
	English Language Learners	50%	33.3%	0
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	31.8%	40.9%	45.5%
	Economically Disadvantaged	25.0%	40.0%	45.0%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	22.7%	40.9%	45.5%
	Economically Disadvantaged	25.0%	40.0%	45.0%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	46.2%	57.7%	69.2%
	Economically Disadvantaged	43.5%	56.5%	69.6%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	11.5%	44.0%	61.5%
	Economically Disadvantaged	8.7%	36.4%	56.5%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	36.4%	31.4%	47.7%
	Economically Disadvantaged	35.7%	33.3%	47.6%
	Students With Disabilities	14.3%	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	27.0%	32.6%	44.2%
	Economically Disadvantaged	28.6%	31.7%	43.9%
	Students With Disabilities	0	14.3%	0
	English Language Learners	0	0	0

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	43.3%	60.0%	51.7%
	Economically Disadvantaged	40.7%	55.6%	46.2%
	Students With Disabilities	20.0%	40.0%	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	28.6%	55.2%	66.7%
	Economically Disadvantaged	28.0%	51.9%	63.0%
	Students With Disabilities	40.0%	40.0%	40.0%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	33.0%	0
	Economically Disadvantaged	0	33.0%	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring

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	29			36							
ELL	43	40		45	33		53				
BLK	32	38		30	14		55				
HSP	55	42		57	47		61				
FRL	42	43		43	34		62				
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
ELL	62	85	82	76	79	70	67				
BLK	50	58		73	65		41				
HSP	67	87	82	77	82	73	71				
FRL	59	73	72	75	71	71	53				

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
ELL	54	42		64	42						
BLK	49	63		72	67		53				
HSP	66	65		70	54		85				
FRL	53	63	64	69	61	50	65				

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	46
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	53
Total Points Earned for the Federal Index	275
Total Components for the Federal Index	6
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
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	45
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	
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	53
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	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 grade 3 school to district comparison in the area of ELA demonstrates that these students have a larger achievement gap (-11 percentage points) when compared to grades 4 (-4 percentage points) and grade 5 (-1 percentage point). The 3rd grade school to state comparison in the area of ELA also demonstrate a (-9 percentage point) decline in achievement. ELA results for 4th grade students was 2 percentage points higher than the state. ELA results for students in 5th grade was 3% higher than the state.

In the area of mathematics, students in grades 3-5 performed better than other schools in the state.

2021 data findings:

ELA and Mathematics student proficiency in grades 3-5 declined by at least 20 percentage points. Science proficiency increased by 3 percentage points. Florida Statewide Assessments (FSA) overall proficiency in the area of ELA was 41 percent. Students in grade 3 achieved 38 percent proficiency, students in grade 4 achieved 42 percent proficiency, and students in grade 5 achieved 44 percent proficiency. In the area of mathematics, overall proficiency was 46 percent. Students in grade 3 achieved 52 percent mastery, students in grade 4 achieved 38 percent mastery, and students in grade 5 achieved 47 percent mastery. Spring i-Ready (AP3) data demonstrated that 8 percent of Kindergarten students, 47 percent of 1st grade students, and 54% of 2nd grade students, were not meeting proficiency in ELA.

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

2019 data findings:

The majority of ELA subgroups made learning gains except black students. This subgroup decreased by 5 percentage points. In the area of ELA proficiency, this subgroup was also the lowest (50 percent).

2021 data findings:

ELA and Mathematics student proficiency in grades 3-5 declined by at least 20 percentage points. Science proficiency increased by 3 percentage points. Florida Statewide Assessments (FSA) overall proficiency in the area of ELA was 41 percent. Students in grade 3 achieved 38 percent proficiency, students in grade 4 achieved 42 percent proficiency, and students in grade 5 achieved 44 percent proficiency. In the area of mathematics, overall proficiency was 46 percent. Students in grade 3 achieved 52 percent mastery, students in grade 4 achieved 38 percent mastery, and students in grade 5 achieved 47 percent mastery. Spring i-Ready (AP3) data demonstrated that 8 percent of Kindergarten students, 47 percent of 1st grade students, and 54% of 2nd grade students, were not meeting proficiency in 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:

The focus of instruction has been to ensure that all students are provided with a rigorous curriculum and learning opportunities. We will continue to ensure that all students are given opportunities to reach high expectations, while targeting more specific subgroups such as our black subgroup. This will ensure that all subgroups are meeting grade level expectations, and the achievement gap is closer amongst subgroups.

2021 data findings:

Approximately 50 percent of students were My School Online (MSO) while the remaining 50 percent were attending school physically. Due to lack of interest while at home, many students did not login

and complete required assignments. Additionally, these students accumulated many absences. Classes who were required to quarantine also lost instructional time since students were transitioning to and from the home and school setting. To address these factors, during the 2021-2022 school year, attendance will be monitored more closely, and students will have extended learning opportunities such as Saturday Academy, before/after school tutoring, and ELL tutoring.

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

2019 data findings:

Overall learning gains as well as learning gains of the lowest quartile increased from 64 percentage points in 2018 to 73 percentage points in 2019. In mathematics overall learning gains as well as learning gains of the lowest quartile increased from 60 percentage points in 2018 to 73 percentage points in 2019. Lowest quartile performance in mathematics increased from 50 percentage points to 71 percentage points.

2021 data findings:

Students in grade 5 maintained science proficiency at 58 percent. When compared to District and State, school science proficiency was higher.

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

2019 data findings:

Differentiated instruction in ELA as well as mathematics was provided to all students in order to provide students on grade level with enrichment opportunities. Quarterly data chats and intervention was also provided to students in the lowest quartile to ensure these students were making learning gains. i-Ready progress monitoring data was discussed at Leadership Team meetings, and adjustments to lesson delivery was made. Extended Learning opportunities were provided for all students during Saturday Academies.

2021 data findings:

Teachers maintained the same level of rigor when teaching science lessons. Additionally, teachers were available before, during, and after class to assist students. Extended Learning Opportunities were provided to students through a Science bootcamp, where students participated in inquiry labs.

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

In order to accelerate learning and close the achievement gap, data driven instruction will take place to ensure students are making gains. Differentiated instruction and interventions will be implemented in order to mitigate learning loss from the prior school year. Extended Learning opportunities will be offered throughout the school year for students, and the Response to Intervention (RtI) process will continue.

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 Professional Learning Support Team (PLST) will provide teachers with whole group sessions as well as job-embedded sessions on MTSS process (September/2021), using technology to enhance classroom instruction (September/2021), data analysis (ongoing quarterly). Collaboration with instructional coaches will also be provided to teachers in order to support specific needs (ongoing).

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

Weekly Leadership Team meetings will take place to discuss "look fors" in classrooms and to share activities/strategies taking place throughout the school. Grade Level/Department meetings will take place monthly and administrators will attend to ensure collaborative practices are taking place. Extended Learning opportunities will be offered with before school and Saturday Academy. STEAM activities will take place throughout the year, providing students with rigorous learning opportunities in the areas of science and mathematics.

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 data from the 2020-2021 PD Needs Assessment Survey, 67 percent of the staff felt that improving student outcomes was essential when participating in professional development activities. Standards-aligned instruction will have the greatest impact on student achievement, ensuring all subgroups are receiving the same level of rigor promoting learning gains and proficiency. Additionally, 2020-2021 Florida Statewide Assessment and i-Ready data demonstrate that ELA and Mathematics student proficiency in grades 3-5 declined by at least 20 percentage points. Science proficiency increased by 3 percentage points. Florida Statewide Assessments (FSA) overall proficiency in the area of ELA was 41 percent. Students in grade 3 achieved 38 percent proficiency, students in grade 4 achieved 42 percent proficiency, and students in grade 5 achieved 44 percent proficiency. In the area of mathematics, overall proficiency was 46 percent. Students in grade 3 achieved 52 percent mastery, students in grade 4 achieved 38 percent mastery, and students in grade 5 achieved 47 percent mastery. Spring i-Ready (AP3) data demonstrated that 8 percent of Kindergarten students, 47 percent of 1st grade students, and 54% of 2nd grade students, were not meeting proficiency in ELA.

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

Monitoring: The Leadership Team will conduct quarterly data-chats to identify data trends in student performance. Weekly walkthroughs will be conducted to ensure that teacher lessons are aligned to the standards. Feedback will be provided to teachers to ensure that student work reflects standards.

Person responsible for monitoring outcome: Kathleen John Louissaint (pr3241@dadeschools.net)

Evidence-based Strategy: Within the targeted element of Standards-aligned Instruction, our school will focus on the evidence-based strategy of Effective Curriculum and Resource Utilization. During common planning time, this will assist teachers in utilizing adequate resources such as District pacing guides, task cards, and supplemental resources to support student learning.

Rationale for Evidence-based Strategy: Effective Curriculum and Resource Utilization will ensure that teachers are using specific resources aligned to instruction. Using District Pacing guides, and supplemental resources will ensure that relevant lessons are taking place to improve student learning.

Action Steps to Implement

(8/31-10/11) Department Chairpersons, grade level leaders and instructional coaches will collaborate with teachers to ensure that professional development opportunities are relevant to the content that is being taught.

Person Responsible: Niurka Martinez (martinezn@dadeschools.net)

(8/31-10/11) Provide teachers with best practices during faculty meetings targeting the Framework of Effective Instruction with an emphasis on lesson delivery and instructional planning to ensure that content is being taught effectively.

Person Responsible: Niurka Martinez (martinezn@dadeschools.net)

(8/31-10/11) Conduct weekly walkthroughs and provide teachers with timely constructive feedback in the area of instructional planning.

Person Responsible Kathleen John Louissaint (pr3241@dadeschools.net)

(8/31-10/11) Administrators will collaborate with teachers during common planning time to address individual classroom needs as well as strategies to support student learning.

Person Responsible Kathleen John Louissaint (pr3241@dadeschools.net)

(11/1-12/17) Teachers will participate in monthly District ICADS to become aware of strategies and instructional practices to use during instruction.

Person Responsible Niurka Martinez (martinezn@dadeschools.net)

(11/1-12/17) Administrators will collaborate with Curriculum Support Specialists in the area of ELA and Science, to target specific strategies that will be implemented to improve instructional delivery and student achievement.

Person Responsible Natre Key (nkey60@dadeschools.net)

(1/31-4/29) Teachers will attend iCADS targeting standards aligned instruction and use knowledge gained to add rigor to lessons.

Person Responsible Natre Key (nkey60@dadeschools.net)

(1/31-4/29) Instructional Coaches and Leadership Team will collaborate with teachers to discuss i-Ready AP2 Diagnostic Growth and predicted proficiency in the area of ELA. Specific student lessons will be assigned, based on student needs.

Person Responsible Niurka Martinez (martinezn@dadeschools.net)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

2020-2021 Florida Statewide Assessment and i-Ready data demonstrate that ELA student proficiency in grades 3-5 declined by at least 20 percentage points. Florida Statewide Assessments (FSA) overall proficiency in the area of ELA was 41 percent. Students in grade 3 achieved 38 percent proficiency, students in grade 4 achieved 42 percent proficiency, and students in grade 5 achieved 44 percent proficiency. Spring i-Ready (AP3) data demonstrated that 8 percent of Kindergarten students, 47 percent of 1st grade students, 54% of 2nd grade students, and 30% of 3rd grade students were not on track to meeting proficiency in ELA.

Measurable Outcome:

If English Language Art (ELA) instruction, is successfully implemented, then our overall proficiency will increase a minimum of 10 percentage points, as evidenced by the 2022 State Assessments.

Monitoring:

The Leadership Team will conduct weekly walkthroughs for the purpose of monitoring instructional delivery in ELA in classrooms. The Leadership Team will discuss observations from the field and make recommendations on how instructional coaches and administration can support teachers.

Person responsible for monitoring outcome:

Kathleen John Louissaint (pr3241@dadeschools.net)

Evidence-based Strategy:

Within the targeted element of ELA our school will focus on the evidence-based strategy of Data Driven Instruction. Student performance data will be used to monitor student progress and guide instructional planning and delivery.

Rationale for Evidence-based Strategy:

Data Driven Instruction will ensure that all students are being progress monitored. In addition, teachers will use data to make informed decision as they analyze student data and make changes to instruction.

Action Steps to Implement

(8/31-10/11) Teachers and students will participate in Science, Technology, Engineering , Arts, and Mathematics (STEAM) lessons and activities to increase student knowledge and critical thinking across all content areas.

Person Responsible

Guissela Orr (gorr7@dadeschools.net)

(8/31-10/11) Teachers will implement the Reading Horizons intervention program daily in grades K-5th for the purpose of reinforcing phonics, phonemic awareness, vocabulary, and comprehension skills.

Person Responsible

Jessica Liguez (277004@dadeschools.net)

(8/31-10/11) Interactive lessons in all content areas will be provided to students for the purpose of having a learning environment that promotes technology use in the classrooms.

Person Responsible

Kathleen John Louissaint (pr3241@dadeschools.net)

(8/31-10/11) Students will take part in goal-oriented learning where they will understand learning goals, track their progress, and be held accountable for their outcomes.

Person Responsible

Kathleen John Louissaint (pr3241@dadeschools.net)

(11/1-12/17) The Leadership Team will collaborate with Curriculum Support Specialists during Instructional Rounds for the purpose of identifying strengths and opportunities for improvement in the area of ELA.

Person Responsible Natre Key (nkey60@dadeschools.net)

(11/1-12/17) Teachers will implement Differentiated Instruction (DI) activities during the ELA block for the purpose of targeting specific student needs.

Person Responsible Natre Key (nkey60@dadeschools.net)

(1/31-4/29) Administrators will be conducting data chats with teachers to discuss i-Ready AP2 Diagnostic results. Strengths and opportunities for improvement will be identified, and strategies will be identified to increase student achievement.

Person Responsible Kathleen John Louissaint (pr3241@dadeschools.net)

(1/31-4/29) Supplemental learning opportunities will be available on select Saturdays for students in the L25/L35 as well as ESE and ELL subgroups for the purpose of providing students with remediation and acceleration in ELA.

Person Responsible Niurka Martinez (martinezn@dadeschools.net)

#3. Culture & Environment specifically relating to Parent Involvement

Area of Focus
Description and Rationale: According to School Climate Survey Data, 81 percent of teachers felt that there was a lack of parental support during the 2020-2021 school year. This data increased 6 percentage points when compared to the 2019-2020 school year.

Measurable Outcome: If parental involvement is successfully addressed, then parent participation in school sponsored events will increase, and the 2021-2022 school climate survey data will improve by 8 percentage points.

Monitoring: The Leadership Team and Community Involvement Specialist will host a variety of school sponsored events, and monitor parent participation using sign-in sheets, zoom meeting sign-in, and teacher communication logs.

Person responsible for monitoring outcome: Niurka Martinez (martinezn@dadeschools.net)

Evidence-based Strategy: Within the targeted element of parental involvement, our school will focus on the evidence-based strategy of Family Engagement. Providing parents with opportunities to be more involved in their child's education will promote a positive relationship between the home and school.

Rationale for Evidence-based Strategy: Providing parents with opportunities to be engaged in school sponsored events will demonstrate that the school cares about the needs of the students, empower parents to be active participants in their child's education, and provide an understanding that parents are equal stakeholders in the success of their child.

Action Steps to Implement

(8/31-10/11) The Leadership Team will collaborate to discuss at least one monthly activity or school-sponsored event that will promote parent participation.

Person Responsible Kathleen John Louissaint (pr3241@dadeschools.net)

(8/31-10/11) Utilize the Parent Academy website to identify parent workshops available to meet the needs of parents in the community.

Person Responsible Niurka Martinez (martinezn@dadeschools.net)

(8/31-10/11) Counselor will communicate with parents and students to ensure that external resources and outside agencies are accessible for the purpose of providing parents with equitable resources.

Person Responsible Shequilla Hall (shall1@dadeschools.net)

(8/31-10/11) Parents will be notified of upcoming events through social media platforms, school website, Title I Monthly Calendar, and School Messenger.

Person Responsible Niurka Martinez (martinezn@dadeschools.net)

(11/1-12/17) Conduct parent workshops to assist parents with accessing the Parent Portal.

Person Responsible Niurka Martinez (martinezn@dadeschools.net)

(11/1-12/17) Collaborate with community agencies and provide parents with additional resources to support their needs.

Person Responsible Jessica Liguez (277004@dadeschools.net)

(1/31-4/29) Parents will be invited to attend Curriculum Nights for students in grades 3-5. This will enable them to be informed of activities and academic requirements in their child's grade.

Person Responsible Kathleen John Louissaint (pr3241@dadeschools.net)

(1/31-4/29) Quarterly STEAM activities will be held where parents will be invited to participate and see their child's activities.

Person Responsible Jessica Liguez (277004@dadeschools.net)

#4. Leadership specifically relating to Specific Teacher Feedback

Area of Focus Description and Rationale: Providing teachers with timely and specific feedback will provide them with opportunities to reflect on their teaching practices, make adjustments to instructional delivery when necessary, and provide students with a positive learning environment.

Measurable Outcome: If Specific Teacher Feedback is provided to teachers, then teachers will be more informed of their teaching practices, and student achievement will increase by a minimum of 10 percentage points on the 2022 Statewide Assessment.

Monitoring: Administrators will conduct weekly walkthroughs and ensure that teacher feedback is provided in a timely manner.

Person responsible for monitoring outcome: Kathleen John Louissaint (pr3241@dadeschools.net)

Evidence-based Strategy: Within the targeted element of Specific Teacher Feedback our school will focus on the evidence-based strategy of Consistent, Developmental Feedback. This essential practice will provide teachers with clear expectations and support, which will be used for professional growth.

Rationale for Evidence-based Strategy: Consistent, Developmental Feedback will foster highly effective teachers and develop their skills for the purpose of achieving student success.

Action Steps to Implement

(8/31-10/11) Conduct weekly walkthroughs for the purpose of targeting specific components of the Framework of Effective Instruction (FEI).

Person Responsible Kathleen John Louissaint (pr3241@dadeschools.net)

(8/31-10/11) Collaborate with teachers and share best practices for the purpose of developing the staff and learning new, effective classroom strategies.

Person Responsible Niurka Martinez (martinezn@dadeschools.net)

(8/31-10/11) Administrators will facilitate quarterly data chats to identify trends in student data and teacher accountability.

Person Responsible Natre Key (nkey60@dadeschools.net)

(8/31-10/11) During professional development sessions, teachers will be able to select specific professional development based on the needs identified in walkthroughs as well as corrective feedback.

Person Responsible Niurka Martinez (martinezn@dadeschools.net)

(11/1-12/17) Collaborate with teachers bi-weekly to share observations from the field, strengths, and opportunities for growth.

Person Responsible Kathleen John Louissaint (pr3241@dadeschools.net)

(11/1-12/17) Provide immediate feedback to teachers after Instructional Reviews for the purpose of improving lesson delivery and student engagement.

Person Responsible Kathleen John Louissaint (pr3241@dadeschools.net)

(1/31-4-29) Administrators will be conducting data chats with teachers to discuss i-Ready AP2 Diagnostic results. Strengths and opportunities for improvement will be identified, and feedback will be provided for the purpose of increasing student achievement.

Person Responsible Kathleen John Louissaint (pr3241@dadeschools.net)

(1/31-4/29) Administrators will collaborate with Curriculum Associates Inc. Support Team to discuss specific strategies that can be used in the classroom for the purpose of enhancing instruction and student achievement.

Person Responsible Niurka Martinez (martinezn@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.

According to PowerBi Discipline data, there were 0 referrals for the 2020-2021 school year. Using the School Incident Ranking, Miami Gardens Elementary ranked #568 out of 1,395 elementary schools in the state. In the county, Miami Gardens Elementary ranked #69 out of 121 elementary schools in the county. The school falls into the moderate category of incidents. Our primary area of concern will target violent incidents, particularly in the area of harrasment.

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.

The school encourages a positive school culture and environment by demonstrating strengths in the areas of relationships, physical and emotional safety, engaging the learning environment and support, care and connections. In order to foster positive relationships that support collaboration, our teachers met virtually to

develop lessons that were geared towards our STE(A)M initiative. Teachers participated in professional learning communities and weekly grade level planning sessions. Additionally, data chats were regularly held with stakeholders to discuss student progress. To ensure that stakeholders felt safe and understood the safety protocols that were established at the school site, an informational campaign was launched which included a video outlining the safety protocols and the distribution of information in multiple languages. To promote an engaging learning environment the growth mindset philosophy was implemented, student and teacher success was celebrated by highlighting their achievements through school announcements and providing incentives. Family and Community engagement was encouraged by offering virtual events which included day and evening field trips, hosting recognition ceremonies, as well as facilitating parent support meetings.

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, Assistant Principal, Instructional Coaches, Teacher Leaders, Counselors (School Leadership Team), and parents. The Principal's role is to build a positive school culture and learning environment, ensure the school's vision and mission is shared with all stakeholders, and that instructional practices are aligned with the school's vision and mission. The Assistant Principal will ensure that school-wide initiatives are being met by collaborating with teachers during grade level meetings, providing professional development, and assisting parents with securing resources to support students' academic and emotional needs. Instructional Coach will provide ongoing professional support, assist teachers with securing and utilizing instructional resources, model effective instruction, and provide constructive feedback to teachers. Teacher Leaders will collaborate with their grade level teams to provide additional resources and support in content areas. The counselor will provide access to mental health resources to ensure that students' social emotional needs are being met. Parents will participate in school-wide activities, EESAC meetings, PTA meetings, and conferences as it pertains to the needs of their child.