Johnnie M Parris Colonial Drive Elementary School

2022-23 Schoolwide Improvement Plan

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Johnnie M Parris Colonial Drive Elementary School

10755 SW 160TH ST, Miami, FL 33157

http://cdes.dadeschools.net/

Demographics

Principal: Andy Pierre Louis

Start Date for this Principal: 3/19/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: A (66%) 2018-19: B (59%) 2017-18: B (57%)
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	N/A
* 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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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		B	B

School Board Approval

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our mission at Colonial Drive Elementary is to develop each child's academic potential, social and cultural awareness, sense of self-worth and physical abilities in a positive, supportive environment which promotes lifelong learning and good citizenship.

Provide the school's vision statement.

Our vision at Colonial Drive Elementary School is that each student will rise above his or her own expectations of personal growth and achievement to be competitive in a global society.

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Pierre-Louis, Andy	Principal	Instructional Leader Engage Stakeholders Collaborate in the school's decision making process
Zarraluqui, Beatriz	Assistant Principal	Instructional Leader Engage Stakeholders Collaborate in school's decision making process
Cannon, Angela	Other	Engage Stakeholders Collaborate in the school's decision making process
Jarrett, Dana	School Counselor	Collaborate with school's decision making process
Gregory, Joan	Other	Collaborate with the school's decision Making Process

Demographic Information

Principal start date
Friday 3/19/2021, Andy Pierre Louis

Number of teachers with a 2022 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.*

9

Number of teachers with a 2022 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.*

13

Total number of teacher positions allocated to the school

12

Total number of students enrolled at the school

264

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

4

Identify the number of instructional staff who joined the school during the 2022-23 school year.

4

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	48	38	41	45	37	44	0	0	0	0	0	0	0	253
Attendance below 90 percent	10	4	9	5	12	4	0	0	0	0	0	0	0	44
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	3	1	1	2	0	0	0	0	0	0	0	9
Course failure in Math	0	2	3	0	5	1	0	0	0	0	0	0	0	11
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	4	7	1	0	0	0	0	0	0	0	12
Level 1 on 2022 statewide FSA Math assessment	0	0	0	4	7	1	0	0	0	0	0	0	0	12
Number of students with a substantial reading deficiency	3	4	10	31	0	0	0	0	0	0	0	0	0	48
	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	4	2	3	1	7	4	0	0	0	0	0	0	0	21

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Friday 7/15/2022

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	35	35	37	48	37	48	0	0	0	0	0	0	0	240
Attendance below 90 percent	9	7	4	11	5	12	0	0	0	0	0	0	0	48
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	2	3	1	1	0	0	0	0	0	0	0	7
Course failure in Math	0	0	2	3	0	5	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Number of students with a substantial reading deficiency	3	4	10	31	10	17	0	0	0	0	0	0	0	75

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	4	1	1	3	1	7	0	0	0	0	0	0	0	17

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	8	2	0	1	0	0	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	3	0	0	0	0	0	0	0	3

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	35	35	37	48	37	48	0	0	0	0	0	0	0	240
Attendance below 90 percent	9	7	4	11	5	12	0	0	0	0	0	0	0	48
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	2	3	1	1	0	0	0	0	0	0	0	7
Course failure in Math	0	0	2	3	0	5	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Number of students with a substantial reading deficiency	3	4	10	31	10	17	0	0	0	0	0	0	0	75

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	4	1	1	3	1	7	0	0	0	0	0	0	0	17

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	3	1	0	3	0	0	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	1	0	0	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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	54%	62%	56%				53%	62%	57%
ELA Learning Gains							67%	62%	58%
ELA Lowest 25th Percentile							60%	58%	53%
Math Achievement	53%	58%	50%				61%	69%	63%
Math Learning Gains	74%						63%	66%	62%
Math Lowest 25th Percentile	82%						61%	55%	51%
Science Achievement	66%	64%	59%				47%	55%	53%

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**
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	53%	60%	-7%	58%	-5%
Cohort Comparison		0%				
04	2022					
	2019	54%	64%	-10%	58%	-4%
Cohort Comparison		-53%				
05	2022					
	2019	50%	60%	-10%	56%	-6%
Cohort Comparison		-54%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	69%	67%	2%	62%	7%
Cohort Comparison		0%				
04	2022					
	2019	59%	69%	-10%	64%	-5%
Cohort Comparison		-69%				
05	2022					
	2019	55%	65%	-10%	60%	-5%
Cohort Comparison		-59%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					
	2019	45%	53%	-8%	53%	-8%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	58			45	67						
ELL	53			66	76		77				
BLK	47			40	75	83	57				
HSP	59			63	75		75				
FRL	54			53	73	86	68				

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	19	55		19	8		9				
ELL	54	63		55	41		65				
BLK	31	43		29	28		20				
HSP	54	58		54	45		65				
FRL	41	51		41	38		40				

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	4	50	60	29	44						
ELL	66	66		71	72		63				
BLK	38	67	73	48	55	60	29				
HSP	65	67		76	76		67				
FRL	53	67	58	62	63	64	44				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	65
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	62
Total Points Earned for the Federal Index	391
Total Components for the Federal Index	6
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	55

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	67
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	60
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	67
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0

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%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	66
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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

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

According to the FSA 2022 data findings are our Math achievement demonstrated an increase 41% to 53%. Our Learning Gains increased from 38% in 2021 to 74%. Our Math L25 increased from 9% in 2021 to 82%. FSA Science data findings indicate a increase from 40% in 2021 to 66% in 2022.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on progress monitoring and the 2022 FSA Assessment the greatest need for improvement in all grade levels in the area of math is to increase the level of proficiency by 2%.

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

The contributing factors that lead to the need for improvement in math is the lack of continuity across grade levels in vocabulary and prior knowledge. In order to address this need for improvement, vocabulary interactive journals, IXL and Reflect Math will be used and monitored.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Based on the 2021 state assessments overall learning gains in the L25 in math from 9% to 82% which represented a 73% increase.

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

The contributing factors that led to the improvement in L25 grade Math was the increased use in Reflex Math, focusing on basic skills: addition, subtraction, multiplication, division and the implementation of differentiated instruction.

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

In order to accelerate learning, the following strategies will be implemented with fidelity: differentiated Instruction, collaborative planning, checking for understanding, character education/values matter and shared leadership, weekly focus groups addressing the weakest standards. This will be reviewed through Performance Matters Assessments, iReady and math journals.

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.

In order to accelerate learning, support teachers and leaders will be given the opportunity to participate in common planning and observe best practices of their colleagues, instructional support from curriculum resources liaisons.

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

Additional services that will be implemented to ensure sustainability of improvement in the next year and beyond will consist of incorporating an interactive journal across all grade levels.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Positive Culture and Environment specifically relating to Social and Emotional Learning	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	According to the 2021-2022 school climate survey, 12% of staff members agreed with the statement, " I feel a lack of concern/support from the principal", where as 0% of the staff expressed this statement in the 2020-2021 climate survey. Therefore, there is a need to address this feeling.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	It is imperative that at least 95% of staff feel supported by the principal. A supportive environment will increase learning conditions that will meet the needs of all students . Staff will be given a quarterly survey to ensure that administration is being supportive and meeting their needs.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The assistant principal will conduct quarterly surveys with targeted questions on how instruction can be supported in the classrooms, discipline can be easily managed and additional professional development on District initiatives. Administration will meet with staff to reaffirm teacher considerations and recommendations.
Person responsible for monitoring outcome:	Beatriz Zarraluqui (bmzarraluqui@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being	Using the evidenced based strategy of the Administrative/Leadership Team Visibility and Accessibility influences everything that happens in their schools. Their omnipresence inspires people while it provides opportunities to inspect, direct, or correct. The Administrative/Leadership Team's omnipresence sets a tone for a school and gives it a personality. Examples include: conducting walk-throughs, visible during switching of classes, maintaining an open door policy, eating lunch at different times and places, making morning announcements, answering the phone, serving food in the cafeteria, etc., the administration will communicate, identify and address the Social Emotional needs of

implemented for this Area of Focus.	staff as well as allowing staff to express their feelings on how best to support them in the classroom.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Surveys allow staff to express and clarify their need for support. It also reinforces the belief that they are respected and heard. Taking administrative action on staff suggestions solidifies this frame of thought. This strategy will be used to help staff identify ways to express and clarify their needs for support.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

(8/22-10/14) During Faculty meetings, the administrative team will dedicate a portion of the meeting to Character Education and staff presentation on best practices used in their classrooms. As a result of this action teachers will have the opportunity to express ideas and share areas that they may need additional support.

Person Responsible	Beatriz Zarraluqui (bmzarraluqui@dadeschools.net)

(8/22-10/14) During Faculty meetings the administrative team will conduct "shout outs" recognizing teachers for unique efforts being made during the school year. This action will facilitate an opportunity for teachers to feel valued.

Person Responsible	Andy Pierre-Louis (pr0861@dadeschools.net)

(8/22-10/14) The Leadership Team will provide teachers and staff with a monthly calendar reflecting activities and recognition. This action will allow teachers to feel included and updated with school activities.

Person Responsible	Beatriz Zarraluqui (bmzarraluqui@dadeschools.net)

(8/22-10/14) The School Counselor will conduct classroom visits and lessons focusing on mindfulness and character education. As a result this will help teachers build an effective classroom management system and an overall positive school environment.

Person Responsible	Dana Jarrett (djarrett@dadeschools.net)

(10/31-12/16) Teacher leaders will chair a variety of committees. This will support promoting school initiatives, building leadership abilities in our educators and empowering teachers, which will shift the school's culture and have a positive impact on school wide achievement.

Person Responsible	Beatriz Zarraluqui (bmzarraluqui@dadeschools.net)

(10/31-12/16) The leadership team will provide guidance and support to teachers through professional development opportunities, training sessions and best practices shared during faculty meetings that will assist in pivoting teachers in the direction of and increased use of technology. This will enhance the students' virtual learning experience and test taking skills, which will allow teachers to express ideas and share areas where they may need additional support.

Person Responsible   Joan Gregory (jmgregory@dadeschools.net)

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	After examining the 2022 FSA ELA data, 54% of students scored at or above proficiency when compared to 41% proficiency in the previous year indicating an increase of 13%. ELA learning gains increased from 49% to 100%, which indicated a 51% increase and for the lowest 25% there was an increase from 42% to 100% indicating a 58% increase. The improvements that were made can only be sustainable and increased through the consistent use of DI and interventions.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	After comparing the 2022 ELA FSA data to the 2021 ELA FSA data, Colonial Drive Elementary will show an increase of a least 2% of students on grade level as evidence by 2023 ELA FAST PM3.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The area of focus will be monitored through the use of bi-weekly data chats using iReady data and bi-weekly assessments,.
Person responsible for monitoring outcome:	Beatriz Zarraluqui (bmzarraluqui@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The evidenced-based strategy that will be implemented for this area of focus will be Differentiated Instruction and Reading Interventions.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	By assessing groups of students on a consistent basis, DI groups will be created and fluid to focus on the individual needs of the students, explicitly and effectively. This strategy will support a greater level of reading fluency and comprehension.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

(8/22-10/14) Based on student performance, teachers will conduct bi-weekly monthly data chats with students to facilitate self awareness of strengths and weaknesses. As a result of this action, student will take ownership of their work and will be able to self-monitor their progress.

Person Responsible   Beatriz Zarraluqui (bmzarraluqui@dadeschools.net)

(8/22-10/14) Students will have interactive journals focusing on vocabulary words that are used across the curriculum. This will be conducted in grades K-5 at least one vocabulary word per core subject weekly. This action will support a school-wide increase in vocabulary knowledge.

Person Responsible   Beatriz Zarraluqui (bmzarraluqui@dadeschools.net)

(8/22-10/14) The Reading Coach will provide Professional learning opportunities during common planning and/or faculty meetings. This will allow teachers to gain a better understanding and how to plan appropriately using the Florida Standards.

Person Responsible   Beatriz Zarraluqui (bmzarraluqui@dadeschools.net)

(8/22-10/14) Teachers will implement bell ringers and exit slips to reinforce the weakest benchmarks. The will allow teacher to identify student are in need of additional support and reinforcing classroom lessons.

Person Responsible   Beatriz Zarraluqui (bmzarraluqui@dadeschools.net)

(10/31-12/16) Teachers will create and share with instructional staff a school wide writing plan for each grade level which will align writing instruction across all grades and curricular areas. The use of this action will promote writing across all disciplines.

Person Responsible   Beatriz Zarraluqui (bmzarraluqui@dadeschools.net)

(10/31-12/16) Administration and the Reading Coach will monitor the effective use of technology for the assessment of Progress Monitoring which will allow more strategic and effective planning and collaboration opportunities.

Person Responsible   Beatriz Zarraluqui (bmzarraluqui@dadeschools.net)

#3. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	After examining the 2022 Math FSA data, the results indicate that Colonial Drive Elementary increased students' 2021 Math proficiency from 41% to 53% which indicated a 12% increase. There was an increase in the 2021 to 2022 Math Learning Gains from 38% in 2021 to 74% in the 2022 FSA results. Additionally, the lowest 25% on the FSA Math increased from 9% in 2021 to 82% in 2022. This indicates a 73% increase. In order for Colonial Drive Elementary to sustain the increases, it will be necessary to continue implementing the use of technology, intervention and small group tutoring with fidelity.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	As evidenced by comparing the 2021 and 2022 Math data proficiency, Colonial Drive Elementary will increase proficiency by at least 2% as evidenced by the 2023 Math FAST PM3.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The area of focus that will be monitored through daily classroom walkthroughs, data chats using iReady and Reflex Math result and bi-weekly assessment results
Person responsible for monitoring outcome:	Andy Pierre-Louis (pr0861@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The evidence-based strategy that will be implemented for this are of focus will be Differentiated Instruction, Reflex Math, IXL and iReady.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy.	By assessing the group of students on a consistent basis DI groups will be created to focus on the individual needs of the students, explicitly and effectively. Technology programs such as Reflex Math will support fact fluency, IXL will provide students the opportunity for additional practice and iReady will support learning misunderstood math skills.

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

(8/22-10/14) Teachers will implement weekly BEST Standards exercises focusing on the greatest area of students' weakness. This will support reinforcing areas of student weaknesses.

Person Responsible	Beatriz Zarraluqui (bmzarraluqui@dadeschools.net)

(8/22-10/14) Teachers will implement interactive math vocabulary journals with culminating weekly assessments documented in the journal. As a result of this practice, students will increase the understanding of math vocabulary.

Person Responsible	Beatriz Zarraluqui (bmzarraluqui@dadeschools.net)

(8/22-10/14) Teachers will create print rich classrooms inclusive of anchor charts. This will allow student to access to real-time references throughout their instructional block.

Person Responsible	Andy Pierre-Louis (pr0861@dadeschools.net)

(8/22-10/14) Teachers will utilize Reflex Math and IXL Math programs to increase student fluency in basic math facts.

Person Responsible	Andy Pierre-Louis (pr0861@dadeschools.net)

(10/31-12/16) Teachers will utilize current student performance data (i.e. iReady and Performance Matters) to plan and conduct targeted differentiated instruction addressing individual student needs.

Person Responsible	Angela Cannon (acamar@dadeschools.net)

(10/31-12/16) Teachers will implement Math bell ringers to reinforce the weakest standards and computation facts. As a result of this action there will be an increase in correct student responses as evidenced by student data.

Person Responsible	Angela Cannon (acamar@dadeschools.net)

#4. Transformational Leadership specifically relating to Leadership Development	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	As evidenced by the 2022 Climate Survey 59% of staff stated; "School personnel work well as a team", as compared to the 2021 Climate survey which reflected 100%. Staff working and collaborating together as a team leads to a positive impact on student learning. The ability to share best practices and plan together provide for this opportunity.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By the end of April 2023, 50% of Colonial Drive Elementary's educators will have shared at least one best practice through workshops, grade level planning and faculty meetings as evidenced by faculty meeting agendas and artifacts provided by teachers.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	A record and/or artifacts will be collected during faculty meetings and shared with staff.
Person responsible for monitoring outcome:	Beatriz Zarraluqui (bmzarraluqui@dadeschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	The evidence based strategy that will be used to model and provide feedback is shared leadership. This strategy will be implemented through the use of PD, grade level meetings and faculty meetings.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	This strategy is used to empower teachers provide support, ideas and action plans that can be implemented in the classrooms.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

(8/22-10/14) The leadership team and teacher leaders will facilitate the presentation of best instructional practices during monthly faculty meetings and common planning. This will allow teachers take ownership of school-wide strategies being implemented.

Person Responsible	Beatriz Zarraluqui (bmzarraluqui@dadeschools.net)

(8/22-10/14) Surveys will be created to solicitate teachers' strengths in various academic disciplines and software programs. They will be the lead facilitator in presenting various strategies to effectively implement programs in the classroom.

Person Responsible	Beatriz Zarraluqui (bmzarraluqui@dadeschools.net)

(8/22-10/14) As a form of staff collaboration, teachers will have the opportunity to observe other colleagues to improve their own self-awareness of their skills and identify areas for further growth.

Person Responsible	Beatriz Zarraluqui (bmzarraluqui@dadeschools.net)

(8/22-10/14) Teacher leaders will chair committees that will promote school initiatives monthly to build leadership abilities in our educators, empower them, and have a positive impact on school wide activities and achievement.

Person Responsible	Beatriz Zarraluqui (bmzarraluqui@dadeschools.net)

(10/31-12/16) School administrators will continue to practice classroom "walk throughs" to provide teachers with immediate positive and/or constructive feedback utilizing notes of praise and/or verbal feedback as a form of reinforcement and recognition.

Person Responsible	Andy Pierre-Louis (pr0861@dadeschools.net)

(10/31-12/16) The staff will be encouraged to follow norms and values established during faculty/staff meetings that support social and emotional growth.

Person Responsible	Andy Pierre-Louis (pr0861@dadeschools.net)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

If we successfully empower our teachers by increasing opportunities for them to provide feedback on a continuous basis, then we expect to maintain and/or increase staff morale. If we successfully implement our practice of celebrating success, then students and staff will develop a positive attitude and genuine interest in the learning environment which will ultimately improve the overall school culture. If we foster positive student-staff connections, then students will have a support system within the school that will encourage and foster growth on an emotional academic level.

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

The Principal, Assistant Principal, teacher leaders and counselors are the members of our school leadership team, which are involved in building a positive school culture and environment. Our team works together to gather feedback from stakeholders and make an effort to connect and build relationships with our students, parents and community members. The principal's role is to monitor and oversee all the school initiatives and respond to concerns by planning team-building and moral boosting activities. The Assistant Principal's role is to support and create protocols which ensure all information is shared in a timely manner.