South Miami K 8 Center

2021-22 Schoolwide Improvement Plan

Table of Contents

South Miami K 8 Center

6800 SW 60TH ST, South Miami, FL 33143

http://smiamie.dadeschools.net/

Demographics

Principal: Lourdes Lopez

Start Date for this Principal: 7/13/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	*[Data Not Available]*
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Students With Disabilities White Students
School Grades History	2018-19: A (68%) 2017-18: A (67%) 2016-17: A (64%) 2015-16: B (59%)
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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

South Miami K-8 Center enriches the community through the conveyance of the cultural heritage of the nation. The provision of the best possible educational experiences for our students will complement our mission to develop the whole child in an enriching academic environment, and develop lifelong learners in pursuit of excellence, utilizing the visual, expressive arts and technology.

Provide the school's vision statement.

The staff, parents, and community of South Miami K-8 Center Expressive Arts Magnet believe that all students can learn, achieve, and develop to their fullest potential. In this joint venture, we accept the responsibility to foster the the achievement of excellence in education, as it relates to citizenship, academics and the integration of the expressive arts.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Lopez, Lourdes	Principal	The duties and responsibilities will be to monitor and oversee all of the school's initiatives and respond to concerns of stakeholders in a supportive manner.
Semeraro, Giuseppe	Assistant Principal	The duties and responsibilities will be to monitor the mentorship programs, participate in PLST trainings, and oversee that all information is disseminated to the teachers in a timely manner.
Gonzalez, Yisel	Teacher, K-12	As the PD Liaison, EESAC chairperson, and member of the PLST Team, the duties and responsibilities will be to create PD's and disseminate information to the faculty in a timely manner. In addition, she will ensure that all staff are aware of the professional development opportunities available to them.
Laffita-Marin, Olga	Teacher, K-12	As the PLST Lead Mentor and EESAC member, the duties and responsibilities will be to attend mentoring PDs and PLST trainings to disseminate information to the faculty in a timely manner.
Moran, Laura	Teacher, K-12	As the PLST Digital Innovation Leader, Reflex Math Chair, Elementary Social Studies Chairperson, and EESAC member, the duties and responsibilities will be to attend PDs, assist with technology/new platforms, and attend PLST trainings to disseminate information to the faculty in a timely manner.

Demographic Information

Principal start date
Monday 7/13/2015, Lourdes Lopez

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.*
20

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.*
32

Total number of teacher positions allocated to the school

52

Total number of students enrolled at the school

633

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

3

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

1

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	18	37	56	73	109	131	80	79	50	0	0	0	0	633
Attendance below 90 percent	1	5	7	9	12	12	6	9	4	0	0	0	0	65
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	1	3	3	0	0	2	0	0	0	0	0	9
Course failure in Math	0	0	0	2	4	5	4	5	0	0	0	0	0	20
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	3	3	3	4	0	0	0	0	13
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	3	3	8	1	0	0	0	0	15
Number of students with a substantial reading deficiency	2	7	24	19	23	19	16	19	15	0	0	0	0	144

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	1	0	2	3	6	4	7	0	0	0	0	0	24

The number of students identified as retainees:

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

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	40	50	55	95	112	116	87	54	67	0	0	0	0	676
Attendance below 90 percent	5	8	10	10	12	20	9	5	8	0	0	0	0	87
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	0	1	2	0	0	0	0	0	0	8
Course failure in Math	0	0	2	4	4	7	5	0	4	0	0	0	0	26
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	3	3	3	3	8	0	0	0	0	20
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	3	3	8	1	7	0	0	0	0	22

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	1	2	3	6	7	7	0	7	0	0	0	0	34

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

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).

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	74%	60%	14%	58%	16%
Cohort Comparison						
04	2021					
	2019	81%	64%	17%	58%	23%
Cohort Comparison		-74%				

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2021					
	2019	80%	60%	20%	56%	24%
Cohort Comparison		-81%				
06	2021					
	2019	67%	58%	9%	54%	13%
Cohort Comparison		-80%				
07	2021					
	2019	71%	56%	15%	52%	19%
Cohort Comparison		-67%				
08	2021					
	2019	72%	60%	12%	56%	16%
Cohort Comparison		-71%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2021					
	2019	81%	67%	14%	62%	19%
Cohort Comparison						
04	2021					
	2019	89%	69%	20%	64%	25%
Cohort Comparison		-81%				
05	2021					
	2019	83%	65%	18%	60%	23%
Cohort Comparison		-89%				
06	2021					
	2019	77%	58%	19%	55%	22%
Cohort Comparison		-83%				
07	2021					
	2019	75%	53%	22%	54%	21%
Cohort Comparison		-77%				
08	2021					
	2019	58%	40%	18%	46%	12%
Cohort Comparison		-75%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2021					
	2019	72%	53%	19%	53%	19%
Cohort Comparison						
08	2021					
	2019	68%	43%	25%	48%	20%
Cohort Comparison		-72%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	81%	73%	8%	71%	10%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	81%	63%	18%	61%	20%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

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 we will utilize to compile data in the fall will be i-Ready (AP1), i-Ready (AP2) for the Winter, and i-Ready (AP3) for Spring.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	26.1%	34.8%	52.2%
	Economically Disadvantaged	26.3%	28.9%	47.4%
	Students With Disabilities	20.0%	20.0%	20.0%
	English Language Learners	20.0%	N/A	40.0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	28.9%	28.3%	45.7%
	Economically Disadvantaged	24.3%	18.4%	36.8%
	Students With Disabilities	20.0%	20.0%	40.0%
	English Language Learners	20.0%	20.0%	20.0%

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	29.2%	50.0%	56.9%
	Economically Disadvantaged	16.7%	47.4%	51.3%
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	56.5 %	68.5 %	75 %
	Economically Disadvantaged	50 %	59.7 %	67.7 %
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	53.3 %
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	20.7 %	50 %	64.1 %
	Economically Disadvantaged	22.6 %	40.3 %	56.5 %
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	40 %

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	51.4 %	58.9 %	70.1 %
	Economically Disadvantaged	47.8 %	50.7 %	60.9 %
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	35.5 %	53.3 %	71 %
	Economically Disadvantaged	27.5 %	49.3 %	42.5 %
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	60 %

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	53.5 %	68.4 %	70.2 %
	Economically Disadvantaged	41.1 %	60.3 %	58.9 %
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	50 %	60.5 %	69.3 %
	Economically Disadvantaged	42.5 %	56.2 %	64.4 %
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	34.6 %	N/A
	Economically Disadvantaged	N/A	26.2 %	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	51.3 %	61.3 %	63.8 %
	Economically Disadvantaged	53.7 %	57.4 %	64.8 %
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	36.3 %	46.3 %	50 %
	Economically Disadvantaged	33.3 %	44.4 %	48.2 %
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	56.9 %	64.7 %	64.7 %
	Economically Disadvantaged	65.5 %	65.5 %	58.6 %
	Students With Disabilities	N/A	N/A	100 %
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	41.2 %	54.9 %	64.7 %
	Economically Disadvantaged	44.8 %	58.6 %	65.5 %
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	82.0 %	N/A
	Economically Disadvantaged	N/A	82.1 %	N/A
	Students With Disabilities	N/A	100 %	N/A
	English Language Learners	N/A	70 %	N/A

Grade 8				
English Language Arts	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	59.7 %	61.2 %	61.2 %
	Economically Disadvantaged	58.7 %	60.9 %	63 %
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
Mathematics	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	43.3 %	56.7 %	65.7 %
	Economically Disadvantaged	41.3 %	54.4 %	67.4 %
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
Science	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	N/A	13 %	N/A
	Economically Disadvantaged	N/A	30.2 %	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2019-20**	**C & C Accel 2019-20**
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2017-18**	**C & C Accel 2017-18**
SWD	38	47	39	49	51	45	37				
ELL	63	64	57	75	59	42	70	42			
BLK	50	51	33	65	67	44	50				
HSP	77	71	61	82	67	54	73	82	58		
WHT	91	75		89	73		70				
FRL	68	66	54	75	62	43	63	80	43		

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	35	58	45	47	67	61	38	67			
ELL	50	56	57	71	64	65	56				
BLK	43	42	32	54	62	57	19				
HSP	73	66	49	81	66	64	70	76	78		
MUL	73			82							
WHT	88	78		84	71		71				
FRL	67	61	42	74	66	62	60	67	82		

ESSA Data Review

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	69
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	76
Total Points Earned for the Federal Index	692
Total Components for the Federal Index	10
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	48
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	61
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners 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	51
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	70
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
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
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	80
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	63
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

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?

The following data trends emerged across grade levels, subgroups and core content areas when comparing the 2021 FSA to the 2019 FSA.
*ELA proficiency in 2021 is 68% compared to 71% in 2019; which accounts for a 3% drop.
*Math proficiency in 2021 is 53% compared to 78% in 2019; which accounts for a 25% drop.
*Science proficiency in 2021 is 46% compared to 65% in 2019; which accounts for 19% drop.
*Civics EOC proficiency in 2021 is 59% compared to 76% in 2019; which accounts for a 17% drop.
Algebra I EOC proficiency in 2021 is 75% compared to 75% in 2019; which results in a neutral finding.

The following data trends emerged across grade levels, subgroups and core content areas during the 2018-2019 school year.
*Our school outperformed the district by 19 percentage points in ELA proficiency.
*ELA Learning Gains increased by five percentage points.
*Math Learning Gains increased by one percentage point.
*L25 in ELA increased by 14 percentage points.
*L25 in Math decreased by ten percentage points.
*Grade 5 Science increased by eight percentage points over three years.
*Grade 8 Science increased by 25 percentage points over three years.
*ELL increased by 17 percentage points in ELA.
*ELL increased by 13 percentage points in Math.
*SWD increased by four percentage points in ELA.
*SWD increased by three percentage points in Math.
*Algebra students decreased by six percentage points.

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

Based off the 2021 FSA data, Mathematics proficiency proved to be the greatest need for improvement. In addition, data from the 2019 FSA administration and progress monitoring revealed, not enough eighth grade students enrolled in accelerated courses have provided weak acceleration results. Data components show that school decreased by six percentage points in Algebra and the L25 in Math decreased by ten percentage points.

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 to this need for improvement is the data related to mathematics. The new actions will be taken to address this need for improvement is to focus on implementing standard-based and aligned instruction, small group instruction and administrative walkthroughs in all classrooms. We will continue to support this while incorporating data-driven instruction to meet the L25 subgroup. Additionally, district professional development will be used to enhance our knowledge and incorporate

evidence-based strategies and additional professional development at the school level that focuses on standards aligned instruction and small group instruction.

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

The most improvement based off progress monitoring and 2019 state assessments was evidenced in eighth grade Science which increased by 11 percentage points in 2019 and ELL students increased by 17 percentage points in ELA.

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

The contributing factors to our improvement were the following actions: we created a master schedule that allowed for common planning of evidence-based instruction. Grade level leaders attended ongoing professional development and disseminated information amongst the grade levels. Mentoring programs provided new teachers strategies and support to effectively deliver instruction.

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

The strategies that will need to be implemented in order to accelerate learning will be:
*Differentiated Instruction
*Data-driven Instruction
*Intervention and RTI
*Extended Learning Opportunities
*Walkthroughs
*Standards align instruction
*Professional Developments
*Monitor attendance and attendance initiatives

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

Based on the contributing factors and strategies identified to accelerate learning, the professional development opportunities that will be provided at the school to support teachers and leaders will be Wonders (textbook adoption series), Providing intervention/ differentiated instruction using the newly adopted Elevate/Horizons series and Math/ Science guiding students through post pandemic instruction.

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

The additional services that will be implemented to ensure sustainability of improvement in the next year and beyond will be weekly collaborative planning, extended learning opportunities provided before school, and interventions scheduled throughout the school day.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:	Based on the 2021 FSA ELA data reviewed, school proficiency in the FSA ELA dropped by 9 percentage points when compared to 2019 FSA results. Our school will implement differentiated instruction to target student areas of weakness and close the achievement gap and the increase student proficiency.
Measureable Outcome:	If we successfully implement differentiated instruction, the measurable outcome would be to increase student proficiency in FSA ELA on the 2022 FSA by 5 percentage points.
Monitoring:	This area of focus will be monitored using the i-Ready data from AP1, AP2, bi-weekly assessments, topic assessments and the progress monitoring checks. In addition, administration will also conduct walkthroughs to ensure differentiated instruction is being implemented with fidelity as well as quarterly data chats.
Person responsible for monitoring outcome:	Lourdes Lopez (pr5241@dadeschools.net)
Evidence-based Strategy:	Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability.
Rationale for Evidence-based Strategy:	The resources used for selecting this strategy would be data-driven instruction to ensure that teachers are using relevant and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, plans, and instruction delivery as new data becomes available.

Action Steps to Implement

1. August 31, 2021-Information regarding differentiated instruction and evidence-based strategies to utilize during differentiated instruction will be disseminated.

Person Responsible	Lourdes Lopez (pr5241@dadeschools.net)

2. August 31, 2021 - September 24, 2021 Professional development will be provided via the district PD offerings and in school professional developments in implementing differentiated instruction. Grade level leaders will attend and disseminate to their teams during grade level meetings.

Person Responsible	Lourdes Lopez (pr5241@dadeschools.net)

3. August 31, 2021 through October 11, 2021- Grade levels will meet bi-weekly to incorporate newly attained data from i-Ready AP1, bi-weekly assessments and teacher made assessments and incorporate differentiates instruction in lessons plans.

Person Responsible	Lourdes Lopez (pr5241@dadeschools.net)

4. September 22, 2021- Quarterly data chats will be conducted to reassess the strengths and weaknesses and review data-driven instruction to be included during differentiated instruction.

Person Responsible   Lourdes Lopez (pr5241@dadeschools.net)

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

Area of Focus Description and Rationale:	The critical need from the data reviewed will focus on the overarching area of standards-aligned instruction to execute lessons that are targeted and standard based in order to eliminate the achievement gap while accelerating all students to their full academic potential.
Measureable Outcome:	If we successfully implement standard-aligned instruction, the measurable outcome that the school plans to achieve would result in a five percent increase on the 2022 ELA FSA as compared to the 2021 score of 67%.
Monitoring:	The area of focus that will be monitored by administrators for the desired outcome will be the implementation of the District Pacing Guides and the use of the evidence-based hyperlinks that are embedded in the guide as viewed in teacher lesson plans.
Person responsible for monitoring outcome:	Lourdes Lopez (pr5241@dadeschools.net)
Evidence-based Strategy:	The evidence-based strategy being implemented will be standards-aligned instruction. Teachers will deliver planned lessons to guide students through the demands of the standards/learning targets. Students will show evidence of mastering the lesson objective/s through their work samples/tasks. By teachers executing lessons based on the standards/learning targets, it will ensure that all student products and teaching techniques are aligned to the intended standards.
Rationale for Evidence-based Strategy:	The rationale for selecting standard-aligned instruction is to ensure that teachers implement evidence-based lessons aligned to the standards while and providing students with a rigorous curriculum and increase student achievement .

Action Steps to Implement

1. During the August 18, 2021- Opening of Schools meeting, information regarding standard-aligned instruction and the availability of the District's Pacing Guide resources was disseminated and discussed with instructional staff.

Person Responsible	Lourdes Lopez (pr5241@dadeschools.net)

2. During the window of August 31-September 30, 2021- Professional development provided via the district PD offerings focusing on standard-aligned instruction will be disseminated by grade level representatives to attendees during grade level meetings.

Person Responsible	Lourdes Lopez (pr5241@dadeschools.net)

3. During the window of September 1 - October 11, 2021 - Bi-weekly grade level meetings will be used for grade levels to discuss best practices for standard-aligned instruction as indicated in the District Pacing Guide.

Person Responsible	Lourdes Lopez (pr5241@dadeschools.net)

4. By September 20, 2021- Administration will conduct on-going walkthroughs to check for lesson plan and to ensure teachers are aligning instruction to the standards and utilizing pacing guide resources that are embedded in the District Pacing Guides.

Person Responsible   Lourdes Lopez (pr5241@dadeschools.net)

#3. Culture & Environment specifically relating to Student Attendance	
Area of Focus Description and Rationale:	Based on the data reviewed, attendance was identified as a critical area to review. By implementing the Targeted Element of Student Attendance, we will focus on ensuring students are present and learning to close the achievement gap. Through the data reviewed from 2020-2021 school year, it was noted that 45% of the student population had six or more absences. Student attendance is pivotal in being able to ensure student achievement as we recognize the need to bring all together to ensure attendance percentage increases during the 2021-2022 school year.
Measureable Outcome:	If we successfully implement the Targeted Element of Student Attendance, we will decrease the percentage of students having six or more absences by five percentage points.The increase of attendance percent will ensure students receive instruction implemented with fidelity that will improve learning outcomes.
Monitoring:	The area of focus will be monitored by administration with the support of the Social Worker and Counselor. The team will identify the students with consistent truancy and struggling with academics and develop a plan with the parent to monitor students on a bi-weekly basis and develop a plan to encourage attendance. The leadership team will incorporate attendance incentives to promote the growth of daily attendance.
Person responsible for monitoring outcome:	Lourdes Lopez (pr5241@dadeschools.net)
Evidence-based Strategy:	Strategic Attendance Initiatives involve close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies as well as incentives for students with perfect attendance.
Rationale for Evidence-based Strategy:	The rationale for selecting attendance initiatives is to decreasing the number of student absences and increase their academic achievement. Attendance initiatives will identify attendance issues, remediation of absences, and ways to reward students.

Action Steps to Implement

1. During the window of September 1-October 11, 2021- Classrooms with 100% attendance will be recognized in the morning announcements and rewards will be provided to the classrooms that have an entire week of perfect attendance.

Person Responsible Lourdes Lopez (pr5241@dadeschools.net)

2. During the window of September 1- October 11, 2021- Administration, teachers, social worker, and the counselor will meet with students who exhibit a pattern of habitually absences and tardies and provide supports available to ensure the student is able to attend school consistently and be present to ensure the increase in academic achievement.

Person Responsible Lourdes Lopez (pr5241@dadeschools.net)

3. By September 30, 2021- Quarterly incentives will be provided by administration to the top three classes who demonstrated the highest attendance for the quarter.

Person Responsible   Lourdes Lopez (pr5241@dadeschools.net)

4. By September 30, 2021- Classroom teachers will provide monthly incentives for students who demonstrate 100% attendance for the month.

Person Responsible   Lourdes Lopez (pr5241@dadeschools.net)

#4. Leadership specifically relating to Walkthroughs

Area of Focus Description and Rationale:	Based on qualitative data from the school climate survey, our area of focus will be to use the Targeted Element of Walkthroughs. Seventeen percent of teachers did not feel that in-service programs kept them up-to-date with new educational strategies. Therefore, we will provide information regarding District provided professional development that are geared towards evidence-based strategies. Walkthroughs will also be conducted to ensure that evidence-based strategies are being implemented while providing support as needed.
Measureable Outcome:	The measurable outcome to be used will be the Targeted Element of Walkthroughs. The outcome is to ensure teachers are consistently utilizing evidence-based strategies in their daily instruction while providing differentiated instruction .
Monitoring:	The area of focus that will be monitored will be the Targeted Element of Walkthroughs. Teachers will be provided with timely feedback from walkthroughs . Look out for these walkthroughs are the implementation of the educational strategies and best practices presented during professional development activities during grade level meetings.
Person responsible for monitoring outcome:	Lourdes Lopez (pr5241@dadeschools.net)
Evidence-based Strategy:	The evidence-based strategy Targeted Element of Walkthrough implemented for this area of focus will be consistent and developmental feedback. This will involve providing a regular and clear expectation to teachers to progress towards the goal while providing description of the behavior desired and support.
Rationale for Evidence-based Strategy:	The rationale and resources for selecting Targeted Element of Walkthroughs is to provide timely feedback to teachers from walkthroughs will build capacity while assisting teachers to integrating evidence-based resources that will carry out the goals and objectives of the school to positively impact students.

Action Steps to Implement

1. By August 31, 2021- Administration will develop a walkthrough schedule to ensure that all classrooms are being visited during the instruction of all subject areas.

Person Responsible	Lourdes Lopez (pr5241@dadeschools.net)

2. By September 22, 2021- During the monthly faculty meetings, administration will spotlight best practices that they have observed during walkthroughs from each grade level.

Person Responsible	Lourdes Lopez (pr5241@dadeschools.net)

3. During the timeframe of August 31 - October 11, 2021- After administrators conduct walkthroughs, teachers will be provided with timely feedback using handwritten notes, emails or face-to-face conversations.

Person Responsible	Lourdes Lopez (pr5241@dadeschools.net)

4. During the timeframe of September 1 - October 11, 2021- Current evidence-based strategies being implemented will be shared at grade level and department meetings to encourage the implementation of evidence-based resources.

Person Responsible   Lourdes Lopez (pr5241@dadeschools.net)

Additional Schoolwide Improvement Priorities

Using the 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.

School Disciplinary reports reflect that 5% of the student population received one referral and 2% of the population receive two plus referrals. The primary area of concern is in grade 1 where we have 13% of the student are receiving a referral. The secondary area of concern is Kindergarten where 5% of the students receive two or more referrals. The school counselor will visit classroom that are having high number of referrals and provide lessons to assist the teacher. Professional developments will be provided in classroom management to teachers that are struggling within the classroom. Frequent walkthroughs to classrooms producing higher rates of referrals.

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 addresses building a positive school culture and environment to ensure both students and staff feel safe and encouraged. Strength within school culture as evidenced by the 2020-2021 School Climate Survey was physical and emotional safety where only 4% of the student population did not feel safe. Another strength within school culture was support care and connections where only 4% of the student population did not feel their teachers helped them when needed. Student's wellbeing are supported through the mental health course

through their Language Arts classes and by the school counselor. We provide opportunities for both staff and students to provide them ongoing feedback and suggestions to the school leaders and we schedule informal and formal conferences with staff and students to gather information about their educational and emotional experiences at the school. We also ensure information is provided to stakeholders through our monthly parent calendar, Teams, EESAC Meetings, and School Messenger. In addition, our staff is provided opportunities to take part in providing feedback to address a positive school culture and environment.

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 at the school are the Principal, Assistant Principal, Teacher Leaders (PLST), and Counselor. The Principal's role is to monitor and oversee all the schools initiatives and respond to concerns with morale by planning team building and morale boosting activities. The Assistant Principal role is to monitor and support mentorship programs to ensure all information is shared with stakeholders in a timely manner. Teacher Leaders role is to assist in providing and responding to feedback from students, parents and stakeholders. The counselor role is to assist and support students wellbeing and implement the Youth Mental Health initiatives to include the efforts to connect and build relationships with students, parents, and families.

Part V: Budget

1	III.A.	Areas of Focus: Instructional Practice: Differentiation				$0.00
2	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				$0.00
3	III.A.	Areas of Focus: Culture & Environment: Student Attendance				$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100		5241 - South Miami K 8 Center	General Fund		$500.00
			Notes: Incentives will be purchased to increase student attendance.			
4	III.A.	Areas of Focus: Leadership: Walkthroughs				$0.00
					Total:	**$500.00**