

Miami-Dade County Public Schools

Palm Springs Elementary School



2021-22 Schoolwide Improvement Plan

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Palm Springs Elementary School

6304 E 1ST AVE, Hialeah, FL 33013

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

Demographics

Principal: Luis Bello

Start Date for this Principal: 3/17/2021

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)	94%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: B (57%) 2017-18: A (62%) 2016-17: B (60%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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<http://palmsprings.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	85%
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		B	B	A

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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.

The faculty and staff of Palm Springs Elementary School believes that all students can become lifelong learners and participatory citizens in a global society. Our mission is to engage and motivate all students, by providing them with a variety of valuable learning experiences and the tools necessary to become independent critical thinkers and life-long learners.

Provide the school's vision statement.

At Palm Springs Elementary, we envision a setting where all students feel safe and fully accepted. A setting where educators masterfully impart rigorous instruction and students consistently demonstrate mastery of content taught. A setting where all stakeholders feel welcome and perceive that they are an important and respected part of the entire school community.

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
Bello, Luis	Principal	The principal is the instructional leader of the school who imparts the collective vision and mission to all stakeholders and oversees all aspects of day-to-day operations.
Horta, Patricia	Assistant Principal	The assistant principal supports the principal as an instructional leader, imparts the school's collective vision and mission to all stakeholders, provides equity and access to curriculum and support services, monitors systems and structures which impact school culture and safety, and manages school personnel .
Gomez, Jennifer	Teacher, K-12	As a member of the leadership team, the teacher leader supports the school's unified vision by acting as a communication liaison between administration and colleagues, fostering a collaborative culture and providing leadership by example.
Toledo-Resende, Elisa	Reading Coach	The instructional coach supports the school's vision and mission by coaching teachers in all aspects of English Language Arts curriculum and instruction. The coach implements the use of research-based and evidence-based practices and builds capacity for professional growth of highly effective educators in a collaborative and collegial environment, with the goal of increasing student achievement. The instructional coach helps students by ensuring they receive the supports they need to be successful independent readers and writers.
Molina, Marilin	Teacher, K-12	As a member of the leadership team, the teacher leader supports the school's unified vision by acting as a communication liaison between administration and colleagues, fostering a collaborative culture and providing leadership by example.
Chirino, Iliana	Teacher, K-12	The STEAM liaison is responsible for ensuring that all components of the STEAM rubric (curriculum integration, showcases, VPA offerings, competitions, teacher professional development, and partnerships) for STEAM designation are fulfilled to the highest standard. As an instructional leader, provides the support that teachers need to meet the requirements.
Sanchez, Sophia	Math Coach	The instructional coach supports teachers in all aspects of curriculum and instruction to implement the use of research-based and evidence-based Mathematics practices with the goal of building capacity for professional growth as highly effective educators and increasing student achievement. Support to teachers and students.

Demographic Information

Principal start date

Wednesday 3/17/2021, Luis Bello

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.*

10

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.*

28

Total number of teacher positions allocated to the school

38

Total number of students enrolled at the school

403

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

1

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

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	41	59	68	75	84	76	0	0	0	0	0	0	0	403
Attendance below 90 percent	1	8	9	10	9	14	0	0	0	0	0	0	0	51
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	8	13	1	1	0	0	0	0	0	0	0	23
Course failure in Math	0	0	10	9	3	1	0	0	0	0	0	0	0	23
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	3	0	0	0	0	0	0	0	3
Number of students with a substantial reading deficiency	2	18	38	30	27	20	0	0	0	0	0	0	0	135

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	10	10	1	4	0	0	0	0	0	0	0	25

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	0	8	10	1	0	0	0	0	0	0	0	0	21	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0		

Date this data was collected or last updated

Wednesday 7/21/2021

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	67	69	75	94	85	90	0	0	0	0	0	0	0	480	
Attendance below 90 percent	8	6	12	8	15	7	0	0	0	0	0	0	0	56	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	2	12	7	2	3	0	0	0	0	0	0	0	26	
Course failure in Math	0	2	13	7	1	1	0	0	0	0	0	0	0	24	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	4	12	0	0	0	0	0	0	0	16	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	3	10	0	0	0	0	0	0	0	13	

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	2	11	7	5	7	0	0	0	0	0	0	0	32

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	0	8	10	1	0	0	0	0	0	0	0	0	21
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis**School Data Review**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				58%	62%	57%	61%	62%	56%
ELA Learning Gains				56%	62%	58%	68%	62%	55%
ELA Lowest 25th Percentile				56%	58%	53%	54%	59%	48%
Math Achievement				62%	69%	63%	67%	69%	62%
Math Learning Gains				61%	66%	62%	69%	64%	59%
Math Lowest 25th Percentile				54%	55%	51%	46%	55%	47%
Science Achievement				54%	55%	53%	69%	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	62%	60%	2%	58%	4%
Cohort Comparison						
04	2021					
	2019	59%	64%	-5%	58%	1%
Cohort Comparison		-62%				
05	2021					
	2019	50%	60%	-10%	56%	-6%
Cohort Comparison		-59%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	62%	67%	-5%	62%	0%
Cohort Comparison						
04	2021					
	2019	62%	69%	-7%	64%	-2%
Cohort Comparison		-62%				
05	2021					
	2019	64%	65%	-1%	60%	4%
Cohort Comparison		-62%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	53%	53%	0%	53%	0%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

Grade 1

i-Ready Diagnostic-Reading

i-Ready Diagnostic- Math

Grade 2

i-Ready Diagnostic-Reading

i-Ready Diagnostic- Math

Grade 3

i-Ready Diagnostic-Reading

i-Ready Diagnostic- Math

Grade 4

i-Ready Diagnostic-Reading

i-Ready Diagnostic- Math

Grade 5

i-Ready Diagnostic-Reading

i-Ready Diagnostic- Math

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	26.3%	22.8%	50.9%
	Economically Disadvantaged	25.5%	23.4%	44.7%
	Students With Disabilities			
	English Language Learners	23.1%	15.4%	23.1%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	38.6%	21.6%	33.3%
	Economically Disadvantaged	29.8%	24.4%	34%
	Students With Disabilities			
	English Language Learners	53.8%	25.0%	15.4%
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	27.9%	42.6%	61.0%
	Economically Disadvantaged	27.3%	43.6%	57.4%
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	25.4%	34.4%	53.3%
	Economically Disadvantaged	23.2%	32.7%	50.9%
	Students With Disabilities			
	English Language Learners			

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	42.2%	47.1%	61.2%
	Economically Disadvantaged	42.1%	44.9%	60.3%
	Students With Disabilities	41.7%	33.3%	33.3%
	English Language Learners			40%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	17.4%	38.8%	54.1%
	Economically Disadvantaged	19.0%	39.7%	53.8%
	Students With Disabilities	14.3%	33.3%	33.3%
	English Language Learners		40.0%	40.0%
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	40.0%	49.3%	58.0%
	Economically Disadvantaged	41.3%	47.6%	55.6%
	Students With Disabilities	13.3%	6.7%	14.3%
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	19.4%	42.9%	65.2%
	Economically Disadvantaged	20.0%	40.6%	65.1%
	Students With Disabilities	6.3%	18.8%	50.0%
	English Language Learners			

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	30.1%	51.2%	47.0%
	Economically Disadvantaged	29.4%	50.7%	45.6%
	Students With Disabilities		12.5%	5.9%
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	29.1%	45.8%	59.0%
	Economically Disadvantaged	29.6%	44.9%	58.0%
	Students With Disabilities	5.0%	11.1%	22.2%
	English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students		13.0%	
	Economically Disadvantaged		15.0%	
	Students With Disabilities		0.0%	
	English Language Learners		0.0%	

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	18	21	23	20	21		12				
ELL	46	51	39	40	28	20	40				
HSP	57	55	40	42	25	22	42				
FRL	53	55	41	42	29	29	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	14	39	41	22	47	52	17				
ELL	51	53	58	60	58	66	48				
BLK	36			27							
HSP	60	57	60	64	62	58	56				
FRL	55	54	53	60	60	52	49				

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	13	45	55	15	32	29	10				
ELL	50	59	51	60	64	44	58				
BLK	17	50		33	30						
HSP	63	69	54	69	72	49	71				
FRL	60	66	53	66	68	47	69				

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	43
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	61
Total Points Earned for the Federal Index	345
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	21
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	41
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	43
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	44
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?

FSA Comparison (Achievement Level 3+)

ELA

2019 = 57%

2021 = 52%

Math

2019 = 63%

2021 = 39%

2019 data findings:

ELA Achievement (Proficiency):

School (57%); District's (59%)

Gr3-School 62%, District 57%

Gr4-School 59%, District 62%

Gr5-School 50%, District 58%

ELA Subgroups Achievement (Proficiency) :

ELL- 26%

SWD -14%

ED- 55%

Black -36%

Hispanic- 60%

ELA LG for All

School (56%); District (62%)

Gr3-School 89%, District 81%

Gr4-School 60%, District 62%

Gr5-School 49%, District 60%

ELA Subgroup LG:

ELL- All 48%, L25 61%

SWD- All 38%, L25 41%

ED- All 53%, L25 53%

Black- All 33%, L25 25%

Hispanic- All 57%, L25 60%

Math Achievement:

School (63%); District (66%)

Gr3-School 62%, District 66 %

Gr4-School 62%, District 69%

Gr5-School 64%, District 64%

Mathematics Subgroups Achievement :

ELL- 44%

SWD- 24%

ED- 60%
Black - 27%
Hispanic- 64%

Math LG for All
School (62%); District (66%)
Gr3-School 78%, District 85%
Gr4-School 63%, District 68%
Gr5-School 60%, District 63%

Mathematics Subgroup LG:
ELL- All 60%, L25 69%
SWD- All 49%, L25 54%
ED- All 60%, L25 52%
Black- All 33%, L25 20%
Hispanic- All 62%, L25 58%

Science Achievement
School (53%); District (51%)

2021 FSA data findings:
ELA Achievement 55%
ELA LG (for all) 56%
ELA LG (L25) 41%
Math Achievement 41%
Math LG 25%
Math LG (L25) 25%
Science Achievement 41%

2021 Progress Monitoring data findings:
ELA
Gr3-Fall- 40.2%, Spring- 59.8%
Gr4-Fall- 55.6%, Spring- 55.6%
Gr5-Fall- 39.5%, Spring- 45.4%
Math
Gr3-Fall-24.1%, Spring- 52.9%
Gr4-Fall-22.2%, Spring- 62.5%
Gr5-Fall-37.2%, Spring- 57%

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

2019 data findings:
5th grade- ELA Learning Gains and Achievement.
SWD, Black subgroups- ELA Learning Gains and Achievement.

3rd grade- Mathematics Achievement is below district by 4 percent points although the school shows an upward 3-year trend. (District 66%, School 62%)
4th grade - Mathematics Achievement is below district by 7 percent points. The school has shown generally stagnant numbers over a 3-year trend. (District 69%, School 62%)

SWD, Black subgroups Mathematics Learning Gains and Achievement.

2021 data findings:

4th grade- ELA stagnant scores.
5th grade- ELA lowest of all grade levels.
3rd grade- Mathematics lowest percent.
5th grade - Mathematics made the fewest gains.

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

Contributing factors:

We have been focused on implementing standards-based instruction in all classrooms. We will continue to support this while incorporating data-driven instruction to help meet the needs of our students. We will also support teachers using strategies that focus on scaffolding and provide intervention for lower performing students to help them access grade level content. We will be strategic with aligning resources and include ongoing progress monitoring in our data chats.

The year-long modality structures contributed to the current needs for improvement. Nearly 50% of the student population were receiving remote instruction as the chosen schooling modality. Rolling quarantines for physical schoolhouse students and unforeseen technological issues for all made it challenging to accomplish our academic goals. Small-group instruction was hindered due to restrictions caused by COVID-19. Students who were 2 or more grade levels below needed pre-requisite skills to master grade level standards. Learning was unexpectedly interrupted. The effects of this interruption are evident in the scores.

New actions being taken:

Data chats and collaborative planning will continue to be implemented to identify and target needs of all student subgroups. Coaching cycles will be implemented for instructional support. In order to engage students, a variety of multisensory strategies and/or best practices will be used.

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

2019 data findings:

ELA Learning Gains increased from 47 percentage points in 2018 to 56 percentage points on the 2019 FSA. In 2021, students in the ED subgroup in ELA showed a growth of 18.8 points when comparing i-Ready AP1 to AP3 data.

2021 data findings:

iReady ELA Grade 2 students demonstrated the most improvement.
iReady Math Grade 4 students demonstrated the most improvement.

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

2019 data findings:

Teachers worked together collaboratively to plan for instruction. Additionally, identified students were targeted and received assistance.

2021 data findings:

In grades 2 and 4, adherence to the i-Ready program with fidelity as well as data analysis when students were growth-monitored during the school year were contributing factors.

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

Data-driven Instruction, Differentiated Instruction, Extended Learning Opportunities, Standards-Based Collaborative Planning, Interventions- RTI

Instructional planning. Sharing of activities and best practices in both PLCs and grade-level planning. This will allow us to be on the same page to stay connected and informed across grade-levels and subject areas.

Additional instructional support for L25, Tier 2 and Tier 3 students in the areas of ELA and Math.

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 Instructional Coaches and Teacher Leaders will design job-embedded, whole group sessions on Standards-Based Instruction PD (August/21), Aligning resources to small group instruction (October/21), Tackling OPM data (November/December/21), Data Analysis and Realignment (January/22), B.E.S.T. Standards Mathematics Implementation(2/21) and continuous data chats with individualized feedback and next steps (ongoing). Coaching cycles will also be implemented individually with teachers to support specific needs (ongoing). B.E.S.T. Standards ELA (ongoing). PLCs (ongoing) Best Practices (ongoing)

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

Extended Learning opportunities will be provided with before and after school tutoring and interventions such as Governor's Emergency Education Relief (GEER), Title III ELL Tutoring, as well as Boot camps and STEM-based clubs such as Environmental Club and Chess Club. During school, Citrus Network's "Healthy Me" Program will address Social Emotional Learning (SEL) as well integrated weekly lessons across grade levels and curriculum which will focus on the whole child. The resulting impact will be emotional safety, level of engagement and resulting academic achievement.

Part III: Planning for Improvement

Areas of Focus:

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

Area of Focus Description and Rationale:	As evidenced by 2020-2021 i-Ready Diagnostic data, insufficient growth was experienced in the primary grades. Administrative classroom walkthroughs and informal observations uncovered a need to realign instruction to the standards and present concepts with the rigor intended.
Measurable Outcome:	A 10 percentage point increase in Grade 3-5 student proficiency and learning gains will be evident in 2022 ELA and Math state assessments and in 2022 Grade 5 Science state assessments.
Monitoring:	The i-Ready diagnostic assessments (AP1, AP2, and AP3) will be used to gauge student progress over time based on overall placement levels as well as domain placement levels. Wonders Progress Monitoring and Topic Assessments in Math and Science will also be used to monitor ongoing proficiency levels. Administration will conduct weekly walkthroughs to measure impact of standards-based instruction on student achievement with targeted feedback and quarterly data chats, in order to maximize student learning and minimize learning loss.
Person responsible for monitoring outcome:	Luis Bello (pr4261@dadeschools.net)
Evidence-based Strategy:	In standards-aligned instruction, teachers execute sound lessons based on standards/ learning targets and ensure that all student products and teaching techniques are aligned to the expectations of the intended Florida Standards. Teachers deliver planned lessons to guide students through the demands of the standards, or learning targets. Scaffolds and other forms of differentiated instruction will ensure that the diverse needs of all student subgroups are met, in order to make incremental progress toward achieving their fullest potential and grade level goals. Students will show evidence of mastering the lesson objective through their work samples and tasks.
Rationale for Evidence-based Strategy:	Standards-aligned instruction helps guide the planning, implementation, and assessment of student learning. The use of standards ensures that teaching practices are deliberately focused on learning targets. Expectations for student learning are mapped out with each prescribed standard.

Action Steps to Implement

[August 30 - October 11, 2021 (Quarter 1)]: Plan standards-based instruction using B.E.S.T. standards (K-2 ELA), LAFS (3-5 ELA), MAFS (K-5 Math), and S.S.S. (K-5 Science) using planning cards, core curriculum programs, and district pacing guides.

Person Responsible Luis Bello (pr4261@dadeschools.net)

[August 30 - October 11, 2021 (Quarter 1)]: Implement standards-aligned instruction with fidelity.

Person Responsible Luis Bello (pr4261@dadeschools.net)

[August 30 - October 11, 2021 (Quarter 1)]: Collect data based on grade level core curriculum assessments. Analyze data using collaborative data chats.

Person Responsible Luis Bello (pr4261@dadeschools.net)

[August 30 - October 11, 2021 (Quarter 1)]: Reteach previously taught skills (formative assessments), scaffold current skills (extra support, D.I.), and target essential skills providing accelerated lessons to meet individual or small group needs based on historical data (Enrichment, D.I.).

Person Responsible Luis Bello (pr4261@dadeschools.net)

[November 1- December 21, 2021 (Quarter 2)]: Continue to plan and implement standards-based instruction with fidelity using B.E.S.T. standards (K-2 ELA), LAFS (3-5 ELA), MAFS (K-5 Math), and S.S.S. (K-5 Science) using planning cards, core curriculum programs, and district pacing guides.

Person Responsible Luis Bello (pr4261@dadeschools.net)

[November 1- December 21, 2021 (Quarter 2)]: Data will continue to be collected based on on grade level core curriculum assessments. Analyze data using collaborative data chats. Reteach previously taught skills (formative assessments), scaffold current skills (extra support, D.I.), and target essential skills providing accelerated lessons to meet individual or small group needs based on historical data (Enrichment, D.I.).

Person Responsible Luis Bello (pr4261@dadeschools.net)

#2. Instructional Practice specifically relating to Professional Learning

Area of Focus	Students are not keeping up with the pace of instruction. Instructional practices must be aligned and adjusted to simultaneously keep up with grade level instruction while taking into consideration the learning loss due to the pandemic.
Description and Rationale:	
Measurable Outcome:	Progress monitoring assessments, including ELA Wonders Progress Monitoring Assessments, i-Ready Diagnostic and Growth Monitoring, and Topic Assessments in Math and Science will serve to inform and adjust instruction and, thus, inform professional development needs.
Monitoring:	Review of professional development evaluations, observation of application and subsequent data analysis in order to determine impact on student learning.
Person responsible for monitoring outcome:	Luis Bello (pr4261@dadeschools.net)
Evidence-based Strategy:	Job-embedded teacher learning is integrated into the workday, grounded in day-to-day classroom practice, and designed to enhance teachers' content specific instructional practices with the intent of improving student learning. Teachers assess and find solutions to authentic and immediate problems of practice as part of a cycle of continuous improvement.
Rationale for Evidence-based Strategy:	Effective professional development enables teachers to develop the knowledge and skills they need to address students' learning challenges. Teachers who participate in professional development then put their new knowledge and skills to work.

Action Steps to Implement

[August 30 - October 11, 2021 (Quarter 1)]: Schedule and/or provide opportunities for professional development through face to face in person or virtual trainings, and live or on-demand webinars; Observation of model lessons and/or coaching from an instructional leader or other highly effective mentor teacher. Content/focus will be needs based or focused on expanding ones professional repertoire.

Person Responsible Luis Bello (pr4261@dadeschools.net)

[August 30 - October 11, 2021 (Quarter 1)]: Provide bi-monthly opportunities for teachers to meet in Professional Learning Communities of interest, based on need.

Person Responsible Luis Bello (pr4261@dadeschools.net)

[August 30 - October 11, 2021 (Quarter 1)]: Teachers will have ongoing (weekly) opportunities to engage in collaborative data chats and planning with their grade level teams or core subject area teams to apply knowledge and to create rigorous standards-based lessons with varying levels of complexity which identify the purposeful activities and tasks.

Person Responsible Luis Bello (pr4261@dadeschools.net)

[August 30 - October 11, 2021 (Quarter 1)]: Provide extended follow-up opportunities and experiences after participating in an initial training to ensure understanding while continuing to provide feedback and support to teachers across all content areas, in order to effectively apply newly learned knowledge and skills.

Person Responsible Luis Bello (pr4261@dadeschools.net)

[November 1- December 21, 2021 (Quarter 2)]: Continue to schedule and/or provide opportunities for professional development through face to face in person or virtual trainings, and live or on-demand webinars; Observation of model lessons and/or coaching from an instructional leader or other highly effective mentor teacher. Content/focus will be needs based or focused on expanding ones professional repertoire. Provide extended follow-up opportunities and experiences after participating in an initial training to ensure understanding while continuing to provide feedback and support to teachers across all content areas, in order to effectively apply newly learned knowledge and skills.

Person Responsible Luis Bello (pr4261@dadeschools.net)

[November 1- December 21, 2021 (Quarter 2)]: Teachers will continue to have ongoing (weekly) opportunities to engage in collaborative data chats and planning with their grade level teams or core subject area teams to apply knowledge and to create rigorous standards-based lessons with varying levels of complexity which identify the purposeful activities and tasks. Provide bi-monthly opportunities for teachers to meet in Professional Learning Communities of interest, based on need.

Person Responsible Luis Bello (pr4261@dadeschools.net)

#3. Culture & Environment specifically relating to Early Warning Systems

Area of Focus	It is necessary to meet the diverse needs of all students. Some students are in need of additional support in order to be successful. We must be able to identify such students and allow them equitable access to their education.
Description and Rationale:	
Measurable Outcome:	We will reduce the number of students exhibiting early warning systems (EWS) indicators by a 20% margin. These indicators are not limited to but include attendance below 90%, ELA course failure, Math course failure, substantial reading deficiencies, and 2 or more indicators.
Monitoring:	Students will be monitored on a quarterly basis. Each grading period, students who are in need of additional support will be identified and provided appropriate interventions. A request for assistance (RFA) will be submitted to the Response to Intervention (RtI) Team for students identified as not making adequate progress, by various measures, by the end of the quarter. During intervals of instruction, student data will be reviewed by the teacher to determine progress.
Person responsible for monitoring outcome:	Luis Bello (pr4261@dadeschools.net)
Evidence-based Strategy:	Response to early warning systems (EWS) involves establishing a system of looking at student data to identify students who exhibit behavior or academic performance that puts them at risk of missing key educational milestones or dropping out of school. Response to EWS utilizes predictive data to identify off-track or at-risk students, reveal patterns and root causes, diagnose their needs, and identify and target interventions that may help them get back on track to graduate.
Rationale for Evidence-based Strategy:	Students in need of intervention must be identified and offered appropriate assistance in order to close the achievement gap and allow for all students to reach proficiency. Given the learning loss caused by the pandemic, all students must be monitored and assisted as appropriate.

Action Steps to Implement

[August 30 - October 11, 2021 (Quarter 1)]: Identify students who exhibit Early Warning Systems indicators such as attendance less than 90%, failed ELA or Math courses, substantial reading deficiencies, and two or more indicators. Select appropriate interventions and begin implementation of intervention strategies.

Person Responsible Luis Bello (pr4261@dadeschools.net)

[August 30 - October 11, 2021 (Quarter 1)]: Provide identified intervention strategies such as attendance contracts, behavior contracts, communication with stakeholders, incentives, and various other invention strategies. These strategies will be implemented with fidelity and in a timely manner, adjustments will be made as necessary, in order to attain the intended goals.

Person Responsible Luis Bello (pr4261@dadeschools.net)

[August 30 - October 11, 2021 (Quarter 1)]: Collect and analyze data related to the Early Warning Indicator intervention used to determine if the intervention is effective or if it must be revised in order to

function appropriately. Contact will be maintained with all stakeholders of interest in order to assure the successful outcomes of the identified and implemented strategies.

Person Responsible Luis Bello (pr4261@dadeschools.net)

[August 30 - October 11, 2021 (Quarter 1)]: Continually review data in order to adjust and revise strategies and student risk level. Review the effects of the implementation of intervention strategies in order to anticipate and plan for future interventions.

Person Responsible Luis Bello (pr4261@dadeschools.net)

[November 1- December 21, 2021 (Quarter 2)]: Continue to identify students who exhibit Early Warning Systems indicators such as attendance less than 90%, failed ELA or Math courses, substantial reading deficiencies, and two or more indicators. Select appropriate interventions and begin implementation of intervention strategies. Provide identified intervention strategies such as attendance contracts, behavior contracts, communication with stakeholders, incentives, and various other invention strategies. These strategies will be implemented with fidelity and in a timely manner, adjustments will be made as necessary, in order to attain the intended goals.

Person Responsible Luis Bello (pr4261@dadeschools.net)

[November 1- December 21, 2021 (Quarter 2)]: Continue to collect and analyze data related to the Early Warning Indicator intervention used to determine if the intervention is effective or if it must be revised in order to function appropriately. Contact will be maintained with all stakeholders of interest in order to assure the successful outcomes of the identified and implemented strategies. Continually review data in order to adjust and revise strategies and student risk level. Review the effects of the implementation of intervention strategies in order to anticipate and plan for future interventions.

Person Responsible Luis Bello (pr4261@dadeschools.net)

#4. Leadership specifically relating to Specific Teacher Feedback

Area of Focus Description and Rationale:	Meaningful, timely, and actionable feedback is essential to increasing teacher capacity and effectiveness. Feedback guides growth, gives the direction needed to reach a goal or target or goal, and improves outcomes.
Measurable Outcome:	Students will increase both proficiency and learning gains by a 10 percentage point gain in both ELA and Math.
Monitoring:	Administrators will provide a minimum of one feedback session, exclusive of the formal post observation conference, with each core teacher, during each of the first three nine weeks.
Person responsible for monitoring outcome:	Luis Bello (pr4261@dadeschools.net)
Evidence-based Strategy:	During collaborative data chats, teachers, support staff, and administration analyze student performance data and determine how that information will be used to drive future instruction (incorporation of virtual platforms can be utilized to encourage collaborative data chats). Time is also allotted to discuss activities and strategies teachers have used to remediate and/or enrich students on the assessed standards. Students who are in RtI or who are identified as fragile are also discussed. This ensures they are receiving the proper support. Data chats are also a time to discuss teacher needs as it relates to additional assistance needed in the classroom, and in what ways both administration and support staff can assist teachers with those needs.
Rationale for Evidence-based Strategy:	Feedback facilitates growth. Additionally, it aids in effective communication and collaborative revision in order to mitigate learning loss and close gaps in learning and achieve learning goals set for all students. Research on the feedback cycle specifically cites that two-way feedback is highly effective in creating positive academic results. Both hard and soft data was used in order to select this strategy with the focus on achieving data goals, mitigation of learning loss, and closing gaps in achievement.

Action Steps to Implement

[August 30 - October 11, 2021 (Quarter 1)]: Administration will conduct periodic informal observations/ walkthroughs with the purpose of providing non-evaluative feedback in order to support instructional practices and promote a collaborative environment.

Person Responsible Luis Bello (pr4261@dadeschools.net)

[August 30 - October 11, 2021 (Quarter 1)]: Administration will meet with teachers individually in order to discuss and exchange thoughts regarding the informal administrator visit. This specific feedback will be given in a timely manner in order to maximize it's effectiveness.

Person Responsible Luis Bello (pr4261@dadeschools.net)

[August 30 - October 11, 2021 (Quarter 1)]: Teachers and administration will collaboratively decide what, if any, changes need to be made. These adjustments will be clearly stated and actionable. The timely and consistent feedback is important to mitigate learning loss and increase learning gains.

Person Responsible Luis Bello (pr4261@dadeschools.net)

[August 30 - October 11, 2021 (Quarter 1)]: As part of the continuous feedback cycle, administration will periodically conduct informal observations and continue to provide two-way feedback opportunities with faculty.

Person Responsible Luis Bello (pr4261@dadeschools.net)

[November 1- December 21, 2021 (Quarter 2)]: Administration will continue to conduct periodic informal observations/ walkthroughs with the purpose of providing non-evaluative feedback in order to support instructional practices and promote a collaborative environment. Administration will meet with teachers individually in order to discuss and exchange thoughts regarding the informal administrator visit. This specific feedback will be given in a timely manner in order to maximize it's effectiveness.

Person Responsible Luis Bello (pr4261@dadeschools.net)

[November 1- December 21, 2021 (Quarter 2)]: Teachers and administration will collaboratively decide what, if any, changes need to be made. These adjustments will be clearly stated and actionable. The timely and consistent feedback is important to mitigate learning loss and increase learning gains. As part of the continuous feedback cycle, administration will periodically conduct informal observations and continue to provide two-way feedback opportunities with faculty.

Person Responsible Luis Bello (pr4261@dadeschools.net)

#5. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	<p>For more than a year, students have faced a variety of challenges which has led to unfinished learning and increased achievement gaps. With this new reality, it is more critical than ever that we rely on information about our students to inform teaching. Current data has revealed that while our 4th and 5th grade reading proficiency has generally sustained its historical trends, 3rd grade reading proficiency declined. As a result, we have determined that a necessary area of focus for improving English Language Arts proficiency is ongoing data driven instruction stemming from regular analysis of student performance on Tier 1, 2 and 3 instructional and intervention program progress monitoring assessments, in order to inform teaching and learning and reduce achievement gaps. The implementation of scientifically researched and evidence-based programs such as McGraw-Hill Reading Wonders, Reading Horizons (Orton-Gillingham multi-sensory intervention program) and i-Ready incorporate explicit, systematic, and sequential approaches to teaching the pillars of reading (phonemic awareness, phonics, fluency, vocabulary and comprehension.) The latter two programs also incorporate use of technology which targets specific reading skills and individualizes instruction.</p>
	<p>According to an i-Ready Comparison Power BI report, end-of-year 2020-2021 data indicates that 39 percent of students currently in grade 3 are not on track to score an (on-level) Achievement Level 3 or above, on the 2022 English Language Arts (ELA) Florida Standards Assessment (FSA). Furthermore, 32% of current 1st graders and 49% of current 2nd graders are not on track to reading proficiency. As a result of this and other indicators, we will dive deeper into the data by disaggregating it from its multiple sources to hone in on specific areas that need improvement. By reteaching previously taught skills, scaffolding current skills and targeting essential skills in specific areas indicated by data, we can boost students' reading skills and achievement.</p>
Measurable Outcome:	<p>Our goal is to increase the percentage of 3rd grade students scoring an Achievement Level 3 on the 2022 FSA ELA Assessment by 8 percentage points or more.</p>
Monitoring:	<p>Teachers will continuously identify students not making adequate progress, in order to determine additional needed support, resources, strategies or services and group students accordingly. The literacy leadership team will also monitor, provide support and secure the resources or services needed to address continuing needs, including providing multi-tiered intervention systems of support (MTSS) services. Teachers (and interventionists/support staff) will review ongoing core curriculum assessments and progress monitoring data to determine what adjustments to instruction need to be made in Tier 1, Tier 2 and Tier 3 settings, and to monitor when additional resources and/or services may need to be put in motion. Interventionists' attendance rosters, lesson plans and student work will reflect the targeted academic needs of identified students. Student progress will be tracked regularly over time and adjustments made to instruction continuously to meet academic needs. Data trackers will support data chats with students, parents, teachers and administration.</p>
Person responsible for monitoring outcome:	<p>Luis Bello (pr4261@dadeschools.net)</p>
Evidence-based Strategy:	<p>Data driven instruction is an educational approach which relies on the teachers' use of student performance data to inform instructional planning and delivery. This systematic approach to instruction utilizes assessment, analysis and actions to meet students needs.</p>
Rationale for	<p>Unfinished learning and increased achievement gaps make it necessary to meet students where they are. It is more critical than ever that we rely on information about our students</p>

to inform teaching. For this reason, we are deliberate and intentional about implementing data-informed instruction using high quality instructional materials as well as effective interventions, coupled with our school's multi-tiered system of support.

Evidence-based Strategy: By monitoring student progress at regular intervals of instruction and analyzing those multiple data points to extract patterns and facts about specific indicators of student performance, we will be able to improve the quality of teaching at every level (tier) in the classroom. This means that, for less-proficient students across grade levels, we will provide targeted intervention, using a research-based program, as a proven way to support students in achieving learning gains. For on-level students, data-driven instruction provides a way to effectively customize instruction to advance skill sets.

Action Steps to Implement

[August 30 - October 11, 2021 (Quarter 1)]: Provide teachers and hourly interventionists with continuous access to Tier 1, Tier 2 and Tier 3 student data on the various data management systems in which student data is recorded and stored such as the McGraw-Hill Wonders Progress Monitoring Data Platform (Core Curriculum), Performance Matters, Power BI, i-Ready, Reading Horizons (Intervention) and school-based spreadsheets. Scheduled opportunities for teams to review and discuss data including weekly grade level team meetings, monthly faculty meetings and quarterly professional learning community meetings, will be ensured. Training and support will also be provided in use of the new student data management systems (Wonders and Horizons) and its features, in order to maximize benefit from cross-triangulation of the multiple sources of student data.

Collaboratively plan and deliver standards-based instruction using B.E.S.T. standards (K-2) and Language Arts Florida Standards (3-5), District-developed standards-based planning cards, core curriculum program materials, and district pacing guides as resources.

Person Responsible Elisa Toledo-Resende (etoledo-resende@dadeschools.net)

[August 30 - October 11, 2021 (Quarter 1)]: Build teachers' capacity for closely and carefully interpreting student data through professional development opportunities and ongoing data chats, in order to provide informed, precise, strategic instruction, which is directly aligned to identified areas of academic need. Weekly opportunities for teachers to collaboratively plan instruction using the data, within and across grade levels and departments, will support subsequent applications. Scheduled opportunities for teams to review and discuss data, as well as collaboratively plan data-driven instruction during weekly grade level team meetings, will be ensured. The reading coach will provide training and support to teachers for aligning students' specific areas of need with targeted, strategic differentiated instruction. Lesson plans will reflect data-driven instruction and grouping. (Tier 1, 2 and 3) Student work products will reflect implementation of instruction aligned to academic needs.

Teacher-directed lessons will be developed using the gradual release of responsibility model (GRRM) to maximize student learning and outcomes.

Person Responsible Elisa Toledo-Resende (etoledo-resende@dadeschools.net)

[August 30 - October 11, 2021 (Quarter 1)]: Teachers will continuously monitor students to identify those not making adequate progress, in order to determine additional needed support, resources, strategies or services and group students accordingly. The leadership team will provide support and secure the resources and services needed to address continuing needs for differentiated instruction, Tier 2 and Tier 3 intervention, multi-tiered intervention systems of support (MTSS) services/Response to Intervention (RtI), or other extended learning opportunities including federal or grant-funded reading camps (such as GEER and Title III). Teachers (and hourly interventionists) will review ongoing core curriculum assessments and progress monitoring data to determine when adjustments to instruction need to be made, in both small

and large group work, Tier 1, Tier 2 and Tier 3 work and when additional resources and/or services may need to be put in motion. Interventionists' attendance rosters, lesson plans and student work will reflect the targeted academic needs of identified students.

Person Responsible Elisa Toledo-Resende (etoledo-resende@dadeschools.net)

[August 30 - October 11, 2021 (Quarter 1)]: Track student progress regularly over time and make continuous adjustments to meet academic needs during core, differentiated and intervention instruction. Data trackers, or systems for recording and monitoring student performance and progress, will support data chats with students, parents, teachers and administration. The reading coach will provide continuous support throughout the data analysis, planning, instructional delivery and assessment processes.

Person Responsible Elisa Toledo-Resende (etoledo-resende@dadeschools.net)

[November 1- December 21, 2021 (Quarter 2)]: Continue to build teachers' capacity for closely and carefully interpreting student data through professional development opportunities and ongoing data chats, in order to provide informed, precise, strategic instruction, which is directly aligned to identified areas of academic need. Scheduled opportunities for teams to review and discuss data include weekly grade level team meetings, monthly faculty meetings and quarterly professional learning community meetings, and individual data chats as needed will be ensured.

Person Responsible Elisa Toledo-Resende (etoledo-resende@dadeschools.net)

[November 1- December 21, 2021 (Quarter 2)]: Teachers will continuously monitor students to identify those not making adequate progress, in order to determine additional needed support, resources, strategies or services and group students accordingly. Track student progress regularly over time and make continuous adjustments to meet academic needs during core, differentiated and intervention instruction.

Person Responsible Elisa Toledo-Resende (etoledo-resende@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.

School discipline referrals offer a way for a teacher to communicate to an administrator that a student's misbehavior is either too severe or has been met with multiple unsuccessful attempts to correct, according to the Code of Student Conduct. Comparison of data from the District/ Tiered Disciplinary Comparison Power BI Report, shows that the school is on par with the district for 2 or more referrals (District 1.42%. School 1.43%). The school has issued less single referrals than the district (District 2.88%, School 1.57%). We, as a school strive, along with the home and the community to work together to instill a network of positive, socially accepted values within each child that promotes self-direction and self-control. We believe that good citizenship and discipline cannot be separated. If students feel seen, heard, validated, and respected then the school is more likely to have a positive atmosphere and school culture and less likely to have disciplinary actions taken.

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.

We can effectively build a positive school culture by engaging students, providing support, creating a safe environment, clearly defining expectations, and giving all stakeholders a voice.

Staff

According to the 2021 Staff School Climate Survey, 91% of staff agree (63% Strongly Agree, 28% Agree) that "I feel that my ideas are listened to and considered." Restructured faculty meetings, which include scheduled time for problem-solving discussions, using "Virtual Suggestion Box", empower teachers to have a voice and participate in school improvement by providing suggestions regarding different issues that would improve the school. "Shout-outs" and "SPOT Success" school initiatives work hand-in-hand to give faculty and staff members opportunities to recognize their peers for a job well done or for going the extra mile. These recognitions are well-received and greatly boost morale by acknowledging members in a positive way.

A strong team equals a strong school. When administration, faculty and staff collaborate well, it creates a synergy that positively affects students.

Students

According to the 2021 Student Climate Survey, 76% of students agree (38% Strongly, 38% Agree) that "adults at my school care about me as an individual." Connecting with a child can have a huge impact on his or her feeling of emotional safety, level of engagement and, ultimately, academic achievement. Research confirms that the student-teacher relationship is a foundation of student motivation, engagement, and high academic achievement. Through connections, we can thrive and get our emotional needs met. When a child feels seen, heard, validated and respected, their desire to engage and willingness to take on risk during the learning process increases dramatically. Connect with children before content. We can earn our way into a child's head by way of his or her heart.

Families

According to the 2021 Staff School Climate Survey, 65% of staff agree (6% Strongly Agree, 59% Agree) that "students come well-prepared academically to my class." We want to create a positive and welcoming environment for families to feel that there is two-way communication with teachers and administrators. One of the goals is to educate and provide parents with as many resources as possible in order to assist them with being part of their child's education. When teachers, parents and children work together, the child is provided with the best opportunity to reach their excellence. Alone we can do little. Together we can do much. With mutual communication and collaboration, everyone wins!

To enable learning, emotional safety must come first. If students feel that they are cared about and have someone they can trust, to talk to and turn to for help, then this will provide them with a welcoming and supportive environment where they can feel safe and secure - thus, reducing barriers and increasing opportunities for potential success.

Various events that would promote community within school

Got Caught
Principal's Honor Roll
Honor Roll
Attendance
Family Night
Fall Harvest Family Night
Winter Family Night/ "Winter Wonderland Drive Thru"

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

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principal, Instructional Coaches, Teacher Leaders and Counselors (our School Leadership Team). The Principal's role is to monitor and oversee all the school's initiatives and respond to concerns. Additionally, the Principal is responsible as a frontline leader to set the tone for student success in learning and staff success in teaching. The Assistant Principal will assist in ensuring communication with stakeholders providing support in a timely manner. Teacher leaders and instructional coaches assist in providing and responding to feedback from stakeholders. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families.