

Miami-Dade County Public Schools

Miami Beach South Pointe Elementary School



2021-22 Schoolwide Improvement Plan

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Miami Beach South Pointe Elementary School

1050 4TH ST, Miami Beach, FL 33139

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

Demographics

Principal: Jorge Mazon

Start Date for this Principal: 7/27/2018

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	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	66%
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 White Students Economically Disadvantaged Students
School Grades History	2018-19: A (64%) 2017-18: B (61%) 2016-17: A (68%)
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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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	No	58%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	64%

School Grades History

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

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The Miami Beach South Pointe Elementary community recognizes that every unique child has gifts and talents. We accept the challenge to find and nurture these qualities in each child. Miami Beach South Pointe Elementary School's mission is to provide inquiry based learning in a safe, supportive environment where our staff develops critical thinkers who reflective, compassionate, and internationally minded life-long learners who create positive influences throughout the world.

Provide the school's vision statement.

At South Pointe Elementary School, we are devoted to providing our students with a nurturing and safe environment to stimulate both personal and intellectual development. It is our purpose to foster the growth of the mind and the body by enlisting the support of the entire school community. This community includes the entire staff, students, parents and all other interested parties. We aspire to enhance our students' understanding of the world beyond our walls by extending the components of our instructional program to include connections to real life experiences. Through daily interaction with an environment that is enriched with a strong multicultural flavor, a diversified technology base, and an instructional staff dedicated to this mission driven vision, we strive to achieve exemplary status among our peers. Miami Beach South Pointe Elementary School's vision is to create a school environment where each individual child will be nurtured and educated based on his or her needs. We are committed to creating an environment where children grow to become globally aware, well rounded, peaceful citizens.

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
Mazon, Jorge	Principal	Develop, implements and monitor the School Improvement Plan.
Bogart, Jason	Teacher, K-12	Assist with the implementation of the SIP
Granda, Erica	Teacher, K-12	Assist with the implementation of the SIP
Lawrence, Al	Teacher, K-12	Assist with the implementation of the SIP
Ventresca, Rachel	Teacher, K-12	Assist with the implementation of the SIP

Demographic Information

Principal start date

Friday 7/27/2018, Jorge Mazon

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.*

12

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.*

19

Total number of teacher positions allocated to the school

30

Total number of students enrolled at the school

412

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

8

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	45	74	71	75	70	77	0	0	0	0	0	0	0	412
Attendance below 90 percent	5	7	5	5	9	5	0	0	0	0	0	0	0	36
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	2	11	13	11	0	0	0	0	0	0	0	38
Course failure in Math	0	1	1	3	6	11	0	0	0	0	0	0	0	22
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	8	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	6	0	0	0	0	0	0	0	6
Number of students with a substantial reading deficiency	1	14	27	20	21	19	0	0	0	0	0	0	0	102

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	1	2	8	6	13	0	0	0	0	0	0	0	30

The number of students identified as retainees:

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

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	85	81	84	87	88	89	0	0	0	0	0	0	0	514
Attendance below 90 percent	9	6	4	10	4	6	0	0	0	0	0	0	0	39
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	8	19	10	4	0	0	0	0	0	0	0	42
Course failure in Math	0	1	3	7	11	4	0	0	0	0	0	0	0	26
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	8	9	0	0	0	0	0	0	0	17
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	6	6	0	0	0	0	0	0	0	12

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	1	5	11	12	8	0	0	0	0	0	0	0	37

The number of students identified as retainees:

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

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

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				68%	62%	57%	73%	62%	56%
ELA Learning Gains				69%	62%	58%	53%	62%	55%
ELA Lowest 25th Percentile				60%	58%	53%	21%	59%	48%
Math Achievement				71%	69%	63%	79%	69%	62%
Math Learning Gains				69%	66%	62%	68%	64%	59%
Math Lowest 25th Percentile				45%	55%	51%	45%	55%	47%
Science Achievement				65%	55%	53%	86%	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	47%	60%	-13%	58%	-11%
Cohort Comparison						
04	2021					
	2019	75%	64%	11%	58%	17%
Cohort Comparison		-47%				
05	2021					
	2019	70%	60%	10%	56%	14%
Cohort Comparison		-75%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	59%	67%	-8%	62%	-3%
Cohort Comparison						
04	2021					
	2019	76%	69%	7%	64%	12%
Cohort Comparison		-59%				
05	2021					
	2019	74%	65%	9%	60%	14%
Cohort Comparison		-76%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	62%	53%	9%	53%	9%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

The progress monitoring tools used by each grade level was i-Ready.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	47.6	50.8	62.5
	Economically Disadvantaged	39	39	50
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	50.8	49.2	71
	Economically Disadvantaged	33.3	36.6	61.9
	Students With Disabilities			
	English Language Learners			

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	59.7	82.1	79.1
	Economically Disadvantaged	50	73.5	67.6
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	59.1	74	82.1
	Economically Disadvantaged	54.5	65.4	70.6
	Students With Disabilities			
	English Language Learners			
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	47.9	60.6	64.8
	Economically Disadvantaged	36.7	49	55.1
	Students With Disabilities		46.2	46.2
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	26.9	43.7	63.4
	Economically Disadvantaged	22.2	36.7	55.1
	Students With Disabilities			46.2
	English Language Learners			

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	52.7	54.8	59.2
	Economically Disadvantaged	38.6	45.5	52.4
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	46.6	58.9	74
	Economically Disadvantaged	37.2	47.7	69.8
	Students With Disabilities			
	English Language Learners			
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	41.7	51.4	57.1
	Economically Disadvantaged	25.9	38.9	45.3
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	38	42	59.2
	Economically Disadvantaged	26.4	36.5	50.9
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students		30	
	Economically Disadvantaged		19	
	Students With Disabilities		29	
	English Language Learners			

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	25	55		41	30						
ELL	38	63	94	40	38	43	35				
HSP	48	57	89	49	33	33	36				
WHT	81	53		79	40		75				
FRL	48	55	88	47	33	33	33				
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	33	46		38	46						
ELL	42	66	61	53	58	38	29				
HSP	57	67	64	60	60	44	51				
WHT	85	72		88	80		85				
FRL	51	65	61	54	56	40	44				
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	50			56							
ELL	37	29	21	48	45	36	55				
HSP	62	48	7	66	60	38	78				
WHT	84	59	55	92	77	64	94				
FRL	61	48	13	65	58	41	76				

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	55
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	63
Total Points Earned for the Federal Index	440
Total Components for the Federal Index	8
Percent Tested	96%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	40
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	52
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	51
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	68
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	50
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?

According to the 2021 FSA ELA data only 57 % of the students demonstrated proficiency a decrease of 6 percentage points from the previous year.

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

The greatest need for improvement is in ELA. When comparing the 2019 FSA ELA proficiency rate was at 63 percent, the 2021 FSA ELA proficiency rate was 57% , a 6 % decrease.

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 were the minimal amount of resources such as differentiated instruction, intervention, and resource staff. To address this need for improvement would be professional development courses targeting ELL students and additional resource staff.

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

Comparing the Grade 3 2019 FSA ELA results of 47% proficiency to the Grade 3 2021 FSA ELA results of 56 % proficiency indicates an increase of 9 percentage points.

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

The contributing factors to this improvement was the fidelity of the intervention program and morning ELA tutoring. This was a result from in house professional development opportunities and the school wide support and engagement from staff members and teachers. Continuous professional development courses will be offered throughout the year to support this success.

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

The following strategies will be implemented to accelerate learning:

- 1) Differentiated Instruction
- 2) Data-Driven Decision Making
- 3) English Language Learners (ELL) Strategies
- 4) Collaborative Data Chats
- 5) Blended Learning
- 6) Data-Driven instruction

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 PD opportunities will include an in depth data analysis on Performance Matters, i-Ready diagnostic reports, and blended learning strategies.

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

Additional services that will be provided are morning tutoring and teacher assigned lessons in i-Ready and Go Math to target strengths or next steps. We will provide funds to teachers willing to administer morning tutoring. Professional development courses will be provided to teachers who need additional assistance with i-Ready and Go Math.

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 data review, our school will implement the Targeted Element of Differentiation. We selected the overarching area of Differentiation based on our findings that demonstrated Learning Gains for the SWD subgroup were decreasing. We are not meeting the unique needs of all learners therefore it is evident that we must improve our ability to differentiate instruction based on the levels of the students we serve. We will provide the scaffolding necessary for the SWD subgroup to access grade-level content in order to make learning gains and move towards proficiency.
Measurable Outcome:	If we successfully implement Differentiation, then our SWD scores will increase by a minimum of 10 percentage points as evidenced by the 2022 State Assessments.
Monitoring:	The Leadership Team will conduct quarterly data chats, adjust groups based on current data in real time, and follow-up with regular walkthroughs to ensure quality instruction is taking place. Administrators will review bi-weekly lesson plans for indication of differentiation for SWD, in particular. Data Analysis of formative assessments of SWD will be reviewed monthly to observe progress. We will create a tracker to monitor OPM data on a bi-weekly basis. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards. Extended learning opportunities will be provided to those students who are not showing growth on OPMs.
Person responsible for monitoring outcome:	Betty Arsenault (193904@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Differentiation, our school will focus on the evidence-based strategy of: Data-Driven Instruction. Data-Driven instruction will assist in accelerating the learning gains of our SWD as it is a systematic approach of instruction to meet the students' needs. Data-Driven instruction will be monitored through the use of data trackers to drive instructional planning and data driven conversations to include OPMs.
Rationale for Evidence-based Strategy:	Data-Driven Instruction will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.
Action Steps to Implement	
From August 30th - October 10th, professional development on how to utilize data from Performance Matters and i-Ready as evidenced by agendas and sign-in sheets.	
Person Responsible	Jorge Mazon (pr5091@dadeschools.net)
From August 30th - October 10th, best practices shared during grade-level meetings as evidenced by agendas and sign-in sheets.	
Person Responsible	Jason Bogart (290259@dadeschools.net)
From August 30th - October 10th, professional development courses on differentiated instruction as evidenced by agendas and sign-in sheets.	
Person Responsible	Betty Arsenault (193904@dadeschools.net)
From August 30th - October 10th, p professional development courses on differentiated instruction as evidenced by agendas and sign-in sheets.	

Person Responsible Jason Bogart (290259@dadeschools.net)

From November 1 - December 17, conduct data chats at grade level meeting to identify patterns.

Person Responsible Lisa Gonsky (lgonsky@dadeschools.net)

From November 1 - December 17, during grade level meetings share best practices on how each teacher is addressing data and implementing DI as evidenced by grade level meeting agendas.

Person Responsible [no one identified]

From February 1 - April 29 , conduct data chats at grade level meeting to identify patterns.

Person Responsible Jorge Mazon (pr5091@dadeschools.net)

Have PD staff from I-Ready invited to assist staff in identifying student needs and addressing them using the software.

Person Responsible Betty Arsenault (193904@dadeschools.net)

#2. Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale:	As a result of new ELA standards and Reading series, teachers will need time to discuss, plan, and identify best practices for how to implement the new standards for planning and instruction. This will allow teachers the opportunity to familiarize themselves with the new standards and allow for more collaboration to address specific student needs.
Measurable Outcome:	If the school implements collaborative data chats, differentiated instruction, professional developments, i-Ready data analysis, Performance matters data, and blended learning strategies then our L35 students will increase by a minimum 10 percentage points as evidence by the 2022 statewide assessments.
Monitoring:	The Leadership team will conduct weekly grade level meetings, embed professional development courses during faculty meetings, and teacher training during professional development days. Agendas and rosters will be provided at each meeting to record teacher participation. Administration will conduct regular weekly walk-throughs and provide feedback for teachers based on their lesson and lesson plans. Data chats will be conducted monthly during grade-level meetings to observe student progress. Data will be monitored through Performance Matters and i-Ready.
Person responsible for monitoring outcome:	Jorge Mazon (pr5091@dadeschools.net)
Evidence-based Strategy:	Our school will focus on the evidence based strategy of Collaborative Data Chats. Data chats will allow teachers and administrators to discuss student performance and highlight areas of acceleration and enrichment. Collaborative data chats will be conducted on a weekly basis during grade-level meetings with teachers and administrators.
Rationale for Evidence-based Strategy:	Collaborative data chats will ensure that teachers are meeting the needs of all their students and will utilize best practices when aligning to the new ELA standards and series. Teachers will continually make adjustments to their instruction and delivery as data chats are conducted and new information is provided.

Action Steps to Implement

From August 30th - October 10th, scheduled weekly grade-level meetings with administration as evidenced by agendas and sign-in sheets.

Person Responsible Rachel Ventresca (317225@dadeschools.net)

From August 30th - October 10th, cross grade level articulations during faculty meetings or professional development days as evidenced by agendas and sign-in sheets.

Person Responsible Jorge Mazon (pr5091@dadeschools.net)

From August 30th - October 10th, monthly data chats with administration as evidenced by sign in sheet and student performance data.

Person Responsible Jorge Mazon (pr5091@dadeschools.net)

From August 30th - October 10th, Leadership Literacy meetings will be conducted on a monthly basis to target best practices as well and identify challenges/ questions with the new reading series.

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Person Responsible Jorge Mazon (pr5091@dadeschools.net)

From November 1 - December 21, scheduled weekly grade-level meetings with administration as evidenced by agendas and sign-in sheets.

Person Responsible Jorge Mazon (pr5091@dadeschools.net)

From November 1 - December 21, monthly data chats with administration as evidenced by sign in sheet and student performance data.

Person Responsible Lisa Gonsky (lgonsky@dadeschools.net)

From February 1 - April 29, scheduled weekly grade-level meetings with administration as evidenced by agendas and sign-in sheets.

Person Responsible Jorge Mazon (pr5091@dadeschools.net)

From February 1 - April 29 , monthly data chats with administration as evidenced by sign in sheet and student performance data.

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Person Responsible Lisa Gonsky (lgonsky@dadeschools.net)

#3. Leadership specifically relating to Walkthroughs**Area of Focus
Description
and
Rationale:**

Based on the 2021 school climate survey 65% of the staff stated that walkthroughs were only conducted annually or quarterly with proper feedback.

Measurable Outcome:

If we successfully implement the regular walkthroughs with constructive feedback, our teachers will be provided the with regular feedback that will improve their instructional practices. The constant dialogue will empower teachers to identify their areas of growth as well as their provide administrators opportunity to provide more regular feedback that will impact student achievement.

Monitoring:

Administrators will attempt to provide each teacher with walkthrough feedback at least 3 times a year. This practice will allow for greater clarity as well as create an opportunity for dialogue among teachers and administrators.

Person responsible for monitoring outcome:

Jorge Mazon (pr5091@dadeschools.net)

Evidence-based Strategy:

The targeted element of Assess Team Effectiveness will be used so that teachers are continuously reflecting on their practices and providing opportunities to improve and expand on their instructional delivery, planning, and practices.

Rationale for Evidence-based Strategy:

Teachers will be empowered to identify their professional goals early in the year. A survey will be made asking teachers for their professional goals, these goals will be incorporated into walkthrough focus for each teacher allowing them to provide input into what we are looking for as well as receiving feedback on their desired focus. These practices will promote higher achieving student performance across all subject areas.

Action Steps to Implement

From August 30th - October 10th, implementation of a teacher created rubric to be used during informal walkthroughs for the purpose of supporting classroom instruction, engagement, and providing constructive feedback by October 8, 2021.

Person Responsible

Jorge Mazon (pr5091@dadeschools.net)

From August 30th - October 10th, administration will provide feedback and additional support as needed as evidenced by the rubric.

Person Responsible

Jorge Mazon (pr5091@dadeschools.net)

From August 30th - October 10th, the data will be used to plan or design professional development based on teacher needs as evidenced by commonalities in the rubric.

Person Responsible

Al Lawrence (297872@dadeschools.net)

From August 30th - October 10th, administration will provide staff with possible look fors while walkthroughs are conducted.

Person Responsible

Jorge Mazon (pr5091@dadeschools.net)

From November 1 - December 21, administration will provide staff with possible look fors while walkthroughs are conducted.

Person Responsible Jorge Mazon (pr5091@dadeschools.net)

From November 1 - December 21, the data will be used to plan or design professional development based on teacher needs as evidenced by commonalities in the rubric.

Person Responsible Lisa Gonsky (lgonsky@dadeschools.net)

From February 1 - April 29, administration will schedule 2 hours, 2 times a week at least dedication to walkthroughs and feedback.

Person Responsible Jorge Mazon (pr5091@dadeschools.net)

#4. Culture & Environment specifically relating to Equity & Diversity

Area of Focus Description and Rationale:	Based on the school climate survey, our school will implement the targeted element of equity and diversity. Through our data review, we noticed that it was prioritized as the highest need for improvement for students who have different learning styles and who are not meeting standards.
Measurable Outcome:	If we successfully implement that targeted element of equity and diversity students will receive quality instruction that contributes to improve student academics through the use of collaborative data chats and professional developments. Data will be collected through multi-modalities such as: student self-assessments, topic assessments, inquiry based projects, feedback, data-chats, and rubrics.
Monitoring:	The leadership team will work with teachers during their weekly grade-level meetings, monthly data chats, and bi-weekly faculty meetings to target different strategies and learning styles to meet the needs of all students.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Our school will focus on the evidence based strategy of Collaborative Spaces. Collaborative spaces will assist in creating a positive atmosphere that allows students of all learning styles to be engaged and motivated in the classroom or virtual assignments.
Rationale for Evidence-based Strategy:	Collaborative spaces will allow students to showcase their strengths and feel empowered with the work that they are completing.

Action Steps to Implement

From August 30th - October 10th, weekly grade level meetings to review content and design lesson plans that support all learning styles as evidenced by agendas and sign-in sheets.

Person Responsible Erica Granda (306862@dadeschools.net)

From August 30th - October 10th, teachers will share resources that they find with their grade-level as evidence by a shared One Drive.

Person Responsible Jason Bogart (290259@dadeschools.net)

From August 30th - October 10th, teachers will create a choice board to allow students to chose the modality that best suits their learning style or interest as evidence by a choice board.

Person Responsible Erica Granda (306862@dadeschools.net)

From August 30th - October 10th, teacher will present on Equity and Diversity at the Opening of School Meeting.

Person Responsible Jason Bogart (290259@dadeschools.net)

From November 1 - December 21, weekly grade level meetings to review content and design lesson plans that support all learning styles as evidenced by agendas and sign-in sheets.

Person Responsible Erica Granda (306862@dadeschools.net)

From November 1 - December 21, teachers will share resources that they find with their grade-level as evidence by a shared One Drive.

Person Responsible Jason Bogart (290259@dadeschools.net)

From February 1 - April 29, weekly grade level meetings to review content and design lesson plans that support all learning styles as evidenced by agendas and sign-in sheets.

Person Responsible Erica Granda (306862@dadeschools.net)

From February 1 - April 29, teachers will share resources that they find with their grade-level as evidence by a shared One Drive.

Person Responsible Jason Bogart (290259@dadeschools.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

According to SafeSchoolsforAlex.org Miami Beach South Pointe Elementary School did not have any significant discipline issues. Our proactive approach with school values and identifying key IB principals has assisted us with minimizing major discipline issues.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

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

Our school strengths include building positive rapport and relationships between faculty, staff, students, parents, and the community. Our school creates these relationships through the back to school ice breakers and team building activities where staff and teachers are able to get know each other outside of the classroom. Every year, teachers and staff are provided a back to school luncheon to celebrate to the opening of schools. Breakfast and lunch opportunities are provided throughout the year from our school

PTA/Friends of South Pointe Elementary (FOSPE)/Administration to promote cohesiveness and celebrations. Throughout the year the school celebrates cultural awareness by holding parades, student projects, potlucks, discussions, and performances. This allows the school community to come together to celebrate cultural differences and cultural diversity. Faculty and staff are given recognition during faculty meetings to celebrate the successes that we have throughout the year. Students are chosen on a monthly basis for the Values Matters program. The school counselor has different mentorship programs called "Counseling Cadets" where students would be given a video to respond to. Information is provided to all stakeholders and parents through email newsletters from PTA/FOSPE to keep everyone connected. We continue to provide opportunities throughout the year for (currently distant) social gatherings to promote a healthy school culture with the school community for different holidays (Spooky Night, Run/Walk-a-thon and special projects such as beach clean ups and school activities.

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

The stakeholders involved in promoting a positive culture and environment at the school are the Principal, Assistant Principal, Leadership Team, school counselor, teachers, students, and parents. The Principal's role will be to monitor and oversee the implementation of the positive school culture environment activities. The Assistant Principal's role would be to monitor monthly faculty meetings team-building activities. The Leadership Team's responsibilities include creating team building activities and scheduling in house professional development opportunities. The school counselor's role will be to implement the mentorship programs for students and parents. The teachers' responsibilities include planning, designing, and promoting the cultural diversity projects and celebrations throughout the year. The students' role is to actively participate in school-wide activities to promote a positive school culture and environment. The parents' role is to be active and supportive members to continuously promote a positive school culture.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Differentiation	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Collaborative Planning	\$0.00
3	III.A.	Areas of Focus: Leadership: Walkthroughs	\$0.00
4	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity	\$0.00
Total:			\$0.00