# Palm Springs North Elementary School

**2021-22 Schoolwide Improvement Plan**

## Table of Contents

# Palm Springs North Elementary School

## 17615 NW 82ND AVE, Hialeah, FL 33015

### http://psn.dadeschools.net/

## Demographics

## Principal: Christina Ravelo M

Start Date for this Principal: 3/13/2020

| | |
|---|---|
| **2019-20 Status**<br>(per MSID File) | Active |
| **School Type and Grades Served**<br>(per MSID File) | Elementary School<br>PK-5 |
| **Primary Service Type**<br>(per MSID File) | K-12 General Education |
| **2020-21 Title I School** | No |
| **2020-21 Economically Disadvantaged (FRL) Rate**<br>(as reported on Survey 3) | 82% |
| **2020-21 ESSA Subgroups Represented**<br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities<br>English Language Learners<br>Hispanic Students<br>White Students<br>Economically Disadvantaged Students |
| **School Grades History** | 2018-19: A (73%)<br><br>2017-18: A (67%)<br><br>2016-17: B (59%) |
| **2019-20 School Improvement (SI) Information*** | |
| **SI Region** | Southeast |
| **Regional Executive Director** | LaShawn Russ-Porterfield |
| **Turnaround Option/Cycle** | N/A |
| **Year** | |
| **Support Tier** | |
| **ESSA Status** | |
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here. | |

## School Board Approval

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

## SIP Authority

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

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

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

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

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

## Purpose and Outline of the SIP

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

# Table of Contents

# Palm Springs North Elementary School

## 17615 NW 82ND AVE, Hialeah, FL 33015

## http://psn.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 | No | 73% |

| **Primary Service Type** (per MSID File) | **Charter School** | **2018-19 Minority Rate** (Reported as Non-white on Survey 2) |
|---|---|---|
| K-12 General Education | No | 98% |

## School Grades History

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

## School Board Approval

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## Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement.**

We, the staff and community of Palm Springs North Elementary School, believe that all students can become lifelong learners and participatory citizens in a global society. We accept the responsibility of teaching students the skills necessary to achieve these goals.

**Provide the school's vision statement.**

Palm Springs North Elementary School aims to prepare students for the 21st century by providing a positive, productive, and safe learning environment that focuses on individual differences while infusing the daily use of rigor, technology, and real-world problem-solving. In order to create this student-centered learning environment, all stakeholders must continuously collaborate to meet the needs of all students. This environment will in turn produce life-long learners and productive citizens, who will reach their maximum potential and make positive contributions to society.

### 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 |
|---|---|---|
| Ravelo, Christina | Principal | Oversees the daily duties of school management, student activities and services, community relations, personnel, and curriculum instruction. |
| Pena, Llennery | Assistant Principal | Coordinates with the principal to define and enforce school policies and guidelines for students, staff, and faculty. |
| Gonzalez, Emma | Assistant Principal | Coordinate with the principal to define and enforce school policies and guidelines for students, staff, and faculty. |
| Molliner, Eduardo | Assistant Principal | Coordinate with the principal to define and enforce school policies and guidelines for students, staff, and faculty. Monitors and oversees the daily operations of community school and after care programs. |
| Gasbarro, Amanda | School Counselor | Supports ad collaborates to promote equity and access for all students by connecting the schools counseling program to the school's academic mission and school improvement process. |
| Rodriguez, Zuzel | Other | Coordinates, monitors, and supports the fidelity of implementation of a range of digital innovation tools used in the District to support of teaching and learning. |
| Perez, Odalys | Other | Oversees technology ad library/media services. She is also the i-Ready administrator and assists with school-wide procedures, calendars, and activities. |
| Palmer, Kristy | Other | Responsible for planning, administering, and monitoring the District's ESOL program, while keeping accurate student records. |

## Demographic Information

**Principal start date**
Friday 3/13/2020, Christina Ravelo M

**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.*
40

**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.*
20

**Total number of teacher positions allocated to the school**
60

**Total number of students enrolled at the school**
920

**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 | 128 | 109 | 159 | 165 | 138 | 162 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 861 |
| Attendance below 90 percent | 7 | 7 | 13 | 7 | 5 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 52 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 0 | 1 | 14 | 2 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 27 |
| Course failure in Math | 0 | 0 | 3 | 3 | 0 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 13 |
| 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 | 0 | 12 | 55 | 72 | 25 | 37 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 201 |

**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 | 1 | 8 | 1 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 21 |

**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 | 0 | 0 | 0 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 |
| 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 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 | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Number of students enrolled | 122 | 171 | 171 | 170 | 169 | 174 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 977 |
| Attendance below 90 percent | 7 | 13 | 7 | 7 | 12 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 61 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 1 | 10 | 5 | 9 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 26 |
| Course failure in Math | 0 | 3 | 1 | 2 | 6 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 |
| 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 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 13 |

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

| Indicator | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Students with two or more indicators | 0 | 1 | 3 | 6 | 10 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 26 |

**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 | 0 | 0 | 0 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 |
| 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 | | | | 73% | 62% | 57% | 67% | 62% | 56% |
| ELA Learning Gains | | | | 75% | 62% | 58% | 60% | 62% | 55% |
| ELA Lowest 25th Percentile | | | | 71% | 58% | 53% | 54% | 59% | 48% |
| Math Achievement | | | | 82% | 69% | 63% | 81% | 69% | 62% |
| Math Learning Gains | | | | 71% | 66% | 62% | 69% | 64% | 59% |
| Math Lowest 25th Percentile | | | | 69% | 55% | 51% | 65% | 55% | 47% |
| Science Achievement | | | | 71% | 55% | 53% | 72% | 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 | 65% | 60% | 5% | 58% | 7% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 80% | 64% | 16% | 58% | 22% |
| Cohort Comparison | | -65% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 67% | 60% | 7% | 56% | 11% |
| Cohort Comparison | | -80% | | | | |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2021 | | | | | |
| | 2019 | 83% | 67% | 16% | 62% | 21% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 85% | 69% | 16% | 64% | 21% |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| Cohort Comparison | | -83% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 71% | 65% | 6% | 60% | 11% |
| Cohort Comparison | | -85% | | | | |

| SCIENCE | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2021 | | | | | |
| | 2019 | 67% | 53% | 14% | 53% | 14% |
| Cohort Comparison | | | | | | |

## Grade Level Data Review - Progress Monitoring Assessments

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

K: i-Ready
1: i-Ready
2: i-Ready
3: i-Ready
4: i-Ready
5: i-Ready

| Grade 1 | | | | |
|---|---|---|---|---|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 47 | 70 | 65 |
| | Economically Disadvantaged | 41 | 66 | 59 |
| | Students With Disabilities | 50 | 50 | 0 |
| | English Language Learners | 27 | 27 | 27 |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 44 | 56 | 60 |
| | Economically Disadvantaged | 40 | 53 | 55 |
| | Students With Disabilities | 25 | 50 | 0 |
| | English Language Learners | 46 | 14 | 55 |

| Grade 2 | | | | |
|---|---|---|---|---|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 45 | 58 | 60 |
| | Economically Disadvantaged | 39 | 53 | 52 |
| | Students With Disabilities | 11 | 21 | 16 |
| | English Language Learners | 0 | 0 | 0 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 32 | 46 | 60 |
| | Economically Disadvantaged | 30 | 38 | 51 |
| | Students With Disabilities | 16 | 16 | 26 |
| | English Language Learners | 0 | 0 | 0 |

| Grade 3 | | | | |
|---|---|---|---|---|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 58 | 69 | 76 |
| | Economically Disadvantaged | 49 | 64 | 72 |
| | Students With Disabilities | 36 | 32 | 40 |
| | English Language Learners | 0 | 0 | 0 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 29 | 50 | 63 |
| | Economically Disadvantaged | 25 | 40 | 57 |
| | Students With Disabilities | 16 | 24 | 32 |
| | English Language Learners | 0 | 0 | 0 |

| Grade 4 | | | | |
|---|---|---|---|---|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 57 | 68 | 60 |
| | Economically Disadvantaged | 51 | 63 | 54 |
| | Students With Disabilities | 4 | 10 | 28 |
| | English Language Learners | 0 | 0 | 0 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 25 | 56 | 65 |
| | Economically Disadvantaged | 22 | 47 | 59 |
| | Students With Disabilities | 14 | 24 | 28 |
| | English Language Learners | 0 | 0 | 0 |

| Grade 5 | | | | |
|---|---|---|---|---|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 46 | 59 | 52 |
| | Economically Disadvantaged | 43 | 56 | 45 |
| | Students With Disabilities | 7 | 22 | 14 |
| | English Language Learners | 0 | 0 | 0 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 38 | 67 | 66 |
| | Economically Disadvantaged | 34 | 64 | 63 |
| | Students With Disabilities | 14 | 32 | 32 |
| | English Language Learners | 0 | 0 | 0 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Science | All Students | 42 | 57 | 63 |
| | Economically Disadvantaged | 42 | 56 | 62 |
| | Students With Disabilities | 31 | 43 | 47 |
| | English Language Learners | 33 | 48 | 49 |

## Subgroup Data Review

| 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 | 26 | 42 | 44 | 44 | 52 | 65 | 15 | | | | |
| ELL | 51 | 39 | 32 | 51 | 44 | 50 | 31 | | | | |
| BLK | 43 | | | 15 | | | | | | | |
| HSP | 62 | 54 | 39 | 59 | 36 | 40 | 43 | | | | |
| FRL | 58 | 51 | 42 | 54 | 31 | 42 | 40 | | | | |

**2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS** (title spans above table)

| 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 | 45 | 57 | 55 | 60 | 69 | 79 | 17 | | | | |
| ELL | 66 | 70 | 69 | 76 | 68 | 69 | 62 | | | | |
| BLK | 74 | 77 | | 84 | 92 | | | | | | |
| HSP | 73 | 74 | 71 | 82 | 70 | 69 | 70 | | | | |
| FRL | 70 | 73 | 71 | 79 | 71 | 65 | 69 | | | | |

**2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS** (title spans above table)

| 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 | 36 | 45 | 41 | 66 | 58 | 59 | 32 | | | | |
| ELL | 46 | 57 | 56 | 66 | 78 | 76 | 26 | | | | |
| BLK | 77 | | | 85 | | | | | | | |
| HSP | 67 | 60 | 53 | 81 | 69 | 65 | 72 | | | | |
| FRL | 65 | 58 | 51 | 79 | 69 | 63 | 67 | | | | |

**2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS** (title spans above table)

## 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 | 48 |
| 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 | 55 |
| Total Points Earned for the Federal Index | 383 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 97% |

**Subgroup Data**

| Students With Disabilities | |
|---|---|
| Federal Index - Students With Disabilities | 41 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | |

| English Language Learners | |
|---|---|
| Federal Index - English Language Learners | 44 |
| 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 | 29 |
| Black/African American Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | |

| Hispanic Students | |
|---|---|
| Federal Index - Hispanic Students | 49 |
| 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 | 47 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | |

## Analysis

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

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

2019 Data findings:
-All ELA Subgroups achievement increases, except for the black subgroup, which decreased by 3 percentage points.
-All ELA learning gains, including the lowest 25, increased by at least 10 percentage points for all Subgroups.
-All Math Subgroups overall learning gains and learning gains for the lowest 25 increased, except the ELL Subgroups, which decreased by 7 or more percentage points.
-The ELL Subgroup increased in Science by 36 percentage points, while students with disabilities decreased by 15 percentage points.

2021 Data findings:
- ELA Proficiency school - wide decreased from 73 percentage points in 2019 to 62 percentage points on the 2021 FSA.
ELA Learning gains school - wide decreased from 75 percentage points in 2019 to 52 percentage points on the 2021 FSA.
ELA L 25 School- wide decreased from 71 percentage points in 2019 to 39 percentage points on the 2021 FSA.
ELA proficiency in third grade increased from 65 percentage points in 2019 to 66 percentage points on the 2021 FSA.

Math proficiency school - wide decreased from 82 percentage points in 2019 to 58 percentage points in 2021 FSA.
Math Learning gains school - wide decreased from 71 percentage points in 2019 to 35 percentage points on the 2021 FSA. .
Math L25 school -wide decreased from 69 percentage points in 2019 to 39 percentage points on the 2021 FSA.

Science proficiency in 5th grade decreased from 71 percentage points to 43 percentage points on the 2021 FSA.

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

2019 data findings:
The greatest need for improvement that needs to be addressed is students with disabilities in science which decreased by 15 percentage points, and math proficiency which decreased by 6 percentage points. Additionally, ELL students overall learning gains and learning gains for the lowest 25 in Math decreased by 7 or more percentage points.

2021 data findings:
The greatest need for improvement that needs to be addressed is in Reading proficiency which decreased by 12 percentage points in the 2021 ELA FSA compared to the 2019 ELA FSA.

The greatest need for improvement that needs to be addressed is in Math proficiency which decreased by 24 percentage points in the 2021 Math FSA compared to the 2019 Math FSA.

The greatest need for improvement that needs to be addressed is in Science proficiency which decreased by 28 percentage points in the 2021 Science Statewide Assessment compared to the 2019 Science Statewide Assessment.

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

2019 data findings:
The contributing factor to this need for improvement were the lack of fidelity in the implementation of differentiated instruction, data-driven instruction, and ongoing walkthroughs. In order to address this need for improvement, we will continue the implementation of differentiated instruction, data-driven instruction, and ongoing walkthroughs, while increasing the frequency in which these actions will be monitored.

2021 data findings:
The contributing factor to this need for improvement were the lack of fidelity in the implementation of differentiated instruction, data-driven instruction, and ongoing walkthroughs. In order to address this need for improvement, we will continue the implementation of differentiated instruction, data-driven instruction, and ongoing walkthroughs, while increasing the frequency in which these actions will be monitored.

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

2019 data findings:
ELL proficiency and overall learning gains showed the most improvement. ELL proficiency increased by 6 percentage points, ELL overall learning gains increased by 15 percentage point, and ELL lowest 25 learning gains increased by 7 points
2021 data findings:
ELA proficiency in third grade increased by one percentage point in the 2021 ELA FSA compared to the 2019 ELA FSA.

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

2019 data findings:
The following factors contributed to this improvement:
-Fidelity in the MTSS process, daily interventions, data-driven differentiated instruction, data-driven whole group, and weekly common planning.

2021 data findings:
- Fidelity in the MTSS process, daily interventions, data-driven differentiated instruction, data-driven whole group, and weekly common planning.

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

The actions taken to accelerate learning were continuous vertical planning and ongoing instructional rounds, data-driven Instruction, Differentiated Instruction, Extended Learning Opportunities, Standards-Based Collaborative Planning, Interventions- RTI

**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 PLST will develop whole group sessions and job-embedded sessions on using data to drive instruction, aligning resources to small group instruction, interpreting OPM and assessment data, making adjustments to groups as data becomes available, and continuous data chats with individualized feedback and next steps.

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

Collaborative planning will be scheduled weekly and a member of the administrative team will attend to ensure fidelity to the strategies being implemented school-wide that are aligned to the goals. Extended Learning opportunities will be provided with before and after school tutoring and interventions as well as a variety of academic clubs.

# Part III: Planning for Improvement

**Areas of Focus:**

| #1. Instructional Practice specifically relating to Differentiation | |
|---|---|
| **Area of Focus Description and Rationale:** | Based on the data review, our school will implement the Targeted Element of Differentiation. We selected the overarching area of Differentiation based on our findings that demonstrated a significant reading deficiency in grades 2 and 3. In grade 2 - 52% and in grade 3 - 45%, of the students scored below proficiency on the SAT-10. In grades 3- 5 students scored below proficiency on the FSA ELA . The proficiency in the 2019 was 73 compared to the 2021 which was 62 percentage points. 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 grades 2 and 3 students to access grade-level content in order to make learning gains and move towards proficiency. |
| **Measurable Outcome:** | If we successfully implement Differentiation, then our grade 2 and 3 students will increase by a minimum of 12 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 attend weekly collaborative planning to support and monitor the indication of differentiation in lesson plans, for 2nd and 3rd grade, students in particular. Data Analysis of formative assessments of these students will be reviewed monthly to observe progress and identify deficiencies. We will create a tracker to monitor On-going Progress Monitoring (OPM) data on an ongoing basis. This data will be analyzed during data chats 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:** | Emma Gonzalez (egonzalez44@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 2nd and 3rd grade students 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:** | Differentiated instruction will ensure students needs are meet through the analysis of data. Teachers will analyze data on an ongoing-basis 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

9/8- 10/11 - The administrative team will conduct weekly walk-throughs to ensure differentiated instruction is taking place. As a result, the administrative team will provide immediate and relevant feedback to teachers regarding strength and opportunities of improvement in what was observed.

| **Person Responsible** | Christina Ravelo (cmravelo@dadeschools.net) |
|---|---|

9/8-10/11 - Reading and Math representatives will facilitate common planning time sessions once a week to share best practices, discuss the pacing guides and technology resources. Teachers during common planning time will dissect bi-weekly classroom data in order to drive instruction during differentiated instruction. As a result, this data will guide teachers' instruction and meet students' needs on an ongoing-

basis. Administrators will attend weekly common planning times to ensure best practices with teachers as well.

**Person Responsible** Emma Gonzalez (egonzalez44@dadeschools.net)

9/14-10/11-Teachers will conduct data chats with students after the administration of diagnostics assessments. The data chats will be sent home for students to discuss with parents. As a result, students will be able to monitor and reflect on their own academic progress.

**Person Responsible** Christina Ravelo (cmravelo@dadeschools.net)

10/4-10/11-Teachers will conduct data chats with students after the administration of AP1 Reading and Math. As a result, students will maintain data trackers to monitor their progress.

**Person Responsible** Christina Ravelo (cmravelo@dadeschools.net)

11/1-12/17- Teachers will assign students with i-Ready Teacher Assigned lessons to target areas of growth to complete during differentiated instruction.

**Person Responsible** Christina Ravelo (cmravelo@dadeschools.net)

11/1-12/17- Math teachers will conduct D.I. on Wednesday and implement the use of digital resources. The digital resources used during D.I. Wednesday are Reflex Math, IXL, Frax, and i- Ready.

**Person Responsible** Llennery Pena (lpena118@dadeschools.net)

1/31/22- 4/29/22- A part -time teacher will be hired to provide push-in support to selected 2nd- 3rd grade teachers based on AP2 I- Ready Data. This will provide an opportunity for two teacher- led centers to take place at the same time.

**Person Responsible** Christina Ravelo (cmravelo@dadeschools.net)

1/31/22- 4/29/22- Teachers will conduct data chats with students and revisit differentiated instruction groups to address students' needs.

**Person Responsible** Emma Gonzalez (egonzalez44@dadeschools.net)

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|---|---|
| **#2. Instructional Practice specifically relating to Collaborative Planning** | |
| **Area of Focus Description and Rationale:** | Based on the data review, our school will implement the Targeted Element of Collaborative Planning. We selected the overarching area of Collaborative Planning based on our findings that demonstrated a significant reading deficiency in grades 2 and 3. In grade 2 - 52% and in grade 3 - 45%, of the students scored below proficiency on the SAT-10. In grades 3- 5 students scored below proficiency on the FSA ELA . The proficiency in the 2019 was 73 compared to the 2021 which was 62 percentage points. We are not meeting the unique needs of all learners therefore it is evident that we must improve our ability to plan for differentiation during collaborative planning based on the levels of the students we serve. |
| **Measurable Outcome:** | If we successfully plan for differentiation during common planning, we will increase the effectiveness of the individualized delivery of instruction, particularly with our grade 2 and 3 students. |
| **Monitoring:** | The Leadership Team will conduct weekly walk-throughs to ensure collaborative planning is taking place with fidelity. During this time, administrators will collaborate, support, and monitor the indication of differentiation in lesson plans, for 2nd and 3rd grade, students in particular. |
| **Person responsible for monitoring outcome:** | Emma Gonzalez (egonzalez44@dadeschools.net) |
| **Evidence-based Strategy:** | Within the Targeted Element of Collaborative Planning, 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 2nd and 3rd grade students 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:** | Collaborative Planning 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

9/8-10/11 The administrators have selected Reading and Math Representatives to facilitate the common planning. Collaborative Planning will be conducted on a weekly basis by subject area and grade level. During common planning time, teachers will use the pacing guides and plan to incorporate technology resources that will enhance their lessons. The subject representatives will also share during this time district expectations. As a result, of common planning time , administrators will be able to see a common-lens throughout the instruction in the grade-level.

| **Person Responsible** | Christina Ravelo (cmravelo@dadeschools.net) |
|---|---|

9/14-10/11 Curriculum Leaders will meet with administration to discuss best practices and share relevant information from their respective teams. As a result, the grade-level will share and discuss adjustments that need to be made in order to improve student achievement.

| **Person Responsible** | Christina Ravelo (pr4281@dadeschools.net) |
|---|---|

9/14-10/11- Vertical planning will take place during the Curriculum leaders meeting. As a result, teachers will collaborate amongst their grade-level to address subject areas of focus that teachers need to address before they enter the next grade-level.

**Person Responsible** Christina Ravelo (pr4281@dadeschools.net)

8/31-10/11 Vertical planning will take place during the Curriculum leaders meeting. As a result, teachers will collaborate amongst their grade-level to address subject areas of focus that teachers need to address before they enter the next grade-level.

**Person Responsible** Christina Ravelo (pr4281@dadeschools.net)

11/1-12/17 - Data analysis will be incorporated into collaborative planning on a monthly basis. Math teachers will look for data trends in the monitoring logs in order to drive instruction.

**Person Responsible** Llennery Pena (lpena118@dadeschools.net)

11/1-12/17- Teachers will identify and discuss during collaborative planning the lowest standards on progress monitoring assessments and develop an action plan to to address standards and delivery methods in order to improve student achievement.

**Person Responsible** Christina Ravelo (cmravelo@dadeschools.net)

1/31/22- 4/29/22- Reading Representatives in grades 3-5 will meet collaboratively to develop a crunch time calendar and share appropriate resources to implement with students.

**Person Responsible** Emma Gonzalez (egonzalez44@dadeschools.net)

1/31/22- 4/29/22- During collaborative planning meeting teachers will share D.I. resources to address areas of growth.

**Person Responsible** Emma Gonzalez (egonzalez44@dadeschools.net)

## #3. Culture & Environment specifically relating to Social Emotional Learning

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|---|---|
| **Area of Focus Description and Rationale:** | Based on the data review, our school will implement the Targeted Element of Social Emotional Learning. Through our data review, we noticed that 10% of our students did not feel safe and secure at school. Our goal is to sustain the 90% who feel safe and target the 10% through interventions. These interventions will include counseling sessions. We will also encourage staff to strengthen connections with students at least once a week by making emotional deposits in their emotional buckets, with compliments, smiles, high fives, and inspirational handwritten notes or meaningful conversations. When students feel emotionally supported, it will increase their level of performance in all areas. |
| **Measurable Outcome:** | If we continue to successfully sustain Social Emotional Learning, we will continue to assist the students in meeting their academic goals by June 2022. |
| **Monitoring:** | The school counselor will work on Social Emotional Learning to connect with the students who struggle with not feeling safe and secure at school. She will also mentor individual students who have consistently struggled with school safety. Teachers will also assist in monitoring students' Social Emotional status on a weekly basis by conducting weekly conversations. To ensure we are on track to meeting the outcome above, we will analyze the 2022 climate survey results regarding safety and security. |
| **Person responsible for monitoring outcome:** | Amanda Gasbarro (agasbarro@dadeschools.net) |
| **Evidence-based Strategy:** | Within the Targeted Element of Social Emotional Learning, our school will focus on the evidence-based strategy of: Consistent Protocols to maintain a healthy and safe school environment. Consistent Protocols will assist in reducing the number of students who do not feel safe and secure at school. |
| **Rationale for Evidence-based Strategy:** | Social Emotional Learning Initiatives will assist in decreasing the number of students who do not feel safe and secure. |

## Action Steps to Implement

8/31-10/11 The following are the action steps completed during the implementation period. With the identified strengths and weaknesses.
Action Step :

| **Person Responsible** | Amanda Gasbarro (agasbarro@dadeschools.net) |
|---|---|

8/31-10/11 The counselor will conduct small groups counseling sessions targeting Stress and Anxiety Coping Mechanism. As a result, of these sessions students will be able to implement Stress and Anxiety Coping strategies when faced with a situation.

| **Person Responsible** | Amanda Gasbarro (agasbarro@dadeschools.net) |
|---|---|

8/31-10/11 The counselor will provide teachers with monthly activities to implement Mindful Monday. Teachers will select students to lead the class in an activity to promote Social and Emotional well-being. As a result, students will implement the strategies given to them in Mindful Monday and will allow them to be mindful when dealing with different situations.

| **Person Responsible** | Amanda Gasbarro (agasbarro@dadeschools.net) |
|---|---|

8/31-10/11 The counselor will promote Mindfulness Initiatives on morning announcements. The counselor will provide students and staff with strategies to become aware and become Mindful when dealing with daily situations. As a result, students and staff will implement the strategies provided by the counselor and allow to them handle situations when they arise in a mindful manner.

**Person Responsible**   Amanda Gasbarro (agasbarro@dadeschools.net)

11-1- 12/17- The counselor will ask teachers to nominate students on a monthly basis to target the Values Matter District Initiatives. Students will be recognized during morning announcements and in our school monthly calendar that is visible to all stakeholders.

**Person Responsible**   Amanda Gasbarro (agasbarro@dadeschools.net)

11/1- 12/17- The counselor will oversee the implementation of the new program "Healthy Me". Students will be given weekly topics by Citrus to help them cope with different situations such as bullying.

**Person Responsible**   Amanda Gasbarro (agasbarro@dadeschools.net)

1/31/22- 4/29/22- A full- time student service specialist has been added to our student service department to provide additional support related to social emotional learning,

**Person Responsible**   Amanda Gasbarro (agasbarro@dadeschools.net)

1/31/22- 4/29/22- The counselors will provide class sessions addressing test anxiety.

**Person Responsible**   Amanda Gasbarro (agasbarro@dadeschools.net)

| #4. Leadership specifically relating to Walkthroughs | |
|---|---|
| **Area of Focus Description and Rationale:** | Based on the staff School Climate survey and review of the Core Leadership Competencies, we want to use the Targeted Element of walkthroughs. Almost half of the teachers in the building felt that students were deficient in basic academic skills. Therefore, we will implement continuous walk throughs with relevant and immediate feedback to build capacity and ensure that students' needs are being met. |
| **Measurable Outcome:** | If we successfully implement the Targeted Element of walk throughs, with relevant and immediate feedback, our teachers will be provided the support needed to meet the academic needs of all learners. This will be realized through the administrators providing feedback via a digital platform to build teacher capacity which will, in turn, increase student achievement. |
| **Monitoring:** | In order to monitor the fidelity of walk throughs, the data from the digital platform will be discussed during the weekly leadership meetings. In addition, walk throughs will continue to be conducted to ensure teachers are effectively meeting the academic needs of the students. Additional feedback and support will be provided to the teachers as needed. |
| **Person responsible for monitoring outcome:** | Christina Ravelo (pr4281@dadeschools.net) |
| **Evidence-based Strategy:** | Providing immediate and tangible feedback to the teachers creates an opportunity for teachers to reflect on their delivery of instruction and make the adjustments needed to target the needs of all learners and close the achievement gap. |
| **Rationale for Evidence-based Strategy:** | Providing immediate and tangible feedback to the teachers creates an opportunity for teachers to reflect on their delivery of instruction and make the adjustments needed to target the needs of all learners and close the achievement gap. |

## Action Steps to Implement

9/8-10/11 The administrative team will conduct walk throughs. Administrators will provide teachers with digital feedback. As a result, the feedback provided to teachers will be immediate and relevant in order to identify areas of strength or growth of delivery practices.

**Person Responsible** Christina Ravelo (pr4281@dadeschools.net)

9/14-10/11- Instructional rounds will be conducted by the grade levels to identify best practices amongst colleagues. As a result, of the instructional rounds teachers will modify instructional strategies based on the observations they conducted in order to improve instructional practices.

**Person Responsible** Christina Ravelo (pr4281@dadeschools.net)

9/14- 10/11- The administrators will share with the leadership the findings of the walk throughs in order to develop a common- lens throughout the grade levels and subject areas. As a result, differentiated instruction and data driven instruction will be evident throughout the building.

**Person Responsible** Christina Ravelo (pr4281@dadeschools.net)

9/14-10/11- During Curriculum leaders meeting the administration will share walk through data in order to highlight best practices and target overall areas of growth. As a result, teachers will collaborate with one another and identify as a grade level practices that will help with student achievement.

| **Person Responsible** | Christina Ravelo (pr4281@dadeschools.net) |
|---|---|

11/1-12/17- Administrators will discuss focal points for walk through during the our weekly leadership meeting in order to fine tune intervention and differentiated instruction.

| **Person Responsible** | Christina Ravelo (cmravelo@dadeschools.net) |
|---|---|

11/1-12/17- The Principal and Assistant Principals will conduct walk through simultaneously and discuss specific look-fors in order to identify areas of growth.

| **Person Responsible** | Christina Ravelo (cmravelo@dadeschools.net) |
|---|---|

1/31/22- 4/29/22- Administration will meet weekly to debrief on walk - through findings to highlight best practices and areas of growth.

| **Person Responsible** | Christina Ravelo (cmravelo@dadeschools.net) |
|---|---|

1/31/22- 4/29/22- Administrator will target all instructional personnel weekly via walk- throughs.

| **Person Responsible** | Christina Ravelo (pr4281@dadeschools.net) |
|---|---|

## Additional Schoolwide Improvement Priorities

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

**The attendance and discipline data will be monitored by our counselor in order to identify students who are truant in behavior and attendance. During the 2020-2021 school year, the grade level with the highest referrals was Kindergarten with 1 percentage point which is equivalent to two referrals. Our goal is to maintain or lower the amount of referrals in this grade level.**

## 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 Strengths within School Culture are in Relationships and Support, Care, and Connections. Our school creates experiences throughout the year to engage with students, staff, parents, and families and ensures they have necessary information to support our students. Students are supported through ongoing activities and incentives, academic and extra-curricular club offerings, social and emotional sessions with the counselor, and data chats. These connections are fostered with staff through our weekly calendar, open-door policy with administration, and morning announcements through our YouTube channel. Ongoing support is also provided to families through various forms of communication, such as Class Dojo, social media platforms, monthly calendars, and our school website. We provide opportunities for all stakeholders to foster connections and relationships through monthly family nights and ongoing activities involving everyone.

**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 Principals, Leadership Team, Teachers, and PTA. The Principal's role is to monitor and oversee all the school's initiatives and respond to concerns with morale by planning team-building and morale-boosting activities. The Assistant Principals will assist in the planning of the team-building activities, encourage stakeholders in participating in morale-boosting activities, and ensuring all information is shared with stakeholders in a timely manner. The leadership team and teachers assist in providing and responding to feedback from all stakeholders, as well as promoting morale-boosting activities. The PTA supports initiatives and activities that help bridge the connection between all stakeholders.

## 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: Culture & Environment: Social Emotional Learning | $0.00 |
| 4 | III.A. | Areas of Focus: Leadership: Walkthroughs | $0.00 |
| | | Total: | $0.00 |