

Miami-Dade County Public Schools

Natural Bridge Elementary School



2021-22 Schoolwide Improvement Plan

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Natural Bridge Elementary School

1650 NE 141ST ST, North Miami, FL 33181

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

Demographics

Principal: Melissa Mesa M

Start Date for this Principal: 8/19/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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 Black/African American Students Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: B (60%) 2017-18: A (62%) 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.

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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	Yes	91%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

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

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

We, the stakeholders of Natural Bridge Elementary School, commit to providing reflective instructional practices, illustrated through cross curricular opportunities and research based effective teaching strategies that empower all stakeholders.

Utilizing all current and evolving media, coaching, mentoring and effective approaches, we ensure all learners will become literate, proactive and responsible members of the community.

Provide the school's vision statement.

The vision of the Natural Bridge Elementary School community is for all stakeholders to become active participants in lifelong learning at the highest standards of rigor, utilizing proactive analytical and collaborative approaches to problem solving, while nurturing the individual needs and differences of all school community members.

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
Mesa, Melissa	Principal	Ensures data-based decision making, implementation of MTSS/ RtI implementation of intervention support and documentation, appropriate professional development, and communication with parents and community.
Thomas, Tammy	Assistant Principal	Ensures data-based decision making, implementation of MTSS/ RtI implementation of intervention support and documentation, appropriate professional development, and communication with parents and community.
Cavero-Santana, Carol	Reading Coach	Lead and evaluate school core content standards/programs: identify scientifically based curriculum and intervention approaches. Identify patterns of student needs to identify appropriate evidence-based intervention strategies; assist with programs that provide early intervening services for children to be considered “at risk”; assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; provide support for assessment and implementation monitoring; and implement the continuous coaching model.
Cukierkorn, Jesse	Teacher, ESE	Provides curriculum support and professional development for targeted teachers and activities for Tier 1, 2, 3 students; assists with the disaggregation of data; assists with curriculum planning.
Smith, Mayeva	Teacher, K-12	The Digital Leader empowers teachers to implement technology in their classroom in order to enhance learning.
Brown, Rashawn	Teacher, PreK	The PLST Mentor, assists administration with supporting mentors and mentees at the school.

Demographic Information

Principal start date

Thursday 8/19/2021, Melissa Mesa 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.*

7

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

28

Total number of teacher positions allocated to the school

35

Total number of students enrolled at the school

375

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

0

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	35	62	55	94	56	73	0	0	0	0	0	0	0	375
Attendance below 90 percent	8	12	8	20	5	8	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	0	2	14	9	9	0	0	0	0	0	0	0	34
Course failure in Math	0	0	4	9	6	9	0	0	0	0	0	0	0	28
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	25	50	11	18	0	0	0	0	0	0	0	116

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	0	3	14	4	14	0	0	0	0	0	0	0	36

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	0	0	13	0	0	0	0	0	0	0	0	0	15
Students retained two or more times	0	0	0	2	0	1	0	0	0	0	0	0	0	3

Date this data was collected or last updated

Monday 7/19/2021

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	74	72	94	80	77	77	0	0	0	0	0	0	0	474
Attendance below 90 percent	13	9	20	7	9	8	0	0	0	0	0	0	0	66
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	4	5	19	10	21	0	0	0	0	0	0	0	59
Course failure in Math	0	6	3	13	10	23	0	0	0	0	0	0	0	55
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	8	17	0	0	0	0	0	0	0	25
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	6	12	0	0	0	0	0	0	0	18

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	5	1	18	15	27	0	0	0	0	0	0	0	67

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	0	1	14	0	0	0	0	0	0	0	0	0	17
Students retained two or more times	0	0	0	2	1	2	0	0	0	0	0	0	0	5

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				53%	62%	57%	54%	62%	56%
ELA Learning Gains				57%	62%	58%	63%	62%	55%
ELA Lowest 25th Percentile				51%	58%	53%	71%	59%	48%
Math Achievement				68%	69%	63%	62%	69%	62%
Math Learning Gains				71%	66%	62%	62%	64%	59%
Math Lowest 25th Percentile				61%	55%	51%	51%	55%	47%
Science Achievement				56%	55%	53%	71%	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	41%	60%	-19%	58%	-17%
Cohort Comparison						
04	2021					
	2019	48%	64%	-16%	58%	-10%
Cohort Comparison		-41%				
05	2021					
	2019	45%	60%	-15%	56%	-11%
Cohort Comparison		-48%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	61%	67%	-6%	62%	-1%
Cohort Comparison						
04	2021					
	2019	55%	69%	-14%	64%	-9%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-61%				
05	2021					
	2019	68%	65%	3%	60%	8%
Cohort Comparison		-55%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	44%	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.

Grades 1-5 ELA/Math i-Ready Data AP1 for Fall, AP2 for Winter, and AP3 for Spring

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	29.73%	47.4%	58.6%
	Economically Disadvantaged	27.3%	44.4%	56.4%
	Students With Disabilities	0	0	0
	English Language Learners	0	20.0%	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	25.9%	31.6%	48.3%
	Economically Disadvantaged	23.6%	31.5%	47.3%
	Students With Disabilities	0	0	0
	English Language Learners	20.0%	20.0%	40.0%

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	24.7%	44.7%	56.0%
	Economically Disadvantaged	25.0%	45.2%	55.4%
	Students With Disabilities	30.0%	30.0%	60.0%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	23.5%	38.1%	51.2%
	Economically Disadvantaged	23.8%	37.3%	50.6%
	Students With Disabilities	10.0%	40.0%	50.0%
	English Language Learners	0	0	0
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	40%	58.5%	61.5%
	Economically Disadvantaged	39%	57.6%	62.7%
	Students With Disabilities	33.3%	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	12.5%	35.4%	46.2%
	Economically Disadvantaged	12.1%	33.9%	44.1%
	Students With Disabilities	16.7%	0	0
	English Language Learners	0	0	0

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	21.1%	35.2%	48.6%
	Economically Disadvantaged	20.3%	33.3%	47.1%
	Students With Disabilities	0	0	0
	English Language Learners	0	8.3%	8.3%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	26.8%	36.6%	51.4%
	Economically Disadvantaged	26.1%	36.2%	50.0%
	Students With Disabilities	0	0	0
	English Language Learners	0	16.7%	33.3%
	Number/% Proficiency	Fall	Winter	Spring
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	22.1%	47.1%	44.1%
	Economically Disadvantaged	23.8%	46%	44.4%
	Students With Disabilities	0	25.0%	25.0%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	14.7%	36.8%	52.9%
	Economically Disadvantaged	15.9%	33.3%	52.4%
	Students With Disabilities	0	16.7%	25.0%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	11.0%	0
	Economically Disadvantaged	0	10.0%	0
	Students With Disabilities	0	10.0%	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring

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	21	20		8	13		18				
ELL	33	45	45	32	45	50	13				
BLK	38	46	47	38	41	44	26				
HSP	52	40		44	30		30				
FRL	40	45	44	38	38	41	27				
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	52	57	50	66	63	58	76				
ELL	42	63	55	62	79	67	59				
BLK	53	56	47	67	72	56	56				
HSP	50	61	64	73	69	75	57				
FRL	51	55	51	65	70	61	55				
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	54	70	80	49	52	30	40				
ELL	26	61	56	27	57	47					
BLK	54	63	71	61	62	47	69				
HSP	50	65		65	65						
FRL	53	63	71	61	62	51	71				

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	41
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	56
Total Points Earned for the Federal Index	329
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	16
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	40
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	39
Hispanic Students Subgroup Below 41% in the Current Year?	YES
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	41
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:

The school to district comparison demonstrates an increase in the Achievement gap widening from grades 3rd to 5th in both ELA and Math.

All ELA Subgroups Achievement decreased except for ELL which increased 16 percentage points and Hispanic students, which demonstrated a neutral percentage point of 50.

All ELA Subgroups Learning Gains decreased except for ELL students, which increased by 2 percentage points.

All ELA Subgroups Learning Gains L25 decreased by at least 1 percentage point.

All Math Subgroups overall Learning Gains and Learning Gains L25 increased.

All Science Subgroups Achievement levels decreased except for Students With Disabilities students which increased 26 percentage points.

2021 data findings:

Students scoring Level 3 and above in grades 3-5 on the FSA ELA decreased from 45 percentage points in 2019 to 39 percentage points in 2021, demonstrating a difference of 6 percentage points.

Based on the 2021 FSA ELA, 41 percent of students scored below Level 3 in Grade 3.

Based on the 2021 FSA ELA, 40 percent of students scored below Level 3 in Grade 4.

Based on the 2021 FSA ELA, 35 percent of students scored below Level 3 in Grade 5.

Students scoring Level 3 and above in grades 3-5 on the FSA Math decreased from 61 percentage points in 2019 to 38 percentage points in 2021, demonstrating a difference of 23 percentage points.

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

2019 data findings:

The majority of our of our ELA Subgroups Learning Gains decreased by at least 4 percentage points. Students with Disabilities decreased by 13 percentage points, Black students decreased by 6 percentage points, Hispanic students decreased by 4 percentage points and Free and Reduced Lunch students decreased by 8 percentage points.

2021 data findings:

The Kindergarten Math Subgroups on i-Ready made the least gains. The All Subgroup increased 13 percentage points and the Economically Subgroup increased 12 percentage points. Both FSA ELA and Math students scoring Level 3 or above in grades 3-5 decreased by at least 6 percentage points.

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

2019 data findings:

The data reflects a need for specific skill activities to meet the remediation needs of students. Therefore, the MTSS/RtI team will provide support of tier 2 and tier 3 strategies in order to increase proficiency. In addition, differentiated instruction will be monitored in order to increase achievement.

2021 data findings:

Actions that fell short of expectations for the i-Ready Math in the primary grades include active student participation of MSO students and the absence of kinesthetic/tactual use of manipulatives. The lack of these actions affected nearly half the grade level due to MSO enrollment. Also, due to large MSO class size, teachers were having difficulty with student attendance and providing intervention with fidelity. Therefore, The Leadership Team will ensure that classrooms are implementing hands-on learning to teach standards. In addition, data reports will be monitored to drive instruction.

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

2019 data findings:

Math Learning Gains increased from 62 percentage points in 2018 to 71 percentage points on the 2019 FSA.

2021 data findings:

All primary grade levels in the ELA Subgroups demonstrated an increase between 27 and 31 percentage points when comparing i-Ready AP1 to AP3 data.

All intermediate grade levels in the Math Subgroups demonstrated an increase between 24 and 38 percentage points when comparing i-Ready AP1 to AP3 data.

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

2019 data findings:

This demonstrates consistency across the grade levels using the district mandated curriculum and consistent intervention to impact student achievement. Teachers will continue to utilize data-driven instruction and monitor student progress. The data reflects mastery of basic skills and use of data driven instruction to increase learning gains. The school will continue to utilize collaborative planning to meet students needs. We will also continue to implement differentiated instruction to meet students needs.

2021 data findings:

The following actions contributed to significant academic data achievements: establishment of daily routines, providing brain breaks, ensuring student participation, providing meaningful learning, corrective feedback that is precise and timely, conferencing with students about progress, checking for understanding, data chats, progress monitoring, and scaffolding lessons.

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

Strategies taken to ensure high-quality grade level instruction include: active student engagement, corrective and timely feedback for students, consistent use of data to identify student deficiencies, collaborative planning, differentiated instruction, extended learning opportunities, and interventions/ Rtl. The Leadership Team will monitor the use of these strategies via walkthroughs and data reports.

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 small group and individual coaching sessions on curriculum planning (August/ 21/ongoing), effective intervention(September/21), data driven instructional strategies (October/ February/21), and checking for understanding strategies/hands-on learning(ongoing).

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

Teachers will continue to encourage and monitor class participation daily utilizing classroom routines, brain breaks, technology and active journaling. Extended learning opportunities will also be provided with before and after school tutoring and interventions as well as enrichment programs.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Based on the data review 61 percent of students achieved below a Level 3 on the 2021 FSA ELA in grades 3-5. The percentage of students based on the 2020-2021 end of year screening and progress monitoring who are not on track to score a Level 3 or above on the standardized grade 3 English Language Arts assessment is: 41 percent in Grade1; 44% in Grade 2; and 38% in Grade 3. Therefore, our school will implement the Targeted Element of Standards-aligned Instruction in English Language Arts. We selected the overarching area of Standards-aligned Instruction based on our findings that demonstrated a decrease in all ELA subgroups. We are not meeting the unique needs of all learners therefore it is evident that we must improve our ability to conduct checks for understanding of all ELA standards. We will provide the necessary strategies and action steps for all subgroups in order to make learning gains and move towards proficiency.

Measurable Outcome:

If we successfully implement Standards-aligned Instruction, then the percentage of third to fifth grade students scoring Level 3 on the 2022 statewide, standards English Language Arts assessment will increase by 3 percentage points.

Monitoring:

The Leadership Team, will monitor the use of Standards-aligned Instruction when conducting bi-weekly walkthroughs. ELA data will also be monitored bi-weekly via McGraw Hill Progress Monitoring Assessments as well as monthly i-Ready growth monitoring reports to ensure students are demonstrating growth.

Person responsible for monitoring outcome:

Tammy Thomas (trthomas@dadeschools.net)

Evidence-based Strategy:

Within the Targeted Element of Standards-aligned Instruction, our school will focus on the evidence-based strategy of: Checks for Understanding. Checks for Understanding strategies will assist in accelerating achievement in all ELA subgroups as it is part of a formative assessment system and an important step in the teaching and learning process. Checks for Understanding will be monitored through walkthroughs and progress in data reports.

Rationale for Evidence-based Strategy:

Checks for Understanding will ensure that teachers are providing learning opportunities, identifying goals, providing feedback and planning instruction based on students needs in correlation to ELA Standards-aligned Instruction.

Action Steps to Implement

August 30- October 11: Students will utilize non-verbal signals to indicate degree of understanding of ELA standards.

Person Responsible

Carol Caverro-Santana (ccavero-santana@dadeschools.net)

Sept.8- October 11: Teachers will present students with binary-choice statements or questions to check students comprehension of ELA standards.
(i.e., True/False, Agree/Disagree)

Person Responsible

Tammy Thomas (trthomas@dadeschools.net)

Sept.13- October 8: Teachers will utilize visual representations such as graphic organizers and concept maps to enhance learning and to check if students understand how ELA standards/concepts are related.

Person Responsible Carol Cavero-Santana (ccavero-santana@dadeschools.net)

August 30- October 8: Teachers will provide students with learning opportunities to identify an error and correct it to provide a quick check of their depth of ELA understanding and standards.

Person Responsible Tammy Thomas (trthomas@dadeschools.net)

November 1-December 17: Students will summarize what they are learning to help them increase comprehension and retention of new material. This will provide teachers with insight into whether students are really grasping the ELA standards.

Person Responsible Tammy Thomas (trthomas@dadeschools.net)

November 1-December 17: Students will utilize the Accelerated Reader (AR) software program to check for understanding of comprehension in reading.

Person Responsible Melissa Mesa (pr3661@dadeschools.net)

January 31- April 29: Students will utilize reading journals to reflect their understanding of the ELA standards.

Person Responsible Carol Cavero-Santana (ccavero-santana@dadeschools.net)

January 31- April 29: Teachers will utilize reading journals to check for understanding and provide feedback.

Person Responsible Melissa Mesa (pr3661@dadeschools.net)

#2. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale:	Based on the data review, our school will implement the Targeted Element of Student Engagement. We selected the overarching area of Student Engagement based on our data findings that demonstrated a decrease in Learning Gains for L25 and achievement in the Black /Free Reduced Lunch Science subgroups and a 23 percentage point decrease of students scoring Level 3 or higher in grades 3-5 on the 2021 FSA Math when compared to the 2019 FSA Math. We are not meeting the unique needs of all learners, therefore it is evident that we must improve our ability to provide Hands-On Learning. We will provide the necessary strategies and action steps for all subgroups in order to make learning gains and move towards proficiency.
Measurable Outcome:	If we successfully implement Hands-on Learning to engage our students, then our L25 and Black/FRL subgroups in fifth Science and FSA Math proficiency in grades 3-5 will increase by a minimum of 1 percentage point as evidenced by the 2022 State Assessments.
Monitoring:	The Leadership Team will conduct bi-weekly walkthroughs, and review progress monitoring data to ensure quality instruction is taking place. Administrators will also review lesson plans for indication of engaging students through Hands-On Learning. Quarterly Science assessments will also be monitored as well as bi-weekly topic assessments. This data will be analyzed by the Leadership Team and teachers to ensure students are demonstrating growth on remediated standards.
Person responsible for monitoring outcome:	Tammy Thomas (trthomas@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Student Engagement, our school will focus on the evidence-based strategy of : Hands-on Learning. Hands-on Learning instruction is a learning style in which learning takes place by the students carrying out physical activities, rather than listening to a lecture or watching demonstrations. This includes using manipulatives to teach concepts.
Rationale for Evidence-based Strategy:	Hands-on Learning will ensure that students are engaged, focused and motivated to learn. Students will also retain knowledge, analyze the process and make connections between classroom and real-world experiences.

Action Steps to Implement

Sept. 8-Oct. 8: Teachers will promote inquiry-based learning to empower students to engage in exploring experiments and math problems.

Person Responsible Tammy Thomas (trthomas@dadeschools.net)

Aug.30-Oct. 11: Students will engage in problem solving activities.

Person Responsible Tammy Thomas (trthomas@dadeschools.net)

Sept.13-Oct. 8: Teachers will engage students with opportunities for trial and error during science experiments and math activities.

Person Responsible Tammy Thomas (trthomas@dadeschools.net)

Sept.8-Oct. 11: Teachers will engage students with different learning styles when completing hands-on activities.

Person Responsible Tammy Thomas (trthomas@dadeschools.net)

November 1-December 17: Teachers will implement the use of educational technology to engage students.

Person Responsible Melissa Mesa (pr3661@dadeschools.net)

November 1-December 17: Teachers will implement active learning techniques to encourage students to work with their classmates to discuss a problem, solve an issue or learn a new concept.

Person Responsible Tammy Thomas (trthomas@dadeschools.net)

January 31- April 29: Teachers will implement reciprocal teaching strategies to engage students in learning. (i.e., "I do, we do, you do")

Person Responsible Tammy Thomas (trthomas@dadeschools.net)

January 31- April 29: Students will actively utilize journals across all content to reflect thoughts, questions or summaries of standards being taught.

Person Responsible Philippe Napoleon (230260@dadeschools.net)

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

Area of Focus Description and Rationale:	Based on the data Student School Climate Survey Results data review, our school will implement the Targeted Element of Social and Emotional Learning. We selected the overarching area of Social and Emotional Learning based on our findings that demonstrated a decrease of "agree" results when referring to safety, relationships, support, and quality of education. Due to the Covid-19 pandemic there is a need to equip students with strategies on how to deal with problems that affect them on a personal level so that they may achieve learning gains.
Measurable Outcome:	If we successfully implement the Targeted Element of Social and Emotional Learning, our students will be receptive to quality learning. The implementation of social and emotional skills will lead to improvement of academic achievement and our "agree" results for the Student School Climate Survey will increase by 5 percentage points by June 2022.
Monitoring:	The Leadership Team and PLST members will collaborate with the school counselor to identify strategies and skills needed to meet social and emotional needs of students. The Leadership Team and teachers will monitor the academic progress of students bi-weekly/monthly and conduct formal/informal data chats to assist students with achieving positive self-confidence.
Person responsible for monitoring outcome:	Ellen Marcus (emarcus@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Social and Emotional Learning, our school will focus on the evidence-based strategy of: Social and Emotional Learning (SEL). SEL involves the process through which students acquire and effectively apply the skills necessary to understand and manage emotions, set and achieve positive goals, and maintain positive relationships as well as make responsible decisions.
Rationale for Evidence-based Strategy:	Social and Emotional Learning will assist in decreasing the number of "disagree" statements in the Student School Climate Survey Results. The Social and Emotional Learning Skills will result in positive attitudes toward oneself, others, and tasks and commitment to the school, and a sense of purpose.

Action Steps to Implement

Aug. 30 - Oct. 11: Teachers will start the day with a check-in with a personal connection such as giving a warm greeting to welcome each student as they arrive in the morning or asking a question.

Person Responsible Ellen Marcus (emarcus@dadeschools.net)

Aug. 13 - Oct. 8: Teachers will implement read-alouds to explore social-emotional skills with the class.

Person Responsible Carol Caverro-Santana (ccavero-santana@dadeschools.net)

Sept. 8 - Oct. 11: Teachers will provide opportunities for students to work with a partner.

Person Responsible Tammy Thomas (trthomas@dadeschools.net)

Sept. 13 - Oct. 8: Teachers will show students how to work in a group, how to negotiate with others, develop leadership skills, and figure out their own strengths so they can best contribute to the group.

Person Responsible Tammy Thomas (trthomas@dadeschools.net)

November 1-December 17: The school will promote the use of art to encourage expression.

Person Responsible Melissa Mesa (pr3661@dadeschools.net)

November 1-December 17: Teachers will hold class meetings to provide students with the opportunity practice self-expression.

Person Responsible Ellen Marcus (emarcus@dadeschools.net)

January 31- April 29: Teachers will assign roles and responsibilities to students to build and promote self-worth.

Person Responsible Ellen Marcus (emarcus@dadeschools.net)

January 31- April 29: Teachers will model positive thoughts/affirmations to encourage students to deal with emotions.

Person Responsible Ellen Marcus (emarcus@dadeschools.net)

#4. Leadership specifically relating to Managing Accountability Systems**Area of Focus Description and Rationale:**

Based on the qualitative data from the School Climate Survey and the SIP Survey and review of the Core Leadership Competencies, we want to use the Targeted Element of Managing Accountability Systems. The School Culture SIP Survey indicates a 9% decrease in 2021 when teachers were asked how often they participated in monthly data chats with administrators. Moreover, there was also an 18% decrease in 2021 when teachers were asked how often they track student data/work to adjust daily instruction. Managing Accountability systems will instill the ability to consistently repeat good practices while providing teachers with the resources, support and interventions. Sustaining these practices and setting goals around ongoing data will impact student achievement.

Measurable Outcome:

If we successfully implement the Targeted Element of Managing Accountability Systems our teachers will continue to provide students with results driven instruction. The Leadership Team will conduct quarterly data chats and monitor ongoing bi-weekly/monthly teacher-student formal/informal data chats to ensure effectiveness of instruction. The percentage of data chats frequency in the SIP survey will continue to increase by at least 5% during the 2021-2022 school year.

Monitoring:

The Leadership Team, Instructional Coach and Grade Level Chairs will monitor best practices, implementation of effective resources and use of data to drive instruction. Student progress will be tracked via data chat forms, and bi-weekly/data reports.

Person responsible for monitoring outcome:

Tammy Thomas (trthomas@dadeschools.net)

Evidence-based Strategy:

Within the Targeted Element of Managing Accountability Systems, we will focus on the evidence-based strategy of: Managing Data Systems and Processes. Managing Data Systems and Processes involves setting expectations and practices around the ongoing examination of data to evaluate the effectiveness of instruction to improve outcomes for students. Some strategies to improve Managing Data Systems and processes are meeting with stakeholders regularly to review data, having a pre-determined set of questions to assist in analyzing the data, discussing implications for the data, and implementing next steps.

Rationale for Evidence-based Strategy:

Implementing the continued practice of Managing Data Systems and Processes will focus on results while engaging all stakeholders in their commitment to providing students with effective learning. Throughout this process all stakeholders will have a shared purpose and ensure responsibility and accountability.

Action Steps to Implement

Aug. 30 - Oct. 8: The Leadership Team will continue to assist teachers with identifying the lowest 25% based on data for intervention groups.

Person Responsible

Tammy Thomas (trthomas@dadeschools.net)

Aug. 30 - Sept. 10: The Leadership Team will develop schedules for intervention that maximize learning without interrupting core subjects.

Person Responsible

Tammy Thomas (trthomas@dadeschools.net)

Sept. 2 - Oct. 7: Grade levels will collaborate to plan strategies and best practices strategies utilized for effective instruction.

Person Responsible Carol Cavero-Santana (ccavero-santana@dadeschools.net)

Aug. 30 - Oct. 11: Instructional coach will assist with providing appropriate materials based on students' needs.

Person Responsible Carol Cavero-Santana (ccavero-santana@dadeschools.net)

November 1-December 17: The Leadership Team will monitor the use of student data chats to set goals.

Person Responsible Melissa Mesa (pr3661@dadeschools.net)

November 1-December 17: The Leadership Team will monitor the use of teacher data binders to analyze students' progress and needs.

Person Responsible Tammy Thomas (trthomas@dadeschools.net)

January 31- April 29: The Leadership Team will monitor the progress of tutoring students via progress monitoring/topic assessments to measure effectiveness of curriculum.

Person Responsible Melissa Mesa (pr3661@dadeschools.net)

January 31- April 29: The Leadership Team will monitor the progress of i-Ready lessons to ensure standards are being mastered.

Person Responsible Carol Cavero-Santana (ccavero-santana@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.

Natural Bridge Elementary reported .06 disciplinary incidents per 100 students when compared to all elementary schools statewide. This rate is less than the statewide elementary school rate of 1.0 disciplinary incidents per 100 students. Our primary concern will be to continue keeping the rate or disciplinary incidents less than the statewide rate by implementing the code of student conduct and school-wide behavior plan with fidelity. Disciplinary incidents will be monitored via observation logs, walkthroughs, behavior protocol checklists and referrals.

Part IV: Positive Culture & Environment

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

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

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

Our strengths within School Culture are in discipline, school safety, teacher retention, and relationships. Our school creates experiences throughout the year to engage families and ensures communication to support their children. Students are supported through counseling, intervention and tutoring as well as enrichment programs. Staff are provided opportunities to share ideas and provide feedback during formal and informal meetings. Informal conferences are also ongoing and conducted to garner information about student progress. We also ensure information is provided to all stakeholders through grade level chair, faculty and EESAC meetings to connect across grade levels and content areas. We continue to ensure our classrooms are highly engaging and effective on fostering the highest level of learning.

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 include Administration, Counselor, Instructional Coach, Teachers/Leaders, and Parents/Community Partnerships. The Administration's role is to monitor and oversee all the school's initiatives, and respond to concerns as well as ensuring all information is shared with stakeholders in a timely manner. The counselor implements group and individual counseling sessions as needed and works closely with teachers, students, parents, and the community to ensure social-emotional needs are met as well as Response to Intervention. Teacher leaders and instructional coach assist in providing and responding to feedback from stakeholders and make efforts to connect and build relationships with students, parents, and families. Parents and Community Partnerships also participate in EESAC/Title I meetings.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Student Engagement	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
4	III.A.	Areas of Focus: Leadership: Managing Accountability Systems	\$0.00

Total:		\$0.00
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