

Miami-Dade County Public Schools

Bent Tree Elementary School



2021-22 Schoolwide Improvement Plan

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Bent Tree Elementary School

4861 SW 140TH AVE, Miami, FL 33175

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

Demographics

Principal: Emily Falcon D

Start Date for this Principal: 7/19/2021

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)	91%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: A (72%) 2017-18: A (72%) 2016-17: A (68%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2020-21 Title I School</p> <p>Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>75%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>98%</p>

School Grades History

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

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SIP Authority

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Bent Tree Elementary is to provide our students with a challenging educational program that will develop intellectual, social, emotional, and physical growth in a positive and supportive environment as we encourage, empower, and expect each student to become a productive member of society. All students will be given the tools needed to become active learners that access information and synthesize ideas to solve real-world problems.

Provide the school's vision statement.

The vision of Bent Tree Elementary School is to unite the school and community in teaching our students the value of education. By instilling the value of education in our students we are creating lifelong learners that will develop into responsible, productive members of 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
Christie, Kristine	Math Liaison	4th and 5th Grade Math Teacher Serves as Math Liaison, attends district meetings, disseminates information to staff, and mentors Math teachers.
Hernandez, Alexandra	Special Education Teacher	Special Education Teacher Title I Liaison Responsible for assisting in the completion of all appropriate paperwork in order to ensure compliance with Title I.
Falcon, Emily		Facilitates and conducts meetings by providing current data and support documents. The Principal guides the leadership team through a process of problem solving issues and concerns that arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention.
Ruiz-Garcia, Carmen		Assists with working with the leadership team to ensure commitment to the goals set forth in meetings, assists with monitoring curriculum, and works collaboratively with the principal on building staff support, internal capacity, and sustainability over time.
Pou, Raiza	Science Liaison	4th and 5th Grade Science Teacher Serves as Science Liaison, attends district meetings, disseminates information to staff, and mentors Science teachers.
Ortega, Adrianna		Responsible for completing all appropriate paperwork in order to ensure compliance with ELL, and provides support to ELL students. Access Test Chairperson. Schoology LMS Manager, attend District meetings and provide training and in-house professional development to instructional staff and follow up support as needed.
Correa, Arlen		Implements the Values Matters Initiative, along with other programs designed to prevent abuse, bullying, drug abuse, and social/emotional well-being. Provides quality services and expertise on intervention with at-risk students. Links child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success. Participates in collection, interpretation, and analysis of data. Facilitates development of intervention plans and provides support for intervention fidelity and documentation. Provides counseling for struggling students.
Caceres, Nancy		Serves as Reading Liaison, attends district meetings and disseminate information to staff. Provides teachers with support in Reading and Language Arts through coaching, conferencing, and collaborative planning. Analyzes

Name	Position Title	Job Duties and Responsibilities
		student data, leads intervention action planning for Tier II and Tier III students. Oversees the implementation of i-Ready.

Demographic Information

Principal start date

Monday 7/19/2021, Emily Falcon D

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.*

29

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.*

13

Total number of teacher positions allocated to the school

42

Total number of students enrolled at the school

376

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.

1

Demographic Data

Early Warning Systems

2021-22

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	53	56	55	46	51	66	0	0	0	0	0	0	0	327
Attendance below 90 percent	2	7	3	2	1	6	0	0	0	0	0	0	0	21
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	3	1	14	2	0	0	0	0	0	0	0	20
Course failure in Math	0	0	2	3	11	10	0	0	0	0	0	0	0	26
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	5	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Number of students with a substantial reading deficiency	0	7	30	12	20	20	0	0	0	0	0	0	0	89

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	1	10	7	7	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	0	0	0	0	0	0	0	0	0	0	
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	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	65	63	51	58	69	57	0	0	0	0	0	0	0	363
Attendance below 90 percent	8	3	2	1	6	2	0	0	0	0	0	0	0	22
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	3	1	14	2	1	1	0	0	0	0	0	0	22
Course failure in Math	0	2	3	11	10	7	0	0	0	0	0	0	0	33
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	5	8	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	2	5	0	0	0	0	0	0	0	7

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	1	10	7	7	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	0	0	0	0	0	0	0	0	0	0	
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				72%	62%	57%	73%	62%	56%
ELA Learning Gains				77%	62%	58%	76%	62%	55%
ELA Lowest 25th Percentile				69%	58%	53%	63%	59%	48%
Math Achievement				77%	69%	63%	74%	69%	62%

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
Math Learning Gains				82%	66%	62%	84%	64%	59%
Math Lowest 25th Percentile				63%	55%	51%	74%	55%	47%
Science Achievement				62%	55%	53%	62%	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	61%	60%	1%	58%	3%
Cohort Comparison						
04	2021					
	2019	82%	64%	18%	58%	24%
Cohort Comparison		-61%				
05	2021					
	2019	67%	60%	7%	56%	11%
Cohort Comparison		-82%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	65%	67%	-2%	62%	3%
Cohort Comparison						
04	2021					
	2019	82%	69%	13%	64%	18%
Cohort Comparison		-65%				
05	2021					
	2019	84%	65%	19%	60%	24%
Cohort Comparison		-82%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	56%	53%	3%	53%	3%
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 K-5 will use iReady data AP1 for Fall, AP2 for Winter, AP3 for Spring.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	31	47	45
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	18	37	43
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	40	57	71
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	30	47	67
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	40	66	64
	Economically Disadvantaged	40.5	69.1	64.3
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	20	48	68
	Economically Disadvantaged	16.7	47.6	69.1
	Students With Disabilities			66.7
	English Language Learners			

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	32.3	46.8	51.6
	Economically Disadvantaged	32.7	48.1	51.9
	Students With Disabilities			40
	English Language Learners			23.1
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	25.8	48.4	51.6
	Economically Disadvantaged	28.9	46.2	50
	Students With Disabilities			46.7
	English Language Learners			26.9

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	40.7	63	64.8
	Economically Disadvantaged	34.8	58.7	60.9
	Students With Disabilities			
	English Language Learners		30	35.0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	42.6	51.9	74.1
	Economically Disadvantaged	39.1	45.7	69.6
	Students With Disabilities			
	English Language Learners		30	60
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students		35.4	
	Economically Disadvantaged		32.5	
	Students With Disabilities		0	
	English Language Learners		14.3	

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	54	59	27	51	76	60	41				
ELL	62	72	50	57	63		68				
HSP	66	71	43	54	56	31	58				
FRL	64	73	43	51	54	31	56				
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	70	68	55	66	58	50				
ELL	63	74	70	74	87	70	53				
HSP	72	78	69	76	83	63	61				
FRL	71	77	72	76	81	61	58				

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	53	72	44	56	83	72	45				
ELL	61	74	65	58	80	67	64				
HSP	73	77	63	74	84	74	62				
FRL	74	75	63	74	85	81	61				

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	57
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	67
Total Points Earned for the Federal Index	456
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	54
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	63
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	56
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	55
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?

The school to district comparison shows the achievement gap narrowing for 3rd to 5th grade students in Math. The data also shows the achievement gap narrowing from 3rd to 4th grade ELA, but from 4th to 5th grade the achievement gap became wider. All ELA subgroups achievement increased except for SWD and Hispanics which decreased by 1 percentage point. All ELA subgroups Learning Gains increased achievement except for the ELL group that remained the same. All ELA subgroups Learning Gains for the L25 increased with the SWD group making the greatest gain of 24 percentage points. All Math subgroups achievement increased except for SWD which decreased by 1 percentage point. All Math subgroups Learning Gains decreased achievement except the ELL group which decreased by 1 percentage point. All Math subgroups Learning Gains for the L25 decreased except the ELL group making a 3 percentage point increase.

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

The majority of our ELA subgroups Learning Gains increased except the Hispanic and SWD group decreasing by 1 percentage point. The data components in greatest need of improvement are in Math. Students in the SWD subgroup decreased in Math Learning Gains by 17 percentage points and Learning Gains for the L25 decreased by 14 percentage points from 2018 to 2019.

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

For the last three years we have been focused on implementing data driven differentiated instruction to meet the needs of all students. The Leadership Team will continue to provide teachers with support and continue to build capacity through the use of research based strategies that focus on scaffolding and intervention for lower performing students to help them strengthen competency in grade level content.

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

The SWD subgroup data showed that the most improvement in the Learning Gains L25 data component with a 24 percentage point increase. The ELL subgroup data reflected a 16 percentage point increase in Math Achievement.

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

For the last three years we have been focused on implementing data driven differentiated instruction to meet the needs of all students. The Leadership Team will continue to provide teachers with support and continue to build capacity through the use of research based strategies that focus on scaffolding and intervention for lower performing students to help them strengthen competency in grade level content.

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

To accelerate learning we will implement standards based data-driven instruction, small group differentiated instruction, intervention, and provide students with extended learning opportunities.

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 professional development sessions focused on using data to drive instruction, standards based instruction, unpacking the Best Standards for Kindergarten through 2nd Grade, and

integrating the new standards with Common Core. In addition, the Leadership Team will provide teachers support in the implementation of the new curriculum and reading intervention program throughout the year.

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

Students will be provided with extended learning opportunities before and after school through computer based technologies that provide remediation tutoring and clubs.

Part III: Planning for Improvement

Areas of Focus:

#1. Leadership specifically relating to Walkthroughs

Area of Focus Description and Rationale: Based on the data review, our school will implement the Targeted Element of Specific Teacher Feedback. The Staff School Climate Survey data indicates that 45% of staff members feel that students are deficient in basic academic skills.

Measurable Outcome: If we successfully implement the Targeted Element of Specific Teacher Feedback, our teachers will have the opportunity to reflect on their teaching practices within the classroom as a result of classroom visits and meetings with administrators. During the 2021-2022 school year, administrative walkthroughs will improve instructional practices and decrease by ten percentage points how staff members feel about student deficiency in basic academic skills as indicated on the 2022 Staff School Climate Survey.

Monitoring: The Leadership Team will lead the initiative to increase the number of classroom walkthroughs that are conducted to gather teacher feedback and monitor instructional practices. By going into classrooms on a regular basis, we hope to create an environment where teachers feel their efforts in the classroom are validated and are supported by the administrators. A Frequency Walkthrough Chart will be utilized by administrator to monitor the frequency of classroom visits and checklist notes will serve as evidence of instructional practices observed and feedback provided to the teacher.

Person responsible for monitoring outcome: Emily Falcon (efalcon@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Specific Teacher Feedback, we will focus on the evidence-based strategy of Make Meetings Matter. By implementing this strategy, we will ensure that time is managed properly and effectively. To guarantee that meetings are effective, consistent and developmental feedback should be used for problem-solving and reviewing progress. Administrators will use checklists to conduct walkthroughs that target specific evidence of instructional practices and student learning present in the classroom that improve academic achievement.

Rationale for Evidence-based Strategy: Administrative walkthroughs will allow administrators to monitor instructional practices and student learning to promote professional growth and increase student achievement. According to an article in Educational Leadership, "How Walkthroughs Open Doors", Ginsberg and Murphy discuss how administrators benefit from walkthroughs because because it helps them become more familiar with teachers' instructional practices; they can gauge school climate, examine instructional practices, student engagement, and achievement. In addition, walkthroughs help establish administrators as instructional mentors, influencing teaching and learning.
Ginsberg, M. B., & Murphy, D. (2002) How walkthroughs open doors. Educational Leadership, 34-36.

Action Steps to Implement

August 31, 2021 - October 11, 2021
The Leadership Team will conduct 20 minute walkthrough observations weekly and provide teachers with meaningful feedback that encourages dialogue and growth.

Person Responsible Emily Falcon (efalcon@dadeschools.net)

August 31, 2021 - October 11, 2021

The Leadership Team will highlight teacher successes observed during walkthroughs at faculty meetings and ask the teacher highlighted to share during the meeting.

Person Responsible Emily Falcon (efalcon@dadeschools.net)

August 31, 2021 - October 11, 2021

The Leadership Team will encourage teachers to incorporate formative assessment and review the results in data chat meetings.

Person Responsible Emily Falcon (efalcon@dadeschools.net)

August 31, 2021 - October 11, 2021

The Leadership Team will protect instructional time and continually monitor and reduce interruptions and distractions that may interfere with learning, engagement, and planning.

Person Responsible Emily Falcon (efalcon@dadeschools.net)

January 29, 2022 - April 29, 2022

Parent FSA/SAT Testing Night will be conducted to inform parents about state tests and suggested activities that will help decrease student deficiency in basic academic skills.

Person Responsible Emily Falcon (efalcon@dadeschools.net)

January 29, 2022 - April 29, 2022

During data chats, the School Leadership Team will share best practices with focus on improving foundational skills and increasing learner progress among Tier 2 and Tier 3 ELA students.

Person Responsible Emily Falcon (efalcon@dadeschools.net)

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

Area of Focus Description and Rationale: Based on data review, our school will implement the Targeted Element of Celebrating Successes. Early Warning Indicator Counts for students futured for the 2021-2022 school year indicates that 89 students out of 327 enrolled display a substantial Reading deficiency, 26 students display course failure in Math, 21 students display Attendance below 90%, and 19 students display two or more early warning indicators. By using incentive strategies with attendance and academic achievement, our students will want want to come to school, therefore we will see less absences and increased student proficiency.

Measurable Outcome: Early Warning Indicator counts for students futured for the 2022-2023 will decrease by 10%.

Monitoring: Culture and environment specifically related to Early warning Systems will be monitored using attendance reports and student formative/summative assessment results.

Person responsible for monitoring outcome: Carmen Ruiz-Garcia (cruiz-garcia@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Celebrating Success, our school will focus on the evidence-based strategy of student incentives. For the 2021-2022 school year a Student Incentive Program will be implemented throughout the school year to promote attendance, citizenship, and academic achievement. Students with deficiencies in Reading and Math will be provided targeted intervention to narrow the learning gaps and improve academic achievement.

Rationale for Evidence-based Strategy: Students respond to incentives. This year we will implement a dog tag incentive program that allows students to show off their achievements by hanging them from their backpack. They will be able to earn tags for attendance, behavior, academic achievement, and participation.

Action Steps to Implement

August 31, 2021 - October 11, 2021
Students will receive dog tag incentives for 100% Attendance and Character Traits of the Month.

Person Responsible Arlen Correa (arlencorrea@dadeschools.net)

August 31, 2021 - October 11, 2021
Classes with 100% attendance will receive a quarterly reward.

Person Responsible Arlen Correa (arlencorrea@dadeschools.net)

August 31, 2021 - October 11, 2021
Students will receive Principal Honor Roll, Honor Roll, and Effort during award ceremony.

Person Responsible Emily Falcon (efalcon@dadeschools.net)

August 31, 2021 - October 11, 2021
The school calendar notifications will be published in English and Spanish.

Person Responsible Emily Falcon (efalcon@dadeschools.net)

January 29, 2022 - April 29, 2022

The school counselor will hold a daily attendance lottery during morning announcements that will provide a more frequent incentive in promoting daily attendance. Teachers will call parents after two absences and the CIS will contact parents on a daily basis. The school counselor will call parents of chronically absent students to identify if any support is needed for the family.

Person Responsible Arlen Correa (arlencorrea@dadeschools.net)

January 29, 2022 - April 29, 2022

Targeted intervention with before school tutoring and after school tutoring specifically addressing reading and math skills will be provided to students to help close the gap in basic skill deficiency. Students will be recognized for perfect weekly attendance of tutoring sessions with weekly recognition by teacher.

Person Responsible Emily Falcon (efalcon@dadeschools.net)

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Based on the data review, our school will implement the Targeted Element of Data Driven Instruction. The data component in greatest need of improvement is Math. Students in the SWD subgroup decreased in Math Learning Gains by 17 percentage points and Learning Gains decreased by 14 percentage points from 2018 to 2019. We will provide the scaffolding necessary for the subgroups to access grade-level content in order to make learning gains and move towards proficiency.

Measurable Outcome: If we successfully implement targeted data driven differentiated instruction, our L25 SWD students will increase by a minimum of 10 percentage points as evidenced by the 2022 State Assessments.

Monitoring: The Leadership Team will conduct quarterly data chats and follow-up with regular walkthroughs to ensure that students are engaged in the learning process and effective instruction is taking place. Data analysis of formative assessments of the L25 SWD students will be reviewed to ensure progress is being made.

Person responsible for monitoring outcome: Emily Falcon (efalcon@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Data-Driven Instruction, our school will focus on the evidenced based strategy of Differentiation Instruction. Data-Driven Differentiated Instruction will meet the needs of not only the SWD and the L25, but the needs of all students as well. This will ensure an increase in academic achievement in math and narrow the achievement gap for SWD and L25 students.

Rationale for Evidence-based Strategy: Data-Driven Differentiated Instruction will ensure that teachers plan instruction that is targeted to the needs of students. Teachers will adjust instruction as data becomes available.

Action Steps to Implement

August 31, 2021 October 11, 2021
 Quarterly data chats will take place with the Leadership Team to review assessment data and ensure student progress.

Person Responsible Emily Falcon (efalcon@dadeschools.net)

August 31, 2021 October 11, 2021
 School Leadership Team will conduct regular walkthroughs to ensure that students are engaged in the learning process and that data-driven differentiated instruction is evident in Math classes.

Person Responsible Emily Falcon (efalcon@dadeschools.net)

August 31, 2021 October 11, 2021
 The Math Liaison will attend district meetings and provide support to math teachers.

Person Responsible Kristine Christie (kchristie@dadschools.net)

August 31, 2021 October 11, 2021
 Teachers will incorporate effective differentiated strategies based on analysis of student assessment data, interests, learning styles, and individual abilities during daily instruction, and make necessary adjustments in order to engage students in the learning process.

Person Responsible Carmen Ruiz-Garcia (cruiz-garcia@dadeschools.net)

January 29, 2022 - April 29, 2022

Teachers have been allocated mobile devices for each student and will integrate the weekly use of IXL, Gizmo, IReady Toolbox, and Reflex Math to support student achievement in Math.

Person Responsible Carmen Ruiz-Garcia (cruiz-garcia@dadeschools.net)

January 29, 2022 - April 29, 2022

Targeted intervention which include push-in support, before school tutoring and after school tutoring specifically addressing math skills will be provided for L25 SWD students.

Person Responsible Carmen Ruiz-Garcia (cruiz-garcia@dadeschools.net)

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

Area of Focus Description and Rationale: Based on the data review, our school will implement the Targeted Element of Standards-aligned Instruction. The majority of our ELA subgroups learning gains increased except the Hispanic and SWD group decreasing by 1 percentage point. The data component in greatest need of improvement is in Math. Students in the SWD subgroup decreased in Math Learning Gains by 17 percentage points and Learning Gains L25 decreased by 14 percentage points from 2018 to 2019.

Measurable Outcome: If we successfully implement standards-aligned instruction, then students will increase academic achievement by a minimum of 10 percentage points as evidenced by the 2022 State Assessments.

Monitoring: The Leadership Team will conduct quarterly data chats and follow-up with regular walkthroughs to ensure that students are engaged in the learning process and effective instruction is taking place. Data analysis of formative assessments of subgroup students will be reviewed to ensure they are making progress.

Person responsible for monitoring outcome: Emily Falcon (efalcon@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Standards-aligned Instruction, our school will focus on the evidence-based strategy of Blended Learning for instruction.

Rationale for Evidence-based Strategy: The use of Blended Learning for instruction was chosen to ensure learning takes place in the case that students are absent due to illness and/or quarantine. Teachers will use the online Curriculum Resources integrated with Schoology to provide instruction.

Action Steps to Implement

August 31, 2021 - October 11, 2021
Teachers will be provided with training on the use of Schoology (September 16) and will be provided with support by the Leadership Team.

Person Responsible Emily Falcon (efalcon@dadeschools.net)

August 31, 2021 - October 11, 2021
Teachers will provide effective Standards-Aligned Instruction based on the analysis of student assessment data, interests, learning styles and abilities.

Person Responsible Emily Falcon (efalcon@dadeschools.net)

August 31, 2021 - October 11, 2021
The Reading Liaison will attend district meetings/professional development and will provide support to Reading teachers on the implementation of the newly adopted reading series and intervention program.

Person Responsible Nancy Caceres (ncaceres@dadeschools.net)

August 31, 2021 - October 11, 2021
Teachers will provide direct, explicit reading and vocabulary strategy instruction that follows an instructional delivery model which includes modeled instruction, guided and independent practice, as well as lesson assessment.

Person Responsible Carmen Ruiz-Garcia (cruiz-garcia@dadeschools.net)

January 29, 2022 - April 29, 2022

Teachers will implement iReady Toolbox lessons that target student needs based on the analysis of assessment data to provide students with differentiated instruction in Reading and Math.

Person Responsible Emily Falcon (efalcon@dadeschools.net)

January 29, 2022 - April 29, 2022

Teachers will share Best Practices on the use of Dual Modality Instruction during Faculty Meetings since COVID-19 continues to impact in-school attendance during quarantine.

Person Responsible Emily Falcon (efalcon@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.

Bent Tree Elementary reported 0.5 incidents, a rate lower than the state elementary rate of 1.0 incidents per 100 students at an elementary school. As a result of 2 incident reports, our school falls in the moderate category. The incidents were property related, and there were no violent incidents or suspensions reported. The school culture or environment will be monitored by the Leadership Team to ensure that any incidents with behavior are addressed and corrected before they can escalate and affect the school's positive culture and environment. The counselor will work closely with any student in need of behavior correction.

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.

Bent Tree Elementary School's strength is reflected in the collaborative relationships amongst all stakeholders. The School Leadership Team builds a positive school culture and environment by creating a learning environment that meets the needs of all students by valuing stakeholder trust, respect, and setting high expectations. Our school implements initiatives and provides experiences throughout the year that

engage all stakeholders during and after school hours. Parents are provided with workshops and resources, so that they can support their child's learning at home. Furthermore, staff members often participate in team building activities and professional development that foster a high level of engagement designed to enhance professional practices.

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

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principal, Teacher Leaders and Counselor (our School Leadership Team). Teacher leaders and counselors gather feedback from stakeholders and make an effort to connect and build relationships with our students, parents, and community members. The Assistant Principal helps to create protocols which ensure all information and feedback is shared in a timely manner. 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.

Part V: Budget

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

1	III.A.	Areas of Focus: Leadership: Walkthroughs	\$0.00
2	III.A.	Areas of Focus: Culture & Environment: Early Warning Systems	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
4	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
Total:			\$0.00