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Treasure Island Elementary School

7540 E TREASURE DR, North Bay Village, FL 33141

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

Demographics

Principal: Dalia Villar

Start Date for this Principal: 10/15/2015

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)	93%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (61%) 2017-18: B (59%) 2016-17: C (51%)
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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Treasure Island Elementary School

7540 E TREASURE DR, North Bay Village, FL 33141

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2020-21 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">81%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">86%</p>

School Grades History

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

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SIP Authority

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE’s school improvement planning web application located at <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 Treasure Island Elementary is to develop internationally minded, independent, healthy, life-long learners by creating a global community where teachers, students, staff and families are actively engaged in encouraging one another to positively impact the world in unity and peace.

Provide the school's vision statement.

The vision of Treasure Island Elementary is to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

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
Stokes, Susan	Instructional Coach	The Reading Coach implements, leads, and evaluates the school's reading program; identifies and analyzes existing literature on scientifically based curriculum assessment and intervention approaches, and mentors teachers.
Mirabal, Fara	Teacher, K-12	The liaisons disseminate the information at grade level meetings and during school site professional development activities. In addition, they participate in grade level data chats to help make informed decisions regarding instructional practices to improve student achievement.
Villar, Dalia	Principal	The administrators (Villar and Lorenzo) will schedule and facilitate regular Rtl meetings, ensure attendance of team members, ensure follow up of action steps, and allocate resources. They also monitor the instructional program and provide support to teachers as needed. The other members of the school's Leadership Team include the following members who provide support to the teachers in an effort to increase student achievement:
Dorvilus, Lourdes	School Counselor	The counselor assists the leadership team with identifying students who are at risk of not meeting academic standards due to attendance and/or behavioral factors. She also provides relevant student services to help facilitate the appropriate instructional delivery to at-risk students and increase their opportunities for academic success.
Torres, Maritza	Other	The liaisons disseminate the information at grade level meetings and during school site professional development activities. In addition, they participate in grade level data chats to help make informed decisions regarding instructional practices to improve student achievement.
	Assistant Principal	The administrators (Villar and Lorenzo) will schedule and facilitate regular Rtl meetings ensure attendance of team members, ensure follow up of action steps, and allocate resources. They also monitor the instructional program and provide support to teachers as needed. The other members of the school's Leadership Team include the following members who provide support to the teachers in an effort to increase student achievement:
Joseph, Tarese	Other	The IB Coordinator communicates directly with the faculty and is involved in the school's transdisciplinary planning, professional development and assisting with the needs of the teaching staff.

Demographic Information

Principal start date

Thursday 10/15/2015, Dalia Villar

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.*

23

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.*

8

Total number of teacher positions allocated to the school

22

Total number of students enrolled at the school

402

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

2

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	72	70	70	60	75	0	0	0	0	0	0	0	400
Attendance below 90 percent	3	10	10	13	7	14	0	0	0	0	0	0	0	57
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	6	10	2	2	0	0	0	0	0	0	0	21
Course failure in Math	0	0	3	5	6	7	0	0	0	0	0	0	0	21
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Number of students with a substantial reading deficiency	1	20	27	42	11	14	0	0	0	0	0	0	0	115

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	2	4	11	4	5	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	3	3	3	13	0	2	0	0	0	0	0	0	0	24
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Wednesday 7/21/2021

2020-21 - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	76	81	73	88	82	73	0	0	0	0	0	0	0	473
Attendance below 90 percent	9	11	10	12	13	21	0	0	0	0	0	0	0	76
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	5	7	7	7	2	7	0	0	0	0	0	0	35
Course failure in Math	0	2	4	8	6	3	0	0	0	0	0	0	0	23
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	3	7	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	3	7	0	0	0	0	0	0	0	10

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	4	5	13	4	11	0	0	0	0	0	0	0	37

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	3	3	2	14	0	2	0	0	0	0	0	0	0	24
Students retained two or more times	0	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				65%	62%	57%	64%	62%	56%
ELA Learning Gains				69%	62%	58%	58%	62%	55%
ELA Lowest 25th Percentile				65%	58%	53%	47%	59%	48%
Math Achievement				69%	69%	63%	70%	69%	62%
Math Learning Gains				68%	66%	62%	66%	64%	59%
Math Lowest 25th Percentile				47%	55%	51%	50%	55%	47%
Science Achievement				45%	55%	53%	60%	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	52%	60%	-8%	58%	-6%
Cohort Comparison						
04	2021					
	2019	80%	64%	16%	58%	22%
Cohort Comparison		-52%				
05	2021					
	2019	49%	60%	-11%	56%	-7%
Cohort Comparison		-80%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	60%	67%	-7%	62%	-2%
Cohort Comparison						
04	2021					
	2019	79%	69%	10%	64%	15%
Cohort Comparison		-60%				
05	2021					
	2019	58%	65%	-7%	60%	-2%
Cohort Comparison		-79%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	41%	53%	-12%	53%	-12%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

The progress monitoring tool used to compile the below data was i-Ready Data AP1 for Fall, AP2 for Winter, and AP3 for Spring.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	45.3%	51.6%	59.4%
	Economically Disadvantaged	46.6%	50.0%	58.6%
	Students With Disabilities	40.0%	20.0%	30.0%
	English Language Learners	35.3%	29.4%	35.3%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	30.2%	34.9%	63.5%
	Economically Disadvantaged	31.6%	36.8%	66.7%
	Students With Disabilities	40.0%	20.0%	30.0%
	English Language Learners	35.3%	29.4%	35.3%

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	28.6%	43.6%	50.0%
	Economically Disadvantaged	28.9%	36.4%	46.5%
	Students With Disabilities	0	40.0%	44.4%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	25.0%	42.9%	56.4%
	Economically Disadvantaged	22.2%	42.2%	54.5%
	Students With Disabilities	10.0%	20.0%	33.3%
	English Language Learners	0	0	0
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	54.8%	56.9%	66.7%
	Economically Disadvantaged	50.8%	55.2%	67.8%
	Students With Disabilities	11.1%	11.1%	33.3%
	English Language Learners	40.0%	20.0%	20.0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	23.9%	38.6%	54.9%
	Economically Disadvantaged	18.5%	33.9%	53.4%
	Students With Disabilities	11.1%	0	22.2%
	English Language Learners	20.0%	40.0%	14.3%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	41.4%	60.6%	64.3%
	Economically Disadvantaged	37.3%	59.3%	62.1%
	Students With Disabilities	10.0%	40.0%	40.0%
	English Language Learners	16.7%	14.3%	28.6%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	35.3%	60.6%	80.3%
	Economically Disadvantaged	32.1%	59.3%	78.0%
	Students With Disabilities		20.0%	40.0%
	English Language Learners	14.3%	28.6%	71.4%
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	47.5%	52.5%	62.1%
	Economically Disadvantaged	43.1%	49.0%	58.0%
	Students With Disabilities	0	25.0%	28.6%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	31.6%	65.0%	82.0%
	Economically Disadvantaged	24.5%	61.5%	79.2%
	Students With Disabilities	0	12.5%	37.5%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	55.0%	0
	Economically Disadvantaged	0	53.0%	0
	Students With Disabilities	0	14.0%	0
	English Language Learners	0	0	0

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	27	55		19	27						
ELL	50	70		49	50						
BLK	29			36							
HSP	58	63	50	51	58		59				
WHT	68	45		62	82		83				
FRL	53	58	50	50	66	60	64				
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	42	56		48	56						
ELL	64	69	62	71	69	50	45				
BLK	69	80		69	70						
HSP	60	65	60	68	64	47	44				
WHT	82	78		73	83						
FRL	63	68	67	67	66	42	47				
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	39	33		41	50		45				
ELL	60	59	48	64	52	40	38				
BLK	71			79							
HSP	63	53	45	67	63	43	55				
WHT	64	71		79	81		83				
FRL	61	56	44	67	64	49	56				

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	58
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	58
Total Points Earned for the Federal Index	460
Total Components for the Federal Index	8
Percent Tested	83%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
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	55
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	33
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	57
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	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	68
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	57
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?

Trends identified include a decrease in the difference of 3rd, 4th and 5th grade ELA and 4th grade Mathematics in 2021 FSA data as compared to the district and state. A decrease of 4 percentage points was also evident in 4th grade Mathematics in 2021 as compared to the district and state. An increase was evident in 5th grade Science and Mathematics 2021 FSA data as compared to the district and state. SWD and ELL subgroups also showed an increase as evidenced by a comparison from 2018 to 2019 Subgroup Data.

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

Based on the results of 2021, the greatest need for improvement is in 3rd - 5th grade ELA and 4th grade Mathematics.

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

The 2021 FSA data demonstrated that students were not proficient in the area of reading and mathematics. This was correlated to the limited training and mastery of analyzing and utilizing assessment data to drive instruction, organize intervention, and differentiate instruction to meet the various needs of students.

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

The 2019 FSA ELA demonstrated that the most improvement was evident in 4th grade ELA and Mathematics as . Based on 2020-2021 i-Ready Reading and Math data demonstrated that there was an increase in the number of proficient students from AP1 to AP3.

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

The contributing factors to this improvement were data analysis, data chats, use of progress monitoring tools, the establishment of a collaborative planning schedule, support from the instructional coach, implementation of intervention, and before/after school tutoring opportunities.

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

Data-Driven Instruction, Standards-Based Collaborative Planning, Collaborative Data Chats, Corrective Feedback, Accountable Talk, Student Engagement

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 and school staff will develop sessions on using data to drive instruction, Corrective Feedback, and Accountable Talk (September/21), Student Engagement (November/21). Data chats will take place throughout the school year (ongoing). Support will be provided to address specific needs (ongoing).

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

Opportunities for intervention, weekly collaborative planning, and enrichment will be provided along with before/after school tutoring to ensure sustainability of improvement in the next year and beyond.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale: Based on the 2021 FSA data review, our school will implement weekly Collaborative Planning. We selected the overarching area of Collaborative Planning based on our findings that demonstrated a need for improvement in 3rd - 5th grade ELA and 4th grade Mathematics. During Collaborate Planning we will analyze student performance data and determine how that information will be used to drive future instruction. Discussions will also take place on student activities and teacher strategies used to remediate and/or enrich students on assessed standards.

Measurable Outcome: If we successfully implement weekly Collaborative Planning, then our 3rd - 5th grade ELA and 4th grade Mathematics results will increase by a minimum of 5 percentage points as evidenced by the 2022 State Assessments.

Monitoring: Collaborative planning schedule will be shared with members of each department/grade level for ongoing and continuous improvement. Administrators will review collaborative planning schedules and attend grade level collaborative planning meetings. During collaborative planning, data analysis will take place to plan for instruction. Data reports and progress monitoring tools will be utilized to close achievement gaps.

Person responsible for monitoring outcome: Susan Stokes (sstokes3@dadeschools.net)

Evidence-based Strategy: With the Targeted Element of Collaborative Planning, our school will focus on the evidence-based strategy of: Data-Driven Instruction. Data findings will guide planning, instruction, and delivery. Data-Driven instruction will be monitored through data trackers to drive instructional planning.

Rationale for Evidence-based Strategy: Data-Driven Instruction will ensure that teachers use performance data to inform instructional planning and delivery with a focus on targeting specific standards to meet the needs of students.

Action Steps to Implement

8/31-10/11 - Establish school-wide bi-weekly collaborative planning schedule for department/grade level meetings.

Person Responsible Susan Stokes (sstokes3@dadeschools.net)

8/31-10/11 - During collaborative planning, data will be utilized to set goals, determine sound instructional practices based on research, and differentiate instruction to meet the various needs of students.

Person Responsible Susan Stokes (sstokes3@dadeschools.net)

8/31-10/11 - Implement instructional strategies gathered from collaborative planning sessions.

Person Responsible Dalia Villar (daliavillar@dadeschools.net)

8/31-10/11 - During department/grade level meetings, and other professional development opportunities, school personnel will have the opportunity to collaborate with staff, share updates, and share best practices.

Person Responsible Dalia Villar (daliavillar@dadeschools.net)

11/1 -12/17 During collaborative planning, teachers will use baseline, i-Ready, Math Topic and Progress Monitoring assessment data to create DI and intervention groups. Teachers will continually make adjustments to their instruction, groups and instructional delivery as new data becomes available.

Person Responsible Susan Stokes (sstokes3@dadeschools.net)

11/1 -12/17 Administration will conduct weekly class walkthroughs to ensure the fidelity of daily DI and intervention implementation programs are evidenced by documents.

Person Responsible Dalia Villar (daliavillar@dadeschools.net)

1/31 - 4/29 During continued collaborative planning, teachers will identify the lowest performing students from the i-Ready report and other data tools for afterschool tutoring. Teachers will continually make instructional adjustment in lessons and pacing of the curriculum to meet the needs of all students.

Person Responsible Susan Stokes (sstokes3@dadeschools.net)

1/31 - 4/29 Administration will conduct data chats to ensure the fidelity of daily instruction is being conducted.

Person Responsible Marquis Harvard (239895@dadeschools.net)

#2. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale: Based on the 2021 FSA data review, our school will implement Student Engagement practices. We selected the overarching area of Student Engagement based on our findings that demonstrated a need for improvement in 3rd - 5th grade ELA and 4th grade Mathematics. During instruction, teachers will deliver lessons engaging all learners. Teachers will develop lessons which will increase the degree of attention, curiosity, interest, optimism, and passion that students show when learning. Their motivation will lead to progress in their education.

Measurable Outcome: If we successfully implement Student Engagement practices, then our 3rd - 5th grade ELA and 4th grade Mathematics results will increase by a minimum of 5 percentage points as evidenced by the 2022 State Assessments.

Monitoring: Administrators will conduct weekly walkthroughs to ensure students are engaged, motivated, and actively participating in the learning process. Weekly walkthroughs will provide evidence of student engagement and lead to reflective feedback and meaningful conversations among stakeholders.

Person responsible for monitoring outcome: Dalia Villar (daliavillar@dadeschools.net)

Evidence-based Strategy: With the Targeted Element of Student Engagement, our school will focus on the evidence-based strategy of: Accountable Talk. Accountable Talks will lead to discussion that is meaningful, respectful, and mutually beneficial to both speaker and listener to develop a mindset of a reflective learner.

Rationale for Evidence-based Strategy: Accountable Talk stimulates higher order and critical thinking-helping students to learn, reflect on their learning, and communicate their knowledge and understanding of classroom content.

Action Steps to Implement

8/31-10/11 - Implement the use of data trackers to allow students to track their progress, to support their reasoning, and communicate their knowledge and understanding of classroom content.

Person Responsible Susan Stokes (sstokes3@dadeschools.net)

8/31-10/11 - Conduct data chats to set learning goals and develop a mindset of a reflective learner.

Person Responsible Susan Stokes (sstokes3@dadeschools.net)

8/31-10/11 - Students will participate in peer conversation and small group talks that are meaningful, respectful, and mutually beneficial to both speaker and listener.

Person Responsible [no one identified]

8/31-10/11 - Conduct classroom walkthroughs to monitor student engagement and ensure that accountable talks are taking place focused on student learning.

Person Responsible Dalia Villar (daliavillar@dadeschools.net)

11/1-12/17 Teachers will provide student-feedback to incorporate student participation within their own learning experience to increase level of engagement.

Person Responsible Dalia Villar (daliavillar@dadeschools.net)

11/1-12/17 Administration will conduct data chats with select students to encourage participation to motivate and support the teacher-student relationship as it aligns with student engagement.

Person Responsible Marquis Harvard (239895@dadeschools.net)

1/31 - 4/29 Students identified in Tier 2 and Tier 3 subgroups will receive intervention in class, and also with our school interventionist. Students will be offered after school tutoring in the areas of Reading and Math.

Person Responsible Marquis Harvard (239895@dadeschools.net)

1/31 - 4/29 Teachers will monitor I-Ready usage/proficiency, skill checks, and chapter assessments to determine students areas of needs to address effective curriculum implementation and lesson plans.

Person Responsible Susan Stokes (sstokes3@dadeschools.net)

#3. Culture & Environment specifically relating to Student Attendance

Area of Focus
Description and Rationale: Based on the SIP data review, our school will implement Student Attendance initiatives. We selected the overarching area of Student Attendance based on our findings that demonstrated a need for improvement in Student Attendance.

Measurable Outcome: If we successfully implement Student Attendance initiatives, then student attendance will increase by a minimum of 20 percentage points as evidenced by June 2022.

Monitoring: Attendance Committee and administration will meet quarterly to discuss, plan, and revise incentives and implementation of homeroom attendance plan. Attendance incentive plan will be implemented to increase the number of homerooms with 100% attendance. To ensure we are on track in meeting our goal this data will be discussed during data chats with teachers and students and parental contact will be made when necessary.

Person responsible for monitoring outcome: Dalia Villar (daliavillar@dadeschools.net)

Evidence-based Strategy: With the Targeted Element of Student Attendance, our school will focus on the evidence-based strategy of: Celebrate Successes. Celebrating Successes will lead to improvements in student daily attendance which will impact learning and performance.

Rationale for Evidence-based Strategy: Celebrate Successes will give special recognition and achievements will be celebrated publicly allowing for encouragement from all stakeholders. Close monitoring and reporting of student absences, calls to parents, home visits, counseling, and referrals to outside agencies will also take place.

Action Steps to Implement

8/31-10/11 - Establish initiatives for teachers and students and create a schedule of recognitions that will take place throughout the school year.

Person Responsible: Dalia Villar (daliavillar@dadeschools.net)

8/31-10/11 - Student of the Month recognitions will celebrate students' exhibition of IB attitudes and characteristics.

Person Responsible: Tarese Joseph (208485@dadeschools.net)

8/31-10/11 - Attendance and Honor Roll recognitions will celebrate students' quarterly perfect attendance and academic performance.

Person Responsible: Lourdes Dorvilus (ms.dorvilus@dadeschools.net)

8/31-10/11 - i-Ready Green Initiative will recognize students who are performing on grade level and above as indicated by i-Ready Diagnostic Assessments.

Person Responsible: Susan Stokes (sstokes3@dadeschools.net)

11/1-12/17 - Student of the Month certificaties, Attendance recognitions, and I-Ready Green initiatives will be disseminated to nominated students that mmet the criteria for the various recognition programs.

Person Responsible Dalia Villar (daliavillar@dadeschools.net)

11/1-12/17 - The Jennifer Beth Turken (JBT) partnership within MDCPS recognized students at our school that have demonstrated acts of kindness.

Person Responsible Lourdes Dorvilus (ms.dorvilus@dadeschools.net)

01/31-04/29 - The Quarterly Attendance Popcorn Celebration will recognize students with perfect attendance.

Person Responsible Marquis Harvard (239895@dadeschools.net)

01/31-04/29 - The Parent to Peer Podcast members will recognize students who have perfect attendance in each month's episode.

Person Responsible Lourdes Dorvilus (ms.dorvilus@dadeschools.net)

#4. Leadership specifically relating to Leadership Development

Area of Focus Description and Rationale: Based on qualitative data from the School Climate survey and the SIP survey and review of the Core Leadership Competencies, we will focus on the Targeted Element of Leadership Development. Staff members indicated that they did not have the opportunity to be considered for leadership roles at the school.

Measurable Outcome: If we successfully implement Leadership Development, staff members will be provided with leadership opportunities as evidence by an increase in the percentage of those in leadership roles. Staff members will be empowered and student achievement will improve.

Monitoring: The Leadership Team will identify key personnel and teacher leaders. Key school personnel and teacher leaders will participate in meetings with administration, department/grade level meetings, and professional development opportunities to support staff.

Person responsible for monitoring outcome: Dalia Villar (daliavillar@dadeschools.net)

Evidence-based Strategy: With the Targeted Element of Leadership Development, our school will focus on the evidence-based strategy of: Shared Leadership. Shared Leadership will promote a growth mindset and increase effectiveness.

Rationale for Evidence-based Strategy: Shared Leadership will create leadership roles and provide decision-making opportunities for teachers, staff members, students, parents, and community members. Developing leaders within our school will positively impact school culture and academic performance of students.

Action Steps to Implement

8/31-10/11 - At the beginning of the school year, create collaborative planning schedule for bi-weekly department/grade level meetings.

Person Responsible Dalia Villar (daliavillar@dadeschools.net)

8/31-10/11 - At the beginning of the school year, a Grade Level Chairperson, IB Leader, and STEAM Leader will be identified for each grade level.

Person Responsible Dalia Villar (daliavillar@dadeschools.net)

8/31-10/11 - Monthly, the School Leadership Team will meet with Department/Grade Level Chairpersons.

Person Responsible Dalia Villar (daliavillar@dadeschools.net)

8/31-10/11 - During faculty meeting, department/grade level meetings, and other professional development opportunities, school personnel will have the opportunity to collaborate with staff, share updates, and share best practices.

Person Responsible Dalia Villar (daliavillar@dadeschools.net)

11/1-12/17 Monthly, collaborative planning schedules will be shared school-wide identifying a Grade Level Chairperson, IB Leader, and STEAM Leader.

Person Responsible Dalia Villar (daliavillar@dadeschools.net)

11/1 - 12/17 Administration will delegate tasks, and present opportunities during EESAC, Faculty Meetings and Grade Level Chair meetings to provide leadership roles within the school.

Person Responsible Dalia Villar (daliavillar@dadeschools.net)

01/31-04/29- The Staff Spotlight Initiative will identify staff members monthly on the school-wide calendar, contributing to a positive school climate.

Person Responsible Dalia Villar (daliavillar@dadeschools.net)

01/31-04/29- 01/31-04/29- The Teachers will join a committee of their choice to select a committee based on their interests to support the school-wide initiatives and learning environment.

Person Responsible Marquis Harvard (239895@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.

During the 2019-2020 school year, Treasure Island Elementary reported 0.6 incidents per 100 students, according to SafeSchoolsforAlex.org. We fall into the moderate category compared to all elementary schools statewide. Throughout the 2021-2022 school year, we will identify students exhibiting early warning indicators and provide the necessary support to promote positive school culture and an environment conducive to learning.

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.

The school addresses building a positive school culture and environment by maintaining supportive interactions with families, students, staff, and the community. As students learn about each other's cultures they learn to respect and embrace the differences between cultures, while also recognizing the similarities. Protocols are also in place which allow for honest communication and feedback amongst our school community. Model and nurture attitudes that emphasize the benefits of learning. Maintain clean, orderly and

appealing physical surrounding. Norms, values, and expectations are created that support social, emotional, and physical safety.

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

The stakeholders involved in building and promoting a positive culture and environment at the school are the Principal, Assistant Principal, Instructional Coach, Teacher Leaders, Counselor, and Community Involvement Specialist. To build positive relationships with parents, numerous incentives, activities, and programs have been implemented by school staff. The Community Involvement Specialist collaborates with parents to increase their conceptual understanding, enabling them to assist their children while also encouraging parents to become school volunteers, so they have a more active role in the school. The Parent Resource Center is open daily and provides a comfortable environment for parents to receive assistance. Parents are informed of activities and school events through School Messenger, PTA text messages, monthly calendars, the school's website, and social media outlets. Administrators, the guidance counselor, and teachers, celebrate attendance through initiatives.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Collaborative Planning	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Student Engagement	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Student Attendance	\$0.00
4	III.A.	Areas of Focus: Leadership: Leadership Development	\$0.00
Total:			\$0.00