Miami-Dade County Public Schools

Whispering Pines Elementary School

2021-22 Schoolwide Improvement Plan

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Whispering Pines Elementary School

18929 SW 89TH RD, Miami, FL 33157

http://wpines.dadeschools.net/

Demographics

Principal: Tamela Brown L

Start Date for this Principal: 7/15/2009

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	74%
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 White Students Economically Disadvantaged Students
School Grades History	2018-19: B (57%) 2017-18: A (67%) 2016-17: B (61%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	62%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	84%

School Grades History

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

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Whispering Pines Elementary is a school which fosters life-long learners in an atmosphere of shared respect, achievement and teamwork.

Provide the school's vision statement.

Whispering Pines Elementary School works efficiently, to promote success and educate young minds.

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
Brown, Tamela	Principal	Provides leadership, direction and cohesiveness within the school by working collaboratively with all stakeholders. The principal ensures the school climate fosters student and teacher growth.
Pando-Landaburu, Ruth	Assistant Principal	The assistant principal assists the principal in providing leadership, direction and cohesiveness within the school by working collaboratively with all stakeholders. The assistant principal also ensures the school climate fosters student and teacher growth.
Flores, Surama	School Counselor	The guidance counselor guides, advises, recommends, consults and assists with a variety of concerns pertaining to students' academic and social-emotional needs.
Blaize, Kamelia	Other	The math liaison attends professional development sessions, models lessons, provides feedback, conducts data analysis, and disseminates information.
Gonzalez, Doris	Teacher, ESE	The ESE teacher collaborates with colleagues to deliver classroom instruction that focuses on ensuring each student demonstrates appropriate learning gains in all core subject areas.

Demographic Information

Principal start date
Wednesday 7/15/2009, Tamela Brown L

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.*

15

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.*

17

Total number of teacher positions allocated to the school

34

Total number of students enrolled at the school

406

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

4

Identify the number of instructional staff who joined the school during the 2021-22 school year.

3

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	69	66	63	74	52	82	0	0	0	0	0	0	0	406
Attendance below 90 percent	3	5	7	7	4	5	0	0	0	0	0	0	0	31
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	8	2	0	0	0	0	0	0	0	0	10
Course failure in Math	0	0	1	3	1	1	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	7	9	9	0	0	0	0	0	0	0	25
Level 1 on 2019 statewide FSA Math assessment	0	0	0	17	11	9	0	0	0	0	0	0	0	37
Number of students with a substantial reading deficiency	0	0	0	25	23	24	0	0	0	0	0	0	0	72
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	6	3	5	18	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	0	0	0	2	0	0	0	0	0	0	0	0	0	2
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

Tuesday 8/31/2021

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	69	66	76	58	87	86	0	0	0	0	0	0	0	442
Attendance below 90 percent	5	8	7	4	5	9	0	0	0	0	0	0	0	38
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	7	3	0	5	0	0	0	0	0	0	0	15
Course failure in Math	0	1	3	1	1	6	0	0	0	0	0	0	0	12
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	12	0	0	0	0	0	0	0	12

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

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Students with two or more indicators	0	1	4	3	0	8	0	0	0	0	0	0	0	16

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	2	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				73%	62%	57%	73%	62%	56%
ELA Learning Gains				60%	62%	58%	66%	62%	55%
ELA Lowest 25th Percentile				41%	58%	53%	67%	59%	48%
Math Achievement				67%	69%	63%	72%	69%	62%
Math Learning Gains				65%	66%	62%	75%	64%	59%
Math Lowest 25th Percentile				39%	55%	51%	56%	55%	47%
Science Achievement				55%	55%	53%	63%	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	70%	60%	10%	58%	12%
Cohort Comparison						
04	2021					
	2019	69%	64%	5%	58%	11%
Cohort Comparison		-70%				
05	2021					
	2019	74%	60%	14%	56%	18%
Cohort Comparison		-69%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	54%	67%	-13%	62%	-8%
Cohort Comparison						
04	2021					
	2019	69%	69%	0%	64%	5%
Cohort Comparison		-54%				
05	2021					
	2019	73%	65%	8%	60%	13%
Cohort Comparison		-69%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	54%	53%	1%	53%	1%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

i-Ready

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	40.7	55.9	73.2
	Economically Disadvantaged	34.3	51.4	62.5
	Students With Disabilities	0	0	20
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	27.1	50.8	71.4
	Economically Disadvantaged	17.1	34.3	62.5
	Students With Disabilities	0	20	40
	English Language Learners	0	0	0

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	36.8	54.4	61.8
	Economically Disadvantaged	30.2	50.9	58.5
	Students With Disabilities	30	40	40
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	22.1	50	60.3
	Economically Disadvantaged	17	43.4	54.7
	Students With Disabilities	20	40	40
	English Language Learners	0	0	0

Grade 3				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	65.5	81.8	83.6
	Economically Disadvantaged	67.7	92.4	85.3
	Students With Disabilities	0	70	70
	English Language Learners	0	0	0
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	32.7	60	81.8
	Economically Disadvantaged	29.4	64.7	73.5
	Students With Disabilities	0	0	100
	English Language Learners	0	0	0

Grade 4				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	56.8	74.1	66.7
	Economically Disadvantaged	51.8	66.1	62.5
	Students With Disabilities	0	66.7	0
	English Language Learners	0	0	0
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	25.9	59.3	64.2
	Economically Disadvantaged	25	55.4	58.9
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 5					
English Language Arts	Number/% Proficiency	Fall	Winter	Spring	
	All Students	49.4	45.7	61.7	
	Economically Disadvantaged	46.7	41.7	56.7	
	Students With Disabilities	0	0	0	
	English Language Learners	0	0	0	
Mathematics	Number/% Proficiency	Fall	Winter	Spring	
	All Students	40.7	58	69.1	
	Economically Disadvantaged	33.3	50	65	
	Students With Disabilities	0	0	42.9	
	English Language Learners	0	0	0	
Science	Number/% Proficiency	Fall	Winter	Spring	
	All Students		38.1		
	Economically Disadvantaged		33.3		
	Students With Disabilities		0		
	English Language Learners		10		

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	47	45		40	36		27				
ELL	43			36							
ASN	50			60							
BLK	48			32							
HSP	68	49	17	65	53	42	63				
WHT	71	67		75	33		69				
FRL	59	42	13	54	43	33	54				
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	37	31	26	30	39	33	12				
ELL	73	75		64	56		60				
BLK	54	50	31	44	44	27	53				

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
HSP	72	61	42	70	69	45	50				
WHT	86	63		78	68		72				
FRL	68	63	40	58	59	38	46				
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	32	48	39	38	46	41	23				
ELL	64	67		50	67						
BLK	50	72		51	68	40	33				
HSP	75	68	72	72	75	62	66				
WHT	78	56		81	76		64				
FRL	70	66	72	67	76	57	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	47
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	
Total Points Earned for the Federal Index	326
Total Components for the Federal Index	7
Percent Tested	93%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
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	55
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	40
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	51
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	63
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	43
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?

Based on 2 year Science trend data, Science proficiency increased from 54% in 2019 to 57% in 2021, an increase of 3%. Based on 2 year ELA trend data, ELA proficiency decreased from 68% in 2019 to 65% in 2021, a decrease of 3%. Based on 2 year Mathematics trend data, Math proficiency decreased from 66% in 2019 to 61% in 2021, a decrease of 5%.

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

Students performing in the Lowest 25% in ELA demonstrated a decrease from 40%-17% in Learning Gains on the 2020-2021 FSA ELA Administration. Students performing in the Lowest 25% in Mathematics demonstrated a decrease from 39% to 33% in Learning Gains on the 2020-2021 FSA Mathematics Administration. The performance of 5th grade students on the 2021 FCAT Science Assessment increased from 54% in 2019 to 57% in 2021.

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

After the leadership team analysis data, student data conferences are held to guide students in developing and tracking progress towards their annual learning goals. In August 2021, data trends will be analyzed and administrative data conferences will be held to review student performance from the previous year and discuss their current status.

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

Based on 2 year Mathematics trend data, 5th grade students have increased in Math proficiency from 58% in 2017 to 73% in 2019, an increase of 15%.

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

Through the use of standards aligned instruction, standards based grading, and technology integration improvement was evident in mathematics.

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

Remediation, data conferences, and integration of new resources and technology will be implemented to accelerate learning.

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.

Each grade level has a designated teacher that attends the monthly ELA ICADs and shares information with respective grade level teams. The Mathematics and the Science liaisons also attend their PDs and share relevant information with the staff. In-house PDs share best practices as evidenced by sign-in sheets.

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

All students have been given an opportunity to attend summer school. The students scoring in the lowest 25% were offered GEER tutoring for free online after school.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Instructional Coaching	
Area of Focus Description and Rationale:	Based on the 2020-2021 School Climate Survey data, 29.9% of teachers indicated a desire to participate in Teacher-Driven Observation (Peer-observation and visiting). Teachers will do this in order to close the learning gap for students who scored 17% or less in learning gains in ELA, as well as the 5% decrease in math proficiency (66% in 2019 to 61% in 2021).
Measurable Outcome:	As a result of at least one peer observation and classroom visitation cycle per grade level, teachers will collaborate on best practices and implement recommended research based strategies. The use of these strategies will target areas in need of improvement in ELA and Mathematics. As a result, students will show an average of one month's growth in ELA and Mathematics as evidenced through progress monitoring and teacher led evaluations.
Monitoring:	The teacher led evaluations and student progress monitoring will be monitored for the desired outcome of an average of one month's growth per classroom visitation cycle.
Person responsible for monitoring outcome:	Tamela Brown (pr5951@dadeschools.net)
Evidence-based Strategy:	Based on 2020-2021 School Climate Survey data, 29.9% of teachers wanted Teacher-Driven Observation (Peer-observation and visiting). Peer coaching and peer observation will be utilized in order to demonstrate the use of best practices that will yield high level results with all students when progress monitoring.
Rationale for Evidence-based Strategy:	This rationale is based solely on teacher input and desire as indicated in the 2020-2021 School Climate Survey.

Action Steps to Implement

Teachers work together to discuss and share best teaching practices based on research
October 4-29, 2021

Person Responsible	Tamela Brown (pr5951@dadeschools.net)

Teachers plan classroom observations cycles and debriefing sessions.
October 4-29, 2021

Person Responsible	Tamela Brown (pr5951@dadeschools.net)

Teachers implement plans and ensure debriefing sessions are based on observations made during observation cycle.
October 4-29, 2021

Person Responsible	Tamela Brown (pr5951@dadeschools.net)

Teachers modify instructional practices based on observations, debriefing sessions and student data to enhance student engagement and performance.
October 4-29, 2021

Person Responsible	Tamela Brown (pr5951@dadeschools.net)

Teachers will repeat the observation cycle.
November 1, 2021 - December 17, 2021

Person Responsible Tamela Brown (pr5951@dadeschools.net)

Teachers will conduct a presentation to discuss outcomes with colleagues.
December 13-17, 2021

Person Responsible Tamela Brown (pr5951@dadeschools.net)

Teachers will repeat the peer observation and classroom visitation cycle and analyze how adjustments to high yield instructional strategies impacted student progress towards attaining annual goals.
January 31-April 1, 2022

Person Responsible Tamela Brown (pr5951@dadeschools.net)

Teachers will present findings to colleagues and provide insight on this practice pertaining to how it has enhanced teaching and learning.
April 4-29, 2022

Person Responsible Tamela Brown (pr5951@dadeschools.net)

#2. Leadership specifically relating to Professional Learning Communities	
Area of Focus Description and Rationale:	Based on 2020-2021 School Climate Survey data, 21.82% of teachers indicated a desire to participate in Professional Learning Communities.
Measurable Outcome:	Our goal is to create a minimum of one primary STEAM PLC and one intermediate STEAM PLC with at least 4 members on each team.
Monitoring:	Monitor integration of S.T.E.A.M. 5.0 lessons by conducting classroom walkthroughs, ensuring participation in STEAM competitions and events and showcasing student work on a quarterly basis.
Person responsible for monitoring outcome:	Tamela Brown (pr5951@dadeschools.net)
Evidence-based Strategy:	Professional Learning Communities will be developed to foster collaborative learning among colleagues that focuses on integrating STEAM components within all grade levels.
Rationale for Evidence-based Strategy:	The rationale for selecting this strategy is based on teacher input and desire.

Action Steps to Implement

Educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better student outcomes.
August 23, 2021 - October 11, 2021

Person Responsible	Tamela Brown (pr5951@dadeschools.net)

Educators will make space for innovation and incorporate new research based strategies.
August 23, 2021 - October 11, 2021

Person Responsible	Tamela Brown (pr5951@dadeschools.net)

Educators will maintain flexibility and welcome constructive feedback.
August 23, 2021 - October 11, 2021

Person Responsible	Tamela Brown (pr5951@dadeschools.net)

Educators will collect evidence from common assessments and use data protocols to determine which strategies were most effective
August 23, 2021 - October 11, 2021

Person Responsible	Tamela Brown (pr5951@dadeschools.net)

Educators will work collaboratively to ensure one STEAM 5.0 lesson is completed in each grade level.
November 1, 2021 - December 17, 2021

Person Responsible	Tamela Brown (pr5951@dadeschools.net)

Educators will conduct one STEAM Showcase to highlight STEAM 5.0 lesson.
December 13 - 17, 2021

Person Responsible	Tamela Brown (pr5951@dadeschools.net)

Educators will work collaboratively to ensure one STEAM 5.0 lesson is completed in each grade level.
January 31-April 1, 2021.

Person Responsible   Tamela Brown (pr5951@dadeschools.net)

Educators will conduct one STEAM Showcase to highlight STEAM 5.0 lesson.
April 4-29, 2022

Person Responsible   Tamela Brown (pr5951@dadeschools.net)

#3. Culture & Environment specifically relating to Positive Behavior Intervention and Supports	
Area of Focus Description and Rationale:	In an effort to address the ongoing needs of students in the lowest 25% in ELA and Mathematics, the GOLDEN Geckos Mentoring Program will partner students with mentors that will assist students in monitoring academic progress, engaging in celebrating success, promoting positive behavior and providing continuous support.
Measurable Outcome:	All student participants will demonstrate a minimum of one year's growth in ELA and/or Mathematics as evidenced by comparing iReady data from AP1 to AP3 during the 2021-2022 school year.
Monitoring:	Student monitoring will be aligned with the iReady Ongoing Progress Monitoring District Calendar.
Person responsible for monitoring outcome:	Tamela Brown (pr5951@dadeschools.net)
Evidence-based Strategy:	As part of the MTSS Framework Model, Positive Behavior Support and continuous tracking of individual students in making informed decisions about the student's educational and behavioral programing needs.
Rationale for Evidence-based Strategy:	The purpose of the Golden Geckos Mentoring Program is to provide additional support to identified students who do not respond to instruction with increasingly intensive levels of intervention.

Action Steps to Implement

Identify students in the Lowest 25% in ELA and Mathematics.
August 31, 2021

Person Responsible	Tamela Brown (pr5951@dadeschools.net)

Conduct initial meeting with GOLDEN Geckos to introduce program components and expectations.
September 27, 2021

Person Responsible	Tamela Brown (pr5951@dadeschools.net)

Assign mentors to identified students.
October 1, 2021

Person Responsible	Tamela Brown (pr5951@dadeschools.net)

Mentors will host initial meeting with assigned student.
October 11, 2021

Person Responsible	Tamela Brown (pr5951@dadeschools.net)

Mentors will meet with students to create individual goals.
November 1, 2021 - November 5, 2021

Person Responsible	Tamela Brown (pr5951@dadeschools.net)

Mentors will meet with students once per month to monitor student progress towards meeting individual goals.
November 1, 2021 - December 17, 2021

Person Responsible   Tamela Brown (pr5951@dadeschools.net)

The administrative team will meet with the Golden Geckos to celebrate each students' success towards their annual goal based on AP2 data.
January 31-February 15, 2022

Person Responsible   Tamela Brown (pr5951@dadeschools.net)

Mentors will meet with their assigned Golden Gecko to review progress towards annual goal, develop action steps for the remainder of the school year and monitor student progress.
January 31 - April 29, 2022

Person Responsible   [no one identified]

The administrative team will meet with the Golden Geckos to celebrate each students' success towards their annual goal based on AP2 data.
January 31-February 15, 2022

Person Responsible   Tamela Brown (pr5951@dadeschools.net)

Mentors will meet with their assigned Golden Gecko to review progress towards annual goal, develop action steps for the remainder of the school year and monitor student progress.
January 31 - April 29, 2022

Person Responsible   Tamela Brown (pr5951@dadeschools.net)

All students that met their annual goals will be celebrated at the Golden Gecko Glow Party.
March 16, 2022

Person Responsible   Tamela Brown (pr5951@dadeschools.net)

#4. Leadership specifically relating to Walkthroughs	
Area of Focus Description and Rationale:	Based on the 2020-2021 iReady data from AP1, AP2 and AP3, students in grades K, 1 and 2 that consistently perform at one or more grade levels below in ELA and/or Mathematics continue to not make adequate progress.
Measurable Outcome:	It is expected that students in grades K, 1, and 2 will consistently demonstrate growth toward attaining at least one year's growth during the 2021-2022 school year.
Monitoring:	Student monitoring will be aligned with the iReady Ongoing Progress Monitoring District Calendar.
Person responsible for monitoring outcome:	Tamela Brown (pr5951@dadeschools.net)
Evidence-based Strategy:	Classroom walthroughs will be conducted by school administrators and will consist of frequent five minute visits focused on specific look-fors that will provide valuable information pertaining to what's working and not working within the classroom. Immediate specific and focused feedback will be provided to support teaching and learning.
Rationale for Evidence-based Strategy:	Clearly defined priorities will be the evidence based strategy used within the school. Administrators will be able to gauge the climate of the classroom and student engagement and provide immediate feedback on an ongoing basis to enhance teaching and learning.

Action Steps to Implement

Administrators will analyze current classroom data.
August 23, 2021 - October 11, 2021

Person Responsible	Tamela Brown (pr5951@dadeschools.net)

Administrators will conduct a preliminary walkthrough to begin collecting baseline data pertaining to a wide spectrum of effective instructional practices.
August 23, 2021 - October 11, 2021

Person Responsible	Tamela Brown (pr5951@dadeschools.net)

Administrators will conduct a staff meeting to establish clear expectations related to the purpose and process of the walkthroughs.
August 23, 2021 - October 11, 2021

Person Responsible	Tamela Brown (pr5951@dadeschools.net)

Administrators will conduct classroom walkthroughs on a weekly basis and provide immediate feedback based on the connection between the look-fors and established standards.
August 23, 2021 - October 11, 2021

Person Responsible	Tamela Brown (pr5951@dadeschools.net)

Administrators will continue to conduct classroom walkthroughs on a weekly basis and provide immediate feedback based on the connection between look-fors and established standards.
November 1, 2021 - December 17, 2021

Person Responsible	Tamela Brown (pr5951@dadeschools.net)

The administrative team will debrief and determine focus points for upcoming walkthroughs based on evidence gathered.
November 1, 2021 - December 17, 2021

Person Responsible	Tamela Brown (pr5951@dadeschools.net)

The administrative team will provide additional support to teachers in first grade by utilizing instructional leaders to model high yield instructional practices based on walkthrough feedback.
January 31 - April 29, 2022

Person Responsible	Tamela Brown (pr5951@dadeschools.net)

The administrative team will continue to conduct classroom walkthroughs on a weekly basis and provide immediate feedback.
January 31 - April 29, 2022

Person Responsible	Tamela Brown (pr5951@dadeschools.net)

Additional Schoolwide Improvement Priorities

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

By utilizing the school's Alternative to Suspension Plan, various discipline measures have been implemented to eliminate the need to suspend students from school. This has resulted in zero suspensions across all grade levels. Behavior issues are minimized by ensuring classwork is standards-based, challenging, engaging and relevant. Progressive discipline is used to assist in successfully deescalating situations.

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.

By analyzing and understanding the current culture of the school, stakeholders will be given an opportunity to participate in meaningful parent involvement opportunities, celebrate personal achievements and model exemplary behavior. Input from stakeholders will be used to make adjustments as needed. Ensuring school norms are adhered to and consistent discipline practices are in place will yield a positive school culture and environment.

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

All employees will have and opportunity to participate in the GOLDEN (Growing Organized Leaders Whos Are Determined Educated and Noble) Geckos Mentoring Program , WPE Spirit Team and monthly team building activities. The PTA will provide support to teachers and students by providing funds to supplement resources and provide enrichment opportunities for students as parents help enhance the learning experience. Partnerships will continue with various community partners such as FIU, Deering Estate, and Integrity Martial Arts to support effective teaching and learning. Teachers and staff will participate in committees to promote a positive culture and environment.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Instructional Coaching	$0.00
2	III.A.	Areas of Focus: Leadership: Professional Learning Communities	$0.00
3	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports	$0.00
4	III.A.	Areas of Focus: Leadership: Walkthroughs	$0.00
		Total:	$0.00