

Miami-Dade County Public Schools

Palmetto Elementary School



2021-22 Schoolwide Improvement Plan

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Palmetto Elementary School

12401 SW 74TH AVE, Miami, FL 33156

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

Demographics

Principal: Eric Torres

Start Date for this Principal: 7/28/2021

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	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	24%
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 Asian Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (79%) 2017-18: A (75%) 2016-17: A (69%)
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	20%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	64%

School Grades History

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

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

Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Palmetto Elementary School is to provide an outstanding education within an effective learning environment that addresses the individual needs of all students, thereby developing life-long learners who demonstrate pride, respect, and excellence in all endeavors.

Provide the school's vision statement.

The vision of Palmetto Elementary School is to create life-long learners who consistently strive for excellence in our multicultural 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
Torres, Eric	Principal	Principal: Mr. Torres 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.
Fair, Sarah	Assistant Principal	Assistant Principal: Ms. Fair works as a leadership team member to ensure commitment to the goals set forth. Along with the principal and teachers, she works on building staff support, internal capacity, and sustainability over time. Ms. Fair also assists with monitoring the curriculum on a continuous basis. She ensures the collection of data, the implementation of Interventions, ongoing progress monitoring of MTSS/Rtl intervention groups, and support professional development activities and technical assistance for teachers regarding data-based instructional planning.
DeAlejo, Lisette	Other	PD Liaison: Ms. DeAlejo facilitates on-site professional development opportunities by proposing and/or delivering schoolbased professional learning that supports the school's strategic goals and objectives and collaborates with school leadership team, PDE, Region Center and school administrators to identify PD needs.
Tanner, Elena	Other	EESAC Chairperson: Ms. Tanner prepares and conducts EESAC meetings. She ensures that all members of the school community are provided an opportunity to participate in decision-making process, including members of the public, which are provided opportunity to address the EESAC.
Bogert, Aileen	Other	Science Liaison: Ms. Bogert attends monthly district ICAD meetings. She provides teachers with professional development in the area of Science. She provides teachers with instructional support through coaching, modeling, conferencing, and collaborative planning. In addition Ms. Bogert analyzes student data, leads intervention action planning for MTSS/Rtl Tier 2/3 students, and serves as the Gradebook Chairperson.
Perrin, Kimberly	Other	Math Liaison: Ms. Perrin McWilliams attends monthly district ICAD meetings. She provides teachers with professional development and support in the area of Mathematics. She provides teachers with instructional support through coaching, modeling, conferencing, and collaborative planning. In addition Ms. McWilliams analyzes student data, and leads intervention action planning for MTSS/Rtl Tier 2/3 students.
Astuto, Julie	School Counselor	Guidance Counselor: Ms. Astuto implements the Values Matter Initiative, along with other programs designed to prevent abuse, bullying, drug use, and so forth. She also provides quality services and expertise on intervention with at-risk students. In collaboration with the school social worker and mental health

Name	Position Title	Job Duties and Responsibilities
		coordinator, continues to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success. She participates in collection, interpretation, and analysis of data; facilitates development of intervention plans and provides support for intervention fidelity and documentation. Provides counseling for students that are in jeopardy of not doing well.

Demographic Information

Principal start date

Wednesday 7/28/2021, Eric Torres

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.*

24

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.*

10

Total number of teacher positions allocated to the school

40

Total number of students enrolled at the school

570

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

6

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

0

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	83	96	96	101	91	103	0	0	0	0	0	0	0	570
Attendance below 90 percent	1	4	1	0	1	1	0	0	0	0	0	0	0	8
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	1	1	2	2	0	0	0	0	0	0	0	6
Course failure in Math	0	0	0	1	2	1	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	4	12	26	9	6	0	0	0	0	0	0	0	57

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	0	0	4	2	0	0	0	0	0	0	0	0	8
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	110	91	103	94	105	89	0	0	0	0	0	0	0	592
Attendance below 90 percent	4	1	0	1	1	3	0	0	0	0	0	0	0	10
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	1	0	4	0	0	0	0	0	0	0	0	6
Course failure in Math	0	0	1	0	3	0	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	0	0	4	2	0	0	0	0	0	0	0	0	8
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				90%	62%	57%	87%	62%	56%
ELA Learning Gains				74%	62%	58%	73%	62%	55%
ELA Lowest 25th Percentile				75%	58%	53%	62%	59%	48%
Math Achievement				86%	69%	63%	87%	69%	62%

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
Math Learning Gains				83%	66%	62%	71%	64%	59%
Math Lowest 25th Percentile				71%	55%	51%	65%	55%	47%
Science Achievement				77%	55%	53%	78%	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	87%	60%	27%	58%	29%
Cohort Comparison						
04	2021					
	2019	90%	64%	26%	58%	32%
Cohort Comparison		-87%				
05	2021					
	2019	86%	60%	26%	56%	30%
Cohort Comparison		-90%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	80%	67%	13%	62%	18%
Cohort Comparison						
04	2021					
	2019	90%	69%	21%	64%	26%
Cohort Comparison		-80%				
05	2021					
	2019	84%	65%	19%	60%	24%
Cohort Comparison		-90%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	77%	53%	24%	53%	24%
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(s) used to compile the below data include percent of students proficient based on i-Ready Diagnostic results and midyear assessments for other subject areas and grade levels (i.e. Grade 5 Science).

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	64.4	79.3	86.2
	Economically Disadvantaged	38.5	53.8	69.2
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	55.8	73.6	82.8
	Economically Disadvantaged	38.5	61.5	53.8
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	63.3	76.7	78.9
	Economically Disadvantaged	60.0	75.0	65.0
	Students With Disabilities	66.7	66.7	75.0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	48.9	74.4	76.7
	Economically Disadvantaged	30.0	65.0	50.0
	Students With Disabilities	41.7	66.7	66.7
	English Language Learners	0	0	0

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	77.8	87.8	87.8
	Economically Disadvantaged	55.0	70.0	65.0
	Students With Disabilities	33.3	44.4	44.4
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	43.8	73.3	84.4
	Economically Disadvantaged	20.0	45.0	65.0
	Students With Disabilities	0	44.4	55.6
	English Language Learners	0	0	0

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	64.0	77.0	82.0
	Economically Disadvantaged	52.2	60.9	60.9
	Students With Disabilities	20.0	40.0	40.0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	57.0	79.0	89.0
	Economically Disadvantaged	39.1	56.5	69.6
	Students With Disabilities	10.0	30.0	50.0
	English Language Learners	0	0	0

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	53.7	68.3	76.8
	Economically Disadvantaged	36.0	56.0	52.0
	Students With Disabilities	27.3	27.3	27.3
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	55.7	73.2	82.9
	Economically Disadvantaged	31.8	48.0	68.0
	Students With Disabilities	30.0	36.4	63.6
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	47.0	0
	Economically Disadvantaged	0	21.0	0
	Students With Disabilities	0	18.0	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	40	38		43	54		36				
ELL	70	50		73	50		50				
BLK	57			64							
HSP	83	58	46	77	53	43	63				
WHT	88	72		89	79		86				
FRL	60	48	20	60	48	50	61				
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	54	65	65	68	69	67	36				
ELL	73	73	69	70	73	46					
ASN	91			100							
BLK	79			50							

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	88	71	76	83	79	71	74				
WHT	93	72	69	92	86	75	88				
FRL	81	73	73	72	80	70	33				
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	38	43	41	64	65	64	20				
ELL	68	69	75	68	63	64					
ASN	93			93							
BLK	50	64		50	45						
HSP	86	71	65	88	72	73	89				
WHT	92	78	56	89	73	67	70				
FRL	71	61	54	74	60	58	65				

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	68
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	81
Total Points Earned for the Federal Index	542
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	42
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	62
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	61
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	62
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	83
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	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

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

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

2019 data findings:

The school to district comparison shows a decrease in the Achievement gap narrowing from 3rd to 5th grade in both ELA and Math.

All ELA Subgroups Achievement increased except for Asian which decreased by 2 percentage points.

All ELA Subgroups Learning Gains increased or maintained except for White, which decreased by 6 percentage points.

All ELA Subgroups Learning Gains L25 increased except for ELL students which decreased by 6 percentage points.

All Math Subgroups Achievement increased or maintained, except for Students with Free and Reduced lunch which decreased by 2 percentage points and Hispanic which decreased by 5 percentage points.

All Math Subgroups Learning Gains increased across all grade levels.

All Math Subgroups Learning Gains L25 increased except for ELL students which decreased by 18 percentage points and Hispanic which decreased by 2 percentage points.

All Science Subgroups Achievement levels decreased except for White, which increased by 18 percentage points and Students With Disabilities students which increased by 16 percentage points.

2021 data findings:

The overall school ELA Achievement decreased by 7 percentage points.

The overall school ELA Learning Gains decreased by 10 percentage points.

The overall school ELA Learning Gains L25 decreased by 30 percentage points.

The overall school Math Achievement decreased by 5 percentage points.

The overall school Math Learning Gains decreased by 18 percentage points.

The overall school Math Learning Gains L25 decreased by 21 percentage points.

The overall school Science Achievement decreased by 4 percentage points.

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

2019 data findings:

The majority of our Math Subgroups Learning Gains increased by at least 5 percentage points.

However, the Math learning gains for ELL students decreased by 18 percentage points and Hispanic students decreased by 2 percentage points.

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

2019 data findings:

Annually, we have focused on implementing Differentiated Instruction (DI) in all classrooms. We have struggled with the use of DI with fidelity across grade levels. In some of our classrooms, intervention time is not maximized with effective strategies and time management. We will begin to plan for DI activities, align core and supplemental instructional resources to facilitate the implementation of DI. In addition, collaborative planning will support these efforts and will incorporate a greater focus on the remediation supplemental materials.

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

2019 data findings:

Overall ELA achievement increased across all subgroups. Additionally, ELA Learning Gains L25 increased from 62 percentage points in 2018 to 75 percentage points on the 2019.

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

2019 data findings:

We created a collaborative planning schedule that allotted time to plan for Differentiated Instruction (DI). We will also begin to incorporate the new intervention program, Horizons, per grade level to align appropriate resources and instructional strategies. Administrators will now attend weekly collaborative planning sessions and contribute to conversations with individual departments to carefully align resources.

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

Strategies to be implemented in order to accelerate learning will include differentiated instruction, blended learning, interventions-RTI, and data driven instruction.

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.

To accelerate learning the PLST will develop whole group sessions and job-embedded sessions on strategies to enhance our Math, Science and Language Arts curriculums. The professional development opportunities will include a session on the IXL program on the Professional Development day of August 19, 2021. Teachers will attend training sessions on the new Horizons program throughout the year. PLC sessions will take place on the fourth Wednesday of the month, where teachers will have opportunities to share best practices and conduct vertical planning.

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

Additional services that will be implemented to ensure sustainability of improvement in the next year and beyond will include extended learning opportunities providing before and after school tutoring, interventions, and STEM-based clubs. School Support Team meetings will take place as necessary.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:	Based on the data review, our school will implement the Targeted Element of Differentiation. We selected the overarching area of Differentiation based on our 2021 data findings that demonstrated both Reading and Math Learning Gains for the L25 subgroups decreased substantially. The overall school ELA Learning Gains L25 decreased by 30 percentage points. The overall school Math Learning Gains L25 decreased by 21 percentage points. We are not meeting the unique needs of all learners therefore it is evident that we must improve our ability to differentiate instruction based on the levels of the students we serve. We will provide the scaffolding necessary for the L25 subgroup to access grade-level content in order to make learning gains and move towards proficiency.
Measurable Outcome:	If we successfully implement differentiated instruction with fidelity, then our learning gains in the Math L25 subgroups 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 (both Administration-Teacher and Teacher-Student), adjust groups based on current data in real time, and follow-up with regular walkthroughs to ensure quality instruction is taking place. Administrators will review bi-weekly lesson plans for indication of differentiation for L25 subgroup, in particular. Data Analysis of formative assessments of L25 subgroup will be reviewed monthly to observe progress. We will create an online tracker to monitor OPM data on a bi-weekly basis. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards. Extended learning opportunities will be provided to those students who are not showing growth on OPMs.
Person responsible for monitoring outcome:	Sarah Fair (srfair@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Differentiation, our school will focus on the evidence-based strategy of Data-Driven Instruction. Data-Driven instruction will assist in accelerating the learning gains of our L25 subgroup, as it is a systematic approach of instruction to meet the students' needs. Data-Driven instruction will be monitored through the use of data trackers to drive instructional planning and data driven conversations to include OPMs.
Rationale for Evidence-based Strategy:	Data-Driven Instruction strategy is selected because it includes goal setting, interventions, teacher placement, course work, differentiating instruction etc, which all contribute to student achievement. This strategy will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

Action Steps to Implement

9/2-10/11: Based on student data, teachers will implement differentiated instruction using the standards skills plan provided by the IXL program. As a result, teachers will modify each student's instructional path based on their individual needs to develop classroom systems that are conducive to small group instruction.

Person Responsible Eric Torres (pr4221@dadeschools.net)

8/31-10/11: Teachers will collaboratively develop data trackers that can be used to track mini-assessments that are aligned to weekly small group instruction. Teachers will use data trackers to monitor student progress and structure students' learning pathways. As a result, learning gaps will be addressed and proficient students will be challenged.

Person Responsible Sarah Fair (srfair@dadeschools.net)

8/31-10/11: Teachers will develop lesson plans that are inclusive of DI instruction conducted Teacher-Led Centers (TLCs), providing differentiated instruction lessons based on data results and student performance. As a result, the teacher will target the student's areas for growth to ensure achievement gains.

Person Responsible Sarah Fair (srfair@dadeschools.net)

8/31-10/11: Teachers will provide students with the opportunity to demonstrate their acquired proficiency through various learning modalities, such as Cambridge challenges. As a result, students will have flexibility and free choice to demonstrate and engage in creativity and expression.

Person Responsible Eric Torres (pr4221@dadeschools.net)

11/1- 12/17: Teachers will have the opportunity to visit model classrooms to enhance implementation of small group instruction with Tier II & III, L25, and SWD student subgroups.

Person Responsible Eric Torres (pr4221@dadeschools.net)

11/1- 12/17: Teachers will utilize multiple forms of assessment to inform instruction, including: mastery checks, lesson checks, unit and chapter assessments, exit tickets, and student tasks.

Person Responsible Sarah Fair (srfair@dadeschools.net)

1/31- 4/29: Administration will conduct data chats with teachers individually to discuss student progress and plan next steps to ensure they achieve the targeted goal.

Person Responsible Sarah Fair (srfair@dadeschools.net)

1/31- 4/29: Teachers will work with small groups to provide remediation on standards students show deficiencies in, with an assessment score below 70%. After re-teaching, students may be reassessed to ensure mastery of 70% or above.

Person Responsible Sarah Fair (srfair@dadeschools.net)

#2. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale: Based on the data review, our school will implement the Targeted Element of Student Engagement. We selected the overarching area of Student Engagement based on our findings that not all students' subgroups are showing increased proficiency in Math. Additionally, 2021 data findings demonstrate that the overall school Math achievement decreased by 5 percentage points. We must improve our ability to effectively utilize inquiry-based learning as an instructional strategy to challenge and engage our on or above grade-level students.

Measurable Outcome: If we successfully implement Student Engagement, then our Math proficiency will increase by a minimum of 5 percentage points as evidenced by the 2022 State Assessments.

Monitoring: The Leadership Team will monitor Inquiry-Based Learning effectiveness through lesson plans, classroom walk-throughs, and student projects as part of our bi-annual Cambridge Challenge events.

Person responsible for monitoring outcome: Sarah Fair (srfair@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Student Engagement, our school will focus on the evidence-based strategy of Inquiry-Based Learning. If inquiry-based learning is implemented with fidelity, higher order thinking skills will improve, resulting in higher achievement in Reading, Mathematics, and Science.

Rationale for Evidence-based Strategy: Inquiry-Based Learning will ensure the implementation of higher-order thinking skills through posed questions, problems, or scenarios rather than presenting facts. When engaged in Inquiry-Based Learning, students will typically be assigned a research issue, question, project or problem to develop their knowledge or solutions.

Action Steps to Implement

8/31-10/11: Conduct Cambridge Challenges twice a year to measure global awareness, through K-5 student presentations.

Person Responsible Eric Torres (pr4221@dadeschools.net)

8/31-10/11: Teachers will develop lesson plans that reflect the engagement of students in Inquiry-Based Learning. As a result, teachers will have student groups, appropriate resources, and lesson plans that reflect student engagement.

Person Responsible Sarah Fair (srfair@dadeschools.net)

8/31-10/11: Implement Inquiry Space Project for new ELA Wonders book to measure higher-order critical thinking.

Person Responsible Sarah Fair (srfair@dadeschools.net)

8/31-10/11: Implement Inquiry-based Science labs, providing hands-on experiences emphasizing essential question and measure mastery through topic assessments.

Person Responsible Sarah Fair (srfair@dadeschools.net)

11/1- 12/17: Several technology platforms (iReady, Horizons, IXL, Reflex Math, etc.) will be implemented with the purpose of reinforcing standards taught and student engagement. Usage/passing rates will be monitored and rewarded.

Person Responsible Sarah Fair (srfair@dadeschools.net)

11/1- 12/17: Teachers will conduct data chats with students to engage them in self-progress monitoring and motivate them to improve their iReady, AR, and/or Topic Assessment scores.

Person Responsible Eric Torres (pr4221@dadeschools.net)

1/31- 4/29: Teachers will incentivize the use of computer based platforms to increase student engagement and motivate students to increase usage and participation.

Person Responsible Sarah Fair (srfair@dadeschools.net)

1/31- 4/29: Teachers will implement inquiry-based hands on Math and Science STEAM lessons to enhance student engagement and increase student performance, measuring mastery through topic assessments.

Person Responsible Sarah Fair (srfair@dadeschools.net)

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

Area of Focus Description and Rationale: Based on the data review of the School Climate Survey, our school will implement the Targeted Element of Social Emotional Learning. Through our data review, we noticed the data components that demonstrate the greatest need for improvement is in the area of morale. The data indicated a decrease in the questions that addressed morale, when comparing the 19-20 to 20-21 school climate survey. Additionally, a low percentage of students are neutral or disagree with the statement “Adults in my school care about me as an individual.” We recognize the need to consistently and effectively create learning opportunities for children and adults to acquire and effectively apply the knowledge, attitudes, and skills necessary to achieve positive goals and relationships.

Measurable Outcome: If we successfully implement the Targeted Element of Social Emotional Learning, then our school will achieve an increase of at least 90% of the students responding agree or strongly agree to the statement “Adults in my school care about me as an individual,” as evidenced in the School Climate Survey.

Monitoring: The Leadership Team will monitor Social Emotional Learning via documented RJP lesson plans and Value of the Month practices. The Leadership Team will also monitor the school climate survey responses and rate of students being referred to the office to address behavioral concerns; teachers will log the books they have read, and students will write a reflection about the meaningful message from the story.

Person responsible for monitoring outcome: Eric Torres (pr4221@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Social Emotional Learning, our school will focus on the evidence-based strategy of Staff-Student Connections. School-wide programs that promote Tolerance, and Anti-Bullying will be monitored on a weekly basis to promote positive relationships and inclusivity.

Rationale for Evidence-based Strategy: Inclusivity, Tolerance, and Anti-Bullying ensures staff support for implementing schoolwide programs that promote inclusivity, build tolerance, and reduce bullying. Inclusivity, Tolerance, and Anti-Bullying establishes an environment where students and staff feel safe from physical harm, teasing, gossip, and exclusion in school and/or social media.

Action Steps to Implement

8/31-10/11: A Diversity Equality Inclusivity (D.E.I) committee will be created, meeting monthly be created that will have the responsibility of developing and monitoring the long-term implementation of school-wide SEL activities and provide teachers with ideas and resources to implement in the classroom. They will structure activities, keep efforts focused, and promote accountability.

Person Responsible Eric Torres (pr4221@dadeschools.net)

8/31-10/11: Incorporate the use of Restorative Justice Practice (RJP) activities in weekly lesson plans. Discussion starters can be implemented as a morning routine or dismissal routine to help students make connections and build relationships.

Person Responsible Julie Astuto (jastuto@dadeschools.net)

8/31-10/11: Students will develop a “Reflection Journal” specifically to write about personal connections or lesson learned after reading or listening to stories that promote inclusivity, that teach tolerance, and how

to handle bullying. They can reflect on own practices and strategies to create an inclusive environment, that accepts others that are different.

Person Responsible Sarah Fair (srfair@dadeschools.net)

8/31-10/11: Activities will be created as part of the "No Place For Hate" program to promote tolerance, inclusivity and anti-bullying. Activities will be a part of Start With Hello Week, Kindness Week and Peace Week. Homeroom teachers will select students to serve as "Allies." Teacher nominations and student participation will be submitted and reviewed by the school counselor. Students will attend a training to enhance their ability to prevent bullying and act as "Allies" to their classmates and peers.

Person Responsible Julie Astuto (jastuto@dadeschools.net)

11/1- 12/17: Develop and implement a "No Place for Hate" committee to include Administrator, counselor, teachers, students, and parents to further support an inclusive and caring school climate.

Person Responsible Julie Astuto (jastuto@dadeschools.net)

11/1- 12/17: Counselor and Mental Health Coordinator will support small groups of students, addressing social/emotional concerns. This support staff will also provide families/parents, and students with resources and outside agency referrals.

Person Responsible Eric Torres (pr4221@dadeschools.net)

1/31- 4/29: Plan and implement meaningful small-group SEL-related activities and meetings.

Person Responsible Julie Astuto (jastuto@dadeschools.net)

1/31- 4/29: The leadership team will review the results of the midyear staff and student climate surveys to improve in the survey areas that demonstrate a need for growth and make necessary adjustments to meet the social and emotional needs of our staff and students.

Person Responsible Sarah Fair (srfair@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 review of the Core Leadership Competencies, we want to use the Targeted Element of Leadership Development. Teachers in the building did not feel that they had any voice in the decision-making process, therefore we want to develop teacher leaders by involving them in school-wide initiatives and ensuring they are informed and feel as though they have membership to the school community. By involving them in school-wide initiatives and allowing them the opportunity to further their learning, student success is positively impacted.

Measurable Outcome: If we successfully implement the Targeted Element of Leadership Development, then percentage of teachers in leadership roles will increase by at least 5% during the 2021-2022 school year.

Monitoring: The Leadership Team will identify specific staff members that are experts in areas that will serve as leads with new initiatives and development. By involving teachers, we hope to create an environment of shared leadership. This initiative will be evident by teacher leaders providing support and development to their colleagues in various areas. To ensure we are on the right track, teachers who receive support will share the knowledge they have gained during faculty meetings.

Person responsible for monitoring outcome: Sarah Fair (srfair@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Leadership Development, we will focus on the evidence-based strategy of Involving Staff in Important Decisions. By creating an “Experts in My Building” list and involving teachers in the decision making process, we hope to increase the feeling of shared leadership. Experts in the building will provide a summary of support to the Leadership Team on a monthly basis to ensure we are on the right track to meeting the outcome above.

Rationale for Evidence-based Strategy: Involving Staff will assist in integrating the talents of teachers within the building to carry out the vision, the mission, and problem solve. Throughout this process the LT will create buy in and bring creative and innovative solutions to the forefront.

Action Steps to Implement

8/31-10/11: Grade-Level/Department teachers will be provided opportunities to give input on school-wide improvement plans and actions regarding school culture and academics, ensuring decisions are made by individuals most influenced by the decisions.

Person Responsible Sarah Fair (srfair@dadeschools.net)

8/31-10/11: Grade-Level/Department teachers will be given the opportunity to present/participate in best practices during in-school professional learning communities (PLCs), providing experiences for teachers to grow as leaders and opportunities for teachers to learn from one another and foster the development of trusting and caring relationships.

Person Responsible Lisette DeAlejo (Idealejo@dadeschools.net)

8/31-10/11: Provide opportunities for teachers to plan collaboratively and vertically through department and grade level meetings to identify and develop plans to address learning gaps.

Person Responsible Eric Torres (pr4221@dadeschools.net)

8/31-10/11: Implement peer observations, during which time teachers observe their peers teaching the standards on which their students had the highest achievement during the last school year.

Person Responsible Eric Torres (pr4221@dadeschools.net)

11/1- 12/17: Administrators will identify strengths in staff with the goal of actively engaging them in various leadership opportunities (coaching, mentoring, facilitating professional development) in the school.

Person Responsible Sarah Fair (srfair@dadeschools.net)

11/1- 12/17: Administrators will employ staff members to create new initiatives that will benefit the school and support the mission.

Person Responsible Eric Torres (pr4221@dadeschools.net)

1/31- 4/29: Administration will spotlight a faculty member on social media who has demonstrated leadership in our school and community.

Person Responsible Eric Torres (pr4221@dadeschools.net)

1/31- 4/29: All faculty members will be given the opportunity to present during PLC's and faculty meetings to grow as leaders in the school.

Person Responsible Eric Torres (pr4221@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.

When comparing the discipline data of the school to discipline data across the state, the provided 2019-2020 school data reflects zero incidents. However, a primary area of concern to be monitored during the upcoming school year is Disruptive Behavior. The Student Code of Conduct will continue to be enforced and adhered to, parent communication will be ongoing, and School Support Team (SST) meetings will take place accordingly..

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.

Based on the results of the School Climate Survey, our school addresses building positive school culture by celebrating successes and supporting the professional development of faculty and staff. In addition, our administration is proactive in addressing and responding to teacher concerns within a reasonable amount of time.

Incentives are provided to faculty and students for attendance. We use our morning announcements to highlight students' accomplishments and celebrate birthdays. Our Parent Teacher Association (PTA), in conjunction with our administration, provides events for our students, staff and families to participate in such as Family Math Night, STEM Night, and Movies Under the Stars.

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). The Principal's role is to monitor and oversee all the school's initiatives and respond to concerns with morale by planning Team-building and morale boosting activities. The Assistant Principal will monitor the mentorship programs and assist in ensuring all information is shared with stakeholders in a timely manner. Teacher leaders assist in providing and responding to feedback from stakeholders. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families.