

Miami-Dade County Public Schools

# Banyan Elementary School



2021-22 Schoolwide Improvement Plan

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# Banyan Elementary School

3060 SW 85TH AVE, Miami, FL 33155

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

## Demographics

Principal: Vanessa Faraldo

Start Date for this Principal: 7/23/2019

|  |  |
|--|--|
| <b>2019-20 Status</b><br>(per MSID File)   | Active   |
| <b>School Type and Grades Served</b><br>(per MSID File)  | Elementary School<br>PK-5  |
| <b>Primary Service Type</b><br>(per MSID File)   | K-12 General Education   |
| <b>2020-21 Title I School</b>  | Yes  |
| <b>2020-21 Economically Disadvantaged (FRL) Rate</b><br>(as reported on Survey 3)  | 96%  |
| <b>2020-21 ESSA Subgroups Represented</b><br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities*<br>English Language Learners<br>Hispanic Students<br>Economically Disadvantaged Students |
| <b>School Grades History</b>   | 2018-19: A (62%)<br>2017-18: A (66%)<br>2016-17: A (69%)   |
| <b>2019-20 School Improvement (SI) Information*</b>  |  |
| <b>SI Region</b>   | Southeast  |
| <b>Regional Executive Director</b>   | <a href="#">LaShawn Russ-Porterfield</a>   |
| <b>Turnaround Option/Cycle</b>   | N/A  |
| <b>Year</b>  |  |
| <b>Support Tier</b>  |  |
| <b>ESSA Status</b>   |  |
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .   |  |

## 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](http://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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# Banyan Elementary School

3060 SW 85TH AVE, Miami, FL 33155

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

## School Demographics

|   |                               |   |
|---|-------------------------------|---|
| <b>School Type and Grades Served</b><br>(per MSID File) | <b>2020-21 Title I School</b> | <b>2020-21 Economically Disadvantaged (FRL) Rate</b><br>(as reported on Survey 3) |
| Elementary School<br>PK-5                               | Yes                           | 81%   |
| <b>Primary Service Type</b><br>(per MSID File)          | <b>Charter School</b>         | <b>2018-19 Minority Rate</b><br>(Reported as Non-white on Survey 2)               |
| K-12 General Education                                  | No                            | 100%  |

## School Grades History

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

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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.**

It is the mission of Banyan Elementary School to develop life long learners in a safe, multicultural learning environment while focusing on each student's academic achievement and social/emotional well-being.

#### **Provide the school's vision statement.**

Banyan Elementary provides educational excellence while fostering a multicultural learning environment for all students.

### 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  |
|-------------------------|---------------------|--|
| Faraldo-Padron, Vanessa | Principal           | As the principal, Vanessa Padron, oversees daily activities and operations within the school. Her main duties include ensuring that academic policies and curriculum are followed, desegregating data to promote a data driven school, promoting teacher leaders and maximizing their potential, and meeting with parents and stake holders on a regular basis to meet the needs of the community.   |
| Ferguson, Rameisha      | Assistant Principal | As the assistant principal, Rameisha Ferguson, assists and works in collaboration with the principal in the overall administration of the school's instructional programs, activities, and operations. She assists in promoting the mission and vision, academic curriculum and instruction, data desegregation, enforcing student discipline, encouraging and assisting teachers and students, and meeting with faculty, staff, students, and all stakeholders to address their concerns.                             |
| Collera, Mercedes       | Teacher, K-12       | As a classroom instructor and teacher leader, Mercedes Collera, is responsible for supervising, educating, and supporting students to help them accomplish learning benchmarks, learning gains, and overall student achievement and success. She is also responsible for preparing lessons, enforcing rules and classroom behavior, and leading a data driven classroom to maximize instruction. In addition, she is grade level chair and as such assists teachers with strategies to facilitate student achievement. |
| Quesada, Rebecca        | Teacher, K-12       | As a classroom instructor and teacher leader, Rebecca Quesada, is responsible for supervising, educating, and supporting students to help them accomplish learning benchmarks, learning gains, and overall student achievement and success. She is also responsible for preparing lessons, enforcing rules and classroom behavior, and leading a data driven classroom to maximize instruction. In addition, she is grade level chair and as such assists teachers with strategies to facilitate student achievement.  |
| Pekarsky, Jennifer      | Teacher, PreK       | As a classroom instructor and teacher leader, Jennifer Pekarsky, is responsible for supervising, educating, and supporting students to help them accomplish learning benchmarks, learning gains, and overall student achievement and success. She is also responsible for preparing lessons, enforcing rules and classroom behavior, and leading a data driven classroom to maximize instruction. In addition, she is the STEAM Liaison and helps to coordinate and promote a STEAM environment within the school.     |
| Segovia, Maria          | Teacher, K-12       | As a classroom instructor and teacher leader, Maria Segovia, is responsible for supervising, educating, and supporting students to help them accomplish learning benchmarks, learning gains, and overall student achievement and success. She is also responsible for preparing lessons, enforcing rules and classroom behavior, and leading a data driven classroom to maximize instruction. In addition, she is grade level chair and as such assists teachers with strategies to facilitate student achievement.    |

| Name                       | Position Title | Job Duties and Responsibilities   |
|----------------------------|----------------|---|
| Loureda-Escobedo, Milagros | Teacher, K-12  | As a classroom instructor, Milagros Loureda-Escobedo, is responsible for supervising, educating, and supporting students to help them accomplish learning benchmarks, learning gains, and overall student achievement and success. She is also responsible for preparing lessons, enforcing rules and classroom behavior, and leading a data driven classroom to maximize instruction. In addition, she assists with planning and coordinating schoolwide student activities. |

**Demographic Information**

**Principal start date**

Tuesday 7/23/2019, Vanessa Faraldo

**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.*

7

**Total number of teacher positions allocated to the school**

22

**Total number of students enrolled at the school**

263

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

1

**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                              | 39          | 40 | 40 | 54 | 43 | 47 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 263   |
| Attendance below 90 percent                              | 0           | 4  | 1  | 4  | 2  | 2  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 13    |
| One or more suspensions                                  | 0           | 0  | 0  | 0  | 0  | 0  | 0 | 0 | 0 | 0 | 0  | 0  | 0  |       |
| Course failure in ELA                                    | 0           | 2  | 4  | 6  | 4  | 10 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 26    |
| Course failure in Math                                   | 0           | 0  | 4  | 3  | 2  | 4  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 13    |
| Level 1 on 2019 statewide FSA ELA assessment             | 0           | 0  | 0  | 0  | 0  | 2  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 2     |
| Level 1 on 2019 statewide FSA Math assessment            | 0           | 0  | 0  | 0  | 0  | 2  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 2     |
| Number of students with a substantial reading deficiency | 0           | 3  | 10 | 13 | 9  | 8  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 43    |

**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 | 2 | 3 | 1 | 4 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 12    |

**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           | 2 | 0 | 2 | 0 | 1 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 5     |
| 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**

Thursday 7/29/2021

**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                   | 39          | 44 | 54 | 51 | 49 | 38 | 0 | 0 | 0 | 0 | 0  | 0  | 0     | 275 |
| Attendance below 90 percent                   | 3           | 1  | 3  | 3  | 2  | 2  | 0 | 0 | 0 | 0 | 0  | 0  | 0     | 14  |
| One or more suspensions                       | 0           | 0  | 0  | 0  | 0  | 0  | 0 | 0 | 0 | 0 | 0  | 0  | 0     |     |
| Course failure in ELA                         | 0           | 5  | 5  | 5  | 10 | 3  | 0 | 0 | 0 | 0 | 0  | 0  | 0     | 28  |
| Course failure in Math                        | 0           | 3  | 2  | 3  | 4  | 4  | 0 | 0 | 0 | 0 | 0  | 0  | 0     | 16  |
| Level 1 on 2019 statewide FSA ELA assessment  | 0           | 0  | 0  | 0  | 2  | 2  | 0 | 0 | 0 | 0 | 0  | 0  | 0     | 4   |
| Level 1 on 2019 statewide FSA Math assessment | 0           | 0  | 0  | 0  | 2  | 5  | 0 | 0 | 0 | 0 | 0  | 0  | 0     | 7   |

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

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

**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           | 2 | 0 | 2 | 0 | 1 | 0 | 0 | 0 | 0 | 0  | 0  | 0     | 5  |
| Students retained two or more times | 0           | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0  | 0  | 0     | 1  |

**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            |        |          |       | 60%    | 62%      | 57%   | 62%    | 62%      | 56%   |
| ELA Learning Gains         |        |          |       | 62%    | 62%      | 58%   | 69%    | 62%      | 55%   |
| ELA Lowest 25th Percentile |        |          |       | 42%    | 58%      | 53%   | 58%    | 59%      | 48%   |
| Math Achievement           |        |          |       | 68%    | 69%      | 63%   | 75%    | 69%      | 62%   |

| School Grade Component      | 2021   |          |       | 2019   |          |       | 2018   |          |       |
|-----------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
|                             | School | District | State | School | District | State | School | District | State |
| Math Learning Gains         |        |          |       | 75%    | 66%      | 62%   | 76%    | 64%      | 59%   |
| Math Lowest 25th Percentile |        |          |       | 50%    | 55%      | 51%   | 52%    | 55%      | 47%   |
| Science Achievement         |        |          |       | 80%    | 55%      | 53%   | 70%    | 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 | 67%    | 60%      | 7%                         | 58%   | 9%                      |
| Cohort Comparison |      |        |          |                            |       |                         |
| 04                | 2021 |        |          |                            |       |                         |
|                   | 2019 | 47%    | 64%      | -17%                       | 58%   | -11%                    |
| Cohort Comparison |      | -67%   |          |                            |       |                         |
| 05                | 2021 |        |          |                            |       |                         |
|                   | 2019 | 67%    | 60%      | 7%                         | 56%   | 11%                     |
| Cohort Comparison |      | -47%   |          |                            |       |                         |

| MATH              |      |        |          |                            |       |                         |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade             | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03                | 2021 |        |          |                            |       |                         |
|                   | 2019 | 62%    | 67%      | -5%                        | 62%   | 0%                      |
| Cohort Comparison |      |        |          |                            |       |                         |
| 04                | 2021 |        |          |                            |       |                         |
|                   | 2019 | 65%    | 69%      | -4%                        | 64%   | 1%                      |
| Cohort Comparison |      | -62%   |          |                            |       |                         |
| 05                | 2021 |        |          |                            |       |                         |
|                   | 2019 | 72%    | 65%      | 7%                         | 60%   | 12%                     |
| Cohort Comparison |      | -65%   |          |                            |       |                         |

| SCIENCE           |      |        |          |                            |       |                         |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade             | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05                | 2021 |        |          |                            |       |                         |
|                   | 2019 | 74%    | 53%      | 21%                        | 53%   | 21%                     |
| Cohort Comparison |      |        |          |                            |       |                         |

**Grade Level Data Review - Progress Monitoring Assessments**

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

IReady Diagnostic results was used to compile the data for all grade levels. The 5th grade Science data is based on Mid-year Assessment.

| Grade 1               |                            |      |        |        |
|-----------------------|----------------------------|------|--------|--------|
|                       | Number/% Proficiency       | Fall | Winter | Spring |
| English Language Arts | All Students               | 15   | 45     | 75     |
|                       | Economically Disadvantaged | 16.2 | 45.9   | 73     |
|                       | Students With Disabilities | 0    | 0      | 0      |
|                       | English Language Learners  | 0    | 27.3   | 54.5   |
|                       | Number/% Proficiency       | Fall | Winter | Spring |
| Mathematics           | All Students               | 22.5 | 55     | 85     |
|                       | Economically Disadvantaged | 21.6 | 51.4   | 83.8   |
|                       | Students With Disabilities | 0    | 0      | 0      |
|                       | English Language Learners  | 0    | 36.4   | 63.6   |
| Grade 2               |                            |      |        |        |
|                       | Number/% Proficiency       | Fall | Winter | Spring |
| English Language Arts | All Students               | 33.3 | 60.8   | 80.4   |
|                       | Economically Disadvantaged | 31.1 | 57.8   | 77.8   |
|                       | Students With Disabilities | 0    | 0      | 0      |
|                       | English Language Learners  | 0    | 0      | 0      |
|                       | Number/% Proficiency       | Fall | Winter | Spring |
| Mathematics           | All Students               | 28   | 45.1   | 70.6   |
|                       | Economically Disadvantaged | 29.5 | 40     | 66.7   |
|                       | Students With Disabilities | 0    | 0      | 0      |
|                       | English Language Learners  | 0    | 0      | 0      |

| Grade 3               |                            |      |        |        |
|-----------------------|----------------------------|------|--------|--------|
|                       | Number/% Proficiency       | Fall | Winter | Spring |
| English Language Arts | All Students               | 52.3 | 68.2   | 75.1   |
|                       | Economically Disadvantaged | 52.4 | 66.7   | 73.8   |
|                       | Students With Disabilities | 16.7 | 33.3   | 50     |
|                       | English Language Learners  | 0    | 0      | 0      |
|                       | Number/% Proficiency       | Fall | Winter | Spring |
| Mathematics           | All Students               | 25   | 47.7   | 59.9   |
|                       | Economically Disadvantaged | 23.8 | 47.6   | 57.1   |
|                       | Students With Disabilities | 16.7 | 16.7   | 33.3   |
|                       | English Language Learners  | 0    | 0      | 0      |
| Grade 4               |                            |      |        |        |
|                       | Number/% Proficiency       | Fall | Winter | Spring |
| English Language Arts | All Students               | 48.9 | 63.8   | 70.2   |
|                       | Economically Disadvantaged | 45.9 | 62.2   | 64.9   |
|                       | Students With Disabilities | 0    | 0      | 0      |
|                       | English Language Learners  | 0    | 0      | 0      |
|                       | Number/% Proficiency       | Fall | Winter | Spring |
| Mathematics           | All Students               | 36.2 | 68.1   | 80.9   |
|                       | Economically Disadvantaged | 27   | 62.2   | 75.7   |
|                       | Students With Disabilities | 0    | 14.3   | 28.6   |
|                       | English Language Learners  | 0    | 0      | 0      |

| Grade 5               |                            |                      |      |        |        |
|-----------------------|----------------------------|----------------------|------|--------|--------|
|                       |                            | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students               |                      | 35.3 | 44.1   | 54.5   |
|                       | Economically Disadvantaged |                      | 32.3 | 45.2   | 56.7   |
|                       | Students With Disabilities |                      | 25   | 33.3   | 41.7   |
|                       | English Language Learners  |                      | 0    | 0      | 0      |
|                       |                            | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics           | All Students               |                      | 29.4 | 32.4   | 54.5   |
|                       | Economically Disadvantaged |                      | 25.8 | 29     | 53.3   |
|                       | Students With Disabilities |                      | 33.3 | 33.3   | 33.3   |
|                       | English Language Learners  |                      | 0    | 0      | 0      |
|                       |                            | Number/% Proficiency | Fall | Winter | Spring |
| Science               | All Students               |                      |      | 9      |        |
|                       | Economically Disadvantaged |                      |      | 7      |        |
|                       | Students With Disabilities |                      |      | 15     |        |
|                       | English Language Learners  |                      |      | 0      |        |
|                       |                            | Number/% Proficiency | Fall | Winter | Spring |

**Subgroup Data Review**

| 2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS |          |        |             |           |         |              |          |         |           |                   |                     |
|---|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| Subgroups                                 | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2019-20 | C & C Accel 2019-20 |
| SWD                                       | 19       | 8      |             | 24        | 25      |              |          |         |           |                   |                     |
| ELL                                       | 58       | 47     |             | 46        | 21      |              | 24       |         |           |                   |                     |
| HSP                                       | 64       | 41     |             | 59        | 27      |              | 37       |         |           |                   |                     |
| FRL                                       | 62       | 48     |             | 58        | 32      |              | 40       |         |           |                   |                     |
| 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                                       | 24       | 66     | 64          | 46        | 55      |              |          |         |           |                   |                     |
| ELL                                       | 57       | 59     | 40          | 63        | 75      | 62           | 73       |         |           |                   |                     |
| HSP                                       | 60       | 61     | 42          | 68        | 75      | 50           | 79       |         |           |                   |                     |
| FRL                                       | 57       | 58     | 33          | 67        | 76      | 52           | 81       |         |           |                   |                     |

| 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                                       | 18       | 60     | 67          | 39        | 60      | 45           |          |         |           |                   |                     |
| ELL                                       | 46       | 64     | 60          | 71        | 73      | 47           | 38       |         |           |                   |                     |
| HSP                                       | 62       | 69     | 58          | 76        | 77      | 55           | 73       |         |           |                   |                     |
| FRL                                       | 63       | 69     | 60          | 77        | 77      | 58           | 72       |         |           |                   |                     |

### 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  | 51  |
| OVERALL Federal Index Below 41% All Students                                    | NO  |
| Total Number of Subgroups Missing the Target                                    | 1   |
| Progress of English Language Learners in Achieving English Language Proficiency | 71  |
| Total Points Earned for the Federal Index                                       | 306 |
| Total Components for the Federal Index  | 6   |
| Percent Tested  | 84% |
| Subgroup Data   |     |
| Students With Disabilities  |     |
| Federal Index - Students With Disabilities                                      | 19  |
| 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                                       | 45  |
| English Language Learners Subgroup Below 41% in the Current Year?               | NO  |
| Number of Consecutive Years English Language Learners Subgroup Below 32%        |     |
| Native American Students  |     |
| Federal Index - Native American Students  |     |
| Native American Students Subgroup Below 41% in the Current Year?                | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32%         |     |
| Asian Students  |     |
| Federal Index - Asian Students  |     |

| Asian Students   |     |
|--|-----|
| Asian Students Subgroup Below 41% in the Current Year?                             | N/A |
| Number of Consecutive Years Asian Students Subgroup Below 32%                      |     |
| Black/African American Students  |     |
| Federal Index - Black/African American Students                                    |     |
| Black/African American Students Subgroup Below 41% in the Current Year?            | N/A |
| Number of Consecutive Years Black/African American Students Subgroup Below 32%     |     |
| Hispanic Students  |     |
| Federal Index - Hispanic Students  | 50  |
| Hispanic Students Subgroup Below 41% in the Current Year?                          | NO  |
| Number of Consecutive Years Hispanic Students Subgroup Below 32%                   |     |
| Multiracial Students   |     |
| Federal Index - Multiracial Students   |     |
| Multiracial Students Subgroup Below 41% in the Current Year?                       | N/A |
| Number of Consecutive Years Multiracial Students Subgroup Below 32%                |     |
| Pacific Islander Students  |     |
| Federal Index - Pacific Islander Students  |     |
| Pacific Islander Students Subgroup Below 41% in the Current Year?                  | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32%           |     |
| White Students   |     |
| Federal Index - White Students   |     |
| White Students Subgroup Below 41% in the Current Year?                             | N/A |
| Number of Consecutive Years White Students Subgroup Below 32%                      |     |
| Economically Disadvantaged Students  |     |
| Federal Index - Economically Disadvantaged Students                                | 52  |
| 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:

Based on the 2019 State Assessment Data, all ELA Achievement Subgroups scored at least 57% with the exception of SWD which scored 24% which was a difference of 33 percentage points. In addition, all Math Achievement Subgroups scored at least 63% with the exception of SWD which scored 46% which was a difference of 17 percentage points. Science Achievement increased across all subgroups.

2021 data findings: Based on the 2019 State Assessment Data, our school showed an increase in ELA mastery in grades 3-5. The overall mastery increased from 60% in 2019 to 64% in 2021 which was a 5 percentage point increase. In Math mastery, we showed a decrease from 68% in 2019 to 60% in 2021 which was a 8 percentage point decrease. However, the most concerning data was in Science mastery. In Science, we decreased from 80% in 2019 to 39% in 2021 which was a 41 percentage point decrease.

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

2019 data findings:

Based on iReady Progress Monitoring Data, SWD showed the greatest need for improvement across all grade levels. In addition the L25% ELA Subgroup consisting of ELL, Hispanic, and Free Reduced Lunch (Economically Disadvantaged) also indicate a need for improvement. Comparing 2018 to 2019 data, all ELA L25% Subgroups decreased as follows: ELL 60% to 40%, SWD 67% to 64%, Hispanic 58% to 42%, and FRL 60% to 33%.

2021 data findings: Based on the 2021 State Assessment Data, the greatest need for improvement is in 5th Grade Science. Comparing the 5th grade Science Assessment data from 2019 to 2021, there was a significant decrease impacting student achievement. In 2019, Science mastery was 80% as compared 39% in 2021, which was a decrease of 41 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:

After reviewing our 2019 State Assessment Data, despite SWD students being provided with DI, intervention, and extended learning opportunities we noticed a need for improvement in these same areas due to a lack of consistency, frequency, and parents ability to have children participate in extended learning. To address these areas DI will take place daily, intervention will be conducted with fidelity, and extended learning will be offered in the morning and afternoons giving parents options. Furthermore, supplemental resources will be provided to accelerate learning. These implementations will be monitored with fidelity by administration.

2021 data findings:

After reviewing our Science Assessment 3-year trend Data which has been of high mastery with 70% or higher, our 2021 Science Assessment Data showed a significant decrease. We attribute the lack of consistency throughout the school year for our need for improvement; the struggle of teaching students who were out of class due to quarantine and the lack of computers to facilitate distance learning. In addition, the classroom assignment changes which lead to a lack of familiarity, new curriculum, new set of standards. New actions that will be taken to address the need for improvement are as follows: utilize District's Pacing Guides and Data from Science Assessments (via Performance Matters) with fidelity to drive instruction, offer more Science professional development opportunities on the curriculum and standards, and provide teachers with additional supplemental resources (J & J Bootcamp) to enhance learning opportunities. These implementations will be monitored with fidelity by administration.

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

2019 data findings:

Based on 2019 iReady Progress Monitoring Data, all students across all grade levels and subject areas demonstrated consistent growth. The greatest improvement was showing in grade 1 Math; students went from 22.5 proficiency in the Fall to 85 in the Spring which shows an increase of 62.5. In addition, according to the 2019 state assessments, fifth grade students consistently scored above the district and state in both reading and mathematics. In the area of ELA our school scored 67% while the district average was 60% which is a difference of 7% and the state was 56% which is a difference of 11%. In the area of mathematics our school scored 72% while the district average was 65% which is a difference of 7% and the state was 60% which is a difference of 12%.

2021 data findings: Based on our 2021 State Assessment Data, the school showed an increase in ELA mastery in grades 3-5. The overall mastery increased from 60% in 2019 to 64% in 2021 which was a 5 percentage point increase.

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

2019 data findings: Based on iReady Diagnostic Data, some of the factors contributing to improvements in our scores were extended learning opportunities, intervention groups, classroom teachers utilizing iReady with fidelity, and administration monitoring iReady usage. In addition, incentives were provided to the class with the highest weekly iReady usage and pass rate.

2021 data findings:

Our 2020-2021 iReady and 2021 State Assessment Data showed increases and learning gains in ELA. We attribute those improvements to the implementation and fidelity of our Intervention Program which had a positive impact on students' Reading performance. Grade Level/collaborative planning was conducted on a weekly basis with fidelity. In addition, after school tutoring was implemented throughout the school year for our lowest 25%.

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

Based on our iReady and State Assessment Data, in order to accelerate learning of all students, teachers will implement data-driven and differentiated instruction with fidelity. We will also continue with our Intervention Program and offer extended learning opportunities. In addition, teachers will continue to implement and conduct weekly Grade Level Collaborative Planning meetings.

**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.**

Based on our iReady and State Assessment Data, on professional development days, teachers will be provided with opportunities to attend either district or school sponsored Professional Development Trainings to support the school's areas of need. During our first school sponsored professional development day, teachers will learn about differentiated instruction and data driven instruction. In addition, based on the needs of our teachers, professional development opportunities will be offered through out the school year, during faculty meetings, and grade level meetings.

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

Based on iReady and State Assessment Data, in order to ensure sustainability of improvement, our school will participate in collaborative and vertical planning with fidelity through out the school year to ensure instructional strategies are being implemented. In addition, we will offer STEAM based

activities and clubs, extended learning opportunities after school, and homework assistance through our after-school program.

## Part III: Planning for Improvement

### Areas of Focus:

**#1. Instructional Practice specifically relating to Differentiation**

**Area of Focus Description and Rationale:** After reviewing our 2021 State Assessment Data, which was 64% in ELA Mastery, 60% in Math mastery, and 39% in Science mastery, we identified that data driven instruction (across all content areas) needs to be prioritized in order to accelerate student achievement. Due to decreases in our State Assessment Data, we realized that our teachers were not effectively disaggregating their data nor utilizing their data to drive instruction. Therefore, we will focus on grouping students and creating Differentiated Instructional groups based on the data which will assist in remediation and/or enrichment.

**Measurable Outcome:** If we successfully implement Differentiation, then our SWD and Lowest 25% students will increase by a minimum of 5 percentage points as evidenced by the 2022 State Assessments.

**Monitoring:** Teachers will disaggregate data from Performance Matters Reports, Reading Assessment Reports, and iReady Diagnostic Reports in order to drive instruction based on students individual needs. Data Chats, on-going classroom walkthroughs, iReady Data, Performance Matters and Reading Reports will be monitored by Administration.

**Person responsible for monitoring outcome:** Vanessa Faraldo-Padron (pr0201@dadeschools.net)

**Evidence-based Strategy:** Within the Targeted Element of Differentiation: our school will focus on the evidence-based strategy Differentiated Instruction. Targeted Differentiated Instruction will allow continuous support based on data driven instruction which will ultimately assist in enhancing learner growth and student achievement. In addition, it will help our lowest 25% students who are not meeting grade level expectations and assist in reinforcing skills as teachers plan and deliver their lessons and instructional strategies based on the standards, needs of the students and learning targets.

**Rationale for Evidence-based Strategy:** Differentiated Instruction through the use of Data-Driven Instruction will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to meet the needs of the students. Based on feedback from classroom walkthroughs, progress monitoring data, and data chats, teachers will continually make adjustments to their instruction. Lesson plans, instructional strategies, and delivery methods will constantly change as new data becomes available.

**Action Steps to Implement**

08/31/21-10/11/21  
Provide faculty and staff with professional development on data-driven instruction to facilitate the disaggregation of data, appropriate strategies to accelerate learning, and guidance with student grouping and data chats.

**Person Responsible** Vanessa Faraldo-Padron (pr0201@dadeschools.net)

08/31/21-10/11/21  
Teachers will administer progress monitoring assessments in order to pull Performance Matters, iReady, Math Topic Assessments, and Reading Assessment reports to plan collaboratively and hold data chats with administration. The disaggregation of data will allow teachers to plan activities and lessons that will remediate or enrich student learning.

**Person Responsible** Vanessa Faraldo-Padron (pr0201@dadeschools.net)

10/11/21-10/15/21

Teachers will conduct individual data chats with students to empower them with their learning. Students will be given the opportunity to set individual goals and are encouraged to track and monitor their own progress.

**Person Responsible** Vanessa Faraldo-Padron (pr0201@dadeschools.net)

08/31/21-10/11/21

Teachers will review data reports in order to create skills-based groups, plan activities based on student deficiencies with the weakest benchmarks in both reading and math, and select appropriate strategies to accelerate learning.

**Person Responsible** Vanessa Faraldo-Padron (pr0201@dadeschools.net)

11/01/21-12/21/21

Teachers will adjust their Differentiated Instruction groups based on the iReady AP1 Data, ELA Assessments, and Math Topic Assessments.

**Person Responsible** Vanessa Faraldo-Padron (pr0201@dadeschools.net)

11/01/21-12/21/21

Teachers will assign iReady Lessons for students based on their weakest benchmarks from their ELA Assessments and Math Assessments.

**Person Responsible** Vanessa Faraldo-Padron (pr0201@dadeschools.net)

01/31/22-04/29/22

Teachers will participate in additional Professional Development Trainings (i.e. iReady, Performance Matter, and English Language Arts/ELA and Mathematics iCADs) to further enhance their knowledge of data disaggregation and strategies to drive instruction.

**Person Responsible** Vanessa Faraldo-Padron (pr0201@dadeschools.net)

01/31/22-04/29/22

After a given assessment, teachers will disaggregate the data, revisit their assessments, and focus on debriefing and reteaching the weakest benchmarks. This will ensure that students understand the standard(s) being taught and allow teachers to see immediate feedback.

**Person Responsible** Vanessa Faraldo-Padron (pr0201@dadeschools.net)

**#2. Instructional Practice specifically relating to Small Group Instruction**

**Area of Focus Description and Rationale:** After reviewing our 2021 assessment results, which was 64% in ELA Mastery, 60% in Math mastery, and 39% in Science mastery, we identified that Small Group Instruction needs to be prioritized in order to accelerate student achievement. To enhance learning and increase learning gains of our lowest 25% students, our teachers will implement small group instruction (in all content areas) to work more closely with each student. Small Group Instruction will allow our teachers the opportunity to check for understanding, reinforce skills presented in whole group instruction, and/or change the pacing of a lesson. Teachers will have the opportunity to monitor closely and provide frequent and individualized feedback. Lastly, Small Group Instruction will provide a comfortable environment and boost student confidence to participate in a lesson or activity. Small Group Instruction will encourage teamwork as everyone in the group is working toward achieving the same goal which is increased student achievement.

**Measurable Outcome:** If we successfully implement Small Group Instruction/Differentiated Instruction, then our SWD and Lowest 25% students will increase by a minimum of 5 percentage points as evidenced by the 2022 State Assessments.

**Monitoring:** Instructional groups will be created utilizing iReady Diagnostic Reports, On-going Progress Monitoring will take place throughout the school year, and data reports such as: Performance Matters, Math Topic Assessments, Science Topic Assessments, and Reading Assessment will be monitored by teachers. In addition, Administration will conduct classroom walkthroughs, monitor assessment data results, and conduct data chats.

**Person responsible for monitoring outcome:** Vanessa Faraldo-Padron (pr0201@dadeschools.net)

**Evidence-based Strategy:** Within the Targeted Element of Small Group Instruction: our school will focus on the evidence-based strategy Data Driven Instruction. Targeted Small Group Instruction will provide an opportunity for teachers to evaluate our Lowest 25% students' learning strengths, identify learning gaps in their Reading, Math and/or Science skills, and tailor data driven lessons focused on specific learning objectives, strategies and benchmarks which will enhance learning gains for all students. Instruction will be data driven and planned based on the standards, needs of the students and learning targets.

**Rationale for Evidence-based Strategy:** Small Group Instruction will ensure that teachers are providing students with opportunities to grow and develop by providing them with a variety of lessons and activities at their instructional level (remediation or enrichment).

**Action Steps to Implement**

08/31/21-10/11/21  
DI groups will be created using iReady Diagnostic Assessment results (Reading and Math). In addition, Performance Matters, Math Topic Assessments, and Reading Assessment reports will be utilized to monitor student progress with the purpose of remediating and/or enriching and making learning gains.

**Person Responsible** Vanessa Faraldo-Padron (pr0201@dadeschools.net)

08/31/21-10/11/21  
Intervention groups for Tier 2 and 3 students will be created using data from iReady, Performance Matters, and Reading Progress Monitoring in order to provide students with 30 additional minutes of instruction with the purpose of reinforcing skills they are lacking.



**Person Responsible** Vanessa Faraldo-Padron (pr0201@dadeschools.net)

08/31/21-10/11/21

ELA Teachers in grades K-2 will utilize fluency checks during Differentiated Instruction (DI) as an instructional strategy to monitor and improve students' phonics skills. ELA Teachers in grades 3-5 will utilize chunking strategies during DI as an instructional strategy to monitor and improve reading comprehension. All teachers will utilize the SPADE strategy to enhance reading comprehension. Math Teachers in grades K-2 will utilize fluency facts and teachers in grades 3-5 will utilize the post-it note exit strategy in addition to the fluency facts. 5th Grade science Teachers will implement J & J Bootcamp supplemental curriculum and resources to assist in enhancing the Science curriculum.

**Person Responsible** Vanessa Faraldo-Padron (pr0201@dadeschools.net)

08/31/21-10/11/21

DI groups for Tier 1 students (enrichment groups) will be given opportunities to enhance their learning by utilizing programs such as ReadWorks, MyOn, and Reflex Math in addition to the B.E.S.T. Literature novels from the Wonders program. J&J Bootcamp (5th Grade), Science Essential Labs, and STEAM Projects will also be implemented in Science to enhance and increase student achievement.

**Person Responsible** Vanessa Faraldo-Padron (pr0201@dadeschools.net)

11/01/21-12/21/21

Teachers will plan for Differentiated Instruction (DI) with fidelity on an on-going basis as evidenced by DI Lessons Plans (District pacing Guides). DI Lesson Plans will be personalized based on student needs.

**Person Responsible** Vanessa Faraldo-Padron (pr0201@dadeschools.net)

11/01/21-12/21/21

Differentiated Instruction (DI)/Small Group charts and rotation schedules will be clearly evident in classrooms and lesson plans/DI binder.

**Person Responsible** Vanessa Faraldo-Padron (pr0201@dadeschools.net)

01/31/22-04/29/22

Teachers will conduct student Mid-Year data chats based on their recent AP2 iReady Diagnostic Assessment results which will allow students to reflect and set goals for their upcoming class and the State Assessments.

**Person Responsible** Vanessa Faraldo-Padron (pr0201@dadeschools.net)

01/31/22-04/29/22

Teachers will create collaborative groupings based on AP2 iReady Diagnostic Assessment Results. Grouping students by their reading level is an effective way to differentiate instruction.

**Person Responsible** Vanessa Faraldo-Padron (pr0201@dadeschools.net)

**#3. Leadership specifically relating to Leadership Development**

**Area of Focus Description and Rationale:**

Based on the data from our 2021 School Climate Survey, we have selected to focus on Leadership Development. The data revealed that 54% of our school personnel felt the need to work more collaboratively together as a team. Therefore, throughout the 2021-2022 school year, Administration will encourage and promote collaboration and teamwork. In addition, Administration will motivate and empower the staff to become Teacher Leaders who will promote the mission and vision of the school. Teachers will be given opportunities to facilitate professional development trainings and share best practices with colleagues based on their area of expertise.

**Measurable Outcome:**

If we successfully implement the promotion of best practices and collaboration amongst faculty across all grade levels, we will see an increase of at least 5% in school morale, communication, teachers volunteering for leadership positions, and ultimately increasing learning gains and student achievement during the 2021-2022 school year.

**Monitoring:**

Leadership development will be monitored throughout the year with fidelity as evidenced by faculty meetings, grade level meetings, and classroom walkthroughs.

**Person responsible for monitoring outcome:**

Vanessa Faraldo-Padron (pr0201@dadeschools.net)

**Evidence-based Strategy:**

Within the Targeted Element of Leadership Development: our school will focus on the evidence-based strategy of Involving Staff in Important Decisions. By creating a "Teacher Leadership Team" list and involving teachers in the decision making process, we hope to increase the feeling of shared leadership. Experts in the building will support their colleagues, provide assistance, modeling, and collaboration on a weekly basis. The Teacher Leadership team will provide a summary of their feedback during monthly meetings with administration to ensure that we are moving in the right direction to meet our goal's outcome.

**Rationale for Evidence-based Strategy:**

Involving staff and implementing Leadership Development will assist in integrating the talents of teachers within the building to carry out the vision and mission of the school, while problem solving. Throughout this process, the Leadership Team will bring creative and innovative solutions to the table. Collaboration amongst faculty and staff will foster a positive school climate and culture, build teacher capacity, and develop strong teacher leaders.

**Action Steps to Implement**

08/31/21-10/11/21

Collaborative Planning will take place throughout the school year, teachers will be encouraged to have grade level meetings to develop lesson plans, share best practices, and collaborate different instructional practices and strategies.

**Person Responsible**

Vanessa Faraldo-Padron (pr0201@dadeschools.net)

08/31/21-10/11/21

Teachers and staff will be given the opportunity to lead committees. We expect to see teachers and staff collaborating and working together for the safety and well being of our students. Collaboration amongst faculty and staff will foster a positive school climate and culture, build teacher capacity, and develop Teacher Leaders.

**Person Responsible**

Vanessa Faraldo-Padron (pr0201@dadeschools.net)



08/31/21-10/11/21

Teachers will be given the opportunity to Share Best Practices during Faculty Meetings, Grade Level Meetings, and Leadership Team Meetings.

**Person Responsible** Vanessa Faraldo-Padron (pr0201@dadeschools.net)

08/31/21-10/11/21

Teachers will be given the opportunity to model classroom instructional lessons and share instructional lesson plans, strategies and practices.

**Person Responsible** Vanessa Faraldo-Padron (pr0201@dadeschools.net)

11/01/21-12/21/21

Teachers will participate in ELA and Math iCADS. As a follow-up, teachers will share the information, knowledge gained, and experience with other grade level teachers at the school-site.

**Person Responsible** Vanessa Faraldo-Padron (pr0201@dadeschools.net)

11/01/21-12/21/21

Teachers will take the initiative to become Teacher Leader/Sponsors by creating and developing extra curricular student clubs and activities (i.e. Book Club, Robotics Club, Mental Health Club, Honor's Society Club, etc.).

**Person Responsible** Vanessa Faraldo-Padron (pr0201@dadeschools.net)

01/31/22-04/29/22

Emerging Teacher Leaders will be given opportunities to grow by assuming new responsibilities in areas other than their teaching assignment. Expanding and diversifying their skillsets will allow them to become more confident and enhance their leadership roles.

**Person Responsible** Vanessa Faraldo-Padron (pr0201@dadeschools.net)

01/31/22-04/29/22

Administrators and veteran colleagues will serve a mentors to assist and provide insight to teacher leaders. They will be a resource for advice and guidance; therefore increasing the success of teacher leaders.

**Person Responsible** Vanessa Faraldo-Padron (pr0201@dadeschools.net)

**#4. Culture & Environment specifically relating to Social Emotional Learning**

**Area of Focus Description and Rationale:** Based on the data from the 2021 School Climate Survey, we have selected to focus on all social emotional growth by celebrating successes. Through our data review, we noticed that only about 50% of our students strongly believe that their teachers are interested in how they do in the future. We recognize the need to celebrate successes because that will not only affect the present, but also the students' future educational endeavors.

**Measurable Outcome:** If we successfully implement strategies to celebrate successes for all stakeholders, we will see an increase of at least 5% in school morale and stakeholders emotional well being. This positive impact for all stakeholders will ultimately affect student achievement during the 2021-2022 school year.

**Monitoring:** Social emotional learning will be monitored throughout the year with fidelity by various celebratory success strategies including the weekly iReady turnover chain, staff and student highlights, class iReady or Reflex celebrations and individual celebrations for students who have made gains.

**Person responsible for monitoring outcome:** Vanessa Faraldo-Padron (pr0201@dadeschools.net)

**Evidence-based Strategy:** Within the Targeted Element of Social Emotional Learning: our school will focus on the evidence-based strategy Celebrating Successes. One of the targeted celebratory success strategies that we will implement and focus on this year will be the weekly iReady Turnover Chain Challenge. Homeroom classes will have the opportunity to celebrate success and earn the "iReady Turnover Chain" based on the class with the highest percentage of lessons passed (70% or higher). This strategy will be evidenced by weekly school iReady Data Reports.

**Rationale for Evidence-based Strategy:** This specific strategy was selected because it celebrates the success of the students, the teacher and the class as a whole. The iReady Turnover chain encourages students to try their best and complete their minutes and pass their lessons with proficient percentage pass rates.

**Action Steps to Implement**

08/31/21-10/11/21  
 Student Recognition and incentives such as ice cream and popcorn parties, and dances will be given to students with high performance and meeting their goals on such programs as: iReady, Reflex Math, and myON Reader.

**Person Responsible** Vanessa Faraldo-Padron (pr0201@dadeschools.net)

10/08/21-10/11/21  
 After each iReady Diagnostic Assessment, we will celebrate students who scored in "green" (Tier 1). We will have "Go Green" celebrations to acknowledge student learning gains (AP1 - Green Popcorn Party; AP2 - Green Lime Shebert Ice Cream Party; AP3 - Outside Party on the Greens).

**Person Responsible** Vanessa Faraldo-Padron (pr0201@dadeschools.net)

08/31/21-10/11/21  
 We will implement the weekly iReady Turnover Chain Challenge for the class with the highest percentage of lessons passed with 70% percent or higher.

**Person Responsible** Vanessa Faraldo-Padron (pr0201@dadeschools.net)

08/31/21-10/11/21

The school's Social Media (Instagram, Twitter, and Facebook) will highlight and celebrate the successes of students for the following: High Academic Achievements, Student of the Month, Honor Roll, Do The Right, and winners of the iReady Challenge.

**Person Responsible** Vanessa Faraldo-Padron (pr0201@dadeschools.net)

11/01/21-12/21/21

Students will be recognized and celebrated for various accomplishments via the Banyan Morning Announcements.

**Person Responsible** Vanessa Faraldo-Padron (pr0201@dadeschools.net)

11/01/21-12/21/21

We will celebrate our iReady Champions quarterly (students who meet their 45 minutes weekly and score 75% or higher on their lessons on a consistent basis.

**Person Responsible** Vanessa Faraldo-Padron (pr0201@dadeschools.net)

01/31/22-04/29/22

We will celebrate staff successes through recognition: giving verbal and written praise which boosts morale and encouraging staff to keep performing at high levels.

**Person Responsible** Vanessa Faraldo-Padron (pr0201@dadeschools.net)

01/31/22-04/29/22

Spotlight and provide incentives to "Star-Studded" teachers who go above and beyond the call of duty during faculty meetings.

**Person Responsible** Vanessa Faraldo-Padron (pr0201@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.

**In comparing our school's discipline data with that of the state of Florida, Banyan Elementary has very low incidents of behavior problems with only 1% of the population receiving a behavior referral. Banyan will focus on maintaining a positive environment for all stakeholders. When students feel welcomed and taken care of, their behavior improves. Rather than monitor for behavior concerns, we will focus on celebrating success, thus impacting the students' overall Social Emotional 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.

Our school builds a positive school culture and environment by engaging all stakeholders. Our strengths within School Culture are in Providing a Safe Learning Environment, Celebrating Success, Relationships, and Connections. Each year a theme is selected to motivate students both academically and emotionally. Various activities are held throughout the school year where faculty, staff, students, and community members are encouraged to participate and promote their school pride. In addition, the school's social media pages are used to both celebrate accomplishments and inform the community of our achievements.

### 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, and Teacher Leaders (our School Leadership Team). The Principal's role is to monitor and oversee the school's initiatives and respond to concerns with morale. The Assistant Principal will assist in ensuring all information is shared with stakeholders in timely manner. Teacher Leaders assist in providing and responding to feedback from stakeholders. Our PTA/Banyan Roots parents serve as liaisons between school and community providing up-to-date information within a timely manner. All stakeholders are responsible for making specific efforts to connect and build relationship with students, parents, and families.

## Part V: Budget

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

|               |        |  |               |
|---------------|--------|--|---------------|
| 1             | III.A. | Areas of Focus: Instructional Practice: Differentiation          | \$0.00        |
| 2             | III.A. | Areas of Focus: Instructional Practice: Small Group Instruction  | \$0.00        |
| 3             | III.A. | Areas of Focus: Leadership: Leadership Development               | \$0.00        |
| 4             | III.A. | Areas of Focus: Culture & Environment: Social Emotional Learning | \$0.00        |
| <b>Total:</b> |        |  | <b>\$0.00</b> |