# Palm Springs Elementary School



# 2022-23 Schoolwide Improvement Plan

## Table of Contents

# Palm Springs Elementary School

## 6304 E 1ST AVE, Hialeah, FL 33013

## http://palmsprings.dadeschools.net/

## Demographics

## Principal: Luis Bello                    Start Date for this Principal: 8/24/2022

| | |
|---|---|
| **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 |
| **2021-22 Title I School** | Yes |
| **2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3) | 94% |
| **2021-22 ESSA Subgroups Represented** (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities* English Language Learners Hispanic Students Economically Disadvantaged Students |
| **School Grades History** | 2021-22: A (66%) 2018-19: B (57%) 2017-18: A (62%) |
| **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** | ATSI |
| * 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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## 6304 E 1ST AVE, Hialeah, FL 33013

## http://palmsprings.dadeschools.net/

## School Demographics

| **School Type and Grades Served** (per MSID File) | **2021-22 Title I School** | **2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3) |
|---|---|---|
| Elementary School PK-5 | Yes | 94% |

| **Primary Service Type** (per MSID File) | **Charter School** | **2018-19 Minority Rate** (Reported as Non-white on Survey 2) |
|---|---|---|
| K-12 General Education | No | 98% |

## School Grades History

| Year | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| Grade | A | | B | B |

## School Board Approval

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## Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement.**

The faculty and staff of Palm Springs Elementary School believes that all students can become lifelong learners and participatory citizens in a global society. Our mission is to engage and motivate all students, by providing them with a variety of valuable learning experiences and the tools necessary to become independent critical thinkers and life-long learners.

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

At Palm Springs Elementary, we envision a setting where all students feel safe and fully accepted. A setting where educators masterfully impart rigorous instruction and students consistently demonstrate mastery of content taught. A setting where all stakeholders feel welcome and perceive that they are an important and respected part of the entire school community.

### School Leadership Team

**Membership**
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

| Name | Position Title | Job Duties and Responsibilities |
|---|---|---|
| Bello, Luis | Principal | The principal is the instructional leader of the school who imparts the collective vision and mission to all stakeholders and oversees all aspects of day-to-day operations. He allocates and manages resources, focuses on student learning, professional growth, and continuous improvements which are aligned to the school's and District's goals. |
| Horta, Patricia | Assistant Principal | The assistant principal supports the principal as an instructional leader, imparts the school's collective vision and mission to all stakeholders, provides equity and access to curriculum and support services, monitors systems and structures which impact school culture and safety, and manages school personnel. |
| Cotera, Nidia | School Counselor | The guidance counselor supports students by providing counseling and guidance services to students based on Early Warning Indicators criteria; social, emotional, behavioral or academic barriers inhibiting student success/ progress; coordinates referrals to community resources, support groups and social service agencies, as appropriate. |
| Toledo-Resende, Elisa | Instructional Coach | The reading instructional coach supports the school's vision and mission by working with teachers in all aspects of English Language Arts curriculum and instruction. The reading coach leads implementation of research-based and evidence-based practices, facilitates coaching cycles of support, builds capacity for professional growth of highly effective educators in a collaborative and collegial environment, and monitors student progress through ongoing data analysis, to ensure that all students receive high quality literacy instruction. The reading coach also helps students by ensuring they receive the supports they need to be successful independent readers and writers. |
| Sanchez, Sophia | Instructional Coach | The math and science instructional coach supports teachers in all aspects of curriculum and instruction to implement the use of research-based and evidence-based Mathematics and Science practices with the goal of building capacity for professional growth as highly effective educators and increasing student achievement. |
| Rivera, Anneris | Instructional Media | The Media Specialist works cooperatively with staff, students, families, and the community in order to address the educational needs of learners and implement a program that integrates and embeds 21st century skills through a visionary school library media program. The Media Specialist maintains a diverse and current media collection (electronic and print) and facilitates student and staff use of the media center resources. The position emphasizes effective integration of instructional technologies with general education curriculum, communication with families, and continual program evaluation and development. |

## Demographic Information

**Principal start date**

Wednesday 8/24/2022, Luis Bello

**Number of teachers with a 2022 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.*

1

**Number of teachers with a 2022 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.*

11

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

29

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

496

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

1

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

3

**Demographic Data**

## Early Warning Systems

**Using prior year's data, complete the table below with the number of students by current 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 | 77 | 67 | 79 | 100 | 81 | 92 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 496 |
| Attendance below 90 percent | 0 | 7 | 10 | 5 | 1 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 27 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 0 | 3 | 25 | 2 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 37 |
| Course failure in Math | 0 | 0 | 3 | 11 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 17 |
| Level 1 on 2022 statewide FSA ELA assessment | 0 | 0 | 0 | 14 | 22 | 17 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 53 |
| Level 1 on 2022 statewide FSA Math assessment | 0 | 0 | 0 | 11 | 22 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 49 |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 9 | 38 | 22 | 25 | 0 | 0 | 0 | 0 | 0 | 0 | 94 |

**Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:**

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 1 | 3 | 21 | 12 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 50 |

**Using current year data, complete the table below with the number of students identified as being "retained.":**

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 0 | 1 | 1 | 14 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16 |
| Students retained two or more times | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |

**Date this data was collected or last updated**

Wednesday 8/24/2022

**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 | 41 | 59 | 68 | 75 | 84 | 76 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 403 |
| Attendance below 90 percent | 1 | 8 | 9 | 10 | 9 | 14 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 51 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 0 | 8 | 13 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 23 |
| Course failure in Math | 0 | 0 | 10 | 9 | 3 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 23 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| Number of students with a substantial reading deficiency | 2 | 18 | 38 | 30 | 27 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 135 |

**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 | 0 | 10 | 10 | 1 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 25 |

**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 | 8 | 10 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 21 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

**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 | 60 | 71 | 78 | 90 | 88 | 77 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 464 |
| Attendance below 90 percent | 7 | 12 | 3 | 3 | 5 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 37 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 3 | 18 | 8 | 7 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 37 |
| Course failure in Math | 0 | 4 | 7 | 4 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 17 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 32 | 19 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 66 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 30 | 18 | 18 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 66 |
| Number of students with a substantial reading deficiency | 0 | 10 | 25 | 33 | 26 | 21 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 115 |

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 4 | 6 | 24 | 15 | 14 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 63 |

**The number of students identified as retainees:**

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 0 | 0 | 1 | 14 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 |
| 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 | 2022 | | | 2021 | | | 2019 | | |
|---|---|---|---|---|---|---|---|---|---|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement | 60% | 62% | 56% | | | | 58% | 62% | 57% |
| ELA Learning Gains | 70% | | | | | | 56% | 62% | 58% |
| ELA Lowest 25th Percentile | 67% | | | | | | 56% | 58% | 53% |
| Math Achievement | 58% | 58% | 50% | | | | 62% | 69% | 63% |
| Math Learning Gains | 81% | | | | | | 61% | 66% | 62% |
| Math Lowest 25th Percentile | 62% | | | | | | 54% | 55% | 51% |
| Science Achievement | 61% | 64% | 59% | | | | 54% | 55% | 53% |

**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 |
| 01 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | | | | | |
| 02 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 03 | 2022 | | | | | |
| | 2019 | 62% | 60% | 2% | 58% | 4% |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |
| | 2019 | 59% | 64% | -5% | 58% | 1% |
| Cohort Comparison | | -62% | | | | |
| 05 | 2022 | | | | | |
| | 2019 | 50% | 60% | -10% | 56% | -6% |
| Cohort Comparison | | -59% | | | | |

| MATH | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 01 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | | | | | |
| 02 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 03 | 2022 | | | | | |
| | 2019 | 62% | 67% | -5% | 62% | 0% |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |
| | 2019 | 62% | 69% | -7% | 64% | -2% |
| Cohort Comparison | | -62% | | | | |
| 05 | 2022 | | | | | |
| | 2019 | 64% | 65% | -1% | 60% | 4% |
| Cohort Comparison | | -62% | | | | |

| SCIENCE | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2022 | | | | | |
| | 2019 | 53% | 53% | 0% | 53% | 0% |
| Cohort Comparison | | | | | | |

## Subgroup Data Review

| 2022 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 2020-21 | C & C Accel 2020-21 |
| SWD | 25 | 56 | 58 | 25 | 56 | 47 | 22 | | | | |
| ELL | 55 | 69 | 70 | 54 | 81 | 68 | 58 | | | | |
| BLK | 18 | | | 36 | | | | | | | |
| HSP | 63 | 72 | 74 | 60 | 82 | 70 | 66 | | | | |
| FRL | 59 | 70 | 65 | 57 | 79 | 62 | 58 | | | | |

| 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 | 18 | 21 | 23 | 20 | 21 | | 12 | | | | |
| ELL | 46 | 51 | 39 | 40 | 28 | 20 | 40 | | | | |
| HSP | 57 | 55 | 40 | 42 | 25 | 22 | 42 | | | | |
| FRL | 53 | 55 | 41 | 42 | 29 | 29 | 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 | 14 | 39 | 41 | 22 | 47 | 52 | 17 | | | | |
| ELL | 51 | 53 | 58 | 60 | 58 | 66 | 48 | | | | |
| BLK | 36 | | | 27 | | | | | | | |
| HSP | 60 | 57 | 60 | 64 | 62 | 58 | 56 | | | | |
| FRL | 55 | 54 | 53 | 60 | 60 | 52 | 49 | | | | |

## ESSA Data Review

This data has not been updated for the 2022-23 school year.

| ESSA Federal Index | |
|---|---|
| ESSA Category (TS&I or CS&I) | ATSI |
| OVERALL Federal Index – All Students | 66 |
| 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 | 65 |
| Total Points Earned for the Federal Index | 524 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 100% |

| Subgroup Data | |
|---|---|
| **Students With Disabilities** | |
| Federal Index - Students With Disabilities | 43 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | NO |

| Students With Disabilities | |
|---|---|
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | 0 |

| English Language Learners | |
|---|---|
| Federal Index - English Language Learners | 65 |
| English Language Learners Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | 0 |

| 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% | 0 |

| 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% | 0 |

| Black/African American Students | |
|---|---|
| Federal Index - Black/African American Students | 27 |
| Black/African American Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | 1 |

| Hispanic Students | |
|---|---|
| Federal Index - Hispanic Students | 69 |
| Hispanic Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | 0 |

| 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% | 0 |

| 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% | 0 |

| 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% | 0 |
| **Economically Disadvantaged Students** | |
| Federal Index - Economically Disadvantaged Students | 64 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | 0 |

## Part III: Planning for Improvement

**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?**

2022 data findings: Comparison data from FSA 2021 and 2022 results in achievement levels indicates an upward trend in both ELA and Math. ELA shows an increase of 5 percentage points and Math an increase of 17 percentage points. The school to district comparison shows that the school is 3 percentage points above district in ELA, and 4 percentage points above district in Math. The school 2021 to 2022 comparison shows that the school had 70% Learning Gains in 2022 compared to the 56% ELA Learning Gains in 2021. This represents a 14 percentage point increase. Learning Gains in Math were 81% in 2022 compared to the 25% in 2021. This represents a 56 percentage point increase. In Science, data comparison shows an increase of 20 percentage points from 41% to 61% proficiency.

**What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?**

ELA school Three-Year Trend data in ELA indicates a higher proficiency achieved than 2019 percentages. Grade 5 has shown an upward trend increase. Grade 4 showed a decrease in proficiency although higher than 2019. Grade 3 made gains from 2021 (8 percentage points) yet is 10 percentage points below 2019. School/district proficiency comparisons indicate that both grades 4 and 5 are higher than district, while grade 3 falls just below district. School/district ELA learning gain comparisons indicate that grades 3 and 5 are on par with district, but grade 4 surpassed the district numbers (73% and 57%). In Mathematics, school Three-Year Trend data indicates an increase from 2021 to 2022 (19 percentage points). The school is still 5 percentage points below 2019 numbers. Grades 4 and 5 have achieved higher numbers than 2019 and have made significant gains since 2021 (16 and 35 percentage points respectively). Grade 3 student data indicates gains of 5 percentage points but remains lower than in 2019 (19 percentage points lower). School/ district proficiency comparisons indicate that grades 4 and 5 are higher than district, while grade 3 falls below district by 9 percentage points. School/ district learning gain comparisons indicate that grade 3 is below district, but grades 4 and 5 surpassed district numbers (21 and 27 percentage points respectively). Science school Three-Year Trend data indicates a 23 percentage point increase from 2021 to 2022 and a 9 percentage point increase from 2019. Comparing school/district data, the school is 18 points above district.

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

Contributing factors:
We have been focused on implementing standards-based instruction in all classrooms.
We will continue to support this while incorporating data-driven instruction to help meet
the needs of our students. We will also support teachers using strategies that focus on
scaffolding and provide intervention for lower performing students to help them access
grade level content. We will be strategic with aligning resources and include ongoing
progress monitoring in our data chats. We are still in the process of mitigating learning loss and have
been successful in some areas but continue to hone in on problem areas in order to address issues.
New actions being taken:
Data chats and collaborative planning will continue to be implemented to identify and
target needs of all student subgroups. Coaching cycles will be implemented for
instructional support. In order to engage students, a variety of multisensory strategies
and/or best practices will be used.

**What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?**

ELA Learning Gains increased from 56 percentage points in 2021 to 70 percentage points
on the 2022 FSA. Math Learning Gains increased from 25 percentage points in 2021 to 81 percentage points
on the 2022 FSA. In 2022, students in the ESE L25 subgroup in ELA showed a growth of 43 percentage
points from 44% to 87% when comparing FSA 2021 to 2022 data.

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

Teachers worked together collaboratively to plan for instruction. Additionally, identified
students were targeted and received assistance.
Adherence to the i-Ready program with fidelity as well as data analysis when students were growth-
monitored during the school year were contributing factors. Additionally, instruction was specifically
tailored to student needs based on data gathered through progress monitoring and assessments.

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

Data-driven Instruction, Differentiated Instruction, Extended Learning Opportunities,
Standards-Based Collaborative Planning, Interventions- RTI Instructional planning. Sharing of activities
and best practices in both PLCs and grade level planning. This will allow us to be on the same page to
stay connected and informed across grade-levels and subject areas.
Additional instructional support for L25, Tier 2 and Tier 3 students in the areas of ELA
and Math.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

The Instructional Coaches and Teacher Leaders will design job-embedded, whole group
sessions on Instruction aligned to both Reading and Math Standards PD (August/22), PLCs in ELA
(Quarterly), Collaborative planning (Ongoing Weekly, Common Planning),Continuous data chats with
individualized feedback and next steps (ongoing). Coaching cycles will also be implemented individually
with teachers to
support specific needs (ongoing), Learning Walks (as requested or needed) Sound walls

(Ongoing),Analysis and Realignment (January/23) B.E.S.T. Standards Mathematics and B.E.S.T. Standards ELA (ongoing).

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

Extended Learning opportunities will be provided with before and after school tutoring and interventions such as Governor's Emergency Education Relief (GEER), Title III ELL Tutoring, as well as Boot camps and STEM-based clubs such as SECME, Environmental Club, and Chess Club. During school, Citrus Network's "Healthy Me" Program will address Social Emotional Learning (SEL) as well integrated weekly lessons across grade levels and curriculum which will focus on the whole child. The resulting impact will be emotional safety, level of engagement and resulting academic achievement.

**Areas of Focus**
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

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| **#1. Instructional Practice specifically relating to ELA** | |
| **Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.** | For two consecutive years, our 3rd graders have achieved only mid-range ELA proficiency as compared to their higher-range 4th and 5th grade counterparts. Similarly, insufficient growth was experienced in the primary grades, as evidenced by SAT-10 and i-Ready data. As a result of these observations, we will strive to increase proficiency across all grade levels, with particular focus in 3rd grade. In order to close this achievement gap, we will focus on pedagogy to improve teaching and learning by means of peer-led interactions which involve collaboration with colleagues. This will be accomplished through common planning, professional learning communities, classroom learning walks and teacher-driven observations. <br><br> Common planning time provides teachers with collaborative time to plan standards-aligned instruction based on learning targets and analyze and discuss student progress, in order to address the diverse needs of students, so they can master lesson objectives and achieve grade level goals. <br><br> Professional learning communities will provide teachers with a platform for collective inquiry and sharing expertise, in a collaborative working group, based on interest or need. <br><br> Classroom learning walks will focus on expanding one's professional repertoire through observation of peers' classrooms throughout the year. <br><br> Teacher-driven observations are initiated and led by the teacher being observed. It is a non-evaluative process in which a teacher identifies a focus for an observation by colleagues to collect classroom data, facilitates conversations about the data observed and uses it to inform and improve instruction. <br><br> Collegial visits/observations provide teachers with the opportunity to visit other classrooms and learn from their colleagues. With a growth mindset, this activity is intended to promote collaboration, expand one's professional repertoire of classroom practices and improve student outcomes. <br><br> Administration will allocate and secure resources (time, coverage, etc.) and help manage logistics. |
| **Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** | With increased opportunities for faculty to collaborate and learn from one another through job-embedded PD, an additional 10% of the population will score at or above grade level in the English Language Arts (ELA) Florida Assessment of Student Thinking (F.A.S.T.) Progress Monitoring Assessment 3 (PM3), as compared to the proficiency rate demonstrated on the 2022 FSA ELA. . |
| **Monitoring: Describe how this Area of Focus will be** | The Leadership Team will conduct quarterly data chats to review McGraw-Hill Reading Wonders (formative) core curriculum assessments to discuss student progress, with particular focus on the L25 (less-proficient) and "bubble" (mid-level range) populations. Differentiation, support and monitoring for targeted groups of students (Tiers 1, 2, & 3) will |

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| **monitored for the desired outcome.** | be adjusted, based on current data in real time. i-Ready diagnostic assessment data (AP1 and AP2) will be also be used to gauge student progress over time, based on overall placement levels as well as domain placement levels.<br><br>Administration will conduct regular classroom walkthroughs to further measure the impact of instruction on student achievement, with targeted feedback, in order to maximize student learning. |
| **Person responsible for monitoring outcome:** | Luis Bello (pr4261@dadeschools.net) |
| **Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.** | Within the targeted element of ELA, the evidence-based strategy of job-embedded professional development is teacher learning which is integrated into the workday, grounded in day-to-day classroom practice, and designed to enhance teachers' instructional practices with the intent of improving student learning. Teachers are actively involved in cooperative, inquiry-based work to assess and find solutions to authentic and immediate problems of practice, as part of a cycle of continuous improvement.<br><br>Peer-led interactions which involve ongoing collaboration between teachers will be key this school year. Teacher collaboration is a powerful professional development activity which helps teachers improve their subject knowledge, think about teaching strategies in different ways and learn new ideas to try in the classroom.<br>Through regular participation in common team planning, professional learning communities, classroom learning walks, teacher-driven observations and collegial visits, teachers will improve teaching practices and student learning outcomes, as it relates directly to the dynamic of their own classrooms. |
| **Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.** | Job-embedded professional development through teacher collaboration builds capacity within the school building to address students' learning challenges and increase achievement. It empowers teachers to put new knowledge, skills and ideas learned from colleagues (fellow experts in the building) into immediate action. By focusing on collaboration through peer-led interactions, teachers participate actively in their own learning - thus, ensuring relevant and engaging work at point-of-need and in real time. |

### Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/22/2022-10/14/2022:
Schedule and/or provide job-embedded peer-initiated and peer-led interactions in which teachers and staff work collaboratively for the purpose of improve teaching and learning. This includes weekly common planning time, quarterly professional learning communities and classroom learning walks, upon request.
As a result, teaching and learning will improve.

| **Person Responsible** | Luis Bello (pr4261@dadeschools.net) |
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8/22/2022-10/14/2022:
Plan and implement ongoing standards-aligned lessons using the Benchmarks for Excellent Student Thinking (B.E.S.T.) standards, core curriculum materials, district pacing guides and resources, and best practices, with fidelity. As a result, rigorous instruction will be implemented and schoolwide ELA proficiency will increase.

| **Person Responsible** | Luis Bello (pr4261@dadeschools.net) |
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8/22/2022-10/14/2022:
Engage in ongoing collaborative data chats with grade level teams, English Language Arts teams, the Reading Coach and the leadership team to analyze student progress on core curriculum progress monitoring assessments and i-Ready and inform purposeful instruction, activities and tasks that will boost achievement. Ongoing data chats with students will also be conducted and student data trackers utilized, in order to provide feedback and support for learning goals.

| **Person Responsible** | Luis Bello (pr4261@dadeschools.net) |
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8/22/2022-10/14/2022:
Provide (a) differentiated instruction during the core ELA block, (b) Tier 2 and 3 intervention for less-proficient students and (c) extended learning opportunities before- and after-school (through learning camps and clubs), to ensure support for all levels of learners.

As determined by historical data and ongoing formative and progress monitoring data collected throughout instructional cycles, reteach previously taught skills, scaffold current skills, and target essential skills by providing lessons to meet ongoing individual or small group needs.

| **Person Responsible** | Luis Bello (pr4261@dadeschools.net) |
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10/31/2022-12/16/2022: (Following Q1 SIP Impact Reviews with a targeted focus on instructional planning and delivery)
Faculty will participate in collegial observations by visiting other classrooms during the school day, as a form of job-embedded professional development, in order to learn from their colleagues. The visiting teacher will be provided a note-taking guide with pre-determined areas of focus. These 15-minute observations will NOT be supervisory, but are intended to promote collaboration, expand one's professional repertoire of classroom practices and improve student outcomes. Observation tool - https://learningforward.org/wp-content/uploads/2006/10/nsdc-tool.pdf

| **Person Responsible** | Luis Bello (pr4261@dadeschools.net) |
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10/31/2022-12/16/2022:
Following each segment of collegial observations and small group debriefing, takeaways will be shared with the faculty, using National School Reform Faculty protocols, in a professional learning community setting ("Critical Friends Group"). Upon the culmination of each collaborative session, all participants will compose a self-reflection, with the intent to transform findings into enhanced classroom practice applications. [Participation in collegial observations will be provided in three segments, by grade level cluster (K/1, 2/3, 4/5), with opportunities for teachers to visit classrooms within and outside of a teacher's assigned grade level.]

| **Person Responsible** | Luis Bello (pr4261@dadeschools.net) |
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| **#2. Positive Culture and Environment specifically relating to Safe, Healthy and Supportive Learning Environments** | |
| **Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.** | According to the 2022 Staff School Climate Survey, 17% of teachers strongly agreed that staff morale is high at our school (Question 28), in comparison to 50% on the 2021 Staff School Climate Survey (Question 28). This reflects a decrease of 33 percentage points. In addition, the 2022 Student School Climate Survey also indicated that 32% of students strongly agreed with the statement, "I like coming to school" (Question 26), in comparison to 36% according to the 2021 Student School Climate Survey (Question 26), which reflects less than half of our student population and a decrease of 4 percentage points. Collectively, this data, from various stakeholders, indicates that there is a growing critical need to increase morale at our school.<br><br>In order to promote a positive culture and provide a safe, healthy and supportive environment which makes all stakeholders feel welcome and feel a sense of belonging, we will focus on implementing School Spirit, Pride and Branding. We will promote our school with the intent to increase enrollment, raise school spirit and pride among all stakeholders (staff, students and school community), and grow our partnerships with our neighboring middle schools and businesses.<br><br>Our theme for this school year is "Panther Pride in the 305!" |
| **Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** | With successful implementation of School Spirit, Pride and Branding, (a) enrollment will increase by at least 10% in comparison to the former school year, (b) participation in school activities and events will increase by at least 10% (with representation from a variety of stakeholders) and (c) our staff and student morale will increase by at least 10 percentage points, according to the 2023 School Climate Surveys. |
| **Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.** | Our school's student enrollment, Instagram social media account visits, website visits, and activity/event sign-in sheets will all be monitored and reviewed monthly, in order to determine progress toward the desired measurable outcome. |
| **Person responsible for monitoring outcome:** | Luis Bello (pr4261@dadeschools.net) |
| **Evidence-based Strategy: Describe the** | Within the targeted element of Safe, Healthy, and Supportive Learning Environments, the evidence-based strategy of School Spirit, Pride, and Branding encourages and promotes a positive school culture, improves school spirit and pride through activities, and increases |

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| **evidence-based strategy being implemented for this Area of Focus.** | participation in school traditions. This will build positive relationships with all stakeholders and provide a sense of belonging. |
| **Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.** | School spirit is important in order to show support for the school. Students with school spirit perform better academically, are more engaged socially and civically, and are generally happier than their less-spirited peers.<br><br>Branding helps us to create a personality that aligns with our core purpose, helping our community/stakeholders to build trust in us. After all, parents will most likely choose a school which reflects their values and can cater to their children's needs. |

### Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/22/2022-10/14/2022:
Increase membership and participation in the school Parent-Teacher Association, in order to increase participation in additional schoolwide activities and events.

| **Person Responsible** | Luis Bello (pr4261@dadeschools.net) |
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8/22/2022-10/14/2022:
With the support of the PTA, increase the number of schoolwide events and activities, in order to improve student and staff morale.

| **Person Responsible** | Luis Bello (pr4261@dadeschools.net) |
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8/22/2022-10/14/2022:
Increase our social media presence on Instagram, in order to keep all stakeholders informed of school news and events through this communication channel throughout the school year.

| **Person Responsible** | Luis Bello (pr4261@dadeschools.net) |
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8/22/2022-10/14/2022:
Design and offer a school memory book which includes photos of the events and activities we celebrate this school year, as a keepsake for all stakeholders to cherish with increased school spirit and pride.

| **Person Responsible** | Luis Bello (pr4261@dadeschools.net) |
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10/31/2022-12/16/2022:
Implement a "Panther Pride Day" on the last Friday of every month and Spirit Weeks every quarter to increase school spirit, pride and the sense of belonging. On Panther Pride Day, students and staff are invited to dress in full school colors, yellow and royal blue, from head to toe. Those demonstrating the most school spirit will be recognized during the morning announcements. During "Spirit Weeks," students

and staff are invited to dress according to the theme selected for each day of the week. For example, Tropical Day, Sports Day, etc.

**Person Responsible**    Luis Bello (pr4261@dadeschools.net)

10/31/2022-12/16/2022:
Launch interest-based student clubs such as Art Club, Chorus, Violin Ensemble, SECME, etc. to nurture talent and increase pride in our school.

**Person Responsible**    Luis Bello (pr4261@dadeschools.net)

| **#3. Transformational Leadership specifically relating to Instructional Leadership Team** | |
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| **Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.** | According to the 2022 SIP School Culture Staff Level Data Report on Power BI, 42% of the teachers in our school have 21 or more years of teaching experience/service in Miami-Dade County Public Schools while another 39% have 11-20 years of teaching service. Among this whopping 81% of veteran faculty, are our school's teacher leaders. With this in mind, we would like to cultivate leadership capacity within the school and engage in succession planning by providing less-experienced teachers with opportunities to take on roles and responsibilities outside of their classroom and become involved in the schoolwide initiatives and processes. Having more teacher leaders will also help to strengthen morale and positively impact student achievement. Therefore, the targeted element of "instructional leadership team" will be implemented to address the current needs of our school. |
| **Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** | If we successfully implement the targeted element of Instructional Leadership Team, our teachers will be provided the opportunity to participate in logistical elements of meetings, present ideas to solve issues that arise, contribute to school-wide decisions and lead meetings with groups of teachers. Therefore, the percentage of teachers engaging in first-time leadership roles in the school will increase by at least 5% during the 2022-2023 school year. |
| **Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.** | Administration will assist in providing leadership opportunities and monitoring progress. |
| **Person responsible for monitoring outcome:** | Luis Bello (pr4261@dadeschools.net) |
| **Evidence-based Strategy: Describe the evidence-based strategy being** | Within the Targeted Element of Instructional Leadership Team, we will focus on the evidence-based strategy of Shared Leadership. Shared Leadership involves implementing systems to develop leadership capacity among all members of the school community. In Shared Leadership, teachers, staff and principals work together to solve problems and create an engaging school climate that fosters student learning. This can be achieved by engaging all stakeholders in working together towards a shared purpose, and ensuring all participants share responsibility and accountability. |

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| **implemented for this Area of Focus.** | |
| **Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.** | Shared leadership will create teams of leaders that share the principal's vision and mission. Motivation, empowerment, and autonomy all drive opportunities to develop teacher leaders.<br><br>Through motivation, the school can harness a teacher's interests, passions or talents as a platform to intentionally introduce and develop teacher leadership into existing or new roles. In this way, colleagues will have a new resource in the building, either as an "expert" with particular knowledge/skill or in the context of a student club (chess, gardening, dance, for example).<br><br>Through empowerment and autonomy, teachers can be involved in decision-making within the greater context of a school's competing priorities. Involvement in school committees and participation in the virtual suggestion box cultivates these opportunities.<br><br>Shared leadership can encourage staff contributions beyond the domain of the classroom, improve school climate, and provide enriched student programs, too. |

### Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/22/2022-10/14/2022:
Present opportunities for purposeful leadership experiences beyond typical classroom responsibilities through the implementation of committees. This includes curricular committees, interview teams, project management, leading a student club or team, review committees, and school events, to name a few.

| **Person Responsible** | Luis Bello (pr4261@dadeschools.net) |
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8/22/2022-10/14/2022:
Harness teacher talents, passions or interests to create curricular connections for projects which can be developed and led within the school. (i.e. a teacher who loves gardening can lead, or co-lead, a group of students in an Environmental Club or butterfly garden at the school).

| **Person Responsible** | Luis Bello (pr4261@dadeschools.net) |
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8/22/2022-10/14/2022:
Through our monthly virtual suggestion box, the leadership team will survey teachers to garner ideas on initiatives, strategies, and systems that could improve our school. This includes opportunities to identify a problem and propose a solution. Based on survey responses, teachers' voices will be heard, teachers could be involved in important school decisions and, as a result, they could potentially lead different initiatives and showcase their leadership skills.

| **Person Responsible** | Luis Bello (pr4261@dadeschools.net) |
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8/22/2022-10/14/2022:
Mentoring provides opportunities to develop leadership skills. These include skills to effectively communicate; leadership skills to encourage and drive forward; and hard leadership skills to hold them accountability for real progress.

| **Person Responsible** | Luis Bello (pr4261@dadeschools.net) |
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10/31/2022-12/16/2022:

Building leaders will cultivate and nurture a collaborative school culture and shared leadership to ensure that teachers receive the support they need to be successful in all capacities, whether serving as team or classroom leaders. This will promote student achievement, improve teacher retention, and close equity gaps.

**Person Responsible**     Luis Bello (pr4261@dadeschools.net)

10/31/2022-12/16/2022:

The instructional leadership team, consisting of school administrators, instructional coaches, department leaders, grade level chairpersons, and other representatives, will meet bi-monthly, or as often as needed, to make important school decisions, plan school-related events/activities and/or coordinate school-improvement initiatives. This will enhance school connectedness, collaboration and engagement.

**Person Responsible**     Luis Bello (pr4261@dadeschools.net)

## #4. ESSA Subgroup specifically relating to Black/African-American

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| | Every Student Succeeds Act (ESSA) subgroup data shows that Black/African-American students are performing at 25% proficiency (in Reading and Math). Analysis of this student achievement data indicates that Black/African-American students are not achieving at the same rate as their peers and it is our goal to change that.<br><br>To close the achievement gap, we analyzed the data and developed insight into the possible challenges which prevent these students from making gains. Through exploration, we believe that a focus on culturally responsive teaching will promote authentic engagement and rigor among our Black/African-American students, as based on the research around literacy, vocabulary development, and equity, in order to accelerate low reading skills. |
| **Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.** | There is a connection between culture, schooling and larger dynamics of race, class, and language in society that shape educational experiences and outcomes. One's culture programs the brain to process information - affecting learning relationships, mindsets, and motivation.<br><br>Therefore, to help Black/African-American students perform at higher levels, we must use teaching practices rooted in cultural theory and neuroscience, which include incorporating examples of relevant cultural contexts/experiences during instruction to promote students' connections to content, to deepen understanding. We must continue to focus on quality relationships between teacher and students to cultivate motivation, engagement and positive growth mindsets so students can move toward independence and mastery.<br><br>This means that we must think about and organize instruction to allow for great flexibility in teaching. We must ensure that new knowledge is applied in new and practical ways with creative and critical thinking vs. the shallow knowledge of regurgitating facts and concepts and NOT postpone challenging work until the "basics" are mastered.<br><br>By addressing cultural diversity in the classroom and understanding how culture affects learning, teachers can shift their practice and help their underperforming Black/African-American students become more successful learners. |
| **Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** | With implementation of culturally responsive teaching, Black/African-American students will demonstrate an increased proficiency of 20% or more in ELA and Math, as indicated on the 2023 Florida's Assessment of Student Thinking (F.A.S.T.) summative assessment and the 2023 Florida Standards Alternate Assessment (FSAA). |
| **Monitoring: Describe how this Area of Focus will be** | Administration will analyze the effectiveness of our culturally responsive educational approach by conducting regular walkthroughs to ensure quality teaching and learning. The School Leadership Team will analyze ongoing data reports to determine if Black/African-American students are making adequate progress. |

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| **monitored for the desired outcome.** | |
| **Person responsible for monitoring outcome:** | Luis Bello (pr4261@dadeschools.net) |
| **Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.** | Within the targeted element of ESSA, we will focus on the evidence-based strategy of academic vocabulary instruction. Because performance data has identified our Black/African-American ESSA subgroup for improvement, we will implement a culturally responsive brain-based educational approach to teaching and learning, with an intentional focus on our Black/African-American student population. Instruction will be differentiated, as needed, for our standard curriculum (7) and modified curriculum with access points (3) students, in order to close the achievement gap for these (10) struggling students. |
| **Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.** | During reading and learning, the brain searches for ways to make connections from content to what is personally relevant and meaningful. A person's cultural frame of reference is used. The ability to make those connections gives us perspectives, engages our attention, and helps us to interpret and infer meaning, enabling depth of understanding and critical thinking. It is possible that with the majority of students and staff being of Hispanic origin, that, at times, contextual connections to concepts being taught might not reflect the lived, experiences of Black/African-American students, leaving them with sense of disconnect.<br><br>Therefore, we believe that cultural relevance, with focus on vocabulary, will be key to engaging and unleashing the intellectual potential of our Black/African-American students. It is the catalyst which optimizes learning by informing our teaching practice so we can make better teaching choices for eliciting, engaging, motivating, supporting, and expanding the intellectual capacity of students. |

### Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/22/2022-10/14/2022:
Carefully select critical vocabulary for direct instruction using the state standards, benchmarks and state test specifications, along with cultural considerations, to determine which words may be most challenging, according to their tiers (Tiers 1, 2 and 3).

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| **Person Responsible** | Luis Bello (pr4261@dadeschools.net) |

8/22/2022-10/14/2022:
Relate new vocabulary words to culturally relevant real life contexts so that students may make relevant and meaningful connections to concepts being taught. Use student-friendly definitions with examples and non-examples, in order to deepen students' understanding of key vocabulary.

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| **Person Responsible** | Luis Bello (pr4261@dadeschools.net) |

8/22/2022-10/14/2022:
Engage in activities to deepen knowledge of new words including activities such as word associations.

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| **Person Responsible** | Luis Bello (pr4261@dadeschools.net) |

8/22/2022-10/14/2022:
Utilize academic vocabulary throughout cross-curricular lessons via discussions, questioning, etc. so that students can understand their meaning in different contexts. Larry Bell's "12 powerful words" will be included, in order to close the achievement gap and increase test performance. This will expand upon students' daily vocabulary in a culturally responsive way, as well as increase student achievement.

**Person Responsible**     Luis Bello (pr4261@dadeschools.net)

10/31/2022-12/16/2022: (Following Q1 SIP Impact Reviews with a targeted focus on instructional planning and delivery)
Faculty will participate in collegial observations by visiting other classrooms during the school day, as a form of job-embedded professional development, in order to learn from their colleagues. The visiting teacher will be provided a note-taking guide with pre-determined areas of focus. These 15-minute observations will NOT be supervisory, but are intended to promote collaboration, expand one's professional repertoire of classroom practices and improve student outcomes. Observation tool - https://learningforward.org/wp-content/uploads/2006/10/nsdc-tool.pdf

**Person Responsible**     Luis Bello (pr4261@dadeschools.net)

10/31/2022-12/16/2022:
Following each segment of collegial observations and small group debriefing, takeaways will be shared with the faculty, using National School Reform Faculty protocols, in a professional learning community setting ("Critical Friends Group"). Upon the culmination of each collaborative session, all participants will compose a self-reflection, with the intent to transform findings into enhanced classroom practice applications. [Participation in collegial observations will be provided in three segments, by grade level cluster (K/1, 2/3, 4/5), with opportunities for teachers to visit classrooms within and outside of a teacher's assigned grade level.]

**Person Responsible**     Luis Bello (pr4261@dadeschools.net)

## 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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

**Describe how the school addresses building a positive school culture and environment.**

We can effectively build a positive school culture by engaging students, providing support, creating a safe environment, clearly defining expectations, and giving all stakeholders a voice. Restructured faculty meetings, which include scheduled time for problem-solving discussions, using "Virtual Suggestion Box", empower teachers to have a voice and participate in school improvement by providing suggestions regarding different issues that would improve the school. "Shout-outs" and "SPOT Success" school initiatives work hand-in-hand to give faculty and staff members opportunities to recognize their peers for a job well done or for going the extra mile. These recognitions are well-received and greatly boost morale by

acknowledging members in a positive way. A strong team equals a strong school. When administration, faculty and staff collaborate well, it creates a synergy that positively affects students.

Connecting with a child can have a huge impact on his or her feeling of emotional safety, level of engagement and, ultimately, academic achievement. Research confirms that the student-teacher relationship is a foundation of student motivation, engagement, and high academic achievement. Through connections, we can thrive and get our emotional needs met. When a child feels seen, heard, validated and respected, their desire to engage and willingness to take on risk during the learning process increases dramatically. Connect with children before content. We can earn our way into a child's head by way of his or her heart.

We want to create a positive and welcoming environment for families to feel that there is two-way communication
with teachers and administrators. One of the goals is to educate and provide parents with as many resources as possible in order to assist them with being part of their child's education. When teachers, parents and children work together, the child is provided with the best opportunity to reach their excellence. Alone we can do little. Together we can do much. With mutual communication and collaboration, everyone wins! To enable learning, emotional safety must come first. If students feel that they are cared about and have someone they can trust, to talk to and turn to for help, then this will provide them with a welcoming and supportive environment where they can feel safe and secure - thus, reducing barriers and increasing opportunities for potential success.
Various events that promote community within school include:
Got Caught
Principal's Honor Roll
Honor Roll
Attendance
Family Night
Fall Harvest Family Night
Winter Family Night/ "Winter Wonderland Drive Thru"

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

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principal, Instructional Coaches, Teacher Leaders and Counselors (our School Leadership Team). The Principal's role is to monitor and oversee all the school's initiatives and respond to concerns. Additionally, the Principal is responsible as a frontline leader to set the tone for student success in learning and staff success in teaching. The
Assistant Principal will assist in ensuring communication with stakeholders providing support in a timely manner. Teacher leaders and instructional coaches 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.