

Miami-Dade County Public Schools

Palmetto Elementary School



2022-23 Schoolwide Improvement Plan

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Palmetto Elementary School

12401 SW 74TH AVE, Miami, FL 33156

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

Demographics

Principal: Eric Torres

Start Date for this Principal: 9/12/2022

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	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	24%
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 Asian Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (81%) 2018-19: A (79%) 2017-18: A (75%)
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	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2021-22 Title I School</p> <p style="text-align: center;">No</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">24%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">63%</p>

School Grades History

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

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

Provide the school's vision statement.

The vision of Palmetto Elementary School is to create life-long learners who consistently strive for excellence in our multicultural society.

School Leadership Team

Membership

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
Torres, Eric	Principal	Principal: Mr. Torres facilitates and conducts meetings by providing current data and support documents. The Principal guides the leadership team through a process of problem solving issues and concerns that arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention.
Fair, Sarah	Assistant Principal	Assistant Principal: Ms. Fair works as a leadership team member to ensure commitment to the goals set forth. Along with the principal and teachers, she works on building staff support, internal capacity, and sustainability over time. Ms. Fair also assists with monitoring the curriculum on a continuous basis. She ensures the collection of data, the implementation of Interventions, ongoing progress monitoring of MTSS/Rtl intervention groups, and support professional development activities and technical assistance for teachers regarding data-based instructional planning.
DeAlejo, Lisette	Other	PD Liaison: Ms. DeAlejo facilitates on-site professional development opportunities by proposing and/or delivering school based professional learning that supports the school's strategic goals and objectives and collaborates with school leadership team, PDE, Region Center and school administrators to identify PD needs.
Tanner, Elena	Other	EESAC Chairperson: Ms. Tanner prepares and conducts EESAC meetings. She ensures that all members of the school community are provided an opportunity to participate in decision-making process, including members of the public, which are provided opportunity to address the EESAC.
Bogert, Aileen	Other	Science Liaison: Ms. Bogert attends monthly district ICAD meetings. She provides teachers with professional development in the area of Science. She provides teachers with instructional support through coaching, modeling, conferencing, and collaborative planning. In addition Ms. Bogert analyzes student data, leads intervention action planning for MTSS/Rtl Tier 2/3 students, and serves as the Gradebook Chairperson.
Martinez, Jasmine	Other	PLST Digital Innovator: Ms. Martinez coordinates, monitors, and supports the fidelity of implementation of a range of digital innovation tools used in the District in support of teaching and learning.
Viquez, Maritza	Other	Math Liaison: Ms. Maritza Viquez attends monthly district ICAD meetings. She provides teachers with professional development and support in the area of Mathematics. She provides teachers with instructional support through coaching, modeling, conferencing, and collaborative planning. In addition Ms. Viquez analyzes student data, and leads intervention action planning for MTSS/Rtl Tier 2/3 students.

Name	Position Title	Job Duties and Responsibilities
Astuto, Julie	School Counselor	Guidance Counselor: Ms. Astuto implements the Values Matter Initiative, along with other programs designed to prevent abuse, bullying, drug use, and so forth. She also provides quality services and expertise on intervention with at-risk students. In collaboration with the school social worker and mental health coordinator, continues to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success. She participates in collection, interpretation, and analysis of data; facilitates development of intervention plans and provides support for intervention fidelity and documentation. Provides counseling for students that are in jeopardy of not doing well.

Demographic Information

Principal start date

Monday 9/12/2022, Eric Torres

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.*

3

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.*

10

Total number of teacher positions allocated to the school

35

Total number of students enrolled at the school

672

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

6

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

5

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	111	109	105	108	98	104	0	0	0	0	0	0	0	635
Attendance below 90 percent	0	6	1	0	1	5	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	0	2	2	1	2	0	0	0	0	0	0	0	7
Course failure in Math	0	0	1	1	3	1	0	0	0	0	0	0	0	6
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	3	4	0	0	0	0	0	0	0	7
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	7	3	0	0	0	0	0	0	0	10
Number of students with a substantial reading deficiency	0	0	2	4	5	5	0	0	0	0	0	0	0	16

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	0	1	1	6	2	0	0	0	0	0	0	0	10

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	0	0	0	2	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	1	1	0	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Thursday 8/11/2022

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

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

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

The number of students identified as retainees:

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

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	90	95	94	95	90	98	0	0	0	0	0	0	0	562
Attendance below 90 percent	6	1	0	0	4	1	0	0	0	0	0	0	0	12
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	2	1	1	5	0	0	0	0	0	0	0	11
Course failure in Math	0	1	1	3	0	4	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	4	3	6	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide FSA Math assessment	0	0	0	7	2	6	0	0	0	0	0	0	0	15
Number of students with a substantial reading deficiency	0	2	4	7	4	12	0	0	0	0	0	0	0	29

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	1	6	1	6	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	0	0	1	0	2	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	1	0	0	0	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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	89%	62%	56%				90%	62%	57%
ELA Learning Gains	77%						74%	62%	58%
ELA Lowest 25th Percentile	59%						75%	58%	53%
Math Achievement	91%	58%	50%				86%	69%	63%
Math Learning Gains	82%						83%	66%	62%
Math Lowest 25th Percentile	86%						71%	55%	51%
Science Achievement	84%	64%	59%				77%	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	87%	60%	27%	58%	29%
Cohort Comparison		0%				
04	2022					
	2019	90%	64%	26%	58%	32%
Cohort Comparison		-87%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	86%	60%	26%	56%	30%
Cohort Comparison		-90%				

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	80%	67%	13%	62%	18%
Cohort Comparison		0%				
04	2022					
	2019	90%	69%	21%	64%	26%
Cohort Comparison		-80%				
05	2022					
	2019	84%	65%	19%	60%	24%
Cohort Comparison		-90%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	77%	53%	24%	53%	24%
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	56	47	44	65	67	62	27				
ELL	83	75		83	69						
ASN	100			100							
HSP	87	74	46	88	80	79	82				
WHT	92	82	83	93	83	100	90				
FRL	71	59	45	80	80	80	71				

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	40	38		43	54		36				
ELL	70	50		73	50		50				
BLK	57			64							
HSP	83	58	46	77	53	43	63				
WHT	88	72		89	79		86				
FRL	60	48	20	60	48	50	61				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	54	65	65	68	69	67	36				
ELL	73	73	69	70	73	46					
ASN	91			100							
BLK	79			50							
HSP	88	71	76	83	79	71	74				
WHT	93	72	69	92	86	75	88				
FRL	81	73	73	72	80	70	33				

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?

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

All ELA Subgroups Achievement increased by a minimum of 4 percentage points.

All ELA Subgroups Learning Gains increased by a minimum of 9 percentage points.

All ELA Subgroups Learning Gains L25 decreased by at least 15 percentage points.

All Math Subgroups Achievement increased by a minimum of 4 percentage points.

All Math Subgroups Learning Gains increased by a minimum of 4 percentage points.

All Math Subgroups Learning Gains L25 increased by a minimum of 30 percentage

All Science Subgroups Achievement levels increased except for SWD which decreased by 9 percentage points.

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

The data component, based off progress monitoring and 2022 state assessments, that demonstrate the greatest need for improvement is the ELA Lowest 25% Learning Gains. Most of our ELA Subgroups Lowest 25% Learning Gains reflect percentages below 50. Although Students with Free and Reduced lunch increased by 25 percentage points, Hispanic students remained at 46 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?

The contributing factors to this need for improvement include inconsistent implementation of differentiated instruction and core intervention. To address this need for improvement, teachers will engage in additional professional development, Administration will conduct walk-through during DI and Intervention, and Administration-Teacher/Administration-Student data chats will be conducted quarterly.

For the last 3 years, we have been focusing on implementing standards-based instruction in all classrooms. We have struggled with consistency of standards-based instruction across all classrooms and grade levels. In some of our classrooms, instruction does not meet the depth of the standard or access pre-requisite knowledge. In addition, many teachers have been moved into new grade levels and must learn a new set of standards and may lack familiarity with new standards. We will begin to incorporate new development opportunities per grade level and content area to unwrap the standards and align appropriate resources and instructional activities. In addition, collaborative planning will support these efforts and will incorporate a greater focus on the standards and standards-based resources provided by the district.

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

The data component, based off progress monitoring and 2022 state assessments, that demonstrate the most improvement is the Math Lowest 25% Learning Gains, increasing from 50 percentage points in 2021 to 84 percentage points on the 2022 FSA, showing a growth of 34 percentage points.

ELA Learning Gains increased from 64% percentage points in 2021 to 78% percentage points on the 2022 FSA. In 2021, students in the L25 subgroup in ELA showed a growth of 16 percentage points when comparing the results of the 2021 ELA FSA to the results of the 2022 ELA FSA from 45 percentage points to 61 percentage points.

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

The contributing factors to this need for improvement include implementation of the new intervention program, Horizons, utilizing appropriate resources and instructional strategies. Administrators will now attend weekly collaborative planning sessions and contribute to conversations with individual departments to carefully align resources.

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

Strategies to be implemented in order to accelerate learning will include Data-driven Instruction, Differentiated Instruction, Extended Learning Opportunities, Standards-Based Collaborative Planning, Interventions- RTI.

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

To accelerate learning, the PLST will develop whole group sessions and job-embedded sessions on using data to drive instruction (September, 2022), Aligning resources to small group instruction (October,

22), Tackling OPM data (August/September 22; December/January 23), making adjustments to groups as data becomes available (February, 23) and continuous data chats with individualized feedback and next steps (ongoing). PLC sessions will take place on the fourth Wednesday of the month, where teachers will have opportunities to share best practices and conduct vertical planning.

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

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

Areas of Focus

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

:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus

Description and Rationale:

According to the 2022 FSA ELA Lowest 25 Learning Gains data, 61% of the accountability grade students made learning gains. The 2021 FSA ELA Lowest 25 Learning Gains data, indicate 45% of the accountability grade students made learning gains. The 2019 FSA ELA Lowest 25 Learning Gains data, indicate 75% of the accountability grade students made learning gains. Based on the data, differentiation remains proven to be a critical need.

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable

Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of differentiation, an additional 10% of the accountability grade lowest 25 student population will demonstrate learning gains in area of ELA, as evidenced by the 2022-2023 state assessment.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The Leadership Team will conduct quarterly data chats, adjust groups based on current data in real time, and follow-up with regular walkthroughs to ensure that differentiation is aligned to current data. Administrators will review bi-weekly lesson plans for indication of differentiation for L25 students, in particular. Data Analysis of formative assessments of L25 students will be reviewed monthly to observe progress. We will create an online tracker to monitor OPM data on a bi-weekly basis. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards. Extended learning opportunities will be provided to those students who are not showing growth on OPMs.

Person responsible for monitoring outcome:

Eric Torres (pr4221@dadeschools.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Within the Targeted Element of Differentiation, our school will focus on the evidence-based strategy of: Differentiation. Differentiation will assist in accelerating the learning gains of our L25s as it is a systematic approach of instruction to meet the students needs. Data-Driven instruction will be monitored through the use of data trackers to drive instructional planning and data driven conversations to include OPMs.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Differentiation will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

Action Steps to Implement

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.

8/31-10/11: To differentiate instruction teachers will incorporate I-Ready teacher toolbox and assigned lessons that will focus and cater to each student's individual needs. Thus, this will aid us in reaching an additional 10% learning gains in the lowest 25 ELA percentile

Person Responsible Sarah Fair (srfair@dadeschools.net)

8/31-10/11: To ensure student understanding and learning following each lesson, teachers will strategically assign digital Wonders lessons, incorporate leveled and decodable readers, as well as reteach material during small-group instruction.

Person Responsible Sarah Fair (srfair@dadeschools.net)

8/31-10/11: To reach an additional 10% learning gains this year with our lowest 25%, teachers will conduct interventions groups consistently with fidelity, as well as provide the most rigorous instruction. To conduct a successful intervention class, all teachers will participate in Horizon Reading Intervention professional development.

Person Responsible Sarah Fair (srfair@dadeschools.net)

8/31-10/11: To reinforce benchmarks, teachers will incorporate IXL lessons as a supplement and additional data source.

Person Responsible Eric Torres (pr4221@dadeschools.net)

10/31- 11/10: To ensure that effective intervention and fluidity of groups are consistently monitored and adjusted, Administration will facilitate grade level data chats after the completion of iReady Diagnostic AP1, creating opportunities to analyze data, identify next steps, and implement instructional decisions. Differentiated instruction folders, assessment reports and data trackers will be used to track and monitor the academic progress of the L25 students in ELA and Mathematics.

Person Responsible Sarah Fair (srfair@dadeschools.net)

10/31- 12/16: To explicitly support our most fragile students and L25 subgroup in a continuous effort to foster academic progress, close the learning gap, and foster independent learners, teachers will provide remediation during small group instruction utilizing effective curriculum resources as well as the Gradual Release Model to scaffold instruction.

Person Responsible Eric Torres (pr4221@dadeschools.net)

#2. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on the 2022 FSA data review, our school will implement the Targeted Element of Standards-aligned Instruction. We selected the overarching area of Standards-aligned Instruction based on our findings that not all students' subgroups are showing increased proficiency in ELA. Additionally, 2022 data findings demonstrate that the overall school ELA achievement increased the least, by a mere 6 percentage points. We must improve our ability to effectively utilize standards-driven instruction to further challenge and engage our on or above grade-level students.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If we successfully implement Standards-aligned Instruction, then our ELA proficiency will increase by a minimum of 5 percentage points as evidenced by the 2023 State Assessments.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The Leadership Team will monitor standards-aligned instruction effectiveness through lesson plans, classroom walk-throughs, and student projects as part of our bi-annual Cambridge Challenge events.

Person responsible for monitoring outcome:

Eric Torres (pr4221@dadeschools.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Within the Targeted Element of Standards-aligned Instruction, our school will focus on the evidence-based strategy of standards-based learning, grading and assessment methods to better measure student learning. If standards-based learning is implemented with fidelity, students will take ownership of his/her learning and higher order thinking skills will improve, resulting in higher achievement in Reading, Mathematics, and Science.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/

Standards-Based Learning will ensure the implementation of higher-order thinking skills through posed questions, problems, or scenarios rather than presenting facts. When engaged in Standards-Based Learning, students will typically be assigned a research issue, question, project or problem to develop their knowledge or solutions and reinforce standards and learning goals.

criteria used for selecting this strategy.

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.

8/31-10/11: In order to improve our ability to effectively utilize standard-driven instruction to further challenge and engage our on or above grade-level students, teachers will follow the Pacing Guides with fidelity and incorporate linked resources, with a focus on rigor. In addition, we will dissect the standards to fully implement what benchmarks teachers need to be targeting and reaching with our students.

Person Responsible Sarah Fair (srfair@dadeschools.net)

8/31-10/11: Teachers will highlight focus benchmarks that align with Florida B.E.S. T. standards to enable students to take a more active role in their learning, as well as understand the direction of their instruction.

Person Responsible Eric Torres (pr4221@dadeschools.net)

9/9-10/11: Teachers will use Performance Matters reports to identify specific standards that are in need of remediation and reinforcement.

Person Responsible Sarah Fair (srfair@dadeschools.net)

9/9-10/11: Teachers will debrief with students immediately after completing district assigned assessments in order to demonstrate learning gains from Progress Monitoring 1 to Progress Monitoring 2.

Person Responsible Eric Torres (pr4221@dadeschools.net)

10/31- 12/16: During administrative walk-throughs and teacher observations, lesson plans will be monitored to reflect adequate pacing of the curriculum and alignment of standards.

Person Responsible Sarah Fair (srfair@dadeschools.net)

10/31- 12/16: Student work folders will continue to reflect evidence of the B.E.S.T. and/or Florida Standards. Teachers will keep student work folders with relevant samples that are reflective of the B.E.S.T. and/or Florida Standards with appropriate grading following the student progression plan.

Person Responsible Sarah Fair (srfair@dadeschools.net)

#3. Positive Culture and Environment specifically relating to Social Emotional Learning

**Area of Focus
Description and
Rationale:
Include a rationale
that explains how
it was identified as
a critical need from
the data reviewed.**

Based on the data review of the 2021-2022 School Climate Survey, our school will implement the Targeted Element of Social Emotional Learning. Through our review, we noticed the data component demonstrating the greatest need for improvement is in the area of morale. Data indicated a 20% increase in staff members who disagreed with the statement, "I feel staff morale is high at my school," when comparing the 21-22 school climate survey (43%) to the 20-21 school climate survey (23%).

Additionally, according to the the 2021-2022 School Climate Survey, 29% of students are neutral or disagree with the statement, "Adults at my school care about me as an individual." We recognize the need to consistently and effectively create learning opportunities for children and adults to acquire and effectively apply the knowledge, attitudes, and skills necessary to achieve positive goals and relationships.

**Measurable
Outcome:
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 Social Emotional Learning, then our school will achieve an increase of at least 90% of the students responding, "agree" or "strongly agree" to the statement "Adults at my school care about me as an individual," as evidenced in the 2022-2023 School Climate Survey.

**Monitoring:
Describe how this
Area of Focus will
be monitored for
the desired
outcome.**

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

**Person
responsible for
monitoring
outcome:**

Julie Astuto (jastuto@dadeschools.net)

**Evidence-based
Strategy:
Describe the
evidence-based
strategy being
implemented for
this Area of Focus.**

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

**Rationale for
Evidence-based
Strategy:
Explain the
rationale for
selecting this
specific strategy.
Describe the**

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

**resources/criteria
used for selecting
this strategy.**

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.

8/31-10/11: To improve overall student morale in our school and consistently and effectively create learning opportunities for our children we plan to incorporate more in-class Team building activities and group collaborations. Such activities will include ice breakers that will encourage peer communication and sharing. If we set an environment where students feel safe to express themselves this will contribute to them creating positive relationships and thus a feeling of acceptance and love within the classroom and school.

Person Responsible Eric Torres (pr4221@dadeschools.net)

8/31-10/11: To improve overall morale in the school, teachers also need refresher courses on new techniques they can incorporate in the classroom with their students. Such courses could be taking a Professional Development on "Social Emotional Learning", how to teach tolerance and acceptance within our classrooms, how to use a Growth Mindset, and Mindfulness techniques.

Person Responsible Julie Astuto (jastuto@dadeschools.net)

8/31-10/11: To achieve a high student morale, the school will involve parents to help reinforce a positive attitude at home. An example of this would be to send a positive note home telling parents how great their child did in class today. At home the parent will praise the child and thus this will trickle down into the child having a positive attitude at school and feeling loved by his or her teachers. The teacher can also use positive reinforcement systems in class such as classroom jobs, and an established reward system that uses both tangible and non-tangible rewards.

Person Responsible Eric Torres (pr4221@dadeschools.net)

9/1-10/11: To give students an opportunity to reflect and recognize their thoughts and emotions while building relationships with classmates and adult stakeholders, teachers will continue to use Restorative Justice Practices in the classroom.

Person Responsible Julie Astuto (jastuto@dadeschools.net)

10/31- 12/16: To further develop positive working relationships with students and families, our guidance counselor will continue to work with families and pull small targeted groups of students, based on targeted SEL need.

Person Responsible Julie Astuto (jastuto@dadeschools.net)

10/31- 12/16: To further promote inclusivity, build tolerance and reduce bullying, cycles of professional learning that integrate academics and social emotional learning will be encouraged.

Person Responsible Eric Torres (pr4221@dadeschools.net)

#4. Transformational Leadership specifically relating to Instructional Leadership Team

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on qualitative data from the 2021-2022 School Climate Survey and review of the Core Leadership Competencies, we want to use the Targeted Element of Instructional Leadership Team. Seven percent of teachers disagreed with the statement, "I feel my ideas are listened to and considered " and felt they had no voice in the decision-making process. Therefore, we want to develop teacher leaders by involving them in school-wide initiatives regarding professional development, instructional planning, and delivery of instruction. By involving them in school-wide initiatives and allowing them the opportunity to further their learning to contribute in instructional decisions, student success is positively impacted.

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 contribute to school-wide decisions through monthly meetings. This will be realized through teachers participating in the logistical elements of meetings, presenting ideas to solve issues that arise, etc. The percentage of teachers in leadership roles 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.

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

Person responsible for monitoring outcome:

Eric Torres (pr4221@dadeschools.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

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

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/ criteria used for selecting this strategy.

Involving Staff will assist in integrating the talents of teachers within the building to carry out the vision, the mission, and problem solve. Throughout this process the SLT will create buy in and bring creative and innovative solutions to the forefront.

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.

8/31-10/11: In order to increase the percentage of teachers involved in the instructional decision making process a suggestion box will be placed in the mail room where teachers suggest ideas that they would be willing to help implement. Ideas teachers put in could be read aloud and considered during monthly faculty meetings

Person Responsible Eric Torres (pr4221@dadeschools.net)

8/31-9/5: Microsoft Forms surveys will be developed to determine teachers' strengths and interests. The results will be used to form leadership roles, effective staff committees, and improve teacher efficacy.

Person Responsible Jasmine Martinez (jasminemartinez@dadeschools.net)

8/31-10/11: Stakeholders will be made aware of opportunities to lead. Communications will be sent out to inform stakeholders of instructional leadership opportunities, promoting a positive school culture and environment as a result.

Person Responsible Sarah Fair (srfair@dadeschools.net)

9/1-10/11: The school will spotlight best practices at monthly faculty meetings where teachers/grade levels will present effective strategies that will facilitate student academic achievement, creating a supportive and fulfilling environment as a result.

Person Responsible Lisette DeAlejo (Idealejo@dadeschools.net)

10/31- 12/16: To improve instructional delivery through peer observation and collaborative planning, content liaisons and teacher leaders will have the opportunity to share best practices.

Person Responsible Lisette DeAlejo (Idealejo@dadeschools.net)

10/31- 12/16: The school Leadership Team will promote the physical, emotional, and mental health of students and employees. Monthly meeting agendas will be used to guide collaborative conversations within the school.

Person Responsible Eric Torres (pr4221@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.

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

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

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

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