Bent Tree Elementary School

2022-23 Schoolwide Improvement Plan

Table of Contents

Bent Tree Elementary School

4861 SW 140TH AVE, Miami, FL 33175

http://benttree.dadeschools.net/

Demographics

Principal: Emily Falcon D

Start Date for this Principal: 8/7/2018

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)	91%
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 (79%) 2018-19: A (72%) 2017-18: A (72%)
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

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	91%

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		A	A

School Board Approval

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SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Bent Tree Elementary is to provide our students with a challenging educational program that will develop intellectual, social, emotional, and physical growth in a positive and supportive environment as we encourage, empower, and expect each student to become a productive member of society. All students will be given the tools needed to become active learners that access information and synthesize ideas to solve real-world problems.

Provide the school's vision statement.

The vision of Bent Tree Elementary School is to unite the school and community in teaching our students the value of education. By instilling the value of education in our students we are creating lifelong learners that will develop into responsible, productive members of 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
Falcon, Emily	Principal	Guides the leadership team through a process of problem solving issues and concerns that arise through an ongoing, systematic examination of available data wth the goal of impacting student achievemnet, school safety, school culture, litearcy, attendance, and student social/emotional well-being. Ensure the vision and mission is aligned with school and district initiatives, set the purpose for the use of data to make decisions regarding the school, maintain stakeholders informed of current implementation plans, as well as providing documentation that supports progress towards the school's goals, monitor the fidelity of interventions, and provide ongoing staff development based on data trends compiledfrom student performance indicators.
Ruiz-Garcia, Carmen	Assistant Principal	Assists with working with the leadership team to ensure commitment to the goals set forth in meetings, assists with monitoring curriculum, and works collaboratively with the principal on building staff support, internal capacity, and sustainability over time. Oversees testing.
Caceres, Nancy	Other	Attends district meetings and disseminate information to staff. Serves as Reading and Intervention Liaison to provide teachers with support in Reading/Language Arts through coaching, conferencing and collaborative planning. Analyzes student data, leads intervention action planning for Tier II and Tier III students. Oversees the implementation of i-Ready.
Christie, Kristine	Other	4th and 5th grade Math teacher. Serves as Math Liaison, attends district meetings, disseminates information to staff, and mentors Math teachers.
Correa, Arlen	School Counselor	Implements the Values Matters Initiative, along with other programs designed to prevent abuse, bullying, drug use, and social/emtional well-being. Provides quality services and expertise on intervention with at-risk students. Links child-serving and community agencies to the schools and families to support the child's academic, emtional, behavioral, and social success. Participates in collection, interpretation, and analysis of data. Facilitates development of intervention plans and provides support for documentation. Provides counseling for struggling students.
Pou, Raiza	Other	4th and 5th grade Science teacher. Serves as Science Liaison, attends district meetings, disseminates information to staff, and mentors Science teachers.

Demographic Information

Principal start date

Tuesday 8/7/2018, Emily Falcon D

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.*

29

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.*

13

Total number of teacher positions allocated to the school

42

Total number of students enrolled at the school

376

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

4

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

4

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	61	70	64	50	48	45	0	0	0	0	0	0	0	338
Attendance below 90 percent	0	11	6	2	7	4	0	0	0	0	0	0	0	30
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	5	2	8	1	0	0	0	0	0	0	0	17
Course failure in Math	0	1	4	4	4	1	0	0	0	0	0	0	0	14
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	2	6	4	0	0	0	0	0	0	0	12
Level 1 on 2022 statewide FSA Math assessment	0	0	0	1	3	4	0	0	0	0	0	0	0	8
Number of students with a substantial reading deficiency	0	2	17	13	13	8	0	0	0	0	0	0	0	53

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	2	5	3	6	6	0	0	0	0	0	0	0	22

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	1	3	3	2	0	0	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 8/4/2022

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	53	56	55	46	51	66	0	0	0	0	0	0	0	327
Attendance below 90 percent	2	7	3	2	1	6	0	0	0	0	0	0	0	21
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	3	1	14	2	0	0	0	0	0	0	0	20
Course failure in Math	0	0	2	3	11	10	0	0	0	0	0	0	0	26
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	5	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Number of students with a substantial reading deficiency	0	7	30	12	20	20	0	0	0	0	0	0	0	89

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	10	7	7	0	0	0	0	0	0	0	26

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	0	0	0	0	0	0	0	0	0	0	
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	53	56	55	46	51	66	0	0	0	0	0	0	0	327
Attendance below 90 percent	2	7	3	2	1	6	0	0	0	0	0	0	0	21
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	3	1	14	2	0	0	0	0	0	0	0	20
Course failure in Math	0	0	2	3	11	10	0	0	0	0	0	0	0	26
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	5	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Number of students with a substantial reading deficiency	0	7	30	12	20	20	0	0	0	0	0	0	0	89

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	10	7	7	0	0	0	0	0	0	0	26

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	0	0	0	0	0	0	0	0	0	0	
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	73%	62%	56%				72%	62%	57%
ELA Learning Gains	78%						77%	62%	58%
ELA Lowest 25th Percentile	68%						69%	58%	53%
Math Achievement	84%	58%	50%				77%	69%	63%
Math Learning Gains	91%						82%	66%	62%
Math Lowest 25th Percentile	88%						63%	55%	51%
Science Achievement	70%	64%	59%				62%	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	61%	60%	1%	58%	3%
Cohort Comparison		0%				
04	2022					
	2019	82%	64%	18%	58%	24%
Cohort Comparison		-61%				
05	2022					
	2019	67%	60%	7%	56%	11%
Cohort Comparison		-82%				

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	65%	67%	-2%	62%	3%
Cohort Comparison		0%				
04	2022					
	2019	82%	69%	13%	64%	18%
Cohort Comparison		-65%				
05	2022					
	2019	84%	65%	19%	60%	24%
Cohort Comparison		-82%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	56%	53%	3%	53%	3%
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	53	74	69	67	86	77	54				
ELL	74	81	64	82	91	85	67				
HSP	74	79	63	84	90	87	67				
FRL	72	78	65	83	92	86	66				

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	54	59	27	51	76	60	41				
ELL	62	72	50	57	63		68				
HSP	66	71	43	54	56	31	58				
FRL	64	73	43	51	54	31	56				

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	52	70	68	55	66	58	50				
ELL	63	74	70	74	87	70	53				
HSP	72	78	69	76	83	63	61				
FRL	71	77	72	76	81	61	58				

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)	N/A
OVERALL Federal Index – All Students	78
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	72
Total Points Earned for the Federal Index	624
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	68
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	77
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	77
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	77
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:
The 2022 FSA data shows high FSA Math overall achievement levels for all sub-groups across grade levels in the school. On the 2022 FSA Math assessment, 84% of students in grades 3-5 scored proficient. That was a 28 percentage point increase from 56% on the 2021 FSA Math. Additionally, 91% of students showed Math Learning Gains on the 2022 FSA. That was a 32 percentage point increase from 59% on the 2021 FSA.
The 2022 FSA ELA overall achievement level showed an increase of 7 percentage points from a 66% in 2021 to a 73%. ELA Learning Gains also showed an increase with the L25 increasing from 40% in 2021 to 78% in 2022.
Science Achievement also demonstrated an increase of 9 percentage points from 61% in 2021 to 70% in 2022.

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

2022 data findings:
The 2022 FSA data shows that overall achievement levels for ELA increased from 66% to 73%. ELA overall Learning Gains increased from 72% on the 2021 FSA to 78% in 2022. FSA ELA Learning Gains of the L25 increased from 40 percentage points in 2021 to 68 percentage points in 2022. Although the school experienced improvement on the FSA in ELA Learning Gains, especially ELA Learning Gains of the L25, the overall ELA achievement score of the SWD subgroup decreased from 54 percentage points in 2021 to 53 percentage points in 2022.

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

Teachers implemented Standards-aligned Instruction and continuously reflected on their teaching practices as a result of administrative classroom walkthroughs and data chats. However, ELA learning gaps caused by interruptions to education in the past two and a half school years have likely been contributing factors to the need to increase ELA Learning Gains. There was also an increase in attendance below 90%, from 21% in 2021 to 30% in 2022. A continued focus on ELA intervention and differentiated instruction will be needed to further increase ELA Learning Gains and overall achievement, as well as strengthen student ELA skills.

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

2022 data findings:
The 2022 FSA data shows high FSA Math overall achievement levels for all subgroups across grade levels in the school. On the 2022 FSA Math assessment, 84% of students in grades 3-5 scored proficient. That was a 28 percentage point increase from 56% on the 2021 FSA Math. Additionally, 91% of students showed MATH Learning Gains on the 2022 FSA. That was a 32 percentage point increase from 59% on the 2021 FSA.

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

One step that positively impacted student achievement was ongoing progress monitoring with data analysis during quarterly data chats led by the Leadership Team that guided instruction. The use of technology-based learning with programs such as i-Ready, Reflex Math, IXL, and Think Central were effective tools in providing differentiated instruction and allowed students access to materials and lessons that were geared towards their specific learning needs. Students identified as needing additional support were offered extended learning opportunities with before and after school tutoring.

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

Targeted differentiated instruction and explicit intervention will be needed to accelerate learning. A continued focus will be applied to data analysis and the use of effective strategies to scaffold lessons that will students strengthen competency in grade level content. Students identified as needing additional support will be offered extended learning opportunities during before and after school tutoring. The teachers are had push-in assistance for DI in 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 PLST will provide teachers with professional development opportunities focused on using data to guide standards-based instruction, with focus on the new 3-5 B.E.S.T standards. Professional development will also be geared towards the newly adopted Math series. Select teachers will attend the monthly iCADS professional development sessions and share best practices during monthly department meetings. Additionally, an emphasis on how to effectively use data from F.A.S.T. assessments will be infused in professional development and meetings throughout the year.

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

To ensure sustainability of improvement in the next year, common planning will be scheduled to facilitate collaborative planning and provide opportunities for teachers to develop strategic lessons and share resources on effective strategies geared towards improving student achievement. Technology-based resources will continue to be used with fidelity to assist in providing ongoing progress monitoring and differentiated lessons. Extended learning opportunities will be offered to students identified as needing additional support during before and after school tutoring.

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: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on data review, our school will implement the Targeted element of Differentiation. We selected the overarching area of Differentiation based on our findings from the 2022 State Assessments that demonstrated proficiency in ELA and Science was less than in Math. We will provide differentiated instruction based on the needs of each student using assessment data, and the scaffolding necessary to access grade-level content and move towards proficiency.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we successfully implement Differentiation, then overall ELA and Science achievement will increase a minimum of 2 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 conduct periodic data chats to monitor the necessary adjustments based on current data from ELA Bi-Weekly Assessments, i-Ready Diagnostics and progress monitoring, F.A.S.T, and Science Topic Assessments. The Leadership Team will work together to identify student needs and support teachers in data analysis and differentiated instruction.
Person responsible for monitoring outcome:	Emily Falcon (pr0271@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 evidenced-based strategy of Data-Driven Decision Making. As a result, teachers will be guided by fluid student needs as indicated by data that becomes available to plan differentiated instruction and provide different avenues to learning.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	A focus on Data-Driven Decision Making will ensure that individual student needs are being targeted. Teachers will continuously make adjustments to their instruction, plans, and instructional delivery as new data becomes available to achieve gains, especially in Math and Science proficiency.

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.

8/22-10/14

The School Leadership Team will disseminate school assessment data (2020-2021 FSA ELA/Math, FCAT

Science, SAT, and i-Ready) to the corresponding instructional staff members to help guide instruction that will increase student achievement.

Person Responsible   Emily Falcon (pr0271@dadeschools.net)

8/22-10/14
The administration will conduct quarterly data chats with each grade level to identify the students in need of instructional support and the areas of focus. Discussions should lead to adjustments in the differentiated instructional strategies in each classroom to ensure they meet the needs of individual learners.

Person Responsible   Emily Falcon (pr0271@dadeschools.net)

8/22-10/14
Teachers will discuss data during grade level meetings, create differentiated groups based on student need, and develop strategic instructional strategies which will result in an increase of student achievement.

Person Responsible   Carmen Ruiz-Garcia (cruiz-garcia@dadeschools.net)

8/22-10/14
Teachers will assign lessons that target individual student needs using online reources such as i-Ready, IXL, Reading Wonders, and Gizmos to increase student achievement.

Person Responsible   Emily Falcon (pr0271@dadeschools.net)

10/31-12/16
After reviewing i-Ready AP1 data, a deficienciy in Reading an Math was iderntified. Individual student needs will be further targeted with Interventionists assisting with DI via Reading and Math push-in support.

Person Responsible   Emily Falcon (efalcon@dadeschools.net)

10/31-12/16
Extended learning activities will be provided during before and after school tutoring sessions for students identified as exhibiting a deficiency in Math and/or Reading.

Person Responsible   Emily Falcon (pr0271@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 data review, our school will implement Standards-aligned Instruction. The data component that needs improvement is the SWD subgroup in overall ELA achievement. Standards-aligned Instruction was selected due to the adaptation of the new B.E.S.T. standards in grades 3-5. A focus on Standards-aligned Instruction is needed to access grade-level content and increase proficiency.
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 SWD subgroup in overall ELA achievement will increase by 2 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 conduct quarterly data chats with teachers as well as ensure teachers participate in grade-level collaborative planning. Administrators will review lesson plans and assist with resources that correlate with the B.E.S.T. standards.
Person responsible for monitoring outcome:	Emily Falcon (pr0271@dadeschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Within the Element of Standards-aligned Instruction, our school will focus on the evidenced based strategy of Standards-Based Collaborative Planning. Each grade level has common planning time built into their schedule to meet with their team. During this time, the team will used data to create lesson plans focused on rigorous learning activities aligned to current standards.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Standards-Based Collaborative Planning will ensure that teachers are using relevant and aligned resources to plan lessons that correlate with the state standards. Collaborative Planning improves collaboration among teachers and promotes learning insights and constructive feedback that will facilitate the execution of Standards-aligned Instruction.

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.

8/22-10/14
Administration will provide weekly collaborative planning times for teachers and will review grade level meeting agendas to ensure active participation.

Person Responsible	Carmen Ruiz-Garcia (cruiz-garcia@dadeschools.net)

8/22-10/14
Grade levels will collaborate during weekly common planning meetings and use the B.E.S.T. standards in

conjunction with the district pacing guides to create rigorous lessons using effective instructional strategies that target the state standards and increase student achievement.

Person Responsible   Emily Falcon (pr0271@dadeschools.net)

8/22-10/14
The Leadership Team will meet with grade-levels during quarterly data chats to analyze student data from bi-weekly assessments, topic assessments, i-Ready and F.A.S.T. to target student needs, assist with resources that are aligned to the B.E.S.T. standards, and address any concerns teachers may have.

Person Responsible   Emily Falcon (pr0271@dadeschools.net)

8/22-10/14
The Reading Liaison will attend professional development provided by the district and share information, resources and best practices during grade level collaborative planning which will result in an increase of student achievement.

Person Responsible   Nancy Caceres (ncaceres@dadeschools.net)

10/31-12/16
Administration will conduct weekly walkthroughs to ensure lesson plans and instruction reflect rigorous Standards-Aligned Instruction.

Person Responsible   Emily Falcon (pr0271@dadeschools.net)

10/31-12/16
Teachers will monitor i-Ready Instructional usage for Reading and Math and create their own classroom incentive plan to increase student motivation. The use of i-Ready with fidelity will help increase student achievement and grade level proficiency.

Person Responsible   Emily Falcon (pr0271@dadeschools.net)

#3. Positive Culture and Environment specifically relating to Student Attendance	
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 2021- 2022 Early Warning Indicator data our school will implement the Targeted Element of Student Attendance. Through our data review, we noticed students futured for the 2022-23 school year showed an increase in Attendance below 90 percent, from 21 to 30 percentage points. The correlation between students with a high number of absences and those who are not meeting grade level expectations is apparent.
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 Student Attendance, the percentage of students with Attendance below 90 percent will decrease by 10 percentage points according to the Early Warning Indicator on Power Bi by June 20, 2023.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The school's Leadership Team will monitor student attendance while providing incentives to promote daily attendance and rewards to those who have achieved perfect attendance for each quarter. Student attendance will be monitored by classroom teachers and our School Counselor. Outreach efforts will include parent communication, teacher referrals and attendance committee meetings while providing additional resources as needed.
Person responsible for monitoring outcome:	Carmen Ruiz-Garcia (cruiz-garcia@dadeschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Within the Targeted Element of Student Attendance, our school will focus on the evidence-based strategy of Attendance Initiative. This strategy will involve monitoring and reporting of student attendance to all stake holders while recognizing those who have earned perfect attendance awards.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Attendance Initiatives will allow for the reduction of student absences throughout the school year. The Leadership Team will be able to identify those students who exhibit excessive absences and promote consistent student attendance through the close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies as well as incentives for students with perfect attendance.

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.

8/22-10/14

The school's Administration will share the school wide attendance initiatives with all staff to ensure an increase in student attendance.

Person Responsible Emily Falcon (pr0271@dadeschools.net)

8/22-10/14

Classes with 100% Attendance will be recognized daily in the Morning announcement which will result in an increase of student attendance.

Person Responsible Arlen Correa (arlencorrea@dadeschools.net)

8/22-10/14

Students with 100% attendance quarterly will receive a certificate and be recognized at a Perfect Attendance celebration resulting in an increase of student attendance.

Person Responsible Arlen Correa (arlencorrea@dadeschools.net)

8/22-10/14

The school counselor will visit classrooms monthly and discuss the importance of school attendance which will result in an increase of student attendance.

Person Responsible Arlen Correa (arlencorrea@dadeschools.net)

10/31-12/16

The counselor will hold a daily attendance lottery during morning announcements that will provide a more frequent incentive in promoting daily attendance.

Person Responsible Arlen Correa (arlencorrea@dadeschools.net)

10/31-12/16

Teachers will contact parents after two absences. The school counselor will call parents of chronically absent students to identify if any family support is needed.

Person Responsible Arlen Correa (arlencorrea@dadeschools.net)

#4. Transformational Leadership specifically relating to Leadership Development	
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 qualitative data from the 2021-2022 Instructional Staff School Climate Survey, our school will implement the Targeted Element of Leadership Development. The Instructional Staff School Climate Survey indicated that 93% of staff members at our school felt their ideas were listened to and considered. Our Leadership Team will meet monthly to discuss how to best support new and current teachers based on feedback from all teachers.
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 Leadership Development, there will be a 5 percentage point increase of teachers who feel as if their ideas were listened to and considered as evidenced by the 2022-2023 School Climate Survey.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The School Leadership Team will meet monthly to discuss ways to discuss ways to engage teachers in decisions related to meeting the needs of all their students. Teachers will be asked to participate in various committees throughout the year where they can build capacity and share ideas.
Person responsible for monitoring outcome:	Emily Falcon (pr0271@dadeschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Within the Targeted Element of the Instructional Leadership Team, our school will focus on the evidence-based strategy of Empowering Others. As a result, the School Leadership Team will involve teachers in various committees to problem solving and implement best practices that will assist in meeting the needs of all students with the purpose of working together to create an engaging school climate where staff members build engagement towards the school's shared purpose.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Empowering Others will promote innovative leadership and active participation among teachers to reach the school's identified instructional goals. The School Leadership Team will align the strengths of teachers with specific tasks and responsibilities to create a school culture the encourages empowering others while improving teacher and student performance.

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.

8/22-10/14

During faculty meetings, administration will give teachers opportunities to share their ideas and concerns about specific topics being addressed to ensure teacher's voices are heard.

Person Responsible   Emily Falcon (pr0271@dadeschools.net)

8/22-10/14

Teachers will be given the opportunity to select the committees they would like to participate in. Committee leaders and members will meet to discuss school initiatives and organize activities for the year to ensure teacher's voices are heard..

Person Responsible   Carmen Ruiz-Garcia (cruiz-garcia@dadeschools.net)

8/22-10/14

Leadership Team meeting agendas will be distributed prior to the meeting date so grade level and department chairs can gather feedback from teachers before the meeting. Leadership Team members will then share concerns with the team and the decision making process will allow for all teachers to have a voice.

Person Responsible   Emily Falcon (pr0271@dadeschools.net)

8/22-10/14

Teachers will have the opportunity to attend professional development on newly adopted resources like Schoology, B.E.S.T. Standards, and Big Ideas Math Series which will ensure the effective implementation of these resources.

Person Responsible   Emily Falcon (pr0271@dadeschools.net)

10/31-12/16

The PLST committee will share various strategies learned at the PLST Fall Conference to promote staff morale. As a result, teachers will feel more confident and at ease to express ideas and concerns to the administration.

Person Responsible   Nancy Caceres (ncaceres@dadeschools.net)

10/31-12/16

Administration will conduct weekly walkthroughs to ensure new initiatives are in place and teachers have an opportunity to express themselves where they are most comfortable.

Person Responsible   Emily Falcon (pr0271@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.

Bent Tree Elementary fosters professional relationships within our school staff that supports collaboration among all stakeholders. Our school promotes a positive school culture and environment by creating a cognitively stimulating environment that meets the needs of all students by valuing stakeholder trust and setting high expectations that support social, emotional and physical safety. Since encouraging school pride fosters high expectations and creates valuable educational opportunities, our school implements initiatives throughout the year that engages all stakeholders, providing ongoing support for the development of a supportive school environment while establishing a shared school vision.

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 lead the school community to achieve and accomplish the school's vision and mission. The Assistant Principal supports instructional leaders, engages and collaborates with stakeholders, leads data analysis, ensures information is shared in a timely matter, and facilitates practices that support the success of the school through collaboration. Teacher leaders provide access to the resources needed to develop effective instruction and are an intricate part in the communication among all stakeholders. Counselors promote a supportive and safe environment for all stakeholders to feel comfortable and provide social/emotional support.