

Miami-Dade County Public Schools

Natural Bridge Elementary School



2022-23 Schoolwide Improvement Plan

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Natural Bridge Elementary School

1650 NE 141ST ST, North Miami, FL 33181

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

Demographics

Principal: Melissa Mesa M

Start Date for this Principal: 8/7/2019

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)	100%
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 Black/African American Students Hispanic Students Economically Disadvantaged Students
School Grades History	2021-22: A (62%) 2018-19: B (60%) 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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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	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

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

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

Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

We, the stakeholders of Natural Bridge Elementary School, commit to providing reflective instructional practices, illustrated through cross curricular opportunities and research based effective teaching strategies that empower all stakeholders.

Utilizing all current and evolving media, coaching, mentoring and effective approaches, we ensure all learners will become literate, proactive and responsible members of the community.

Provide the school's vision statement.

The vision of the Natural Bridge Elementary School community is for all stakeholders to become active participants in lifelong learning at the highest standards of rigor, utilizing proactive analytical and collaborative approaches to problem solving, while nurturing the individual needs and differences of all school community members.

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
Brown, Rashawn	Math Coach	Lead and evaluate school core content standards/programs: identify scientifically based curriculum and intervention approaches. Identify patterns of student needs to identify appropriate evidence-based intervention strategies; assist with programs that provide early intervening services for children to be considered “at risk”; assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; provide support for assessment and implementation monitoring; and implement the continuous coaching model.
Cavero-Santana, Carol	Reading Coach	Lead and evaluate school core content standards/programs: identify scientifically based curriculum and intervention approaches. Identify patterns of student needs to identify appropriate evidence-based intervention strategies; assist with programs that provide early intervening services for children to be considered “at risk”; assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; provide support for assessment and implementation monitoring; and implement the continuous coaching model.
Thomas, Tammy	Assistant Principal	Ensures data-based decision making, implementation of MTSS/ RtI implementation of intervention support and documentation, appropriate professional development, and communication with parents and community.
Smith, Mayeva	Teacher, K-12	The Digital Leader empowers teachers to implement technology in their classroom in order to enhance learning.
Cukierkorn, Jesse	Teacher, ESE	Provides curriculum support and professional development for targeted teachers and activities for Tier 1, 2, 3 students; assists with the disaggregation of data; assists with curriculum planning.
Mesa, Melissa	Principal	Ensures data-based decision making, implementation of MTSS/ RtI implementation of intervention support and documentation, appropriate professional development, and communication with parents and community.

Demographic Information

Principal start date

Wednesday 8/7/2019, Melissa Mesa M

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.*

8

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.*

30

Total number of teacher positions allocated to the school

30

Total number of students enrolled at the school

401

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	65	60	57	80	63	72	0	0	0	0	0	0	0	397
Attendance below 90 percent	8	12	8	20	5	8	0	0	0	0	0	0	0	61
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	13	8	7	1	7	0	0	0	0	0	0	0	36
Course failure in Math	0	10	6	2	1	15	0	0	0	0	0	0	0	34
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	15	14	20	0	0	0	0	0	0	0	49
Level 1 on 2022 statewide FSA Math assessment	0	0	0	8	20	20	0	0	0	0	0	0	0	48
Number of students with a substantial reading deficiency	0	14	12	19	14	24	0	0	0	0	0	0	0	83

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	3	7	10	4	14	0	0	0	0	0	0	0	38

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	4	0	8	0	0	0	0	0	0	0	0	0	12
Students retained two or more times	0	0	0	2	0	1	0	0	0	0	0	0	0	3

Date this data was collected or last updated

Friday 8/19/2022

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	35	62	55	94	56	73	0	0	0	0	0	0	0	375
Attendance below 90 percent	8	12	8	20	5	8	0	0	0	0	0	0	0	61
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	2	14	9	9	0	0	0	0	0	0	0	34
Course failure in Math	0	0	4	9	6	9	0	0	0	0	0	0	0	28
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	8	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	6	0	0	0	0	0	0	0	6
Number of students with a substantial reading deficiency	0	12	25	50	11	18	0	0	0	0	0	0	0	116

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	3	14	4	14	0	0	0	0	0	0	0	36

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	13	0	0	0	0	0	0	0	0	0	15
Students retained two or more times	0	0	0	2	0	1	0	0	0	0	0	0	0	3

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	35	62	55	94	56	73	0	0	0	0	0	0	0	375
Attendance below 90 percent	8	12	8	20	5	8	0	0	0	0	0	0	0	61
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	2	14	9	9	0	0	0	0	0	0	0	34
Course failure in Math	0	0	4	9	6	9	0	0	0	0	0	0	0	28
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	8	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	6	0	0	0	0	0	0	0	6
Number of students with a substantial reading deficiency	0	12	25	50	11	18	0	0	0	0	0	0	0	116

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	3	14	4	14	0	0	0	0	0	0	0	36

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	13	0	0	0	0	0	0	0	0	0	15
Students retained two or more times	0	0	0	2	0	1	0	0	0	0	0	0	0	3

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	56%	62%	56%				53%	62%	57%
ELA Learning Gains	58%						57%	62%	58%
ELA Lowest 25th Percentile	50%						51%	58%	53%
Math Achievement	63%	58%	50%				68%	69%	63%
Math Learning Gains	72%						71%	66%	62%
Math Lowest 25th Percentile	76%						61%	55%	51%
Science Achievement	62%	64%	59%				56%	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	41%	60%	-19%	58%	-17%
Cohort Comparison		0%				
04	2022					
	2019	48%	64%	-16%	58%	-10%
Cohort Comparison		-41%				
05	2022					
	2019	45%	60%	-15%	56%	-11%
Cohort Comparison		-48%				

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	61%	67%	-6%	62%	-1%
Cohort Comparison		0%				
04	2022					
	2019	55%	69%	-14%	64%	-9%
Cohort Comparison		-61%				
05	2022					
	2019	68%	65%	3%	60%	8%
Cohort Comparison		-55%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	44%	53%	-9%	53%	-9%
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	29	38	38	23	48	64	31				
ELL	47	53	36	47	68	60	46				
BLK	56	57	48	61	71	77	62				
HSP	58	56		75	75						
FRL	56	56	47	63	71	74	63				
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	21	20		8	13		18				
ELL	33	45	45	32	45	50	13				
BLK	38	46	47	38	41	44	26				
HSP	52	40		44	30		30				
FRL	40	45	44	38	38	41	27				
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	57	50	66	63	58	76				
ELL	42	63	55	62	79	67	59				
BLK	53	56	47	67	72	56	56				
HSP	50	61	64	73	69	75	57				
FRL	51	55	51	65	70	61	55				

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	61
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	53
Total Points Earned for the Federal Index	490
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	51
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	61
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	66
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	60
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?

All ELA Subgroups Achievement increased by at least 6 percentage points.
 All ELA Subgroups Learning Gains increased by at least 8 percentage points.
 All ELA Subgroups Learning Gains L25 increased by at least 1 percentage point.
 All Math Subgroups Achievement increased by at least 15 percentage points.
 All Math Subgroups Learning Gains increased by at least 23 percentage points.
 All Math Subgroups Learning Gains L25 increased by at least 10 percentage points.
 All Science Subgroups Achievement levels increased by at least 13 percentage points.

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

The Students with Disabilities (SWD) Subgroup scored below the 41% threshold according to the Federal Index. Therefore, the SWD Subgroup scoring at 39% will need an Every Student Succeeds Act (ESSA) Area of Focus.

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

Factors that contributed to this need for improvement include learning loss and large class size. The data reflects a need for Standards-aligned Instruction to meet the needs of students. Therefore, The Leadership Team will provide support and ensure that we are meeting the unique needs of all learners. It is evident that we must improve our ability to conduct checks for understanding for all ELA and Math standards. We will provide the necessary strategies and action steps in order to make learning gains and move towards achievement. The Leadership Team, will monitor the use of Standards-aligned Instruction when conducting walkthroughs. ELA and Math data will also be monitored via Progress Monitoring Assessments as well as i-Ready reports to ensure students are demonstrating growth. Checks for Understanding will ensure that teachers are providing learning opportunities, identifying goals, providing feedback and planning instruction based on students needs in correlation to Standards-aligned Instruction.

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

Science Achievement increased from 26 percentage points in 2021 to 62 percentage points on the 2022 on the Stateside Science Assessment. Math Learning Gains L25% increased from 41 percentage points in 2021 to 76 percentage points on the 2022 FSA. In 2021-2022, students in grades K-5 demonstrated an increase between 37 and 50 points when comparing i-Ready AP1 to AP3 data.

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

The data reflects mastery of basic skills and use of data driven instruction to increase learning gains. This demonstrates consistency across the grade levels using the district mandated curriculum and consistent intervention to impact student achievement. Teachers will continue to utilize data-driven instruction and monitor student progress. The following actions contributed to significant academic data achievements: establishment of daily routines, providing brain breaks, ensuring student participation, providing meaningful learning, corrective feedback that is precise and timely, conferencing with students about progress, checking for understanding, data chats, progress monitoring, and scaffolding lessons.

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

Strategies taken to ensure high-quality grade level instruction include: active student engagement, corrective and timely feedback for students, consistent use of data to identify student deficiencies, collaborative planning, standards-aligned instruction, extended learning opportunities, and interventions/ Rtl. The Leadership Team will monitor the use of these strategies via walkthroughs and data reports.

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 facilitate access to trainings on B.E.S.T. standards for both ELA and Math (August/22/ ongoing), effective use of progress monitoring reports via F.A.S.T. (September/January/22), and i-Ready data reports (October/February/22).

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

Teachers will continue to encourage and monitor class participation daily utilizing classroom routines, brain breaks, technology and active journaling. Extended learning opportunities will also be provided with before and after school tutoring and interventions as well as enrichment programs.

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 Student Engagement

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 FSA proficiency data, 56% of students in grades 3-5 are proficient in ELA, 63% of students in grades 3-5 are proficient in Math, and 62% of students in grade 5 are proficient in Science. The 2021 FSA proficiency data demonstrates 40% of students in grades 3-5 are proficient in ELA, 36% of students in grades 3-5 are proficient in Math, and 26% of students in grade 5 are proficient in Science. Based on the data, our school will continue to implement the effective Targeted Element of Student Engagement in order to achieve optimal learning gains.

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

With the continued implementation of student engagement, an additional 4% of students in grades 3-5 will score proficient in the area of ELA, an additional 2% in the area of math, and an additional 3% in the area of science on the 2022-2023 state assessment.

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

The Leadership Team will conduct bi-weekly/monthly walkthroughs, and review progress monitoring data to ensure quality instruction is taking place. This data will be analyzed by the Leadership Team and teachers to ensure students are demonstrating growth on all standards. Administrators will also observe strategies utilized to engage students.

Person responsible for monitoring outcome:

Melissa Mesa (pr3661@dadeschools.net)

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

Our school will focus on the evidence-based strategy of student engagement. Student engagement refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught (physical or virtual), which extends to the level of motivation they have to learn and progress in their education. This deals with student engagement, cognitively, behaviorally, physically, and emotionally.

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

Student engagement strategies will ensure increased school achievement. When teachers use strategies designed to capture students' attention and actively involve them in the learning process, student achievement will be reflect in the data.

**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.

Aug.22 - Oct.14: Teachers will engage students in active class discussions.

Person Responsible Tammy Thomas (trthomas@dadeschools.net)

Sept.6. - Oct.14: Students will participate in collaborative conversations with a partner.

Person Responsible Melissa Mesa (pr3661@dadeschools.net)

Aug.29 - Oct.14: Students will participate in hands on activities and to increase engagement and understanding of standard.

Person Responsible Tammy Thomas (trthomas@dadeschools.net)

Sept.19 - Oct.14: Teachers will provide students with opportunities to work in small groups to increase participation.

Person Responsible Melissa Mesa (pr3661@dadeschools.net)

Oct. 31-Dec.16: Present learning content in a variety of medium including video, audio and digital resources.

Person Responsible Mayeva Smith (smithmg@dadeschools.net)

Oct. 31-Dec.16: Use real life-examples from outside the clasroom to connect learning to the real world.

Person Responsible Carol Cavero-Santana (ccavero-santana@dadeschools.net)

#2. Positive Culture and Environment specifically relating to Celebrate Successes**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 Student School Climate Survey Results data review, our school will implement the Targeted Element of Celebrating Successes. We selected the overarching area of Celebrating Successes based on our findings that demonstrated an increase of "disagree " and "strongly disagree" results when referring to student adherence to school rules safety, relationships, support, and quality of education. There is a need to equip students with strategies on how to celebrate successes that affect them on a personal level and highlight others who are successful so that they may achieve learning gains and increase positive attitudes towards school and their peers.

Measurable**Outcome:**

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

The implementation of Celebrating Successes will lead to improvement of student adherence to school rules, relationships, support, and quality of education and our "disagree" and "strongly disagree" results in the Student School Climate Survey will decrease by 5 percentage points during the 2022-2023 school year.

Monitoring:

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

With the implementation of Celebrating Successes, The Leadership Team will ensure the implementation of recognizing student and staff achievement through monthly and quarterly activities such as assemblies and faculty meetings to encourage all stakeholders in achieving optimal quality of instruction.

Person responsible for monitoring outcome:

Melissa Mesa (pr3661@dadeschools.net)

Evidence-based

Strategy:

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

Celebrate Successes is when staff and student accomplishments are given special recognition and achievements are publicly celebrated allowing for encouragement from all stakeholders.

Rationale for Evidence-based Strategy:

We selected the overarching area of Celebrating Successes based on our findings in the Student School Climate Survey that demonstrated an increase of "disagree " and "strongly disagree" results when referring to student adherence to school rules safety, relationships, support, and quality of education. Implementing the practice of Celebrating

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

Successes will focus on providing all stakeholders with positive relationships and an engaging supportive learning environment while promoting the physical, emotional, and mental health of students and staff within the school.

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.

Sept.6 - Oct.14: The Leadership Team will highlight student and staff successes via email and announcements/meetings.

Person Responsible Tammy Thomas (trthomas@dadeschools.net)

Sept.6 - Oct.14: Safety patrols will identify weekly, a boy and a girl from each grade who are "Rule Royalty" because their adherence to school rules has been noticeable.

Person Responsible Ellen Marcus (emarcus@dadeschools.net)

Aug.22 - Oct.14: The school will promote the use of bulletin boards to highlight student successes.

Person Responsible Melissa Mesa (pr3661@dadeschools.net)

Aug.22 - Oct.14: The school will conduct Honor Roll assemblies to recognize student success.

Person Responsible Ellen Marcus (emarcus@dadeschools.net)

Oct. 31- Dec.16: Use specific verbal praise to motivate and celebrate student and staff success

Person Responsible Melissa Mesa (pr3661@dadeschools.net)

Oct. 31- Dec. 16: Celebrate student and staff success by writing a personal note with praise and encouragement.

Person Responsible Tammy Thomas (trthomas@dadeschools.net)

#3. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs

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 School Culture SIP Survey, we decided to focus on Specific Teacher Feedback/Walkthroughs. The School Culture SIP Survey indicates a 12% decrease in 2022 when teachers were asked how often instructional walkthroughs are conducted by administrators. Focusing on instructional walkthroughs will instill the ability to consistently repeat good practices while providing teachers with the resources, support and interventions. Sustaining these practices and setting goals around ongoing data will impact student achievement.

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 Specific Teacher Feedback/Walkthroughs our teachers will continue to provide students with rigorous instruction. The Leadership Team will conduct monthly teacher walkthroughs to ensure effectiveness of instruction. The percentage of instructional walkthroughs conducted by administrators in the School Culture SIP survey 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 Administrative Team will monitor the frequency of walkthroughs to provide effective feedback for teachers. Teacher feedback will be provided via informal conferences and written notification.

Person responsible for monitoring outcome:

Tammy Thomas (trthomas@dadeschools.net)

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

Within the Targeted Element of Specific Teacher Feedback/Walkthroughs, we will focus on the evidence-based strategy of: Consistent, Developmental Feedback promoting dialogue with teachers. Consistent, Developmental Feedback involves providing and receiving constructive, safe, non-threatening, qualitative evidence-based feedback to evaluate the effectiveness of instruction to improve outcomes for students. Some strategies to improve Consistent, Developmental Feedback are providing intentional constructive verbal or written feedback in a timely manner, meeting with stakeholders regularly to review and provide qualitative data about instructional practice and student learning to supplement other data about school and student performance, discussing implications for the data, and implementing next steps.

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

The School Culture SIP Survey indicates a 12% decrease in 2022 when teachers were asked how often instructional walkthroughs are conducted by administrators. Implementing the practice of Consistent, Developmental Feedback will focus on results while engaging all stakeholders in their commitment to providing students with effective learning. Throughout this process all stakeholders will have a shared purpose and ensure responsibility and accountability.

Describe the 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.

Aug 22- Oct 5: Administration will communicate periodically with teachers when walkthroughs will be conducted.

Person Responsible Tammy Thomas (trthomas@dadeschools.net)

Aug 26- Oct 11: Administration will periodically notify teachers area of focus for walkthroughs.

Person Responsible Tammy Thomas (trthomas@dadeschools.net)

Aug 26- Oct 9: Administration will conduct walkthroughs with fidelity incorporated as part of the Administrative Team's monthly calendar routine.

Person Responsible Melissa Mesa (pr3661@dadeschools.net)

Sep 1- Oct 14: Administration will provide timely informal written feedback and/or verbal informal feedback post conference.

Person Responsible Melissa Mesa (pr3661@dadeschools.net)

Oct. 31-Dec.16: Provide developmental feedback that relates to standards.

Person Responsible Tammy Thomas (trthomas@dadeschools.net)

Oct. 31-Dec.16: Provide feedback using language that motivates and offers support.

Person Responsible Melissa Mesa (pr3661@dadeschools.net)

#4. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus**

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

The Students with Disabilities (SWD) Subgroup scored below the 41% threshold according to the Federal Index. Therefore, 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 demonstrated a deficiency in the SWD subgroup. We are not meeting the unique needs of all learners therefore it is evident that we must improve our ability to conduct checks for understanding of all standards. We will provide the necessary strategies and action steps in order to make learning gains and move towards proficiency.

Measurable**Outcome:**

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

With the continued implementation of Standards-aligned instruction, the SWD Subgroup will increase a minimum of 2% from 39% on the 2022-2023 state assessment.

Monitoring:

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

The Leadership Team, will monitor the use of Standards-aligned Instruction when conducting walkthroughs. ELA, Math and Science data will also be monitored via Progress Monitoring Assessments as well as i-Ready reports to ensure students are demonstrating growth.

Person responsible for monitoring outcome:

Tammy Thomas (trthomas@dadeschools.net)

Evidence-based

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

Standards-aligned Instruction refers to teachers executing lessons based on the standards/learning targets and ensure that all student products and teaching techniques are aligned to the intended standards. Teachers will deliver planned lessons to guide students through the demands of the standards/learning targets. Students will show evidence of mastering the lesson objective/s through their work samples/tasks.

Rationale for Evidence-based Strategy: Explain the rationale for

The Students with Disabilities (SWD) Subgroup scored below the 41% threshold according to the Federal Index. Standards-aligned Instruction eliminates the achievement gap while accelerating all students to their full academic potential. Teachers will check for understanding provide learning opportunities, identify goals, provide feedback and plan instruction based on students needs in correlation to Standards-aligned Instruction.

selecting this specific strategy. Describe the 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.

Aug.22 - Oct.14: Teachers will communicate standards-aligned expectations such as content and evaluation for student learning.

Person Responsible Melissa Mesa (pr3661@dadeschools.net)

Aug.22 - Oct.14: Teachers will engage students in rigorous learning utilizing higher order thinking questions to establish effective standards-aligned instruction.

Person Responsible Tammy Thomas (trthomas@dadeschools.net)

Aug.22 - Oct.14: Teachers will utilize scaffolding strategies such as, prior knowledge, modeling, collaborate conversations, pre-teaching vocabulary, use of visual aids and checking for understanding within and across lessons to achieve understanding of standards.

Person Responsible Carol Cavero-Santana (ccavero-santana@dadeschools.net)

Aug.22 - Oct.14: Teachers will provide precise and specific feedback to students to achieve understanding of standards.

Person Responsible Tammy Thomas (trthomas@dadeschools.net)

Oct. 31- Dec.16: Teachers will utilize formative and summative assessments to check for understanding and drive instruction of standards.

Person Responsible [no one identified]

Oct. 31- Dec.16: Teachers will explain, clarify and model standards to lead students from guided to independent learning of aligned instruction.

Person Responsible [no one identified]

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.

Our strengths within School Culture are in discipline, school safety, teacher retention, and relationships. Our school creates experiences throughout the year to engage families and ensures communication to support their children. Students are supported through counseling, intervention and tutoring as well as enrichment programs. Staff are provided opportunities to share ideas and provide feedback during formal and informal meetings. Informal conferences are also ongoing and conducted to garner information about student progress. We also ensure information is provided to all stakeholders through grade level chair, faculty and EESAC meetings to connect across grade levels and content areas. We continue to ensure our classrooms are highly engaging and effective on fostering the highest level of learning.

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 include Administration, Counselor, Instructional Coach, Teachers/Leaders, and Parents/Community Partnerships. The Administration's role is to monitor and oversee all the school's initiatives, and respond to concerns as well as ensuring all information is shared with stakeholders in a timely manner. The counselor implements group and individual counseling sessions as needed and works closely with teachers, students, parents, and the community to ensure social-emotional needs are met as well as Response to Intervention. Teacher leaders and instructional coach assist in providing and responding to feedback from stakeholders and make efforts to connect and build relationships with students, parents, and families. Parents and Community Partnerships also participate in EESAC/Title I meetings.