

Miami-Dade County Public Schools

Palm Springs North Elementary School



2022-23 Schoolwide Improvement Plan

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Palm Springs North Elementary School

17615 NW 82ND AVE, Hialeah, FL 33015

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

Demographics

Principal: Christina Ravelo M

Start Date for this Principal: 3/15/2021

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)	82%
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 White Students Economically Disadvantaged Students
School Grades History	2021-22: A (67%) 2018-19: A (73%) 2017-18: A (67%)
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;">82%</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;">98%</p>

School Grades History

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

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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 staff and community of Palm Springs North Elementary School, believe that all students can become lifelong learners and participatory citizens in a global society. We accept the responsibility of teaching students the skills necessary to achieve these goals by targeting the whole child academically, socially, and emotionally.

Provide the school's vision statement.

We provide a world class education for every student.

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
Ravelo, Christina	Principal	Oversees the daily duties of school management, student activities and services, community relations, personnel, and curriculum instruction.
Gonzalez, Emma	Assistant Principal	Coordinates with the principal to define and enforce school policies and guidelines for students, staff, and faculty.
Tarpley, LaToya	Assistant Principal	Coordinates with the principal to define and enforce school policies and guidelines for students, staff, and faculty.
Molliner, Eduardo	Assistant Principal	Coordinate with the principal to define and enforce school policies and guidelines for students, staff, and faculty. Monitors and oversees the daily operations of community school and after care programs.
Salisbury, Jennifer	School Counselor	Supports and collaborates to promote equity and access for all students by connecting the schools counseling program to the school's academic mission and school improvement process.
Perez, Odalys	Instructional Media	Oversees technology ad library/media services. She is also the i-Ready administrator and assists with school-wide procedures, calendars, and activities.
Palmer, Kristy	ELL Compliance Specialist	Responsible for planning, administering, and monitoring the District's ESOL program, while keeping accurate student records.

Demographic Information

Principal start date

Monday 3/15/2021, Christina Ravelo 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.*

7

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.*

14

Total number of teacher positions allocated to the school

56

Total number of students enrolled at the school

1,067

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

1

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

6

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	174	167	166	196	158	147	0	0	0	0	0	0	0	1008
Attendance below 90 percent	0	22	12	15	9	15	0	0	0	0	0	0	0	73
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	5	24	2	1	0	0	0	0	0	0	0	32
Course failure in Math	0	0	3	11	2	5	0	0	0	0	0	0	0	21
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	22	17	18	0	0	0	0	0	0	0	57
Level 1 on 2022 statewide FSA Math assessment	0	0	0	13	13	15	0	0	0	0	0	0	0	41
Number of students with a substantial reading deficiency	0	0	0	9	39	24	21	0	0	0	0	0	0	93

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	9	39	24	21	0	0	0	0	0	0	0	93

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	1	22	0	1	0	0	0	0	0	0	0	25
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Thursday 7/7/2022

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	128	109	159	165	138	162	0	0	0	0	0	0	0	861
Attendance below 90 percent	7	7	13	7	5	13	0	0	0	0	0	0	0	52
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	1	14	2	10	0	0	0	0	0	0	0	27
Course failure in Math	0	0	3	3	0	7	0	0	0	0	0	0	0	13
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	55	72	25	37	0	0	0	0	0	0	0	201

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

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

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	11	0	0	0	0	0	0	0	0	0	11
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	149	130	167	171	141	164	0	0	0	0	0	0	0	922
Attendance below 90 percent	20	11	14	11	14	12	0	0	0	0	0	0	0	82
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	4	11	13	0	1	0	0	0	0	0	0	0	29
Course failure in Math	0	2	8	7	3	11	0	0	0	0	0	0	0	31
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	39	17	33	0	0	0	0	0	0	0	89
Level 1 on 2019 statewide FSA Math assessment	0	0	0	24	11	33	0	0	0	0	0	0	0	68
Number of students with a substantial reading deficiency	0	8	15	46	20	44	0	0	0	0	0	0	0	133

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	2	6	28	10	25	0	0	0	0	0	0	0	71

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	1	0	21	0	0	0	0	0	0	0	0	0	22
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	66%	62%	56%				73%	62%	57%
ELA Learning Gains	67%						75%	62%	58%
ELA Lowest 25th Percentile	57%						71%	58%	53%
Math Achievement	72%	58%	50%				82%	69%	63%
Math Learning Gains	76%						71%	66%	62%
Math Lowest 25th Percentile	72%						69%	55%	51%
Science Achievement	56%	64%	59%				71%	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	65%	60%	5%	58%	7%
Cohort Comparison		0%				
04	2022					
	2019	80%	64%	16%	58%	22%
Cohort Comparison		-65%				
05	2022					
	2019	67%	60%	7%	56%	11%
Cohort Comparison		-80%				

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	83%	67%	16%	62%	21%
Cohort Comparison		0%				
04	2022					
	2019	85%	69%	16%	64%	21%
Cohort Comparison		-83%				
05	2022					
	2019	71%	65%	6%	60%	11%
Cohort Comparison		-85%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	67%	53%	14%	53%	14%
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	33	57	56	54	69	75	31				
ELL	57	67	63	72	81	76	50				
HSP	66	68	58	72	77	74	56				
FRL	61	63	56	67	75	70	48				
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	26	42	44	44	52	65	15				
ELL	51	39	32	51	44	50	31				
BLK	43			15							
HSP	62	54	39	59	36	40	43				
FRL	58	51	42	54	31	42	40				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	45	57	55	60	69	79	17				
ELL	66	70	69	76	68	69	62				
BLK	74	77		84	92						
HSP	73	74	71	82	70	69	70				
FRL	70	73	71	79	71	65	69				

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	66
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	61
Total Points Earned for the Federal Index	527
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	52
Students With Disabilities Subgroup Below 41% in the Current Year?	NO

Students With Disabilities	
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	66
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	67
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	62
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?

The 2021 to 2022 comparison shows a decrease in the Achievement gap from 3rd to 5th grade in ELA, Math and Science.

- All ELA Subgroups Learning Gains increased by at least 12 percentage points.
- All ELA Subgroups Learning Gains L25 increased by at least 12 percentage points.
- All Math Subgroups Learning Gains increased by at least 17 percentage points.
- All Math Subgroups Learning Gains L25 increased by at least 10 percentage points.
- Science Subgroups Achievement levels increased by at least 8 percentage points.

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

The majority of our 1st-grade students demonstrated a decrease in SAT ELA proficiency by at least 17 percentage points. The majority of the 3rd-grade students demonstrated a decrease in FSA ELA proficiency by at least 4 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 factor to this need for improvement was the achievement gap throughout all content areas and grades. In order to address this need for improvement, we will continue the implementation of differentiated instruction, data-driven instruction, and ongoing walkthroughs, while increasing the frequency in which these actions will be monitored.

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

Math Learning Gains increased from 34 percentage points in 2021 to 76 percentage points on the 2022 FSA. The L25 subgroup in Math demonstrated a growth of 10 percentage points when compared to the 2021 FSA.

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

We created a collaborative planning schedule that allotted time to plan for DI. Teachers collected data on topic assessments and i-Ready diagnostics that were shared on a live document on One Drive with the administration to monitor and make adjustments as needed to differentiate the students' needs. Administrators will now continue to attend weekly collaborative planning sessions and contribute to conversations with individual departments to carefully align resources and monitor student growth.

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

Data-driven Instruction, Differentiated Instruction, Extended Learning Opportunities, Standards-Based Collaborative Planning, Interventions, Push-in, and 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.

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 and making adjustments to groups as data becomes available (October 2022). Monitoring OPM data (November/December 2022). Continuous data chats with individualized feedback and next steps (ongoing). Mentorship cycles will also be implemented individually with new teachers to support specific needs (ongoing).

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

Extended learning opportunities will be provided such as before and after school tutoring and interventions as well as STEAM-based in-class activities and clubs.

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 ELA

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 SAT reading proficiency data, 50% of the 1st - grade students are proficient in ELA, 62% of the 3rd- grade students are proficient in the FSA ELA , 61% of the 5th grade students are proficient in the FSA ELA. The 2021 SAT proficiency data shows 58% of the 1st - grade students were proficient in ELA, 60% of the 3rd- grade students were proficient in ELA, 52% of the 5th- grade students were proficient in ELA . Based on this data, differentiation of instruction, intervention, and extended learning must continue to take place with fidelity in order to increase our proficiency rates in ELA.

Measurable Outcome:

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

With the implementation of differentiated instruction, intervention, and extended learning opportunities an additional 10% of the student population in grades K-5 will score at grade- level or above in the area of ELA by the 2022-2022 FAST assessment PM 3.

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

The administrative team will conduct quarterly data chats, adjust groups based on current data and conduct weekly walk - throughs to ensure the implementation of Differentiated instruction, and interventions is taking place. In addition, a data monitoring log will be implemented where teachers will input bi-weekly data to monitor student progress. Administrators will meet bi- weekly to analyze the data inputted and identified trends amongst grade- levels , standards and teachers.

Person responsible for monitoring outcome:

Emma Gonzalez (egonzalez44@dadeschools.net)

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

Within the Targeted Element of ELA, our school will focus on the evidence-based strategy of Data-Driven Instruction. Data-Driven instruction will assist in accelerating the learning gains of our 1st -5th grade students 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.

Data-Driven instruction will ensure students needs are met through the analysis of data. Teachers will analyze data on an ongoing-basis 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.

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.

8/22-10/14/22- The administrative team will conduct weekly walk-throughs to ensure differentiated instruction is taking place. As a result, the administrative team will provide immediate and relevant feedback to teachers regarding strength and opportunities of improvement in what was observed. The administrative will monitor the data teachers input on a bi- weekly basis to identify trends amongst the grade- level and teachers.

Person Responsible Emma Gonzalez (egonzalez44@dadeschools.net)

8/22-10/14/22 - Reading and Math representatives will facilitate common planning time sessions once a week to share best practices, discuss the pacing guides and technology resources. Teachers during common planning time will dissect bi-weekly classroom data in order to drive instruction during differentiated instruction. As a result, this data will guide teachers' instruction and meet students' needs on an ongoing- basis. Administrators will attend weekly common planning times to ensure best practices with teachers as well.

Person Responsible Emma Gonzalez (egonzalez44@dadeschools.net)

8/22 -10/14/22 Teachers will conduct data chats with students after the administration of diagnostics assessments. The data chats will be sent home for students to discuss with parents. As a result, students will be able to monitor and reflect on their own academic progress.

Person Responsible Emma Gonzalez (egonzalez44@dadeschools.net)

8/22-10/14/22- A part -time interventionist will be hired to provide push-in support to selected K-2nd grade teachers based on AP2 I- Ready Data. As a result, this will provide an opportunity for two teacher- led centers to take place at the same time.

Person Responsible Emma Gonzalez (egonzalez44@dadeschools.net)

10/31-12/16/22- ESSAR funds will be utilized to provide push - in support focusing in phonics. Tutors will have a schedule where students will be identified for support. As a result, this will increase student achievement in ELA.

Person Responsible Emma Gonzalez (egonzalez44@dadeschools.net)

10/31-12/16/22- Data chats will be conducted with ELA teachers to identify trends. Students in need of intervention and tutoring will be selected. Constructive conversations will also take place to ensure teachers have all the resources needed to facilitate learning. As a result, reading proficiency will be evident. .

Person Responsible Emma Gonzalez (egonzalez44@dadeschools.net)

10/31-12/16/22- Data chats will be conducted with ELA teachers to identify trends. Students in need of intervention and tutoring will be selected. Constructive conversations will also take place to ensure teachers have all the resources needed to facilitate learning. As a result, reading proficiency will be evident. .

**Person
Responsible**

Emma Gonzalez (egonzalez44@dadeschools.net)

#2. Instructional Practice specifically relating to Science

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 SSA Science assessment data, 56% of the 5th grade students were proficient in Science. The 2021 SSA proficiency data shows 43% of the 5th - grade students were proficient in Science. Based on this data, differentiated instruction and weekly Science labs will take place with fidelity in order to increase our proficiency rates in Science.

Measurable Outcome:

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

With the implementation of differentiated instruction and weekly Science labs an additional ten percent of the 5th grade population will score at grade- level or above in area of Science in the 2023 SSA Science assessment.

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

The administrative team will conduct quarterly data chats, adjust groups based on current data and conduct weekly walk-throughs to ensure the implementation of Differentiated instruction, and weekly labs are taking place. In addition, a data monitoring log will be implemented where teachers will input bi-weekly data to monitor student progress. Administrators will meet bi-weekly to analyze the data inputted and identify trends amongst grade levels, standards, and teachers.

Person responsible for monitoring outcome:

LaToya Tarpley (ltarpley@dadeschools.net)

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

Within the Targeted Element of science, our school will focus on the evidence-based strategy of: Differentiation and weekly Science labs. Differentiation and Science labs will assist in accelerating the learning gains of our students 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 and data monitoring logs to drive instructional planning.

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

Differentiation and hands-on weekly Science labs will ensure students are actively engaged in the learning process which in turn will lead to student achievement.

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.

8/22-10/14/22 - The science representative will facilitate common planning time sessions once a week to share best practices, discuss the pacing guides, and science lab resources. Teachers during common

planning time will dissect bi-weekly classroom data in order to drive instruction during differentiated instruction. As a result, this data will guide teachers' instruction and meet students' needs on an ongoing basis. Administrators will attend weekly common planning times to ensure best practices with teachers as well.

Person Responsible LaToya Tarpley (ltarpley@dadeschools.net)

8/22-10/14/22 - Teachers will conduct data chats with students after the administration of the pre-baseline assessment. Data chat forms will be sent home for students to discuss with their parents. As a result, students will be able to monitor and reflect on their own academic progress.

Person Responsible LaToya Tarpley (ltarpley@dadeschools.net)

8/22-10/14/22 - The administrative team will conduct weekly walk-throughs to ensure differentiated instruction and weekly science labs are taking place. As a result, the administrative team will provide immediate and relevant feedback to teachers regarding strength and opportunities of improvement in what was observed.

Person Responsible LaToya Tarpley (ltarpley@dadeschools.net)

8/22-10/14/22 - Science teachers will collaboratively develop data trackers that will be used to monitor science topic assessments. As a result, this data will be used to plan lessons and activities that will meet the differentiated needs of each learner. Students will also keep record of weekly science labs in their interactive science journals.

Person Responsible LaToya Tarpley (ltarpley@dadeschools.net)

10/31-12/16/22- Differentiated instruction will be implemented biweekly to address deficiencies on topic assessments. As a result, deficiencies on the standards addressed during differentiated instruction will be mastered.

Person Responsible LaToya Tarpley (ltarpley@dadeschools.net)

10/31-12/16/22- Differentiated instruction will be implemented biweekly to address deficiencies on topic assessments. As a result, deficiencies on the standards addressed during differentiated instruction will be mastered.

Person Responsible LaToya Tarpley (ltarpley@dadeschools.net)

10/31-12/16/22- Weekly labs will be conducted to provide students with hands- on activities which in turn addresses all learning styles and will make meaningful. As a result, science proficiency will increase.

Person Responsible LaToya Tarpley (ltarpley@dadeschools.net)

#3. Positive Culture and Environment specifically relating to Staff Morale

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 2021-2022 School Climate Survey feedback from staff, 40% of teachers disagree, strong disagree or are neutral that staff morale is high at our school, in comparison to 9% during the 2020-2021 School Climate Survey feedback, this indicates a negative increase of 31 percentage points. This data indicates that there is a critical need to improve staff morale.

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

If we successfully implement Empowering Teachers, and Staff, our staff morale will decrease by at least 10 percentage points in the 2022-2023 Climate survey by June 2023.

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

The administrative team in collaboration with the social committee will plan activities outside of school so that teachers can build and strengthen positive relationships. Faculty meetings will begin with opportunities for connection and teachers will have designated speaking time during every meeting to ensure that all input is considered. The leadership team will survey teachers to gather ideas on initiatives/strategies/ systems they would like to have implemented in our school. Based on survey responses, teachers will volunteer to lead different initiatives and showcase their leadership skills.

Person responsible for monitoring outcome:

Christina Ravelo (pr4281@dadeschools.net)

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

Within the Area of Focus of Positive Culture and Environment, we will focus on Empowering Teachers and Staff to ensure that our teachers have a voice, feel appreciated, build positive relationships, and are part in the decision-making process.

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

We want to empower teachers in our school by spotlighting their successes and involving them in the decision-making process. Leading different initiatives will provide leadership opportunities for teachers while also considering their input on what initiatives to implement.

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.

8/22-10/14/22- Every month during a faculty meeting a staff member will be selected as Spot Success. The staff member will be selected by the person who was Spot Success the previous month. During the meeting, the person nominated will share a few words as to why that person was selected. As a result, staff morale will increase as they are recognized among their colleagues.

Person Responsible Christina Ravelo (pr4281@dadeschools.net)

8/22-10/14/22 - Team building opportunities will be planned in collaboration with the social committee. As a result, positive relationships amongst staff will be strengthened.

Person Responsible Christina Ravelo (pr4281@dadeschools.net)

8/22-10/14/22 - Celebration of staff birthdays will be recognized spotlights on social media and incentives. As a result, staff morale will increase as they are recognized among all stakeholders.

Person Responsible Christina Ravelo (pr4281@dadeschools.net)

8/22-10/14/22 - Recognize and spotlight staff best practices during faculty meetings throughout the school year. As a result, staff morale will increase as they are valued and recognized amongst coworkers.

Person Responsible Christina Ravelo (pr4281@dadeschools.net)

10/31/22-12/16/22- Administration provides an Open- door policy where faculty members feel comfortable to discuss or address any concerns. As a result, staff morale will increase as they feel their voice is heard and respected.

Person Responsible Christina Ravelo (pr4281@dadeschools.net)

10/31/22-12/16/22- Curriculum leaders meet on a monthly basis with the administrative team to address teachers concerns or needs. As a result, teacher's concerns are heard and problem- solving steps are placed in a timely matter to address teachers' needs.

Person Responsible Christina Ravelo (cmavelo@dadeschools.net)

#4. Transformational Leadership specifically relating to Instructional Leadership Team

Area of Focus
Description and Rationale: We decided to focus on Instructional Leadership Team to address the needs within our school. The 2021-2022 School Climate Survey feedback data reveals that 95% of the staff agreed or strongly agreed administrators solve problems effectively in comparison to 99% in the 2020-2021. To increase this percentage, we selected Instructional Leadership Team because it will create a cohort of leaders that will share the principal's vision and mission in a positive manner with the staff.
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. If we successfully implement the Targeted Element of the Instructional Leadership Teams, our teachers will be provided the opportunity to contribute to school-wide decisions throughout the school year to solve problems effectively. 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. With the implementation of Instructional Leadership Team, an additional 5% of the staff will agree with the statement that administrators solve problems effectively by the mid-year point of the school year.

Person responsible for monitoring outcome: Christina Ravelo (pr4281@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. Involving Staff in Important Decision Making allows your staff to gain a professional and personal stake in the school and its overall success. This commitment leads to increased productivity as members of the staff are actively participating in various aspects of the school and wish to see their efforts succeed.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy. We decided to focus on Instructional Leadership Team to address the need within our school. The data revealed that 95% of the staff feels the administration solves problems effectively. To increase this percentage, we selected Instructional Leadership team because staff will be part of effectively solving problems.

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.

8/22-10/14/22- Continuously elicit feedback from staff via surveys. As a result, staff will be involved in the decision-making process.

Person Responsible Christina Ravelo (pr4281@dadeschools.net)

8/22-10/14/22- Curriculum leaders' meetings will be held once a month. As a result, concerns and shared ideas will be addressed.

Person Responsible Christina Ravelo (pr4281@dadeschools.net)

8/22-10/14/22- Administrators will practice the open door policy. As a result, open communication, feedback, and discussion about any matter of importance to staff members will be encouraged.

Person Responsible Christina Ravelo (pr4281@dadeschools.net)

8/22-10/14/22- Administrators will be assigned different areas of responsibility. As a result, concerns will be resolved in a timely and successful manner.

Person Responsible Christina Ravelo (pr4281@dadeschools.net)

10/31-12/16/22 - An Aspiring Administrator committee will be developed to assist with organizational and leadership responsibilities. As a result, Aspiring Administrators will be exposed to leadership responsibilities.

Person Responsible Christina Ravelo (pr4281@dadeschools.net)

10/31-12/16/22- Leadership team meets weekly to discuss upcoming events, activities , curriculum updates and concerns . As a result, this allows for team building activities to take place and address school - wide concerns.

Person Responsible Christina Ravelo (pr4281@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.

Our Strengths within School Culture are in Relationships and Support, Care, and Connections. Our school creates experiences throughout the year to engage with students, staff, parents, and families and ensures they have necessary information to support our students. Students are supported through ongoing activities and incentives, academic and extra-curricular club offerings, social and emotional sessions with the counselor, and data chats. These connections are fostered with staff through our weekly calendar, open-door policy with administration, and morning announcements through our YouTube channel. Ongoing

support is also provided to families through various forms of communication, such as Class Dojo, social media platforms, monthly calendars, and our school website. We provide opportunities for all stakeholders to foster connections and relationships through monthly family nights and ongoing activities involving everyone.

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 Principals, Leadership Team, Teachers, and PTA. 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 Principals will assist in the planning of the team-building activities, encourage stakeholders in participating in morale-boosting activities, and ensuring all information is shared with stakeholders in a timely manner. The leadership team and teachers assist in providing and responding to feedback from all stakeholders, as well as promoting morale-boosting activities. The PTA supports initiatives and activities that help bridge the connection between all stakeholders.