

Miami-Dade County Public Schools

Whispering Pines Elementary School



2022-23 Schoolwide Improvement Plan

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Whispering Pines Elementary School

18929 SW 89TH RD, Miami, FL 33157

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

Demographics

Principal: Tamela Brown L

Start Date for this Principal: 7/15/2009

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)	74%
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 White Students Economically Disadvantaged Students
School Grades History	2021-22: A (64%) 2018-19: B (57%) 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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Whispering Pines Elementary School

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

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	74%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	84%

School Grades History

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

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SIP Authority

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<https://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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Whispering Pines Elementary is a school which fosters life-long learners in an atmosphere of shared respect, achievement and teamwork.

Provide the school's vision statement.

Whispering Pines Elementary School works efficiently, to promote success and educate young minds.

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, Tamela	Principal	Provides leadership, direction and cohesiveness within the school by working collaboratively with all stakeholders. The principal ensures the school climate fosters student and teacher growth.
Pando-Landaburu, Ruth	Assistant Principal	The assistant principal assists the principal in providing leadership, direction and cohesiveness within the school by working collaboratively with all stakeholders. The assistant principal also ensures the school climate fosters student and teacher growth.
Flores, Surama	School Counselor	The guidance counselor guides, advises, recommends, consults and assists with a variety of concerns pertaining to students' academic and social-emotional needs.
Blaize, Kamelia	Other	The math liaison attends professional development sessions, models lessons, provides feedback, conducts data analysis, and disseminates information.
Gonzalez, Doris	Teacher, ESE	The ESE teacher collaborates with colleagues to deliver classroom instruction that focuses on ensuring each student demonstrates appropriate learning gains in all core subject areas.

Demographic Information

Principal start date

Wednesday 7/15/2009, Tamela Brown L

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.*

23

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

10

Total number of teacher positions allocated to the school

33

Total number of students enrolled at the school

483

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

2

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

5

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	72	65	61	77	55	80	0	0	0	0	0	0	0	410
Attendance below 90 percent	9	6	5	7	6	3	0	0	0	0	0	0	0	36
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	8	5	7	2	2	0	0	0	0	0	0	0	24
Course failure in Math	0	0	0	9	3	3	0	0	0	0	0	0	0	15
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	16	4	11	0	0	0	0	0	0	0	31
Level 1 on 2022 statewide FSA Math assessment	0	0	0	13	4	18	0	0	0	0	0	0	0	35
Number of students with a substantial reading deficiency	0	9	9	23	4	17	0	0	0	0	0	0	0	62
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	9	24	19	36	23	0	0	0	0	0	0	0	111

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	2	4	2	8	0	0	0	0	0	0	0	0	0	16
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

Wednesday 9/14/2022

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	69	66	63	74	52	82	0	0	0	0	0	0	0	406
Attendance below 90 percent	3	5	7	7	4	5	0	0	0	0	0	0	0	31
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	8	2	0	0	0	0	0	0	0	0	10
Course failure in Math	0	0	1	3	1	1	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	7	9	9	0	0	0	0	0	0	0	25
Level 1 on 2019 statewide FSA Math assessment	0	0	0	17	11	9	0	0	0	0	0	0	0	37
Number of students with a substantial reading deficiency	0	0	0	25	23	24	0	0	0	0	0	0	0	72
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	4	6	3	5	18	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	0	0	0	2	0	0	0	0	0	0	0	0	0	2
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	69	66	63	74	52	82	0	0	0	0	0	0	0	406
Attendance below 90 percent	3	5	7	7	4	5	0	0	0	0	0	0	0	31
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	8	2	0	0	0	0	0	0	0	0	10
Course failure in Math	0	0	1	3	1	1	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	7	9	9	0	0	0	0	0	0	0	25
Level 1 on 2019 statewide FSA Math assessment	0	0	0	17	11	9	0	0	0	0	0	0	0	37
Number of students with a substantial reading deficiency	0	0	0	25	23	24	0	0	0	0	0	0	0	72
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	4	6	3	5	18	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	0	0	0	2	0	0	0	0	0	0	0	0	0	2
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	68%	62%	56%				73%	62%	57%
ELA Learning Gains	63%						60%	62%	58%
ELA Lowest 25th Percentile	55%						41%	58%	53%
Math Achievement	66%	58%	50%				67%	69%	63%
Math Learning Gains	73%						65%	66%	62%
Math Lowest 25th Percentile	68%						39%	55%	51%
Science Achievement	56%	64%	59%				55%	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	70%	60%	10%	58%	12%
Cohort Comparison		0%				
04	2022					
	2019	69%	64%	5%	58%	11%
Cohort Comparison		-70%				
05	2022					
	2019	74%	60%	14%	56%	18%
Cohort Comparison		-69%				

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	54%	67%	-13%	62%	-8%
Cohort Comparison		0%				
04	2022					
	2019	69%	69%	0%	64%	5%
Cohort Comparison		-54%				
05	2022					
	2019	73%	65%	8%	60%	13%
Cohort Comparison		-69%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	54%	53%	1%	53%	1%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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	36	56	42	41	68		25				
ELL	36	50		43	70						
ASN	91			91							
BLK	48	65		48	65		20				
HSP	71	65	60	67	74	72	57				
WHT	68	50		78	64		92				
FRL	61	58	57	62	73	65	52				
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	47	45		40	36		27				
ELL	43			36							
ASN	50			60							
BLK	48			32							
HSP	68	49	17	65	53	42	63				
WHT	71	67		75	33		69				
FRL	59	42	13	54	43	33	54				
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	37	31	26	30	39	33	12				
ELL	73	75		64	56		60				
BLK	54	50	31	44	44	27	53				
HSP	72	61	42	70	69	45	50				
WHT	86	63		78	68		72				
FRL	68	63	40	58	59	38	46				

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	63
OVERALL Federal Index Below 41% All Students	NO

ESSA Federal Index	
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	54
Total Points Earned for the Federal Index	503
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	45
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	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	91
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	49
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	70
White Students Subgroup Below 41% in the Current Year?	NO
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?

Although overall student performance increased by 17 percentage points when compared to 2021-2022 performance data, students in the SWD and ELL subgroups demonstrated the largest need for improvement. Fifty-Six percent of students in the SWD subgroup demonstrated learning gains in ELA and 68% of these students demonstrated learning gains in Mathematics. Fifty percent of students in the ELL subgroup demonstrated learning gains in ELA and 70% of these students demonstrated learning gains in Mathematics.

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

Although overall Learning Gains in ELA increased from 47 percentage points to 63 percentage points, ELA learning gains remain lower than learning gains in Mathematics. Learning gains for students in the Lowest 25% in ELA increased from 17 percentage points to 55 percentage points for students in the Lowest 25% in ELA; however, Learning Gains in Mathematics were 23 percentage points higher than ELA. Therefore, Learning Gains in ELA demonstrate the greatest need for improvement.

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

The contributing factors to this need for improvement include the need for a more concerted effort to provide individualized standards based remediation and enrichment opportunities. This will be accomplished by including students in developing individual goals, monitoring progress towards goals, reflecting on progress, making instructional changes based on data and celebrating successes.

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

Overall student performance in Mathematics increased from 61 percentage points to 66 percentage points when comparing data from 2021-2022.

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

Through the use of standards based instruction, standards based grading, integration of technology, and school-wide competitions, improvement in mathematics was evident in all areas.

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

Professional development focusing on the BEST Standards, remediation, data conferences, integration of new resources, school-wide competitions and increased use of technology will be utilized to accelerate learning.

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.

Professional development will be provided on a quarterly basis focusing on BEST Standards, ELA Intervention Implementation, Mathematics Enrichment, and Goal Setting. In addition to this, the ELA, Mathematics and Science liaisons will provide in-house PD sessions to share best practices and discuss information gathered from district provided PDs. The first session was held in August 2022, and focused on BEST Standards and ELA Intervention. The second session will be held in September 2022 with a focus on STEAM implementation. The third session will be held in November 2022 and it will be focused on Mathematics Enrichment and Goal Setting. The fourth session will be held in January 2023 which will include data tracking, making instructional adjustments and monitoring of progress towards goals.

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

Teachers will view webinars with members in their grade level and use content to support instruction.

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 B.E.S.T. Standards**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 2022 FSA proficiency data, 68% of third-fifth grade students are proficient in ELA and 66% of third-fifth grade students are proficient in Mathematics. Being that high-quality instruction is the expectation in all grade levels and subjects, it is imperative that teachers receive proper training, follow-up, and support in implementing the BEST Standards.

Measurable Outcome:**State the specific**

measurable outcome the school plans to achieve.

This should be a data based, objective outcome.

With proper implementation of the BEST Standards, an additional 2% of third-fifth grade students will score at grade level in ELA and an additional 4% of students in the area of Mathematics will score at or above grade level.

Monitoring:

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

Growth monitoring will be aligned with the FAST Progress Monitoring Testing Window.

Person responsible for monitoring outcome:

Tamela Brown (pr5951@dadeschools.net)

Evidence-based**Strategy:**

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

All teachers will be required to focus on Standards Based Grading and Standards Based Instruction to ensure students are making progress towards performing at or above grade level.

Rationale for Evidence-based Strategy:

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

Student grades should be a direct reflection on how well a student understands standards that are taught in class. Teachers must provide instruction that is based on current standards and opportunities for reteaching to close performance gaps.

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.

8/22-10/22- Administrators and teachers will analyze current classroom data. As a result teachers will be able to use this information to develop annual goals.

Person Responsible

Tamela Brown (pr5951@dadeschools.net)

8/22-10/22- Administrators will conduct a preliminary walkthrough of each classroom to begin collecting baseline data pertaining to the classroom climate, evidence of standards based instruction, and research based strategies. As a result, administrators and teachers will work collaboratively to ensure standards based instruction and research based strategies are implemented on a consistent basis.

Person Responsible

Tamela Brown (pr5951@dadeschools.net)

8/22-10/22- Administrators will monitor student grades in the Electronic Gradebook on a weekly basis to ensure grades are aligned with the M-DCPS Pacing Guides and are standards based. As a result, administrators will be able to ensure standards based grades are recorded on a weekly basis in the Electronic Gradebook and parents and students will be able to accurately monitor progress.

Person Responsible Tamela Brown (pr5951@dadeschools.net)

8/22-10/22- Administrators will conduct staff meetings to discuss expectations, walkthrough findings, records of student grades and evidence of standards based instruction on a monthly basis. As a result, administrators will provide immediate feedback to teachers on a regular basis.

Person Responsible Tamela Brown (pr5951@dadeschools.net)

8/22-10/22- Administrators will analyze data and discuss findings with instructional staff. This information will be used to reflect and set goals for the second quarter of the school year. As a result, administrators and teachers will be able to work together to ensure students are making adequate progress.

Person Responsible Tamela Brown (pr5951@dadeschools.net)

10/31-12/16

Administrators will meet with teachers by grade level to discuss student progress based on standards based grading delineated in the electronic gradebook.

Person Responsible Tamela Brown (pr5951@dadeschools.net)

10/31-12/16

Administrators will recognize students that score 70% or higher on unit assessments in ELA and topic assessments in Mathematics.

Person Responsible Tamela Brown (pr5951@dadeschools.net)

#2. 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.

Based on 2022 FSA proficiency data, 66% of students in grades three through five are proficient in Mathematics and 56% of fifth grade students are proficient in Science. One of the components of earning the Gold STEAM School Designation is ensuring at least one STEAM 5.0 Lesson is fully implemented in each K-5 Math, Science, and Visual/Performing Arts classroom per quarter. In order to maintain the Gold STEAM School Designation, it is imperative to ensure at least one STEAM 5.0 Lesson is fully implemented as stated.

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

All K-5 Math, Science, and Visual/Performing Arts teachers will fully implement at least one STEAM 5.0 Lesson during each quarter of the 2022-2023 school year and student proficiency in Mathematics and Science will increase by a minimum of 4 percentage points.

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

All K-5 Math, Science, and Visual/Performing Arts teachers will work collaboratively within their department to select, plan, develop and showcase at least one STEAM 5.0 Lesson per quarter.

Person responsible for monitoring outcome:

Tamela Brown (pr5951@dadeschools.net)

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

Students will utilize their knowledge in Science, Technology, Engineering, Arts, and Mathematics to engage in incorporating all components of a STEAM 5.0 Lesson on a quarterly basis to conduct investigations, solve hands-on problems, create constructions and utilize their visual and performing artistic talents to enhance learning.

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

Active student engagement promotes curiosity, interest and a joy of learning. Students will be challenged to correlate how the integration of STEAM 5.0 Lessons correlate to real-world experiences.

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.

8/15- Teachers will participate in analyzing Math and Science Data from the 2021-2022 school year. As a result, teachers will be able to use this information to develop individual student goals for the 2022-2023 school year.

Person Responsible Tamela Brown (pr5951@dadeschools.net)

8/22-10/14- Teachers will work collaboratively with department members to select, plan, develop at least one STEAM 5.0 Lesson per quarter. As a result, one STEAM 5.0 Lesson will be implemented per quarter in all K-5 classrooms.

Person Responsible Tamela Brown (pr5951@dadeschools.net)

8/22-10/14- Students will participate in completing one STEAM 5.0 Lesson per quarter. As a result, students will be able to utilize knowledge gained from these experiences to ascertain how the concepts relate to the real-world.

Person Responsible Tamela Brown (pr5951@dadeschools.net)

8/22-10/14- Conduct one STEAM Showcase per semester in collaboration with PTA. As a result, students will be able to present content to an audience and answer questions pertained to knowledge learned.

Person Responsible Tamela Brown (pr5951@dadeschools.net)

10/31-12/16- All grade levels will participate in STEAM Week at the end of each grading period which consists of culminating activities for STEAM 5.0 Lessons.

Person Responsible Tamela Brown (pr5951@dadeschools.net)

10/31-12/16- During the first week of each grading period, teachers and students will participate in in-house showcases where students present their STEAM 5.0 Lesson findings to peers.

Person Responsible Tamela Brown (pr5951@dadeschools.net)

#3. 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 teacher performance data from 2021-2022, it is evident that several teachers' student performance data demonstrates at least 70% of their students making learning gains. It would be most beneficial for the school to utilize the talents of these teachers to mentor and guide colleagues to assist in improving instructional practices which will lead to increased student performance.

Measurable Outcome:

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

One ELA teacher, one Math teacher, and one Science teacher will participate in providing 4 PD sessions and ongoing mentoring of colleagues throughout the school year with a goal of ensuring at least 70% of all students are on grade level in core subject areas by PM3.

Monitoring:

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

These actions will be monitored by administrators to ensure content from Professional Development sessions is being modeled for colleagues, feedback is provided, assistance is provided as teachers encounter challenges, and collaborative conversations are conducted on a weekly basis to guide in making instructional decisions.

Person responsible for monitoring outcome:

Tamela Brown (pr5951@dadeschools.net)

Evidence-based Strategy:

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

Teachers will participate in modeling content learned from participating in professional development sessions. Teachers will engage in learning cycles that include sharing the learning process or product in a manner that provides opportunities for colleagues to practice what is being taught with others prior to providing instruction to students.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy.

Describe the resources/criteria used for selecting this strategy.

The rationale for selecting this strategy is to utilize teachers that have proven to be successful in achieving high learning gains to model strategies and how to utilize resources to replicate these results within other classrooms which will yield a minimum of 70 percent of students scoring on or above grade level in core subject areas.

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.

8/15- Discuss and analyze 2021-2022 student performance data with instructional staff. Identify what strategies yielded student growth and identify how those strategies can be replicated throughout all grade levels to increase student achievement. As a result, teachers will be able to utilize these research based strategies to work towards increasing student performance.

Person Responsible

Tamela Brown (pr5951@dadeschools.net)

8/15- Develop goals and a timeline for monitoring progress towards for 2022-2023 school year with instructional staff. As a result, teachers will discuss goals with students and assist with monitoring progress towards individual goals.

Person Responsible Tamela Brown (pr5951@dadeschools.net)

8/15- Propose quarterly PD sessions focusing on BEST Standards, Research Based Strategies, Social-Emotional Learning and Goal Setting which focus on teachers modeling content learned while participating in professional development sessions. As a result, teachers will utilize information gained from professional development sessions to integrate into instruction.

Person Responsible Tamela Brown (pr5951@dadeschools.net)

8/22-10/14- Teachers will meet on a monthly basis to share and discuss best practices and content provided at iCADs. As a result, teachers will be able to integrate best practices within instruction and yield positive learning gains.

Person Responsible Tamela Brown (pr5951@dadeschools.net)

8/31- Provide PD on BEST Standards and Interventions. As a result, teachers will utilize this information during planning sessions to meet the individual educational needs of students.

Person Responsible Tamela Brown (pr5951@dadeschools.net)

10/31-12/16- Professional Development Liaisons will present best practices from various PDs attended throughout the year and provide opportunities for teacher engagement during professional development sessions.

Person Responsible Tamela Brown (pr5951@dadeschools.net)

10/31-12/16- PD Liaisons that presented at the November 8, 2022 session will be provided coverage in order to model lessons in colleagues' classrooms and debrief in an effort to provide feedback.

Person Responsible Tamela Brown (pr5951@dadeschools.net)

#4. 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.

Forty-two percent of students were absent for more than 10 days during the 2021-2022 school year. Being that student attendance is highly correlated to student achievement, it is imperative to reduce the amount of students absent for more than ten days.

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

It is our goal to decrease the amount of students missing more than ten days of school by 10 percentage points during the 2022-2023 school year.

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

The attendance bulletin is reviewed on a daily basis by classroom teachers to ensure accuracy. Classes with 100% attendance are announced on a daily basis.

Person responsible for monitoring outcome:

Tamela Brown (pr5951@dadeschools.net)

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

The attendance review committee will monitor the daily attendance bulletin and make individual phone calls to parents when students are absent from school for 5 or more days.

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

Referrals will be sent to the school social worker for students with 5 or more unexcused absences to initiate home visits and referrals to outside agencies to provide assistance as needed

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- School Messenger/Personal Phone calls are made to parents each day when students are absent. As a result, a positive relationship will be developed between the home and school.

Person Responsible

Tamela Brown (pr5951@dadeschools.net)

8/22-10/14- After 5 unexcused absences, a student success coach/mentor will be assigned to work directly with students. As a result of this, families will have the opportunity to form a positive relationship with a member of the school attendance review committee.

Person Responsible

Tamela Brown (pr5951@dadeschools.net)

8/22-10/14- After 5 absences, the Attendance Review Committee will meet with parents to discuss student attendance, academic progress, and provide information pertaining to community resources to assist families in need. As a result of this, parents will understand the urgency of the matter and hopefully, assist in improving their child's attendance.

Person Responsible

Tamela Brown (pr5951@dadeschools.net)

8/22-10/14- After 10 unexcused absences, the Truancy Referral process is initiated. As a result of this, services will be provided to the family that may assist with improving student attendance.

Person Responsible

Tamela Brown (pr5951@dadeschools.net)

8/22-10/14- After earning 5 consecutive days of 96% attendance or higher, students will be rewarded with a "No Uniform Day". As a result of this, students will be excited about earning more "No Uniform Days" and attendance will improve.

Person Responsible Tamela Brown (pr5951@dadeschools.net)

8/22-10/14- Classes with 100% attendance will be announced each day during the afternoon announcements. Classes with 15 or more days of 100% attendance each month will receive a certificate and a reward. As a result of this, students will feel proud of their accomplishments and strive to repeat earning more days of perfect attendance.

Person Responsible Tamela Brown (pr5951@dadeschools.net)

10/31-12/16- In an effort to meet our goal of increasing student attendance, our daily attendance goal will be adjusted to 94%. This will make meeting the goal more attainable and students will be rewarded more frequently.

Person Responsible Tamela Brown (pr5951@dadeschools.net)

10/31-12/16- Classes that attain 100% attendance on 10 or more days each month will participate in the monthly Atten"dance".

Person Responsible Tamela Brown (pr5951@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.

By analyzing and understanding the current culture of the school, stakeholders are given the opportunity to participate in ongoing meaningful parent involvement activities, celebrate academic achievements, and model exemplary behavior. Input from stakeholders is frequently used to make adjustments and improvements. Ensuring school norms are adhered to and consistent discipline practices are evident creates a positive school culture and environment.

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

All employees are encouraged to participate in the GOLDEN (Growing Organized Leaders Who are Determined, Educated and Noble) Geckos Mentoring Program, WPE Spirit Team and monthly team building activities. The PTA will provide enrichment opportunities for students as parents help enhance the learning experience. Partnerships will continue with various community partners such as FIU, Deering Estates, and Integrity Martial Arts to support effective teaching and learning. Teachers and staff will participate in committees to promote a positive culture and environment.