Ludlam Elementary School

2021-22 Schoolwide Improvement Plan

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Ludlam Elementary School

6639 SW 74TH ST, South Miami, FL 33143

http://ludlam.dadeschools.net/

Demographics

Principal: Laura Carrasco

Start Date for this Principal: 8/19/2021

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	77%
2020-21 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	2018-19: A (69%) 2017-18: A (68%) 2016-17: B (61%)
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	
* 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.](http://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)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	70%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	94%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

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SIP Authority

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To provide all students with an excellent instructional program in which their individual needs are met by qualified teachers who utilize effective teaching practices in order for every student to be prepared to compete in a global society.

Provide the school's vision statement.

Ludlam Elementary aims to provide a quality education where all students will reach their full potential within a caring, secure environment.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Carrasco Perez , Laura	Principal	Establishes a common vision for the implementation of data-driven instruction and the use of data-based decision-making. Ascertains that the School Leadership Team is implementing RtI and ensures implementation of intervention support and the maintenance of all documentation. Secures adequate professional development to support RtI implementation, and communicates with staff and parents regarding school-based RtI plans and activities.
Formoso, Denise	Assistant Principal	Assists the principal in the establishment of a common vision for the implementation of data-driven instruction and the use of data-based decision-making. Aides the principal in the supervision of the RtI team and its implementation of all processes. Supports the principal in the collection of all documentation and the provision of adequate professional development opportunities for all staff members. Communicates with staff and parents regarding school-based RtI plans and activities.
Gonzalez, Martha	Instructional Coach	Provides essential leadership for the school's research based curriculum programs. Creates, supervises, and delivers long-term staff professional development processes that support both the development and implementation of the school core content standards and programs. Identifies and analyzes existing research on scientifically based strategies as well as intervention approaches. Analyzes current data in order to identify systematic patterns of student need while working with district/region/school personnel to develop appropriate intervention strategies. Assists with the school's screening process in order to provide early intervening services for children considered "at risk;" Facilitates the design and implementation of all progress monitoring, data collection, and data analysis.
Zapata, Guiselle	Teacher, K-12	Provides information about core instruction, participates in student data collection, delivers Tier 1 and Tier 2 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/ instruction with Tier 2/3 activities.
Cardenas, Waldo	Teacher, K-12	Provides information about core instruction, participates in student data collection, delivers Tier 1 and Tier 2 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/ instruction with Tier 2/3 activities.

Demographic Information

Principal start date
Thursday 8/19/2021, Laura Carrasco

Number of teachers with a 2019 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.*
13

Number of teachers with a 2019 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.*
7

Total number of teacher positions allocated to the school
19

Total number of students enrolled at the school
235

Identify the number of instructional staff who left the school during the 2020-21 school year.
0

Identify the number of instructional staff who joined the school during the 2021-22 school year.
0

Demographic Data

Early Warning Systems

2021-22

The number of students by 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	33	37	49	31	45	39	0	0	0	0	0	0	0	234
Attendance below 90 percent	4	5	6	2	6	5	0	0	0	0	0	0	0	28
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	0	2	6	6	0	0	0	0	0	0	0	15
Course failure in Math	0	0	2	3	5	5	0	0	0	0	0	0	0	15
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	5	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Number of students with a substantial reading deficiency	1	7	24	10	15	8	0	0	0	0	0	0	0	65
	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	4	1	1	2	6	6	0	0	0	0	0	0	0	20

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	6	1	1	1	1	0	0	0	0	0	0	0	0	10
Students retained two or more times	0	0	0	0	1	1	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Wednesday 7/21/2021

2020-21 - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

2020-21 - Updated

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	46	52	33	58	43	42	0	0	0	0	0	0	0	274
Attendance below 90 percent	9	5	2	6	5	9	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	1	2	6	6	0	0	0	0	0	0	0	0	15
Course failure in Math	0	0	2	3	4	5	0	0	0	0	0	0	0	14
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	5	4	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	2	5	0	0	0	0	0	0	0	7

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	4	2	2	5	7	4	0	0	0	0	0	0	0	24

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	6	1	1	1	1	0	0	0	0	0	0	0	0	10
Students retained two or more times	0	0	0	1	1	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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				71%	62%	57%	70%	62%	56%
ELA Learning Gains				73%	62%	58%	68%	62%	55%
ELA Lowest 25th Percentile				64%	58%	53%	59%	59%	48%
Math Achievement				76%	69%	63%	78%	69%	62%
Math Learning Gains				79%	66%	62%	73%	64%	59%
Math Lowest 25th Percentile				58%	55%	51%	62%	55%	47%
Science Achievement				60%	55%	53%	64%	58%	55%

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
03	2021					
	2019	49%	60%	-11%	58%	-9%
Cohort Comparison						
04	2021					
	2019	73%	64%	9%	58%	15%
Cohort Comparison		-49%				
05	2021					
	2019	76%	60%	16%	56%	20%
Cohort Comparison		-73%				

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	61%	67%	-6%	62%	-1%
Cohort Comparison						
04	2021					
	2019	77%	69%	8%	64%	13%
Cohort Comparison		-61%				
05	2021					
	2019	80%	65%	15%	60%	20%
Cohort Comparison		-77%				

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	56%	53%	3%	53%	3%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

i-Ready Diagnostic Assessments - Grades Kindergarten through Fifth in both Reading and Mathematics
Science Mid-Year Assessment - Grade 5

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	54.8	45.2	57.1
	Economically Disadvantaged	44.4	25.9	48.1
	Students With Disabilities	NA	NA	NA
	English Language Learners	23.1	15.4	23.1
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	43.9	42.9	54.6
	Economically Disadvantaged	38.5	33.3	37
	Students With Disabilities	NA	NA	NA
	English Language Learners	23.1	23.1	23.1

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	46.4	64.3	75
	Economically Disadvantaged	41.7	58.3	70.6
	Students With Disabilities	80	80	80
	English Language Learners	NA	NA	NA
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	33.3	53.6	75
	Economically Disadvantaged	37.5	50	75
	Students With Disabilities	60	80	100
	English Language Learners	NA	NA	NA

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	46.7	60	70.5
	Economically Disadvantaged	43.6	56.4	68.4
	Students With Disabilities	NA	40	22.2
	English Language Learners	NA	20	40
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	18.2	48.9	68.2
	Economically Disadvantaged	15.8	46.2	68.4
	Students With Disabilities	NA	20	44.4
	English Language Learners	NA	40	40

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	37.8	56.8	78.4
	Economically Disadvantaged	33.3	53.3	76.7
	Students With Disabilities	NA	20	60
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	24.3	70.3	83.3
	Economically Disadvantaged	20	70	82.8
	Students With Disabilities	NA	40	80
	English Language Learners	NA	NA	NA

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	40.5	48.6	56.8
	Economically Disadvantaged	30.8	42.3	42.3
	Students With Disabilities	NA	NA	NA
	English Language Learners	20	40	40
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	47.2	51.4	64.9
	Economically Disadvantaged	32	42.3	57.7
	Students With Disabilities	NA	40	40
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	NA	16.7	NA
	Economically Disadvantaged	NA	8	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	20	NA

Subgroup Data Review

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
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	10			28							
ELL	52	40		59	10						
BLK	28			26							
HSP	60	63		59	24		18				
FRL	46	46		50	24		18				

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
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	42	58		47	42						
ELL	76	71		83	85		63				
BLK	34	48	43	31	57	53	20				
HSP	77	77		86	86		69				
WHT	89	100		89	79						
FRL	65	68	63	68	73	55	47				

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	40	62		50	54						
ELL	65	64	58	79	79	60					
BLK	41	59		44	41						
HSP	74	69	56	82	76	56	62				
WHT	77	58		91	92						
FRL	60	63	58	71	66	55	48				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	60
Total Points Earned for the Federal Index	261
Total Components for the Federal Index	6
Percent Tested	94%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	19
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	44
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

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%	

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%	

Black/African American Students	
Federal Index - Black/African American Students	27
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	48
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

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%	

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%	

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%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	40
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

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?

2019 data findings:
Math proficiency was greater than ELA overall at 76% compared to 71%.
Math proficiency was greater than ELA in grades 3 (61% compared to 49%), 4,(77% compared to 73%) and 5 (80% compared to 76%).

In Math, the learning gains of the L25 (58%) were below the learning gains of the L25 in ELA (64%).

2021 data findings:
Math proficiency was greater than ELA overall at 71% compared to 68%.
Math proficiency was greater than ELA in grades 4 (81% compared to 78%), 5, (65% compared to 57%)

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

2019 data findings:
The greatest improvement is needed in 3rd grade in both ELA and Math.

2021 data findings:
The greatest improvement is needed in 5th grade in both ELA and Math.

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

2019 data findings:

Ludlam Elementary has a high mobility rate and transfer students enter our school with significant learning gaps. We will continue to support these and all students by implementing rigorous Tier 1 instruction in ELA and Math and we will continue to implement Tier 2 and 3 intervention for students who are below grade level and in the L25. We will be strategic with aligning resources and include OPM in our data chats.

2021 data findings:

During the 2020 - 2021 school year both 5th grade teachers taught dual modality. Other contributing factors include: one teacher on parental leave causing a substitute to take over the class for a significant amount of time, students and teacher having to quarantine. Although teachers will still implement the dual modality model if a student(s) are required to quarantine, we do not anticipate any changes in teaching assignments this school year.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

2019 data findings:
The greatest improvement was in the learning gains of the L25 in ELA, which increased by 10 percentage points when compared to 2018.

2021 data findings:
The greatest improvement was in 4th grade Math i-Ready AP3, which increased by 57 percentage points when compared to i-Ready AP1.

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

2019 data findings:
We utilized supplemental Tier 2 ELA resources with our L25 students. We homogeneously grouped those students within their homeroom class and intervention group.

2021 data findings:
We implemented a Math Tier 2 intervention program for L25 - L35 students using research-based resources.

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

2019/2021 data findings:
Data-driven Instruction, Differentiated Instruction, Extended Learning Opportunities, Standards-Based Collaborative Planning, Interventions- RTI, Standards-based Instruction

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.

2019/2021 data findings:
The PLST will develop whole group and job-embedded sessions on using data to drive instruction (September/21), aligning resources to small group instruction (October/21), conduct OPM data chats (November/December/21), making adjustments to groups as data becomes available (2/21) and continuous data chats with individualized feedback and next steps (ongoing). Coaching cycles will also be implemented individually with 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.

2019/2021 data findings:
Collaborative planning will be scheduled weekly and a member of the Leadership Team will attend to ensure fidelity to the strategies being implemented school-wide that are aligned to the goals.
Extended Learning opportunities will be provided with interventions and after school tutoring.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Based on the data review, our school will implement the Targeted Element of ELA. We selected the overarching area of ELA based on the results of the Spring 2021 FSA Reading Assessment which indicates that 47% of Grade 3 students demonstrated proficiency. Additionally, results of the 2021 i-Ready Reading AP3 indicate that 10% of kindergarten, 42.9% of 1st grade, 25% of 2nd grade, and 29.5% of 3rd grade students are not on track to score a Level 3 or above on the statewide, standardized grade 3 ELA assessment.
Measurable Outcome:	If we successfully implement rigorous Instruction in ELA, then our overall ELA proficiency will increase by a minimum of 2 percentage points as evidenced by the 2022 State Assessments.
Monitoring:	The Leadership Team will conduct quarterly data chats, adjust groups based on current data in real time, and follow-up with regular informal observations to ensure rigorous instruction is taking place. Weekly grade level meetings will be held with the reading coach to ensure rigorous, standards-based planning and to provide support and resources.
Person responsible for monitoring outcome:	Martha Gonzalez (migonz@dadeschools.net)
Evidence-based Strategy:	Our school will focus on the evidence-based strategy of: Standards-aligned instruction. Standards-aligned instruction will assist in ensuring the mastery of grade level standards. Standards-based Instruction will be monitored by utilizing district pacing guides and conducting formal and informal observations.
Rationale for Evidence-based Strategy:	Standards-aligned Instruction will ensure that teachers are using relevant, recent, and aligned standards to plan lessons that are customized to student needs.

Action Steps to Implement

8/30/21 - 9/11/21
During schoolwide and grade-level common planning time, provide opportunities for teachers to review district Pacing Guides aligned to Florida Standards, share best practices, plan for rigorous instruction, and identify learning outcomes through focused curriculum collaboration groups. As a result, students will engage in rigorous instruction.

Person Responsible	Laura Carrasco Perez (lcarrasco@dadeschools.net)

8/30/21 - 9/11/21
After participating in grade level and/or subject area planning meetings, teachers will provide students with an essential question and/or focus to targeted skills within the ELA Florida Standards and deliver ongoing rigorous ELA instruction with fidelity. As a result, students will master targeted skills.

Person Responsible	Martha Gonzalez (migonz@dadeschools.net)

8/30/21 - 9/11/21
Teachers will participate in targeted ELA professional development. As a result, teachers will share newly acquired information and best practices during grade level, subject area, or professional development faculty meetings.

Person Responsible	Laura Carrasco Perez (lcarrasco@dadeschools.net)

8/30/21 - 9/11/21
Leadership Team will conduct informal observations during the ELA Tier 1 instructional time. As a result, teachers will be provided with feedback and corrective strategies when areas of need are identified.

Person Responsible Laura Carrasco Perez (lcarrasco@dadeschools.net)

11/01/21 - 12/17/21
Teachers will deliver ongoing rigorous Tier 1 instruction with fidelity. As a result, students will master targeted skills.

Person Responsible Martha Gonzalez (migonz@dadeschools.net)

11/01/21 - 12/17/21
Leadership Team will provide teachers with additional resources to support rigorous Tier 1 instruction. As a result, students will master targeted skills.

Person Responsible Laura Carrasco Perez (lcarrasco@dadeschools.net)

01/31/22 - 04/29/22
Continue to deliver ongoing rigorous Tier 1 instruction with fidelity. As a result, students will master targeted skills.

Person Responsible Laura Carrasco Perez (lcarrasco@dadeschools.net)

01/31/22 - 04/29/22
Continue to monitor delivery of ELA instruction and meet with teachers to provide feedback and support, as needed. As a result, students will master targeted skills.

Person Responsible Laura Carrasco Perez (lcarrasco@dadeschools.net)

#2. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:	Based on the data review, our school will implement the Targeted Element of Differentiation. We selected the overarching area of Differentiation based on the results of the Spring 2021 FSA, which demonstrated learning gains for the L25 subgroup in Math were lower than in ELA . We will provide Math Tier 2 Intervention to the L25 based on most recent data.
Measurable Outcome:	If we successfully implement Differentiated instruction, then our L25 students will increase by two percentage points (66%) as evidenced by the 2022 State Assessments.
Monitoring:	The Leadership Team will conduct quarterly data chats, adjust groups based on current data in real time, and follow-up with regular walkthroughs to ensure quality instruction is taking place. Data Analysis of formative assessments of L25 students will be reviewed bi-weekly to observe progress. Growth Monitoring assessments will be administered according to the District calendar. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards.
Person responsible for monitoring outcome:	Laura Carrasco Perez (lcarrasco@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Differentiation, 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 L25s as it is a systematic approach of instruction to meet the students needs. Data-Driven instruction will be monitored through classroom walkthroughs, teacher/student conferencing, and quarterly data chats.
Rationale for Evidence-based Strategy:	Data-Driven Instruction will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

Action Steps to Implement

8/30/21 - 9/11/21
Identify L25 students using the MDCPS FSA Math Lowest 25, 35, 45 report. As a result, identified students will be scheduled for TIer 2 math intervention.

Person Responsible	Laura Carrasco Perez (lcarrasco@dadeschools.net)

8/30/21 - 9/11/21
Review Math Topic Assessment data for the L25 students after each Topic Assessment administration and provide on-going small group, data-driven, differentiated instruction based on non-mastered standards. As a result, students will show progress on previously non-mastered standards.

Person Responsible	Laura Carrasco Perez (lcarrasco@dadeschools.net)

8/30/21 - 9/11/21
Teachers will participate in Math professional development targeting differentiated instruction. As a result, teachers will share newly acquired information and best practices during grade level, subject area, or professional development faculty meetings.

Person Responsible	Laura Carrasco Perez (lcarrasco@dadeschools.net)

8/30/21 - 9/11/21
Conduct informal observations during the Math Tier 2 instructional time. Continue to monitor small group, data-driven instruction, based on non-mastered standards.

Person Responsible Laura Carrasco Perez (lcarrasco@dadeschools.net)

11/01/21 - 12/17/21
Continue to provide ongoing small group data-driven instruction based on non-mastered standards and add students to Math Tier 2 Intervention as needed. As a result, students will show progress on previously non-mastered standards.

Person Responsible Denise Formoso (formoso@dadeschools.net)

11/01/21 - 12/17/21
Continue to monitor small group, data-driven instruction, based on non-mastered standards. As a result, students will show progress on previously non-mastered standards.

Person Responsible Denise Formoso (formoso@dadeschools.net)

01/31/22 - 04/29/22
During data chats i-Ready AP2 and Topic Assessment data will be analyzed. As a result, teachers will make placement and instructional decisions when planning for differentiated instruction and Math Tier 2 intervention.

Person Responsible Laura Carrasco Perez (lcarrasco@dadeschools.net)

01/31/22 - 04/29/22
Continue to reteach non-mastered standards utilizing additional resources and reassess students to check for mastery. Regroup as needed. As a result, students will show progress on previously non-mastered standards.

Person Responsible Denise Formoso (formoso@dadeschools.net)

#3. Culture & Environment specifically relating to Early Warning Systems

Area of Focus Description and Rationale:	Based on the data review, our school will implement the Targeted Element of Early Warning Systems. Our data review indicates a total of 15 students in grades 1-4 failed ELA and 14 failed Math.
Measurable Outcome:	If we successfully implement the Targeted Element of Early Warning Systems, the number of students failing ELA and Math courses will decrease by a minimum of 25% by June 2022.
Monitoring:	The Leadership Team will work closely with teachers. Support will be provided to ensure that families will contribute to the successful completion of students' ELA and Math courses. The Leadership Team will monitor student data and progress during Data Chats and provide incentives to promote a positive learning culture.
Person responsible for monitoring outcome:	Laura Carrasco Perez (lcarrasco@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Early Warning Systems, our school will focus on the evidence-based strategy of Response to Early Warning System (EWS). Response to Early Warning Systems will assist in identifying students who have failed ELA and Math courses. Students will be monitored on a bi-weekly basis using current data. Necessary intervention will be provided to ensure learning success.
Rationale for Evidence-based Strategy:	Response to Early Warning Systems Initiatives will assist in decreasing the number of students with course failures in ELA and Math in grades 1-4. The initiatives will provide the Leadership Team with a systematic approach to identify and target students who are not making adequate progress.

Action Steps to Implement

8/30/21 - 9/11/21
Identify students in grades 1-4 who failed ELA and/or Math. As a result, identified students will receive targeted instruction and intervention to ensure remediation to close the achievement gap.

Person Responsible	Denise Formoso (formoso@dadeschools.net)

8/30/21 - 9/11/21
Match each identified student with a mentor. As a result, weekly mentoring activities will be planned and implemented.

Person Responsible	Martha Gonzalez (migonz@dadeschools.net)

8/30/21 - 9/11/21
Conduct weekly mentoring activities. As a result, academic improvement in ELA and/or math will be promoted and encouraged.

Person Responsible	Martha Gonzalez (migonz@dadeschools.net)

8/30/21 - 9/11/21
Monitor student progress in the targeted subject area bi-weekly. As a result, mentees will be provided with additional support and/or resources.

| **Person Responsible** | Laura Carrasco Perez (lcarrasco@dadeschools.net) |

11/01/21 - 12/17/21
Review Quarter 1 Notice of Unsatisfactory Progress and identify and match students with a mentor. As a result, academic improvement in ELA and/or math will be promoted and encouraged.

| **Person Responsible** | Denise Formoso (formoso@dadeschools.net) |

11/01/21 - 12/17/21
Conduct weekly mentoring activities. As a result, academic improvement in ELA and/or math will be promoted and encouraged.

| **Person Responsible** | Martha Gonzalez (migonz@dadeschools.net) |

01/31/22 - 04/29/22
Review Quarter 2 Notice of Unsatisfactory Progress and identify and match students with a mentor. As a result, academic improvement in ELA and/or math will be promoted and encouraged.

| **Person Responsible** | Denise Formoso (formoso@dadeschools.net) |

01/31/22 - 04/29/22
Continue to conduct weekly mentoring activities. As a result, academic improvement in ELA and/or math will be promoted and encouraged.

| **Person Responsible** | Martha Gonzalez (migonz@dadeschools.net) |

#4. Leadership specifically relating to Specific Teacher Feedback	
Area of Focus Description and Rationale:	Based on qualitative data from the School Climate - SIP survey and review of the Core Leadership Competencies, we want to use the Targeted Element of Specific Teacher Feedback. The data indicates that administrators provided feedback to improve student outcomes on a quarterly basis 43% of the time. Therefore, we want to provide teachers with specific feedback more often.
Measurable Outcome:	If we successfully implement the Targeted Element of Specific Teacher Feedback, our teachers will be provided with weekly or monthly feedback in order to improve student outcomes. This will be realized through teachers participating in collaborative conversations with the Leadership Team. Administrative feedback will increase by 3 percentage points as evidenced by the results of the 2022 School Climate - SIP survey.
Monitoring:	The Leadership Team will participate in collaborative conversations with teachers. By having these conversations, we strive to improve student outcomes. This will be evidenced by providing teachers with notes, e-mails and/or informal feedback.
Person responsible for monitoring outcome:	Laura Carrasco Perez (lcarrasco@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Specific Teacher Feedback, we will focus on the evidence-based strategy of: Generate Momentum to Accomplish School and Community Goals. This will develop teacher effectiveness and administrators as effective leaders of human capital.
Rationale for Evidence-based Strategy:	By conducting informal observations and providing timely and specific feedback, we will involve teachers in decisions about their development, assist in solving problems, and solicit input into organizational issues.

Action Steps to Implement

8/30/21 - 9/11/21
Administrators will conduct weekly walkthroughs during Tier 1, Tier 2 and Tier 3 instruction. As a result, administrators will identify "look fors" for future walkthroughs.

Person Responsible	Laura Carrasco Perez (lcarrasco@dadeschools.net)

8/30/21 - 9/11/21
Administrators will make informal observations during weekly walkthroughs. As a result, administrators will collect information needed to provide feedback.

Person Responsible	Laura Carrasco Perez (lcarrasco@dadeschools.net)

8/30/21 - 9/11/21
Administrators will provide feedback based on informal observations via written notes, e-mail and/or in person conversations. As a result, teachers will adjust instruction as needed.

Person Responsible	Laura Carrasco Perez (lcarrasco@dadeschools.net)

8/30/21 - 9/11/21
Administrators will conduct formal observations and provide feedback during the post-observation meetings. As a result, teachers will deliver rigorous instruction, thus improving student outcomes.

| **Person Responsible** | Laura Carrasco Perez (lcarrasco@dadeschools.net) |

11/01/21 - 12/17/21
Administrators will continue to conduct formal and informal observations during Tier 1, Tier 2 and Tier 3 instruction. As a result, administrators will identify "look fors" for future walkthroughs.

| **Person Responsible** | Laura Carrasco Perez (lcarrasco@dadeschools.net) |

11/01/21 - 12/17/21
Administrators will continue to provide feedback based on formal and informal observations via written notes, e-mail and/or in person conversations/post-observation meeting. As a result, teachers will adjust instruction as needed.

| **Person Responsible** | Laura Carrasco Perez (lcarrasco@dadeschools.net) |

01/31/22 - 04/29/22
Administrators will continue to conduct formal and informal observations during Tier 1, Tier 2 and Tier 3 instruction. As a result, administrators will identify "look fors" for future walkthroughs.

| **Person Responsible** | Laura Carrasco Perez (lcarrasco@dadeschools.net) |

01/31/22 - 04/29/22
Administrators will continue to provide feedback based on formal and informal observations via written notes, e-mail and/or in person conversations/post-observation meeting. As a result, teachers will adjust instruction as needed.

| **Person Responsible** | Laura Carrasco Perez (lcarrasco@dadeschools.net) |

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

During the 2020-2021 school year Ludlam Elementary School did not report any incidents that would be reflected on the Florida School Safety Dashboard. We will continue to implement student services and behavioral interventions and supports in order to minimize the possibility of such incidents occurring during the 2021-2022 school year, and will develop and implement appropriate action steps to mitigate any situations that may arise.

Part IV: 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 to employ school improvement strategies that impact the positive school culture and environment are critical. 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.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Our Strengths within School Culture are in Relationships, Social and Emotional Learning, and Support. Our school provides opportunities throughout the school year to engage families and to ensure that parents have the necessary tools to help their student(s) be successful. Students are supported through a mentorship program and Dolphin P.R.I.D.E. (Preparation, Respect, Integrity, Discipline, Excellence) monthly activities. Our school's various committees, including the Social Committee, plan activities throughout the school year that promote Team-Building and opportunities to come together to share successes. We also ensure information is provided to all stakeholders through our monthly Parent Calendar and weekly Staff Bulletin. We continue to build our skill-set through monthly in-house professional development activities in order to ensure the highest level of engagement and learning.

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

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principal, Teacher Leaders, Committee Chairs, and Counselor. The Principal's role is to monitor and oversee all the school's initiatives and facilitate Team-Building activities and celebrations organized by the Social Committee and Committee Chairs. The Assistant Principal will monitor the mentorship program and ensure information is shared with all stakeholders in a timely manner. Teacher Leaders and the Instructional Coach assist in the planning and delivery of monthly professional development and collaborative activities.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
2	III.A.	Areas of Focus: Instructional Practice: Differentiation	$0.00
3	III.A.	Areas of Focus: Culture & Environment: Early Warning Systems	$0.00
4	III.A.	Areas of Focus: Leadership: Specific Teacher Feedback	$0.00
		Total:	$0.00