

Miami-Dade County Public Schools

Ludlam Elementary School



2022-23 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: 8/18/2021

| | |
|--|--|
| 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 | Yes |
| 2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 77% |
| 2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities English Language Learners Black/African American Students Hispanic Students Economically Disadvantaged Students |
| School Grades History | 2021-22: A (71%) 2018-19: A (69%) 2017-18: A (68%) |
| 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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| Title I Requirements | 0 |
| Budget to Support Goals | 0 |

Ludlam Elementary School

6639 SW 74TH ST, South Miami, FL 33143

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

School Demographics

| | | |
|---|---|--|
| <p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p> | <p>2021-22 Title I School</p> <p>Yes</p> | <p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>77%</p> |
| <p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p> | <p>Charter School</p> <p>No</p> | <p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>93%</p> |

School Grades History

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

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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

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 |
|---------------------------|---------------------|---|
| Carrasco Perez , Laura | Principal | <p>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 Rtl and ensures implementation of intervention support and the maintenance of all documentation. Secures adequate professional development to support Rtl implementation, and communicates with staff and parents regarding school-based Rtl plans and activities.</p> |
| Gonzalez, Martha | Other | <p>The school media specialist operates and manages the school's Library/Media Center through the use of electronic and computerized library systems. Tasks include operating computers to access books, periodicals and film catalogues. Maintaining Library/Media Center facilities and resources, including the timely return of materials to the shelves and the orderly arrangement of such materials. Maintains database of bibliographies, videos and equipment; reserves books, periodicals and other library materials for instructional personnel. Provides assistance to students and staff in locating and/or using library resources, audio-visual equipment and computers. Assists with yearly inventory of media materials and equipment and preparation of inventory report.</p> <p>In addition, the media specialist ensures students are checking out books at their identified reading levels and exposing students to an array of reading materials and selections.</p> |
| Fernandez, Asia | Math Coach | <p>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 benchmarks 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.</p> |
| Capo, Frances | Teacher, K-12 | <p>Provides information about core instruction, participates in student data collection, delivers Tier 1 and Tier 2 instruction and intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials and instruction with Tier 2 and 3 activities.</p> |
| | Assistant Principal | <p>Ebonie Battle-Williams 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 Rtl team and its implementation of all processes. Supports the principal in the collection of all documentation and the provision of adequate professional development</p> |

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|---------------------------------|
|------|----------------|---------------------------------|

opportunities for all staff and parents regarding school-based Rtl plans and activities.

Demographic Information

Principal start date

Wednesday 8/18/2021, Laura Carrasco

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.*

13

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.*

7

Total number of teacher positions allocated to the school

14

Total number of students enrolled at the school

245

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.

2

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 | 44 | 39 | 47 | 43 | 42 | 40 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 255 |
| Attendance below 90 percent | 8 | 3 | 2 | 4 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 19 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 2 | 8 | 6 | 2 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 21 |
| Course failure in Math | 0 | 2 | 2 | 3 | 2 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 |
| Level 1 on 2022 statewide FSA ELA assessment | 0 | 0 | 0 | 9 | 11 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 27 |
| Level 1 on 2022 statewide FSA Math assessment | 0 | 0 | 0 | 5 | 12 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 23 |
| Number of students with a substantial reading deficiency | 0 | 6 | 14 | 12 | 14 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 55 |

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 | 4 | 1 | 6 | 10 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 27 |

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 1 | 0 | 0 | 1 | 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 | |

Date this data was collected or last updated

Thursday 8/18/2022

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 | 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 |

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 | 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 |

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 | 67% | 62% | 56% | | | | 71% | 62% | 57% |
| ELA Learning Gains | 75% | | | | | | 73% | 62% | 58% |
| ELA Lowest 25th Percentile | 60% | | | | | | 64% | 58% | 53% |
| Math Achievement | 72% | 58% | 50% | | | | 76% | 69% | 63% |
| Math Learning Gains | 71% | | | | | | 79% | 66% | 62% |
| Math Lowest 25th Percentile | 80% | | | | | | 58% | 55% | 51% |
| Science Achievement | 72% | 64% | 59% | | | | 60% | 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 | 49% | 60% | -11% | 58% | -9% |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |
| | 2019 | 73% | 64% | 9% | 58% | 15% |
| Cohort Comparison | | -49% | | | | |
| 05 | 2022 | | | | | |
| | 2019 | 76% | 60% | 16% | 56% | 20% |
| Cohort Comparison | | -73% | | | | |

| MATH | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 01 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | | | | | |
| 02 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 03 | 2022 | | | | | |
| | 2019 | 61% | 67% | -6% | 62% | -1% |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |
| | 2019 | 77% | 69% | 8% | 64% | 13% |
| Cohort Comparison | | -61% | | | | |
| 05 | 2022 | | | | | |
| | 2019 | 80% | 65% | 15% | 60% | 20% |
| Cohort Comparison | | -77% | | | | |

| SCIENCE | | | | | | |
|---------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2022 | | | | | |
| | 2019 | 56% | 53% | 3% | 53% | 3% |

| 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 | 39 | | | 56 | | | | | | | |
| ELL | 72 | 86 | | 88 | 79 | | 86 | | | | |
| BLK | 44 | 61 | | 30 | 56 | | | | | | |
| HSP | 74 | 79 | | 87 | 76 | | 88 | | | | |
| FRL | 65 | 73 | 57 | 69 | 67 | 79 | 67 | | | | |
| 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 | 10 | | | 28 | | | | | | | |
| ELL | 52 | 40 | | 59 | 10 | | | | | | |
| BLK | 28 | | | 26 | | | | | | | |
| HSP | 60 | 63 | | 59 | 24 | | 18 | | | | |
| FRL | 46 | 46 | | 50 | 24 | | 18 | | | | |
| 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 | 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 | | | | |

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 | 71 |
| 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 | 67 |

| ESSA Federal Index | |
|--|------|
| Total Points Earned for the Federal Index | 564 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 100% |
| Subgroup Data | |
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 48 |
| 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 | 80 |
| 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 | 48 |
| 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 | 78 |
| 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 | |
|--|-----|
| 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 | 68 |
| 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?

In ELA, achievement levels increased by 15 percentage points in overall proficiency and increased by 23 percentage points in learning gains from the 2020-2021 to the 2021-2022 school years. The percentage points for ELA L25 decreased by 4 percentage points from the 2019-2020 school year to the 2021-2022 school year. Mathematics achievement levels increased by 20 percentage points in overall proficiency and increased by 45 percentage points in learning gains from the 2020-2021 to the 2021-2022 school years. The percentage points for Mathematics L25 increased by 22 percentage points from the 2019-2020 school year to the 2021-2022 school year. The ELA L25 data and the Mathematics L25 data show a gap in the reporting years due to less than 10 students present in that category in the 2020-2021 school year.

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

The area of greatest need is identified as the ELA and Mathematics L25 subgroups. ELA L25 proficiency in the 2019-2020 school year was 64%. During the 2021-2022 school year, there was a 4% decrease in ELA L25 proficiency to 60%. The data reflects a significant increase of 22 percentage points in math from 58% in the 2019-2020 school year to 80% in the 2021-2022 school year, however, trend data

indicates the Mathematics L25 subgroup as a low performing subgroup when compared to proficiency and learning gains.

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

Throughout the 2021-2022 school year the school focused on providing differentiated instructional lessons to students to close the learning gaps. As a result, our data indicated an increase in all performance categories except ELA L25. However, the school struggled to consistently implement strategies for effective instruction and activities for students in order to provide remediation. During the 2022-2023 school year the focus will be on differentiated instruction, common planning, and interventions in both reading and math.

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

Science proficiency increased by 53 percentage points from 19% in the 2020-2021 school year to 72% in the 2021-2022 school year. Math learning gains increased by 45 percentage points from 26% in the 2020-2021 school year to 71% in the 2021-2022 school year.

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

STEAM lessons that focused on science and math content were integrated throughout the school providing opportunities for students to have additional exposure to these subjects. Students participated in STEAM science labs, hands-on inquiry based science projects, and maintained science interactive journals. Our math coach provided students with small group interventions and remedial lessons. Additionally, students engaged in virtual review math and science lessons with Kahoot.

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

The strategies that will be implemented to accelerate learning include benchmark based instruction, common planning, data-driven instruction, differentiated instruction, math interventions, and reading interventions.

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.

Teachers will participate in common planning sessions in reading, math and science on a weekly basis that will focus on data disaggregation, progress monitoring (October), and benchmark-based instruction. The PLST team will create job-embedded professional development to assist teachers with learning the Schoology platform beginning in September. Additional support will be provided to teachers on the new benchmarks also beginning in September and continuing throughout the school year. The assistant principal and the testing team will provide sessions on the new testing platform to teachers beginning in September.

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

STEAM focused lessons will continue to be integrated throughout the school. Common planning will be used for teachers to share best practices and ensure curriculum alignment and pacing. Teachers will continue to disaggregate data for tracking and for the creation of data-driven lessons.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

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#1. Instructional Practice specifically relating to Differentiation

Area of Focus

Description and

Rationale:

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

According to the 2022 FSA data, the L25 subgroup decreased in proficiency by 4 percentage points in the area of Reading. As a result of the decrease, the school will focus on implementing differentiated instruction.

Measurable

Outcome:

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

If we successfully implement differentiated instruction aligned to the student's individual learning needs, proficiency will increase by 5 percentage points as evidenced by the 2023 state assessments.

Monitoring:

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

During common planning, data will be disaggregated to determine and identify specific areas of academic needs for students in the lowest L25 subgroup. The leadership team will monitor and attend common planning sessions to ensure differentiated instruction is incorporated in lesson plans and executed with fidelity. Formal and informal observations will be used to monitor the implementation of differentiated instruction. Progress monitoring will be used to track student progress.

Person responsible for monitoring outcome:

Martha Gonzalez (migonz@dadedschools.net)

Evidence-based

Strategy:

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

Differentiated instruction is targeted and specific in order to meet individual student learning needs. . During differentiated instruction, the content presented to students may be tailored to meet the individual student learning needs. Teachers may manipulate the delivery, assignment, and assessment to meet the needs of all learners in a classroom.

Rationale for Evidence-based Strategy:

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

Collaborative learning structures will help close the learning achievement gaps. During small group instruction the reading coach will ensure that teachers are using strategies aligned to the benchmarks but presented at students instructional level.

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.

During common planning between August 22-October 14, 2022, teachers will be provided with the opportunity to review district pacing guides aligned to the B.E.S.T. benchmarks. The B.E.S.T benchmarks will be reviewed and areas of student needs will be identified in order to provide differentiated activities/ lessons for students to master the B.E.S.T benchmarks.

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

As a result of common planning and teacher data chats, teachers will be able to desegregate current data in order to make adjustments to ensure mastery of B.E.S.T benchmarks. Benchmarks identified as low performing will be used for reteach lessons and during differentiated instruction. This will take place between August 22-October 14, 2022. As a result, students will master targeted skills.

Person Responsible Martha Gonzalez (migonz@dadeschools.net)

Intervention strategies will be implemented with L25 students based on ELA data obtained from summative and formative assessments administered by teachers. This will take place between August 22-October 14, 2022. As a result, students will master targeted skills.

Person Responsible Martha Gonzalez (migonz@dadeschools.net)

Leadership Team will conduct informal observations during the ELA Tier 1 instructional time to monitor the implementation of differentiated instruction. This will take place between August 22-October 14, 2022. 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)

Tier 2 ELA tutoring will be implemented based on the Renaissance STAR Assessment and the FAST data. The tutor will push-in to the ELA classrooms in grades K-3 to provide reading tutoring for 30 minutes to Tier 2 students. As a result, students will improve their reading proficiency. This will take place between October 31-December 16, 2022.

Person Responsible Martha Gonzalez (migonz@dadeschools.net)

Tier 3 interventions will be implemented based on FAST data and the ELA intervention decision tree. The Reading Coach will pull-out students from ELA classrooms in grades K-5 to provide Tier 3 intervention using Reading Horizons Discovery. As a result, students will improve their reading proficiency. This will take place between October 31-December 16, 2022.

Person Responsible Martha Gonzalez (migonz@dadeschools.net)

#2. Instructional Practice specifically relating to B.E.S.T. Standards

Area of Focus
Description and Rationale: According to the results of the 2022 FSA data, ELA proficiency increased by 15 percentage points and math increased by 20 percentage points as compared to the 2021-2022 school year. In order to maintain the high proficiency levels, a focus on the new B.E.S.T. Standards instruction will be implemented in Math and ELA to ensure the levels of proficiency are sustained.
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 instruction that is aligned to the B.E.S.T. benchmark, then our proficiency in Math and ELA will increase by a minimum of two percentage points as evidenced by the 2023 state assessments.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.
 Data analysis of formative assessments will be used to track student progress and make adjustments to instruction to ensure student proficiency. Data chats will be held quarterly with students to track current data and set goals. The leadership team will conduct data chats with teachers to monitor student progress, review FAST progress monitoring data, and plan for instruction.

Person responsible for monitoring outcome: Laura Carrasco Perez (lcarrasco@dadeschools.net)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.
 Instruction that is targeted and aligned to on grade-level benchmarks, will provide students opportunities to understand, practice and master grade-level expectations.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.
 Instruction that is rigorous and aligned to grade-level benchmarks provides students with the opportunity to actively engage in lessons geared to student mastery and proficiency. Teachers will deliver aligned lessons and student work will demonstrate a mastery of the grade-level benchmarks.

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.

During common planning, the B.E.S.T benchmarks will be analyzed and desegregated to ensure understanding of student goals and expectations for mastery of benchmark. Lesson plans will be targeted and benchmark aligned for Tier 1 instruction. This will take place between August 22-October 14, 2022.

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

Review ELA and math assessment data with students after each assessment administration and deliver remediation based on non-mastered standards. This will take place between August 22-October 14, 2022. As a result, students will increase in proficiency on previously non-mastered standards.

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

Teachers will participate in B.E.S.T. standards instruction professional development. This will take place between August 22-October 14, 2022. 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)

Conduct informal observations during ELA and math instructional time. This will take place between August 22-October 14, 2022. As a result, administration will provide teachers with feedback and corrective strategies when areas of need are identified.

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

During common planning, the reading coach will review resources for various learners to assist teachers with remediation, reinforcement and enrichment. As a result, students on various levels will receive specified instruction that will assist with obtaining mastery. This will occur between October 31-December 16, 2022.

Person Responsible Martha Gonzalez (migonz@dadedschools.net)

During common planning, the math coach will review resources for various learners to assist teachers with remediation, reinforcement and enrichment. As a result, students on various levels will receive specified instruction that will assist with obtaining mastery. This will occur between October 31-December 16, 2022.

Person Responsible Asia Fernandez (afernandez0661@gmail.com)

#3. Positive Culture and Environment specifically relating to Early Warning Systems

Area of Focus
Description and Rationale: Our data review indicates that a total of 16 students in grades 1-4 failed ELA, 46 have substantial reading deficiency and 16 have two or more early warning indicators. Based on the data review, our school will implement the Targeted Element of Early Warning Systems.
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 Early Warning Systems, the number of students failing ELA and deficient in reading will decrease by 20% by June 2023.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome. The leadership team will work closely with teachers to support ELA. Support will be provided to ensure that students have multiple opportunities for success to complete ELA courses. The leadership team will monitor students 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:
Describe the evidence-based strategy being implemented for this Area of Focus. Within the Targeted Element of Early Warning Systems, our school will focus on the evidenced-based strategy of response to Early Warning System (EWS). Response to Early Warning Systems will assist in identifying students who are at-risk of failing ELA and in need of intervention. 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:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy. Response to Early Warning Systems initiatives will assist in decreasing the number of students with course failures in ELA and deficient readers 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
 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.

Identify students in grades 1-4 who failed ELA or have a reading deficiency. As a result, identified students will receive targeted instruction and intervention to ensure remediation to close the achievement gap. This will occur from August 22 -October 14, 2022.

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

Match each identified student with a mentor. As a result, weekly mentoring activities will be planned and implemented. This will occur from August 22 -October 14, 2022.

Person Responsible Martha Gonzalez (migonz@dadeschools.net)

Monitor student progress in the targeted subject area bi-weekly. As a result, mentees will be provided with additional support and/or resources. This will occur from August 22 -October 14, 2022.

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

Create an incentive plan with specific goals for students to accomplish. As a result, students will be motivated to improve ELA and reading proficiency. This will occur from August 22 -October 14, 2022.

Person Responsible Martha Gonzalez (migonz@dadeschools.net)

Identify students with excessive tardies and refer to the Attendance Review Committee (ARC) for further intervention to prevent tardies. As a result, students will report to school on time and receive bell to bell instruction. This will occur from October 31-December 16, 2022.

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

Identify students with 5 or more unexcused absences and refer them to the Attendance Review Committee (ARC) for further intervention to prevent absences. As a result, students and parents will receive support services in an attempt to improve academic performance. This will occur from October 31-December 16, 2022.

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

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

Area of Focus

Description and

Rationale:

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

Based on the qualitative data from the school climate survey and review of the Core Leadership Competencies, the area of focus will be the targeted element of specific teacher feedback. The data indicates that administrators provided feedback to improve students outcomes on a quarterly basis 40% of the time.

Measurable Outcome:

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

If we successfully provide specific feedback to teachers after conducting formal and informal classroom walkthroughs, then the end of year school climate survey will indicate an increase by 3 percentage points as evidenced by the results of the 2023 school climate survey.

Monitoring:

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

The leadership team will monitor support of teacher progress through collaborative conversations. The purpose of the conversations will be to provide feedback to teachers informally as evidenced by emails and notes to improve student outcomes.

Person responsible for monitoring outcome:

Laura Carrasco Perez (lcarrasco@dadeschools.net)

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

Within the targeted element of specific teacher feedback, we will focus on the evidence-based strategy of consistent developmental feedback. The goals and expectations will be clearly communicated to all teachers in all subjects and grade levels. Additionally, the resources and support needed for teachers to accomplish their goals will be provided.

Rationale for Evidence-based Strategy:

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

Specific and timely informal feedback is beneficial for teachers. This allows teachers to be involved in the decisions about their development. This also gives teachers the opportunity to reflect on how they can improve, assist in solving problems, and provide input on organizational decisions.

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.

Walkthroughs will occur weekly led by administration during Tier 1, Tier 2, and Tier 3 instruction. Specific "look-fors" will be identified. As a result, teachers will receive clear and consistent feedback about instruction. This will occur from August 22 -October 14, 2022.

Person Responsible

Laura Carrasco Perez (lcarrasco@dadeschools.net)

Administrators will make informal observations during weekly walkthroughs. As a result, administrators will collect information needed to provide feedback. This will occur from August 22 -October 14, 2022.

Person Responsible

Laura Carrasco Perez (lcarrasco@dadeschools.net)

Feedback will be provided to teachers in the form of emails, post-walkthrough conferences, and written notes. As a result, teachers will modify instruction as needed. This will occur from August 22 -October 14, 2022.

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

Formal observations will be conducted by administrators and feedback will be provided during post-observation meetings. As a result, teachers will continue to deliver rigorous instruction or modify instruction if necessary, thus improving student outcomes. This will occur from August 22 -October 14, 2022.

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

During a faculty meeting, teachers will be selected to present a best practice. This will provide an opportunity for teachers to learn from one another while receiving nonevaluative feedback. As a result, teachers will provide and receive feedback on the use of instructional practices implemented by their colleagues aligned to the school's improvement goals. This will occur from October 31-December 16, 2022.

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

The leadership team along with a teacher representative will conduct Instructional Rounds to ensure instruction is aligned to the benchmark. As a result, feedback will be given to the staff and modifications will be made to instruction as needed. This will occur from October 31-December 16, 2022.

Person Responsible [no one identified]

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

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

Our Strengths within School Culture are in 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 school culture and environment.

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.