Mandarin Lakes K 8 Academy

2021-22 Schoolwide Improvement Plan

Table of Contents

Mandarin Lakes K 8 Academy

12225 SW 280TH ST, Homestead, FL 33032

http://mandarinlakesacademy.dadeschools.net

Demographics

Principal: Calondria Williams E

Start Date for this Principal: 1/16/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
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)	100%
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 White Students Economically Disadvantaged Students
School Grades History	2018-19: C (47%) 2017-18: C (43%) 2016-17: C (43%)
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.

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)
Combination School PK-8	Yes	91%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

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

School Board Approval

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Mandarin Lakes K-8 Academy is to create a stage for learning that enhances our students' education by creating a safe, optimistic and nurturing environment.

Provide the school's vision statement.

To create a safe, nurturing, and academically enriched school where all children are treated as our own and excellence is the norm.

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
Baugh, Dana	Assistant Principal	Dr. Baugh is the Assistant Principal of curriculum, ELA, Social Studies, and she handles discipline for 5th-8th grade. She meets with district instructional support to become familiar with all academic updates and procedures. She meets weekly with the instructional coaches to ensure they are familiar with the updates and are putting them into practice with the teachers. During faculty meetings Dr. Baugh informs staff on any curriculum updates. School Messenger messages are sent to parents and families from Dr. Baugh with updates related to attendance, and school based events.
rojas, steven	Assistant Principal	Mr. Rojas is the Assistant Principal of Operations, Math and Science and he handles discipline for Pre-K-4th grade. He meets with the custodians, district personal to ensure the school is safe and secure. Additionally, he meets weekly with the instructional coaches to ensure they are familiar with updates and ensuring teachers are putting information into practice. Mr. Rojas conducts walk-throughs to classrooms to support staff. He along with the Activities Director plans and works through school wide events as well as events for the community. Social Media is a method we use to we stay in contact with our families, and he handles the information that goes out to them.
Gibson, Anita	Instructional Coach	Anita Gibson serves as our Mathematics Instructional Coach. Mrs. Gibson meets weekly with the Math teachers to plan instruction for students in grades K-8. She coaches teachers with the instructional framework, strategies, and data analysis. Additionally, Mrs. Gibson pulls students in small groups to remediate and enrich instruction. Phone calls to parents and participating in school wide and community events is another way that Mrs. Gibson communicates with stakeholders.
Beall, Sherri	Instructional Coach	Sherri Beall serves as our Elementary Reading Instructional Coach. Mrs. Beall meets weekly with the ELA teachers to plan instruction for students in grades K-5. She coaches teachers with the instructional framework, strategies, and data analysis. Additionally, Mrs. Beall pulls students in small groups to remediate and enrich instruction. Phone calls to parents and participating in school wide and community events is another way that Mrs. Beall communicates with stakeholders.
Franco, Victor	Instructional Coach	Victor Franco serves as our Science Instructional Coach. Mr. Franco meets weekly with the Science teachers to plan instruction for students in grades K-8. He coaches teachers with the instructional framework, strategies, and data analysis. Additionally, Mr. Franco pulls students in small groups to remediate and enrich instruction. Phone calls to parents and participating in school wide and community events is another way that Mr. Franco communicates with stakeholders.
Williams, Calondria	Principal	Ms. Williams oversees the curriculum and operations of Mandarin Lakes K-8 Academy. She engages all stakeholders and school leaders in collaborating in

Name	Position Title	Job Duties and Responsibilities
		school decision making to increase student achievement and elevate our school culture.
Burgess, Michelle	Instructional Coach	Michelle Burgess serves as our Middle School Reading Instructional Coach. Mrs. Burgess meets weekly with the ELA teachers to plan instruction for students in grades 6-8. She coaches teachers with the instructional framework, strategies, and data analysis. Additionally, Mrs. Burgess pulls students in small groups to remediate and enrich instruction. Phone calls to parents and participating in school wide and community events is another way that Mrs. Burgess communicates with stakeholders.

Demographic Information

Principal start date

Thursday 1/16/2020, Calondria Williams E

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.*

7

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.*

39

Total number of teacher positions allocated to the school

58

Total number of students enrolled at the school

753

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

1

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

5

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	34	48	59	115	40	114	98	105	103	0	0	0	0	716
Attendance below 90 percent	12	31	24	45	15	59	46	67	64	0	0	0	0	363
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	3	3	11	4	11	18	9	15	0	0	0	0	74
Course failure in Math	0	3	1	12	5	15	20	5	9	0	0	0	0	70
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	19	26	16	33	0	0	0	0	94
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	14	18	27	42	0	0	0	0	101
Number of students with a substantial reading deficiency	5	22	42	90	13	66	61	73	65	0	0	0	0	437

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	8	5	4	21	6	36	34	35	51	0	0	0	0	200

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	9	5	1	28	1	1	3	0	0	0	0	0	0	48
Students retained two or more times	0	0	0	7	1	8	3	4	4	0	0	0	0	27

Date this data was collected or last updated

Wednesday 6/30/2021

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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	56	76	95	69	116	102	116	104	91	0	0	0	0	825
Attendance below 90 percent	33	32	33	27	57	50	68	66	43	0	0	0	0	409
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	7	5	10	10	23	10	15	0	0	0	0	0	80
Course failure in Math	0	3	2	16	14	23	5	9	10	0	0	0	0	82
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	18	28	16	35	29	0	0	0	0	126
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	14	19	27	44	40	0	0	0	0	144

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	8	9	4	24	35	39	36	54	42	0	0	0	0	251

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	8	6	1	31	0	2	3	0	0	0	0	0	0	51
Students retained two or more times	0	0	1	7	8	3	4	4	2	0	0	0	0	29

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				30%	63%	61%	29%	62%	60%
ELA Learning Gains				46%	61%	59%	42%	61%	57%
ELA Lowest 25th Percentile				41%	57%	54%	42%	57%	52%
Math Achievement				37%	67%	62%	39%	65%	61%

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
Math Learning Gains				42%	63%	59%	46%	61%	58%
Math Lowest 25th Percentile				42%	56%	52%	42%	55%	52%
Science Achievement				33%	56%	56%	40%	57%	57%
Social Studies Achievement				65%	80%	78%	50%	79%	77%

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	22%	60%	-38%	58%	-36%
Cohort Comparison						
04	2021					
	2019	38%	64%	-26%	58%	-20%
Cohort Comparison		-22%				
05	2021					
	2019	25%	60%	-35%	56%	-31%
Cohort Comparison		-38%				
06	2021					
	2019	31%	58%	-27%	54%	-23%
Cohort Comparison		-25%				
07	2021					
	2019	36%	56%	-20%	52%	-16%
Cohort Comparison		-31%				
08	2021					
	2019	30%	60%	-30%	56%	-26%
Cohort Comparison		-36%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	51%	67%	-16%	62%	-11%
Cohort Comparison						
04	2021					
	2019	47%	69%	-22%	64%	-17%
Cohort Comparison		-51%				
05	2021					
	2019	27%	65%	-38%	60%	-33%
Cohort Comparison		-47%				
06	2021					
	2019	17%	58%	-41%	55%	-38%
Cohort Comparison		-27%				

	MATH					
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2021					
	2019	43%	53%	-10%	54%	-11%
Cohort Comparison		-17%				
08	2021					
	2019	7%	40%	-33%	46%	-39%
Cohort Comparison		-43%				

	SCIENCE					
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	33%	53%	-20%	53%	-20%
Cohort Comparison						
08	2021					
	2019	30%	43%	-13%	48%	-18%
Cohort Comparison		-33%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	66%	73%	-7%	71%	-5%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	79%	63%	16%	61%	18%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

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

In Reading grades K-8 will use iReady Data AP1 for Fall, iReady AP2 for Winter and iReady AP3 for Spring.
In Mathematics grades K-8 will use iReady Data AP1 for Fall, iReady AP2 for Winter and iReady AP3 for Spring.
In Science grades 5 and 8, District Mid-Year data will be used for Winter.
In Civics grade 7, District Mid-Year data will be used for Winter.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	28.6%	33.3%	26.0%
	Economically Disadvantaged	27.3%	32.0%	24.5%
	Students With Disabilities	40.0%	20.0%	40.0%
	English Language Learners	0%	0%	0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	18.9%	17.6%	19.2%
	Economically Disadvantaged	19.2%	16.0%	17.6%
	Students With Disabilities	20.0%	20.0%	20.0%
	English Language Learners	0%	0%	0%

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	27.0%	28.4%	25.7%
	Economically Disadvantaged	27.0%	28.4%	25.7%
	Students With Disabilities	30.8%	0%	0%
	English Language Learners	0%	0%	0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	16.4%	21.3%	34.7%
	Economically Disadvantaged	16.4%	21.3%	34.7%
	Students With Disabilities	7.1%	7.7%	15.4%
	English Language Learners	0%	0%	0%

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	20.0%	33.3%	42.6%
	Economically Disadvantaged	17.3%	34.0%	38.0%
	Students With Disabilities	0%	10%	18.2%
	English Language Learners	0%	0%	0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	10.3%	19.0%	35.1%
	Economically Disadvantaged	11.1%	16.7%	34%
	Students With Disabilities	0%	9.1%	36.4%
	English Language Learners	0%	0%	0%

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	11.8%	15.3%	13.8%
	Economically Disadvantaged	12.3%	14.8%	14.3%
	Students With Disabilities	0%	9.1%	9.1%
	English Language Learners	0%	0%	0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	11.7%	22.4%	24.7%
	Economically Disadvantaged	12.2%	22.2%	25.7%
	Students With Disabilities	10%	13%	15.8%
	English Language Learners	0%	0%	0%

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	18.6%	23.5%	25.6%
	Economically Disadvantaged	18.3%	24.7%	25.6%
	Students With Disabilities	4.8%	10.5%	5.3%
	English Language Learners	0%	0%	0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	16.3%	19.5%	27.3%
	Economically Disadvantaged	15.9%	18.1%	26.2%
	Students With Disabilities	4.8%	9.5%	15.0%
	English Language Learners	0%	0%	0%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students		4%	
	Economically Disadvantaged		4%	
	Students With Disabilities		4%	
	English Language Learners		0%	

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	20%	16.9%	22.1%
	Economically Disadvantaged	19.7%	16.5%	21.9%
	Students With Disabilities	25.%	10.5%	31.3%
	English Language Learners	0%	0%	5.9%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	10.3%	16.3%	23.5%
	Economically Disadvantaged	9.6%	15.9%	23.4%
	Students With Disabilities	5%	20%	16.7%
	English Language Learners	0%	5.6%	17.6%

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	26.4%	27.2%	34.3%
	Economically Disadvantaged	27.9%	27.6%	34.8%
	Students With Disabilities	14.3%	0%	0%
	English Language Learners	9.1%	7.7%	18.2%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	13.7%	25%	22.7%
	Economically Disadvantaged	13.2%	25.3%	21%
	Students With Disabilities	0%	14.3%	0%
	English Language Learners	8.3%	15.4%	16.7%
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students		82%	
	Economically Disadvantaged		82%	
	Students With Disabilities		70%	
	English Language Learners		77%	

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	34.8%	27.4%	31.5%
	Economically Disadvantaged	34.8%	27.1%	31.4%
	Students With Disabilities	22.2%	20%	20%
	English Language Learners	11.8%	0%	5.9%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	14.5%	26.4%	24.6%
	Economically Disadvantaged	13.6%	26.1%	24.2%
	Students With Disabilities	0%	33.3%	11.1%
	English Language Learners	0%	0%	17.6%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students		26%	
	Economically Disadvantaged		25%	
	Students With Disabilities		10%	
	English Language Learners		5%	

Subgroup Data Review

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	12	18	23	12	9	9	16				
ELL	12	26	38	17	17	21	11	33			
BLK	21	31	36	14	19	24	28	26			
HSP	22	26	27	20	17	20	22	49	82		
WHT	40			40							
FRL	22	27	31	18	18	23	25	39	88		
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	17	35	42	24	41	42	21	30			
ELL	21	36	25	38	43	43	29	42			
BLK	25	45	47	24	36	37	20	70			
HSP	35	47	36	47	46	43	46	63	93		

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
MUL	7	30		14	40						
WHT	35	50		41	50						
FRL	30	45	42	36	42	42	33	62	89		

2018 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 2016-17	C & C Accel 2016-17
SWD	20	29	27	19	37	40	13				
ELL	20	41	49	38	44	35	22	24			
BLK	22	38	33	27	37	33	24	50	30		
HSP	35	45	48	48	52	49	48	51	72		
MUL				10							
WHT	24	25		24	46						
FRL	29	42	43	39	46	42	40	49	54		

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	33
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	294
Total Components for the Federal Index	9
Percent Tested	90%

Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	12
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	22
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	25
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	32
Hispanic Students Subgroup Below 41% in the Current Year?	YES
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	40
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	32
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:
All ELA Subgroups Achievement increased except for SWD which decreased by 3 percentage points and HSP which remained neutral..
All ELA Subgroups Learning Gains increased except for ELL, which decreased by 5 percentage points.
All ELA Subgroups Learning Gains L25 decreased except for SWD and BLK which increased by 15 and and 14 percentage points respectively.
All Math Subgroups Learning Gains L25 increased except for HSP, which decreased by 6 percentage points and FRL which remained neutral.
All Science Subgroups Achievement levels decreased except for SWD and ELL which increased by 8 and 7 percentage points respectively.
All Social Studies Subgroup Achievement increased by at least 12 percentage points.

2021 data findings:
Overall ELA Achievement decreased by 8 percentage points.
All ELA Subgroups Learning Gains decreased, providing an overall decrease of 27 percentage points.
All ELA Subgroups Learning Gains L25 decreased, providing an overall decrease of 35 percentage points.
All Math Subgroups Achievement decreased,providing an overall decrease of 11 percentage points.
All Math Subgroups Learning gains decreased, providing an overall decrease of 27 percentage points.
All Math Subgroubs Learning gains L25 decreased providing an overall decrease of 32 percentage points.
All Science Subgroups Achievement levels decreased, providing an overall decrease of 19 percentage points.
In terms of ELA Achievement for African American students 32% had scores that either remained neutral or increased.

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

2019 data findings:
The majority of ELA Learning gains L25 decreased. English Language Learners decreased by 24 percentage points and hispanic students decreased by 12 percentage points.
The majority of the Science Subgroup Achievement levels decreased. Students with Free and Reduced lunch decreased by 7 percentage points, black students decreased by 4 percentage points and hispanic students decreased by 2 percentage points.

2021 data findings:
ELA Learning Gains decreased by 27 percentage points.
ELA Learning Gains L25 decreased by 35 points.
Math Learning Gains decreased by 27 percentage points.
Math Learning Gains L25 decreased by 32 percentage points.

Based on this data overall learning gains and learning gains L25 for ELA and Math demonstrate the greatest needs for improvement.

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

2019 data findings:
For the last 2 years, we have been focusing on DI and Interventions in all classrooms and content areas. We have struggled with consistency of DI and Interventions school-wide. Many teachers began with systems in place but lacked full implementation of DI and Interventions. Due to the inconsistency in DI and Interventions data was impacted. We began the next school year with shifts in practice inclusive of an increase in monitoring during walkthroughs and administrative presence in collaborative planning.

2021 data findings:
For the last 3 years, we have been focusing on DI and Interventions in all classrooms. We have struggled with consistency of DI and Interventions across all grade levels and content areas. Teacher placement for the 2021-2022 school year was at the forefront of reviewing all FSA data. To address this need for improvement there will need to be an increase in monitoring usage and teacher feedback on small group instruction (DI, intervention) and instructional strategies (S.P.A.D.E.).

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

2019 data findings:
Social Studies Achievement increased from 50 percentage points in 2018 to 65 percentage points on the 2021 Civics EOC
2021 data findings:
The middle school acceleration rate only decreased by 1 percentage point on the 2021 assessments.

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

2019 data findings:
We developed DI planning templates and rotation charts. Walkthroughs were strategically conducted by administrators during DI,W We created trackers to monitor data.

2021 data finding:
The contributing factors were consistency with DI groups, instructional coach pull out sessions, before and after school tutoring, Saturday Academy, ESSER tutoring, and Spring Break Academy in grades 3 to 8. This year additional interventionists in ELA and Math have been allotted in order to better facilitate DI.

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

The strategies that will need to be implemented in order to accelerate learning are: Data-Driven Instruction, Differentiated Instruction, Extended Learning Opportunities, Standards-Based Collaborative Planning and Interventions-RTI.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The PLST and SLT has developed small and whole group session and job-embedded sessions on Intervention-RTI (August 19th), Schoology (September 8), Data-Driven Instruction and Differentiated

Instruction (October 29th). Extended Learning Opportunities will begin with our push-in/pull-out support utilizing our interventionists beginning September 13th. Additional opportunities (ELL tutoring, Spring Break Academy, and Saturday School) will be ongoing throughout the school year. Additionally, coach/teacher collaboration cycles will be implemented and provided to teachers throughout the school year.

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

Additional services include but are not limited to the hiring of 5 interventionist (1 Upper Academy ELA, 2 Elementary ELA, 1 Upper Academy Math and 1 Elementary Math) that will be used to support push-in, pull-out interventions. They will meet weekly with the content area coach to update status of support. We will have monthly data chats to include the SLT teachers K-8 to review and discuss all data points and student successes and support. Collaborative planning will be scheduled weekly, and a member of the LT will attend to ensure the implementation of strategies. Extended learning opportunities will be used to remediate and enrich specific students throughout the school year.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Small Group Instruction	
Area of Focus Description and Rationale:	Based on the data review, our school will implement the Targeted Element of Small Group Instruction. We selected the area of Small Group Instruction based on the 2020-2021 FSA data which indicated that 78% of students scored a level 1 or 2 on the FSA ELA assessment. In addition, based on the 2020-2021 FSA Math data 85% of students scored a level 1 or 2. Based on this data we have determined that small group instruction through differentiated instruction will be the best way to mitigate these losses. Small group is effective because teaching is focused precisely on what the students need in order to make learning gains and achieve proficiency.
Measurable Outcome:	If we successfully implement small group instruction, then our students will increase by 15 percentage points in ELA and Mathematics learning gains as evidenced by the 2022 State Assessments.
Monitoring:	During weekly collaborative planning with Instructional Coaches all student data (Bi-weekly and Topic) will be reviewed, and upcoming assessments will be discussed. Student groups will be adjusted based on iReady AP1 data and can be adjusted with discussion. Coaches will review the school wide Instructional Strategy (SPADE) to ensure its proper use. During weekly SLT meetings the leadership team will discuss teacher/student data and teachers that can use teacher/coach collaboration. Weekly instructional walk-throughs will be conducted during small group instruction time to ensure adjustments were made and that teachers are maximizing instruction time with their small groups. Teachers mentioned during SLT meetings will be visited first and teacher/coach collaborations will be conducted.
Person responsible for monitoring outcome:	Calondria Williams (pr0073@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Small Group Instruction our school will focus on differentiated instruction. Differentiated Instruction is a strategy which allows diverse students to be provided with diverse methods of learning. This strategy accommodates learning for students of varying ability levels. Students will be grouped first based on their iReady AP3 data during the opening of schools. Teachers will begin mitigating learning loss by focusing on prerequisites. With the students grouped teachers will be able to meet the individual needs of students. This instruction will assist in achieving learning gains. Online data tracking protocols will be put in place, monitored for growth and adjustments and will be used during monthly data chats. Additional data will be tracked by students and displayed inside every classroom, grades K-8 so that all stakeholders are aware and accountable for their data.
Rationale for Evidence-based Strategy:	Differentiated instruction is where we have the opportunity to mitigate learning loss. Meeting the individual needs of the students will help with learning gains for both the students and the school grade. The improvement of data from differentiated instruction will have the teachers and students buy-into reasoning. Additionally having data tracked and displayed will allow for healthy competition.

Action Steps to Implement

Teachers will use iReady AP3 data to create small groups during the opening of school with their respective coach on August 18-20, 2021. During this process other data points will be reviewed to determine the accuracy of data. Doing this step will also give the teacher a perspective of the class they will be working with. Planning for the opening of school will be more direct to the students' needs from the beginning. This data will be used until the iReady AP1 assessment.

Person Responsible   Calondria Williams (pr0073@dadeschools.net)

Student and class data will be tracked electronically, paper based and in the classroom, on trackers. The data electronically will be used during monthly data chats. Teachers and students will be able to speak to the data; teachers both tiered and individually. When needed, changes to small group composition will be based on discussions with the SLT, based on assessments, and teacher judgement. By displaying classroom data, any instructional leader will be able to quickly identify the period or group of students that need the most support.

Person Responsible   Calondria Williams (pr0073@dadeschools.net)

Bi-monthly (October 2021, December 2021, February 2022, and April 2022) data chats will be held with the leadership team members and selected students to review data. Each member of the leadership team will be assigned a group of students (Bubble 2.1, 2.2) that they will meet with and mentor to have a continuous dialog about their success. Meetings will be brief however, long enough to catch up and review new data. Students will create goals and SLT will follow up to help.

Person Responsible   Calondria Williams (pr0073@dadeschools.net)

School Leadership Team will conduct classroom walkthroughs weekly during DI to ensure adjustments are made as it relates to scaffolding of questions and to review student work products. The SLT will also identify specific groups to ensure correct resources are being used.

Person Responsible   Calondria Williams (pr0073@dadeschools.net)

11/1-12/17 During weekly collaborative planning teachers will plan for differentiated instruction specifically teachers will plan for explicit instruction at the TLC and tiered activities for independent and technology centers.

Person Responsible   Calondria Williams (pr0073@dadeschools.net)

11/1-12/17 The School Leadership Team will conduct weekly classroom walkthroughs during DI with specific lookfors including explicit instruction at the TLC, tiered resource utilization and data based groupings.

Person Responsible   Calondria Williams (pr0073@dadeschools.net)

1/31-4/29 Transformation Coaches will be providing push in and pull out support to targeted bubble students.

Person Responsible   Calondria Williams (pr0073@dadeschools.net)

1/31-4/29 Administrators will conduct walkthroughs to monitor the effectiveness of push in and pull out support provided. Student test data will be reviewed to identify bubble students. Look fors include: Scheduled groups receiving support at scheduled times and targeted students' topic/unit assessment data being tracked. Targeted groups have been identified for ELA, Mathematics and Science for support from our Transformation Coaches.

Person Responsible   Calondria Williams (pr0073@dadeschools.net)

#2. 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 findings that demonstrated 22% proficiency in ELA for grades 3-5 on the 2021 FSA. We compared the current 2021 ELA FSA data of 22% to the 2019 FSA ELA proficiency of 30%. Over the last two years, ELA proficiency dropped 8 percentage points. Questioning/ Response techniques, did not result in demonstration of adequate comprehension skills.
Measurable Outcome:	If we develop, deliver and monitor effective questioning/response techniques, then our ELA Proficient students will increase by a minimum of 9 percentage points as evidenced by the 2022 State Assessments.
Monitoring:	During weekly collaborative planning with Instructional Coaches, the coaches will review the questioning/response technique to ensure its proper use. Administrators will conduct weekly walkthroughs, look-fors will include evidence of effective questioning and responding techniques as well as student use of close reading, students understanding of the components of the strategy and product reviews. Teacher/coach collaborations will be initiated for teachers in need of assistance.
Person responsible for monitoring outcome:	Calondria Williams (pr0073@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of ELA, our school will focus on Effective Questioning/ Response Techniques. Specifically, we will focus on utilizing the SPADE instructional practice. SPADE is a reading strategy used to break apart complex text and use text-based evidence to answer questions. SPADE is a five-step process. The steps include S-Surveying the text, P-Predictions, A-Annotating and analyzing the meaning of the text, D-Dissecting questions and E- Evidence to prove your answers. SPADE can be seen through the teacher guided work, student work samples and assessment data.
Rationale for Evidence-based Strategy:	The Effective Questioning/ Response Technique specifically the SPADE strategy is a systematic approach that will assist students in increasing their ability to comprehend any text. The SPADE practice has visual aids that will guide both teachers and students in using this strategy. Each classroom will be provided with a set of posters and each student will have a mini version of the posters on their desk.
Action Steps to Implement	

8/31-10/11 During the Opening of School Meeting the SPADE strategy will be presented to the staff using complex text from each content area. Teachers will be able to be the student while learning the strategy. Faculty meetings, collaborative planning and monthly data chats will be used to discuss the use of the strategy and if additional support is needed.

Person Responsible	Calondria Williams (pr0073@dadeschools.net)

8/31-10/11 SPADE posters will be distributed to every teacher regardless of content. Posters include the meaning behind each letter and the process that needs to happen with each step. The posters will be displayed in the classrooms for teachers and students to use as a reference during both whole group and independent instruction.

Person Responsible	Calondria Williams (pr0073@dadeschools.net)

8/31-10/11 Individual SPADE bookmarks will be placed on every student's desk. The bookmarks will include the meaning and process behind each step of the SPADE process so that students will have a close visual to use during independent work. This is a quick reference. With the process being so close student may even memorize the steps.

Person Responsible	Calondria Williams (pr0073@dadeschools.net)

8/31-10/11 Weekly walkthroughs will be conducted by the administration team looking for implementation of the SPADE strategy and reviewing of student work products. Compliance turns to commitment when being monitored. Teachers showing active use of the strategy will model for other teachers the use of the strategy. This will ensure it is happening in all grade levels and content areas.

Person Responsible	Calondria Williams (pr0073@dadeschools.net)

11/1 -12/17 During weekly collaborative planning teachers will plan to use the SPADE reading strategy to break apart complex text and used text-based evidence to answer questions.

Person Responsible	Calondria Williams (pr0073@dadeschools.net)

11/1 - 12/17 Weekly walkthroughs will be conducted by the administrative team: lookfors include implementation of the SPADE strategy and students use of the strategy to break apart complex text and used text-based evidence to answer questions.

Person Responsible	Calondria Williams (pr0073@dadeschools.net)

1/31-4/29 During weekly collaborative planning teachers will plan to use the SPADE reading strategy to Annotate and analyze the meaning of the text, Dissect questions and gather Evidence to prove answers.

Person Responsible	Calondria Williams (pr0073@dadeschools.net)

1/31-4/29 Weekly walkthroughs will be conducted by the administrative team: look fors include: Annotating and analyzing the meaning of the text, Dissecting questions and evidence to prove your answers, evidence of SPADE strategy use in student work products and teacher lesson plans with evidence of the strategy being evident in the lesson plan for specific teachers.

Person Responsible	Calondria Williams (pr0073@dadeschools.net)

#3. Culture & Environment specifically relating to Positive Behavior Intervention and Supports	
Area of Focus Description and Rationale:	Based on the data review, our school will implement the Targeted Element of Positive Behavior Intervention and Supports. Through our data review we noticed 61% of our student population has a substantial reading deficiency. In addition when looking at students with 2+ referrals we recognized that we have 5.48 percentage points more students in that category in comparison to the district. Therefore, to increase achievement and encourage positive behavior Positive Behavior Intervention and Supports will be implemented.
Measurable Outcome:	If we successfully implement the Targeted Element of Positive Behavior Intervention and Supports, then student academic performance and student engagement data will simultaneously increase by 10 percentage points by Spring 2022.
Monitoring:	All students and staff will be assigned to a HOUSE. The HOUSE members will participate in enjoyable and competitive House events.Throughout the school year students will earn house points in a variety of ways. The components for acquiring points include exhibiting core values, behavior, attendance, academics, and participation in school-based activities. When all students feel they can make a difference, it creates a positive climate for students and teachers alike, making the House System a win-win situation!
	The Activities Director and the HOUSE Captains will be responsible for regularly updating and reporting points for each HOUSE. The Leadership Team will monitor the HOUSE Leader board at each SLT meeting to celebrate the successes of our students.
	The HOUSE Manual will be distributed and reviewed with all faculty members during the Opening of Schools.
Person responsible for monitoring outcome:	Calondria Williams (pr0073@dadeschools.net)
Evidence-based Strategy:	The Celebrate Successes strategy will utilize the HOUSE System which is designed to reinforce and reward desirable behaviors in the learning environment and create a sense of team spirit and community. It connects all grade levels within the school, providing them with the opportunity to further develop skills and experiences to become confident, outstanding members of the school community.
Rationale for Evidence-based Strategy:	Celebrate Successes will be used while incorporating the HOUSE System to bring together our school community and promote our ethos of "One Band, One Sound=Success". The Mandarin Lakes K-8 HOUSE System will provide HOUSE members enjoyable and competitive HOUSE events; thereby allowing students to succeed both in and outside of the classroom
Action Steps to Implement	

The HOUSE system and handbook will be presented in the opening of school staff meeting on August 19, 2021 with implementation of the HOUSE system to begin on August 23, 2021.

Person Responsible	Calondria Williams (pr0073@dadeschools.net)

Each staff member will be assigned to a HOUSE with a captain assigned. Students will know which HOUSE they belong to and the expectations for acquiring points.During the week of August 23-27, 2021 HOUSE guidelines and expectations will be outlined for students.

Person Responsible	Calondria Williams (pr0073@dadeschools.net)

Monthly meetings will be conducted by Captains, giving students and staff updates on point status and upcoming events. The first staff HOUSE meeting will take place on September 8, 2021. The first student HOUSE meeting will take place on September 22, 2021.

Person Responsible Calondria Williams (pr0073@dadeschools.net)

A leader board will be maintained by the activity director on a weekly basis, visible in the main office, also in the weekly bulletin and on social media. House points will begin to be totaled and displayed weekly beginning on August 27,2021.

Person Responsible Calondria Williams (pr0073@dadeschools.net)

11/1-12/17 Students will participate in a HOUSE Meeting led by HOUSE Captains to plan and set goals.

Person Responsible Calondria Williams (pr0073@dadeschools.net)

11/1 -12/17 Students will engage in an activity with competing HOUSEs, the winning HOUSE will be awarded points.

Person Responsible Calondria Williams (pr0073@dadeschools.net)

1/31-4/29 Through their HOUSES students will be given the opportunity to suggest behavior and academic incentives.

Person Responsible Calondria Williams (pr0073@dadeschools.net)

1/31-4/29 Students will be rewarded with incentives throughout the implementation period for positive behavior and academics.

Person Responsible Calondria Williams (pr0073@dadeschools.net)

#4. Leadership specifically relating to Teacher Recruitment and Retention	
Area of Focus Description and Rationale:	Based on the staff school climate survey results 69% of staff members felt that staff morale was not high at our school. Therefore the Targeted Element of Teacher Recruitment and Retention was identified as a need. As a result, we are focusing on developing staff morale by increasing opportunities to cement a positive school community through team building.
Measurable Outcome:	If we successfully implement the Targeted Element of: Teacher Recruitment and Retention then participation in staff events will increase. Participation in staff events will determine the success of building staff morale. We will capture attendance at school-wide events to monitor the participation. From the opening of schools through the end of the year we plan to increase participation by 10%.
Monitoring:	The Leadership Team will share faculty-based teams and committees at Opening of Schools. The SLT will participate in committee/ team meetings to monitor implementation. The SLT will send out a survey quarterly related to staff morale, review the results, and make adjustments as needed.
Person responsible for monitoring outcome:	Calondria Williams (pr0073@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Teacher Recruitment and Retention we will focus on the evidence-based strategy of: Promoting the morale and performance of the team. We will check-in regularly with the faculty and provide rewards for positive performance.
Rationale for Evidence-based Strategy:	The strategy of promoting the morale and performance of the team will assist in boosting staff morale. Throughout this process the SLT will monitor teacher feedback using the surveys and modify strategies utilized.

Action Steps to Implement

Faculty based teams and committees will be established and communicated at the Opening of School meeting, to build a positive school community.Staff members will be informed about their team, membership and expectations on August 18, 2021.

Person Responsible	Calondria Williams (pr0073@dadeschools.net)

School-based events are planned throughout the school year to increase camaraderie.During the school-based events, the expectation is that staff members will communicate, collaborate, develop connections and build community bonds.The first school-based event will take place on September 8, 2021.

Person Responsible	Calondria Williams (pr0073@dadeschools.net)

A quarterly survey will be conducted to monitor staff morale. The survey will consist of questions developed by teachers.

Person Responsible	Calondria Williams (pr0073@dadeschools.net)

Adjustments to activities will be made based on survey feedback.

Person Responsible	Calondria Williams (pr0073@dadeschools.net)

11/1-12/17 Questions will be solicited from teachers for the upcoming staff morale survey.

Person Responsible   Calondria Williams (pr0073@dadeschools.net)

12/ 2021 A school based staff event will be held to encourage camaraderie, bonding and boost staff morale.

Person Responsible   Calondria Williams (pr0073@dadeschools.net)

1/31-4/29 A midyear staff morale survey will be sent to our school staff to solicit feedback.

Person Responsible   Calondria Williams (pr0073@dadeschools.net)

1/31-4/29 Adjustments to activities will be made based on midyear survey feedback.

Person Responsible   Calondria Williams (pr0073@dadeschools.net)

#5. Instructional Practice specifically relating to Student Engagement	
Area of Focus Description and Rationale:	Based on the data review from the 20-21 school summary in Power Bi we will implement the Targeted Element of Student Engagement. This showed that out of 770 students 539 (70%) were unengaged. Therefore it is clear that we must increase our student engagement.
Measurable Outcome:	If teachers, under the direction of the SLT, successfully implement the Targeted Element of Student Engagement, our student achievement will increase minimum of 10 percentage points as evidenced by the 2022 State Assessments.
Monitoring:	Collaborative planning with Instructional coaches happens weekly however, at the beginning of each month the coaches will share an agreed upon collaborative learning structure. Together they will discuss how the collaborative learning structure will be used and when. Weekly during planning they will discuss the effectiveness, student buy-in and any adjustments need to the structure. Administrators will conduct weekly walkthroughs, look-fors will include evidence of the student engagement. Teacher/coach collaborations will be initiated for teachers in need of assistance.
Person responsible for monitoring outcome:	Calondria Williams (pr0073@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Student Engagement, our school will focus on the evidence-based strategy of: Collaborative Learning/Structures. Collaborative Learning/ Structures involves students working in groups to explore course materials, search for understanding or develop a product. These collaborative learning/structures will facilitate fluid student engagement interactions and the development of higher order thinking skills which will lead to student achievement.
Rationale for Evidence-based Strategy:	Collaborative Learning/Structures will ensure students have the opportunity to consult with their peers to clarify concepts and utilize resources to mutually search for understanding centered on student exploration. Feedback provided based on student engagement observed will drive shifts in practices.

Action Steps to Implement

8/31 – 10/11 During the October faculty meeting, collaborative learning/structures will be presented to the staff by using one with the staff that will used as our first student engagement strategy.

Person Responsible   Calondria Williams (pr0073@dadeschools.net)

8/31 – 10/11 Teachers will participate in weekly collaborative planning with a focus on one student engagement strategy specifically a collaborative learning/structure per month.

Person Responsible   Calondria Williams (pr0073@dadeschools.net)

8/31 – 10/11 Weekly walkthroughs will be conducted by the administration team looking for specific collaborative learning/structures and their effective use.

Person Responsible   Calondria Williams (pr0073@dadeschools.net)

8/31 – 10/11 Teachers showing active use of student engagement strategies will model for other teachers the use of the strategy. This will ensure it is happening in all grade levels and content areas.

Person Responsible	Calondria Williams (pr0073@dadeschools.net)

11/1 - 12/17 During weekly collaborative planning teachers will plan for the use of a specific collaborative learning structure during instruction.

Person Responsible	Calondria Williams (pr0073@dadeschools.net)

11/1 -12/17 The administrative team will conduct walkthroughs specifically looking for use of collaborative learning structures during the lesson.

Person Responsible	Calondria Williams (pr0073@dadeschools.net)

1/31-4/29 A new collaborative learning structure will be selected monthly. During weekly collaborative planning teachers will plan for the use of a specific collaborative learning structure during instruction.

Person Responsible	Calondria Williams (pr0073@dadeschools.net)

1/31-4/29 The administrative team will conduct weekly walkthroughs specifically looking for use of collaborative learning structures during the lesson.

Person Responsible	Calondria Williams (pr0073@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.

The number of students with 1 referral is 4% higher at Mandarin Lakes K-8 Academy in comparison to the district. The number of students with 2+ referrals is 4% higher at Mandarin Lakes K-8 Academy in comparison to the district. Through the implementation of the Targeted Element of: Positive Behavior Intervention and Supports we will monitor our primary area of concern which is the discipline data for our incoming 5th grade students. In addition we will also closely monitor our secondary area of concern which is our incoming 7th grade students.

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 focusing on sustainable results and developing others. Building a positive school culture and environment this school year will be at the forefront of our decision making. Therefore, to implement this initiative we have identified Celebrating Successes through the HOUSE System.
The House System is a unique and creative approach to building community that will strengthen the social and academic lives of students. It builds character with a rewards system where each student's achievements add to a collective group, making the reward communal and social.

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

All members of the School Leadership team including our Activities Director developed the plan and will introduce it to the staff at the Opening of Schools Meeting. We will lead the promotion of these strategies. Additionally, all staff and students will be responsible for continuing the plan to build the culture. The Administrator's role is to monitor the implementation of this initiative. The Activities Director's role is to facilitate the HOUSE System process and track points. Teacher leaders and instructional coaches will assist in promoting this new initiative school-wide.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Small Group Instruction	$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
3	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports	$0.00
4	III.A.	Areas of Focus: Leadership: Teacher Recruitment and Retention	$0.00
5	III.A.	Areas of Focus: Instructional Practice: Student Engagement	$0.00
		Total:	$0.00