Miami-Dade County Public Schools

Lake Stevens Elementary School

2021-22 Schoolwide Improvement Plan

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Lake Stevens Elementary School

5101 NW 183RD ST, Miami Gardens, FL 33055

http://lstevens.dadeschools.net

Demographics

Principal: Eric Wright L

Start Date for this Principal: 3/16/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	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 Economically Disadvantaged Students
School Grades History	2018-19: A (66%) 2017-18: A (68%) 2016-17: C (48%)
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)
Elementary School PK-5	Yes	90%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

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

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.

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Lake Stevens Elementary focuses on academic and professional collaboration with faculty, staff, students, parents, and community stakeholders. Our goal, continuous school improvement, is supported by progress monitoring of student performance data. In order to sustain a climate of academic excellence and high expectations for everyone, we are strengthened through professional development, student engagement, and parent involvement.

Provide the school's vision statement.

Spreading our wings to develop the whole child. Helping students make continuous strides towards excellence.

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
Schwam, Marc	Principal	The principal strategically organizes and establishes structures to monitor the implementation of instruction and teacher effectiveness. The principal coordinates monthly leadership team meetings to provide updated instructional information on best practices, student performance data, and instructional processes (when needed). Monthly faculty meetings include sharing of best practices by subject area. Professional literature is shared with teachers via the District's email system on a monthly basis. Frequent data conferences with teachers and the assistant principal are conducted throughout the year to ensure that a focused climate of academic achievement is maintained. The principal provides a framework for the master schedule and reviews for revisions. Team building activities that promote a positive school culture of collegiality are provided for faculty members.
Cunningham, Wanda	Assistant Principal	Mrs. Cunningham, the assistant principal responsibilities include but not limited to working with the principal to oversee the operations of school, curriculum alignment, behavior management and safety procedures. She also works collaborative to develop, implement and monitor instructional framework that aligns curriculum with state standards, effective instructional practices student learning needs through classroom walkthroughs and teacher observations. Meets with teachers to discuss progress monitoring of Tier 1, Tier 2, and Tier 3 students. Manages ESE, ESOL, Tile I and Pre-K programs to ensure compliance with the district and state. The Assistant Principal is also the school's Local Education Agency (LEA) who convenes with parents regarding MTSS, ESE, ESOL plans and strategies the school will provide to enhance student achievement. She creates teachers schedules and ensure implementation of professional development. In addition, she assists the principal with recruiting, retaining, developing, and evaluating a diverse faculty and staff.
Naranjo, Pilar	School Counselor	Organizes MTSS / RtI meetings, provides counseling services for students with academic / behavioral needs, coordinates with outside agencies to provide extended resources to students and families. Coordinates the attendance committee to address students with excessive absences and tardies.
Farley, Marcelle	Reading Coach	Provides curriculum support and professional development for teachers and activities for tier 1, 2, and 3 students, assists with the disaggregation of data, and assists with curriculum planning.
Gant, Karen	Teacher, K-12	The Teacher Leader assists colleagues on their grade levels by providing information about the core instruction in ELA, Science, and Mathematics. These teacher leaders collaborate with other faculty members by attending District professional development meetings (ICADS) to assist planning for their designated subject areas. Teacher leaders additionally plan, design, and deliver professional development activities to their subject areas

Name	Position Title	Job Duties and Responsibilities
		colleagues to share information from the District. Lastly, teacher leaders are assigned buddy teachers that are new to teaching and those that need extra support with content knowledge.
Mendez, Jane	Teacher, K-12	The Teacher Leader assists colleagues on their grade levels by providing information about the core instruction in ELA, Science, and Mathematics. These teacher leaders collaborate with other faculty members by attending District professional development meetings (ICADS) to assist planning for their designated subject areas. Teacher leaders additionally plan, design, and deliver professional development activities to their subject areas colleagues to share information from the District. Lastly, teacher leaders are assigned buddy teachers that are new to teaching and those that need extra support with content knowledge.
Ricketts-Burke, Althea	Teacher, K-12	The Teacher Leader assists colleagues on their grade levels by providing information about the core instruction in ELA, Science, and Mathematics. These teacher leaders collaborate with other faculty members by attending District professional development meetings (ICADS) to assist planning for their designated subject areas. Teacher leaders additionally plan, design, and deliver professional development activities to their subject areas colleagues to share information from the District. Lastly, teacher leaders are assigned buddy teachers that are new to teaching and those that need extra support with content knowledge.
Cairos, Reinaldy	Teacher, PreK	The Teacher Leader assists colleagues on their grade levels by providing information about the core instruction in ELA, Science, and Mathematics. These teacher leaders collaborate with other faculty members by attending District professional development meetings (ICADS) to assist planning for their designated subject areas. Teacher leaders additionally plan, design, and deliver professional development activities to their subject areas colleagues to share information from the District. Lastly, teacher leaders are assigned buddy teachers that are new to teaching and those that need extra support with content knowledge.
Bazelais, Madge	Teacher, K-12	The Teacher Leader assists colleagues on their grade levels by providing information about the core instruction in ELA, Science, and Mathematics. These teacher leaders collaborate with other faculty members by attending District professional development meetings (ICADS) to assist planning for their designated subject areas. Teacher leaders additionally plan, design, and deliver professional development activities to their subject areas colleagues to share information from the District. Lastly, teacher leaders are assigned buddy teachers that are new to teaching and those that need extra support with content knowledge.

Demographic Information

Principal start date

Saturday 3/16/2019, Eric Wright L

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.*

9

Total number of teacher positions allocated to the school

12

Total number of students enrolled at the school

226

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

2

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

1

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	22	26	36	35	40	45	0	0	0	0	0	0	0	204
Attendance below 90 percent	2	6	7	8	8	12	0	0	0	0	0	0	0	43
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	8	6	4	4	0	16	0	0	0	0	0	0	0	38
Course failure in Math	0	0	2	7	4	8	0	0	0	0	0	0	0	21
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
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	0	10	23	16	16	23	0	0	0	0	0	0	0	88

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

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

The number of students identified as retainees:

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

Date this data was collected or last updated

Tuesday 7/20/2021

2020-21 - As Reported

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

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

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

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

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	30	40	37	45	51	38	0	0	0	0	0	0	0	241
Attendance below 90 percent	9	6	9	10	13	11	0	0	0	0	0	0	0	58
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	5	1	16	6	0	0	0	0	0	0	0	30
Course failure in Math	0	3	6	6	8	4	0	0	0	0	0	0	0	27
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	2	12	0	0	0	0	0	0	0	14
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	2	4	0	0	0	0	0	0	0	6

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	2	4	6	10	9	0	0	0	0	0	0	0	31

The number of students identified as retainees:

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

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				49%	62%	57%	46%	62%	56%
ELA Learning Gains				54%	62%	58%	64%	62%	55%
ELA Lowest 25th Percentile				50%	58%	53%	78%	59%	48%
Math Achievement				79%	69%	63%	65%	69%	62%
Math Learning Gains				85%	66%	62%	85%	64%	59%
Math Lowest 25th Percentile				81%	55%	51%	72%	55%	47%
Science Achievement				65%	55%	53%	64%	58%	55%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	33%	60%	-27%	58%	-25%
Cohort Comparison						
04	2021					
	2019	55%	64%	-9%	58%	-3%
Cohort Comparison		-33%				
05	2021					
	2019	56%	60%	-4%	56%	0%
Cohort Comparison		-55%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	72%	67%	5%	62%	10%
Cohort Comparison						
04	2021					
	2019	73%	69%	4%	64%	9%
Cohort Comparison		-72%				
05	2021					
	2019	72%	65%	7%	60%	12%
Cohort Comparison		-73%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	61%	53%	8%	53%	8%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

Grades 1-5 ELA/Math i-Ready Data AP1 for Fall, AP2 for Winter, and AP3 for Spring
Grade 5 Science - District Mid Year Assessment - Winter

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	47.1	61.8	38.2
	Economically Disadvantaged	48.4	58.1	35.5
	Students With Disabilities	0	100.0	0
	English Language Learners	33.3	33.3	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	41.2	67.7	64.7
	Economically Disadvantaged	38.7	67.7	61.3
	Students With Disabilities	0	0	0
	English Language Learners	44.4	44.4	66.7

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	32.4	50.0	55.9
	Economically Disadvantaged	34.4	50.0	53.1
	Students With Disabilities	25.0	25.0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	29.4	44.1	50.0
	Economically Disadvantaged	31.3	43.8	50.0
	Students With Disabilities	25.0	25.0	0
	English Language Learners	0	0	0

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	40.0	50.0	50.0
	Economically Disadvantaged	32.4	44.1	47.1
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	20.0	42.5	60.0
	Economically Disadvantaged	0.0	44.1	58.8
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	25.5	27.7	31.9
	Economically Disadvantaged	22.7	25.0	29.6
	Students With Disabilities	0	10.0	0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	19.2	29.8	31.9
	Economically Disadvantaged	15.9	27.3	29.6
	Students With Disabilities	0	10.0	0
	English Language Learners	0	0	0

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	22.9	22.9	37.1
	Economically Disadvantaged	21.2	24.2	39.4
	Students With Disabilities	16.7	50.0	16.7
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	31.4	37.1	51.4
	Economically Disadvantaged	33.3	36.4	48.5
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	9.1	0
	Economically Disadvantaged	0	10.0	0
	Students With Disabilities	0	0.0	0
	English Language Learners	0	0.0	0

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	20			5							
ELL	27			30							
BLK	28	42		37	42		41				
HSP	39	63		37	31		41				
FRL	31	53		34	38		42				
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	28	40		68	95	91	50				
ELL	57	73		87	95		60				
BLK	41	44	40	71	77	75	57				
HSP	60	70		89	96		77				
FRL	49	54	47	78	84	81	63				

	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	13	65		39	72						
ELL	42	68	73	54	82	80					
BLK	46	61		66	82		65				
HSP	48	66	70	68	91	80	59				
FRL	45	64	78	64	84	71	64				

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	43
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	58
Total Points Earned for the Federal Index	257
Total Components for the Federal Index	6
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	13
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	38
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	38
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	45
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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:

The school to district comparison shows an increase in the Achievement gap widening from 3rd to 5th grade in ELA.

The school to district comparison shows a decrease in the Achievement gap widening from 3rd to 5th grade in Math.

All ELA Subgroups Achievement increased except for Black students, which decreased by 5 percentage points.

All ELA Subgroups Learning Gains decreased except for Hispanic students, which increased by 4 percentage points and the ELL subgroup which increased by 5 percentage points.

The ELA Subgroup, FRL, Learning Gains decreased by 31 percentage points.

All Math Subgroups Learning Gains increased except for Black students, which decreased 5 percentage points.

All Math Subgroups Learning Gains L25 increased.

Overall, Science Achievement level increased by 1 percentage point.

Science Subgroup Achievement levels decreased by 8 percentage points in the Black subgroup and 1 percentage point for the FRL subgroup.

2021 Data findings:

The number of ELA students scoring proficient on the 2021 FSA, in grades 3-5, decreased from 47% in 2019 to 33% in 2021.

The number of Math students scoring proficient on the 2021 FSA, in grades 3-5, decreased from 79% in 2019 to 37% in 2021.

The number of Science students scoring proficient on the 2021 FCAT Science, in grades 5 decreased from 65% in 2019 to 41% in 2021.

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

2019 data findings:

The majority of our ELA Subgroups Learning Gains decreased by at least 10 percentage points. Students with free and reduced lunch decreased by 10 percentage points, black students decreased by 17 percentage points, and SWD students decreased by 25 percentage points.

2021 Data findings:

The number of ELA students scoring proficient on the 2021 FSA, in grades 3-5 decreased from 47% in 2019 to 33% in 2021.

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 3 years, we have been focusing on implementing standards based instruction in all classrooms. We will continue to support this while incorporating differentiated instruction to help assist the needs of our L25 subgroups. In addition, we will continue to implement the RtI program to identify students that need further academic assistance. We will provide professional development to teachers using research based strategies to support intervention.

2021 findings:

The iReady scores on AP3 fell short of expectations which was the result of limited participation of MSO students and the limited use of manipulative. MSO students' poor attendance and teachers' difficulty with providing intervention with fidelity were also factors that contributed to the low performance with students with disabilities and English Language Learners. To address these factors that need improvement, the Leadership team will ensure that teachers are implementing hands-on actives to engage students.

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

2019 Data findings:
Math proficiency on the FSA increased from 65 percentage points in 2018 to 79 percentage points in 2019. The L25 subgroup increased 9 percentage points when comparing the 2018 and 2019 FSA assessment data.

2021 data findings:
On the Math I-Ready diagnostic, students in grades 1, 2 and 5 increased approximately 20 percentage points on AP3 when compared to AP1.

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

2019 data findings:
We ensured that manipulatives and differentiated instruction were being implemented in the classrooms. Administrative walkthroughs with feedback took place on a weekly basis as well as collaborative planning sessions to properly align resources for instruction.

2021 data findings:
The following actions contributed to the above mentioned academic achievement.
Teachers establish daily routines that engaged students in the learning process. This included providing hands-on experiences to the face-to-face students and using engaging videos with the MSO students. Teachers also provided timely corrective feedback and conducted data chats to help students monitor their own learning. The leadership team contributed to this success by conducting data conferences with teachers to monitor the students who were having difficulties.

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

Strategies that will ensure the implementation of high quality instruction include: Differentiated instruction, extended learning opportunities, interventions, and data driven instruction. Additionally, teachers will be engaged in collaborative planning, and Professional Learning Communities where they can share, discuss and implement best practices. The Leadership team will conduct data chats and walkthroughs to monitor use of strategies.

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

The PLST will develop a PD calendar for the 2021-2022 school year to provide support to teachers in the core subject areas. Administrative data chats with teachers will be held quarterly to analyze trends in OPM and district assessments to provide feedback and strategies to improve instruction. Coaching cycles will be implemented with individualized teachers to support ongoing needs. Aligning the appropriate instructional resources to all students to meet their instructional needs.
September 2 - Coaching Academy
Oct 13 - Dec 15 PLC - Sharing Best Practices

October 29 - Everglades Literacy Foundation for STEAM Designation
September - May - District Sponsored PD's in various subject areas for all teachers

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

Collaborative planning will be scheduled weekly with an instructional coach and / or an administrator to ensure that strategies are being implemented with fidelity. Extended learning opportunities will be provided with before and after school tutoring and interventions as well as Saturday Academy, Spring Break Academy, and STEAM related based clubs.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Students are returning from a year of learning loss due to the COVID-19 pandemic. Many students faced a variety of challenges which led to decreased scores on the 2020-2021 FSA ELA assessment. With this in mind, our school will implement specific strategies to address the critical need for improvement in this area. On the 2021 FSA ELA assessment, there was 67 percent of students below Level 3 on the 2021 statewide, standardized English. The ELA students scoring proficient on the 2021 FSA, in grades 3-5 decreased from 47% in 2019 to 33% in 2021. Twenty percent of the students in kindergarten through 3rd grade scored one or two levels below grade level on the i Ready AP3 assessment in Reading. This indicates that they are not currently on track to score Level 3 or above on the statewide, standardized grade 3 English Language Arts assessment.
Measurable Outcome:	As a result of successful implementation of strategies specifically related to ELA, the number of students in grades 3-5 scoring proficient on the FSA ELA assessment will increase a minimum of 10 percentage points. Students in grades K-2 will show at least a 20 point increase on the iReady AP3 assessment in Reading when compared to the iReady AP1 assessment.
Monitoring:	The Leadership Team will conduct quarterly data chats with ELA teachers. Groups will be adjusted based on current data, and follow-up with regular walkthroughs to ensure quality instruction is taking place. Administrators will review bi-weekly lesson plans for indication of differentiation for L25 students, in particular. Data Analysis of formative assessments of L25 students will be reviewed monthly to observe progress. We will create a student data tracker to monitor OPM data on a bi-weekly basis. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards. Extended learning opportunities will be provided to those students who are not showing growth on OPMs.
Person responsible for monitoring outcome:	Wanda Cunningham (171998@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of ELA, our school will focus on the evidence-based strategy of: Data-Driven Instruction. Data-Driven instruction will assist in accelerating the learning gains of our L25s in ELA as it is a systematic approach of instruction to meet the students' needs. Data-Driven instruction will be monitored through the use of data trackers to drive instructional planning and data driven conversations to include OPMs.
Rationale for Evidence-based Strategy:	Data-Driven Instruction will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

Action Steps to Implement

Aug. 27 - Oct. 11:There will be weekly collaborative planning meetings with all grade levels where ELA teachers plan standards aligned instruction and use data to plan intervention groups.

Person Responsible	Marcelle Farley (189576@dadeschools.net)

Sep.2 - Oct 11: Teachers will use unit assessments, progress monitoring and iReady diagnostics to create flexible intervention groups and make adjustments to groups as needed.

Person Responsible	Wanda Cunningham (171998@dadeschools.net)

Sep.13 - Oct. 11: The Leadership Team will conduct walk-throughs to ensure that differentiated instruction and intervention is conducted with fidelity and provide teachers with constructive feedback.

Person Responsible	Marc Schwam (mschwam@dadeschools.net)

Oct. 8: The Leadership team will conduct quarterly data chats to determine the effectiveness on the intervention planning and instruction and provide support where needed.

Person Responsible	Marc Schwam (mschwam@dadeschools.net)

Nov. 1st - Dec. 17th: Teachers will conduct data chats with students to help them monitor their own progress and growth on OPM assessments.

Person Responsible	Marc Schwam (mschwam@dadeschools.net)

Nov. 1st - Dec. 17th: Data from I-Ready and other assessments will be shared with parents to help them monitor their children's progress and be provided a plan to support instruction outside of the school day.

Person Responsible	Wanda Cunningham (171998@dadeschools.net)

Jan. 31st - April 29: ELA teachers will review the results of AP2 and compare them to AP1 to determine the students that would benefit from extended learning opportunities i.e. Saturday Academy, Title 3 ELL Tutoring, and Spring break Academy.

Person Responsible	Marcelle Farley (189576@dadeschools.net)

Jan. 31st - April 29: During collaborative planning, ELA teachers will use AP2 to identify the domain where students performed the lowest and implement strategies to improve that domain.

Person Responsible	Marcelle Farley (189576@dadeschools.net)

#2. Instructional Practice specifically relating to Student Engagement	
Area of Focus Description and Rationale:	Based on data that indicated that the number of ELA students scoring proficient on the 2021 FSA, in grades 3-5 decreased from 47% in 2019 to 33% in 2021, and the number of Math students scoring proficient on the 2021 FSA, in grades 3-5, decreased from 79% in 2019 to 37% in 2021.as well as iReady assessments and teacher observations, students will benefit from strategies that focus on student engagement in both reading and math.
Measurable Outcome:	If we successfully engage students during ELA and Mathematics instruction, students will increase their overall scores in both subject areas by a minimum of 15 percentage points when comparing I-Ready AP1 to AP3 during the 2021-2022 school year.
Monitoring:	Grade level teachers will monitor weekly data from I Ready, Math and ELA assessments to determine the effectiveness of selected strategies. The data will also be analyzed during weekly Collaborative Planning sessions with the Leadership Team.
Person responsible for monitoring outcome:	Marc Schwam (mschwam@dadeschools.net)
Evidence-based Strategy:	Within the targeted element of Student Engagement, our school will focus on Hands-on learning featuring student-centered opportunities. Our ultimate goal is to promote student interest and provide multiple pathways to success.
Rationale for Evidence-based Strategy:	Hands-on learning will ensure that our instructional staff members are using manipulatives, student-generated projects, and technology resources to pique the interest of our students. It is our goal to increase student engagement substantially, which will be reflected in improved student achievement levels.

Action Steps to Implement	
Aug. 27 - Oct. 11: Teachers will participate in weekly collaborative planning to design lesson plans that include student centered activities such as STEAM activities, Kahoots, Flipgrid, and games. (August 2021-May 2022)	
Person Responsible	Marcelle Farley (189576@dadeschools.net)
September 8 - Oct. 11: Teachers will participate in a Professional Learning Community (PLC) to share Best Practices for student engagement during monthly faculty meetings.	
Person Responsible	Wanda Cunningham (171998@dadeschools.net)
Aug. 23 - Oct. 20: Students will use visual representations such as manipulatives, graphic organizers and concept maps to enhance learning and to check for understanding.	
Person Responsible	Marcelle Farley (189576@dadeschools.net)
Aug. 23 - Oct. 11: Teachers will provide students with a variety of learning opportunities and students will respond with verbal and non-verbal signals to indicate their degree of understanding.	
Person Responsible	Wanda Cunningham (171998@dadeschools.net)
Nov. 1st -Dec. 17th: Teachers will utilize educational technology such as Reading Horizons, Reflex Math and IXL that help students develop necessary 21st century skills while also keeping them engaged and learning.	

Person Responsible Marcelle Farley (189576@dadeschools.net)

Nov. 1st -Dec. 17th: Teachers will create or revise classroom rules to set expectations and increase student buy-in.

Person Responsible Wanda Cunningham (171998@dadeschools.net)

Jan. 31st -Apr. 29th: The teachers will analyze data from AP2 to identify the students who had minimal growth to determine what domains will be targeted during DI and for iReady lessons.

Person Responsible Marcelle Farley (189576@dadeschools.net)

Jan. 31st -Apr. 29th: The teachers will analyze data from the Reading Horizons program to identify the lessons that need to be reinforced during intervention.

Person Responsible Marcelle Farley (189576@dadeschools.net)

#3. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	We selected Social Emotional Learning based on the results of the School Climate survey where some students indicated that they had issues with safety and relationship at our school. Research has shown that parent involvement is a major factor in student outcomes, including closing the achievement gap between various groups of students. Based on data reflected on sign-in sheets from community involvement activities, parent participation reflects less than 15%. As a result, there is a need to to equip students with strategies on how to deal with personals challenges and conflicts in relationships.
Measurable Outcome:	Successful implementation of Social Emotional Learning, will be evidenced by an increase in the number of SEL activities that will be included in teachers lesson plans. One hundred percent of the ELA teachers will include a SEL lesson at least once per week.
Monitoring:	Teachers will participate in collaborative planning weekly and will identify the SEL activities for the following week. Teachers will also monitor students during daily activities to determine if they are using the strategies to guide their behavior. The Leadership team will conduct walkthroughs to determine if SEL activities are being implemented. Improvement in student social and emotional learning will be reflected on improved academic achievement on various assessments.
Person responsible for monitoring outcome:	Marcelle Farley (189576@dadeschools.net)
Evidence-based Strategy:	Within the targeted element of Social Emotional Learning, our school will focus on the evidence-based strategy of Social Emotional Learning. Parents and students will be encouraged to participate in school SEL activities. SEL is the process through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.
Rationale for Evidence-based Strategy:	When analyzing the scores from various data sources, we realized that our students decreased in many areas. Our leadership team attributed these deficiencies to factors such as the lack of parental involvement which also lead to a crisis in social emotional learning. Students were struggling to understand their feeling which led to a lack of engagement and then resulted in low performance on the state assessments.
Action Steps to Implement	

Daily beginning Aug.23 - Oct.11: ELA teachers will include Social Emotional activities in their lesson plans and conduct the lessons with students.

Person Responsible	Marcelle Farley (189576@dadeschools.net)

Sept.13 - Oct. 11: The school counselor will visit classrooms to share SEL information with students and send materials home for family activities.

Person Responsible	Pilar Naranjo (pilarnaranjo@dadeschools.net)

Embedded in weekly lesson plans beginning 8/23: Working in groups will happen at all grade levels. Teachers will organize group activities to help students develop leadership skills and help them uncover their strengths so that they can contribute.

Person Responsible	Wanda Cunningham (171998@dadeschools.net)

Sept.8 & Oct.11:During faculty meeting, the faculty and staff will be engaged in at least one SEL activity to help teachers build confidence, understand their own strengths and weaknesses, collaborate with others, and develop strong relationships.

Person Responsible   Marcelle Farley (189576@dadeschools.net)

Nov.1-Dec. 17: Administration will introduce a weekly mantra via the morning announcements, that relates to an experience or upcoming opportunity and throughout the week, create opportunities for students to reflect on the quote.

Person Responsible   Marc Schwam (mschwam@dadeschools.net)

Nov. 1 - Dec. 17: Students who are experiencing anxiety can request to see the counselor, who will provide them with self calming strategies.

Person Responsible   Pilar Naranjo (pilarnaranjo@dadeschools.net)

Jan. 31st -Apr. 29th: The school counselor will present SEL activities during the TALENTS after school program to support individual needs.

Person Responsible   Pilar Naranjo (pilarnaranjo@dadeschools.net)

Jan. 31st -Apr. 29th: Teachers will participate in SEL activities during the PLC to support teamwork and individual growth.

Person Responsible   Wanda Cunningham (171998@dadeschools.net)

#4. Leadership specifically relating to Walkthroughs	
Area of Focus Description and Rationale:	Based on qualitative data from the School Climate survey and review of the Core Leadership Competencies, we feel our school would benefit from the Targeted Element of Instructional Walkthroughs. Teachers will benefit from scheduled and impromptu walkthroughs with specific and constructive feedback. This will provide an opportunity for teachers to effectively reflect on their practice, and make continuous improvements that lead to student success.
Measurable Outcome:	If we successfully implement the Targeted Element of Instructional Walkthroughs there will be an increase of at least 66% of teachers that indicate they receive weekly walkthroughs, as reflected on the 2022 School Climate Survey.
Monitoring:	The Leadership Team will plan and conduct weekly walkthroughs, both formally and informally. These interactions will provide feedback and support to the instructional staff of our school.
Person responsible for monitoring outcome:	Wanda Cunningham (171998@dadeschools.net)
Evidence-based Strategy:	Instructional Walkthroughs will ensure that teachers are provided consistent, developmental feedback that involves providing a clear expectation, progress towards that goal and a description of the behavior and support that will be provided. Feedback should be provided regularly as a means of professional growth.
Rationale for Evidence-based Strategy:	When teachers are provided with consistent and explicit, developmental feedback it provides the chance to gain new skills and expand their knowledge, as well as continuous improvement of their instructional practices. When teachers reflect on the feedback received, this will result in a positive impact on student achievement.

Action Steps to Implement	

September 7-10: The leadership team will develop a list of 'look-fors' and determine what to focus on when conducting formal walkthroughs. A list will be created by September 13 and adjustments will be made as needed. Before each formal walk through, the leadership team will meet to determine the main focus of the walkthrough.

Person Responsible	Wanda Cunningham (171998@dadeschools.net)

Sept. 13 - Oct. 11:The Leadership team will conduct walkthroughs to monitor that instruction is implemented with fidelity.

Person Responsible	Wanda Cunningham (171998@dadeschools.net)

Sept. 13 - Oct. 11: The Leadership team will provide reflective feedback that will allow teachers to contemplate their instructional practice and make positive changes to support student learning.

Person Responsible	Marc Schwam (mschwam@dadeschools.net)

Sept. 15 - Oct. 11: The leadership team will use data from the walkthroughs to make decisions about who needs additional support and plan Coach Teacher Collaborations (CTC).

Person Responsible	Marc Schwam (pr2801@dadeschools.net)

Nov. 1 - Dec. 17: When conducting walk throughs, the leadership team will review the curriculum pacing guides and intervention pacing guides to determine if teachers are on pace. 2. During leadership meetings, the teachers who need assistance will be identified and strategies from Teach Like a Champion book will be identified as possible solutions.

Person Responsible Marc Schwam (mschwam@dadeschools.net)

Nov. 1 - Dec. 17: During leadership meetings, the teachers who need assistance will be identified and researched based strategies will be identified for Coach Teacher Collaborations.

Person Responsible Marcelle Farley (189576@dadeschools.net)

Jan. 31st -Apr. 29th: The leadership team will continue to conduct walk throughs to focus on lesson plans that are aligned to pacing guides and address the weakest domains during DI.

Person Responsible Wanda Cunningham (171998@dadeschools.net)

Jan. 31st -Apr. 29th: The leadership team will conduct digital walk--throughs to determine if I-Ready lessons are assigned to students based on their weakest domains.

Person Responsible Marc Schwam (pr2801@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.

Lake Stevens Elementary reported .05 disciplinary incidents per 100 students when compared to all elementary schools statewide. This rate is less than the statewide elementary school rate of 1.0 disciplinary incidents per 100 students. Our primary concern will be to continue keeping the rate or disciplinary incidents less than the statewide rate by implementing the code of student conduct and school-wide behavior plan with fidelity. Disciplinary incidents will be monitored via observation logs, walkthroughs, behavior protocol checklists and referrals.

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.

a. Our Strengths within School Culture are in Relationships, Physical & Emotional Safety and Support, Care, and Connections. Our school creates experiences throughout the year to engage with parents and families and ensures they have necessary information to support their children. Students are supported throughout the building by our staff. In addition, our school counselor provides classroom activities on a quarterly basis that support the social and emotional support that our students need. Staff are provided opportunities to take part in Team-Building activities and social seminars where we come together to share celebrations of success during informal meet-ups. We provide opportunities for both staff and students to provide ongoing feedback and suggestions to school leaders and we schedule informal conferences with staff and students to garner information about their educational/professional experience at our school. We also ensure information is shared with all stakeholders through our school website, text messages, and phone calls.

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

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principals, Instructional Coaches, Teacher Leaders and Counselors (our School Leadership Team). The Principal's role is to monitor and oversee all the school's initiatives and respond to concerns with morale by planning Team-building and morale boosting activities. The Assistant Principals will monitor the programs and assist in ensuring all information is shared with stakeholders in a timely manner. Teacher leaders and instructional coaches assist in providing and responding to feedback from stakeholders. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				$4,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	3240		2801 - Lake Stevens Elementary School	Title, I Part A		$1,400.00
			Notes: Scholastic magazine for all grades			
	3240		2801 - Lake Stevens Elementary School	Ttitle III		$3,000.00
			Notes: ESOL TUTORING - AFTER SCHOOL			
2	III.A.	Areas of Focus: Instructional Practice: Student Engagement				$300.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	3240		2801 - Lake Stevens Elementary School	Title, I Part A		$300.00
			Notes: J and J Bootcamp - 5th Grade Science Supplement			
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				$0.00
4	III.A.	Areas of Focus: Leadership: Walkthroughs				$0.00
					Total:	$4,700.00