Arcola Lake Elementary School

2021-22 Schoolwide Improvement Plan

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Arcola Lake Elementary School

1037 NW 81ST ST, Miami, FL 33150

http://arcolalake.dadeschools.net/

Demographics

Principal: Yolanda Ellis L

Start Date for this Principal: 7/15/2020

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: C (48%) 2017-18: A (68%) 2016-17: C (46%)
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	96%

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		C	C	A

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SIP Authority

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our mission is to be the beacon of educational excellence. We empower our diverse student population to become effective leaders within the global 21st century. Through equitable access of technology and education, we encourage a positive blended learning climate. Teachers and students are encouraged to reach their full potential in the learning process with reliable solutions by providing a multi-tiered education, we are committed to the growth of all stakeholders through educating our students, families and community members.

Provide the school's vision statement.

We aim to provide the highest quality education to become accomplished individuals and exemplary citizens.

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
Ellis, Yolanda	Principal	The principal provides a mission and shapes a vision for academic success for all students. Data is utilized to drive decision-making, cultivate leadership in others, and provide the appropriate curriculum offerings. Ms. Ellis establishes high expectations for all students, and ensures that the school-based team is implementing Multi-Tiered System of Supports (MTSS).
HIll, Leasha	Assistant Principal	The Assistant Principal works in collaboration with the principal in implementing the vision and mission for the school. Ms. Hill ensures fidelity of the MTSS monitoring by evaluating the following: instructional staff's implementation of tiered instruction, process of administering assessments, and the alignment of professional development with faculty needs.
Pell-Lopez, Erika	Math Coach	The Math Coach provides direct instructional services related to improving and supporting classroom instruction. Ms. Pell-Lopez utilizes the coaching model to support teachers in effective evidenced–based instructional strategies that will improve students' academic success.
Clarke, Ginger	School Counselor	The counselor is an integral part of the MTSS team that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. She provides support to individuals and small groups of students.
Rutledge, Adriana	Other	The ESE teacher provides support to teachers to ensure that students with disabilities demonstrate increased participation and performance in the standard or access curriculum state-wide assessments and school site accountability systems.

Demographic Information

Principal start date
Wednesday 7/15/2020, Yolanda Ellis 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.*
23

Total number of teacher positions allocated to the school
32

Total number of students enrolled at the school
500

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.
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	44	68	79	86	67	83	0	0	0	0	0	0	0	427
Attendance below 90 percent	17	26	31	33	27	25	0	0	0	0	0	0	0	159
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	6	13	7	2	1	0	0	0	0	0	0	0	29
Course failure in Math	0	1	5	7	3	3	0	0	0	0	0	0	0	19
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	9	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	7	0	0	0	0	0	0	0	7
Number of students with a substantial reading deficiency	0	28	54	50	17	35	0	0	0	0	0	0	0	184

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	2	10	16	19	4	9	0	0	0	0	0	0	0	60

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	2	12	12	16	1	0	0	0	0	0	0	0	0	43
Students retained two or more times	0	0	0	4	1	0	0	0	0	0	0	0	0	5

Date this data was collected or last updated
Monday 7/19/2021

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	66	92	90	92	89	71	0	0	0	0	0	0	0	500
Attendance below 90 percent	24	31	29	37	27	16	0	0	0	0	0	0	0	164
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	11	14	5	1	0	0	0	0	0	0	0	0	31
Course failure in Math	0	5	2	9	3	0	0	0	0	0	0	0	0	19
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	9	7	0	0	0	0	0	0	0	16
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	7	12	0	0	0	0	0	0	0	19

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	2	15	17	18	10	6	0	0	0	0	0	0	0	68

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	2	12	14	20	1	0	0	0	0	0	0	0	0	49
Students retained two or more times	0	0	0	5	0	0	0	0	0	0	0	0	0	5

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				42%	62%	57%	49%	62%	56%
ELA Learning Gains				51%	62%	58%	72%	62%	55%
ELA Lowest 25th Percentile				48%	58%	53%	90%	59%	48%
Math Achievement				56%	69%	63%	67%	69%	62%
Math Learning Gains				55%	66%	62%	71%	64%	59%
Math Lowest 25th Percentile				44%	55%	51%	79%	55%	47%
Science Achievement				38%	55%	53%	46%	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	37%	60%	-23%	58%	-21%
Cohort Comparison						
04	2021					
	2019	41%	64%	-23%	58%	-17%
Cohort Comparison		-37%				
05	2021					
	2019	40%	60%	-20%	56%	-16%
Cohort Comparison		-41%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	52%	67%	-15%	62%	-10%
Cohort Comparison						
04	2021					
	2019	49%	69%	-20%	64%	-15%

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-52%					
05	2021						
	2019	54%	65%	-11%	60%	-6%
Cohort Comparison		-49%					

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021						
	2019	35%	53%	-18%	53%	-18%
Cohort Comparison							

Grade Level Data Review - Progress Monitoring Assessments

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

The progress monitoring tool that was used to compile the data below was for all grade levels was iReady Data for AP1 for Fall, AP2 for Winter, and AP3 for Spring.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	21.5	43.1	32.3
	Economically Disadvantaged	21.9	43.8	32.8
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	21.5	21.5	24.6
	Economically Disadvantaged	21.9	21.9	23.4
	Students With Disabilities			
	English Language Learners			

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	24.6	40.6	42.0
	Economically Disadvantaged	24.6	40.6	42.0
	Students With Disabilities			57.1
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	14.5	33.3	37.7
	Economically Disadvantaged	14.5	33.3	37.7
	Students With Disabilities			35.7
	English Language Learners			

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	22.5	46.5	53.5
	Economically Disadvantaged	21.4	47.1	52.9
	Students With Disabilities			28.6
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students		32.4	38.0
	Economically Disadvantaged		31.4	37.1
	Students With Disabilities			
	English Language Learners			

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	13.5	24.3	29.7
	Economically Disadvantaged	13.7	23.3	30.1
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	10.8	23.0	40.5
	Economically Disadvantaged	11.0	23.3	41.1
	Students With Disabilities			
	English Language Learners			

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	27.1	39.0	37.3
	Economically Disadvantaged	25.9	39.7	36.2
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	18.6	33.9	50.9
	Economically Disadvantaged	17.2	32.8	50.0
	Students With Disabilities			
	English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students		21.2	
	Economically Disadvantaged		21.2	
	Students With Disabilities		0.0	
	English Language Learners		11.1	

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	27	55	60	42	45		14				
ELL	36	57	55	39	43		33				
BLK	39	51		39	33		27				
HSP	38	64	67	46	57		45				
FRL	38	55	65	41	43	59	32				

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	44	38	36	40	21	30				
ELL	43	43		57	53		64				
BLK	40	50	50	53	53	48	29				
HSP	45	47		62	59		63				
FRL	41	51	48	55	55	44	38				

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	36	65	73	39	65	62					
ELL	37	83	92	55	87	93	38				
BLK	52	67	87	70	64	62	49				
HSP	42	84	93	58	84	94	42				
FRL	49	72	90	67	71	79	46				

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	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	41
Total Points Earned for the Federal Index	376
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	41
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	43
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	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	51
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	47
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: All ELA Subgroups overall, Learning Gains and L25 Learning Gains decreased across all grade levels. All Math Subgroups overall, Learning Gains and L25 Learning Gains L25 decreased across all grade levels.

2020 data findings: Grades 1-5 for ELA, less than 50% of our students scored on grade level on iReady with the exception of 3rd grade. The 4th graders were the lowest performing grade for ELA, only 30% of the students scored on grade level. In Mathematics grades 1-4 , less than 50% of our students scored on grade level in iReady. 25% of our first grade students, are on grade level..

2021 data findings: Grades 3-5 showed a 4 percentage point decrease in ELA proficiency, decreasing from 42% to 38%. ELA 4th grade proficiency data indicates that there was a 15% decrease, 3rd and 5th grade showed a minimal increase of percentage points. Overall Mathematics grades 3-5, there was a 15 percentage point proficiency decrease in Math. 3rd grade data indicates a 2% decrease in Math, 4th grade data indicates a 24% decrease in Math, and 5th grade data indicates a 9% decrease in Math.

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

2019 data findings: Based on the 2018 Data Map in comparison to the 2019 Data, there was a 23 percentage points decrease in our ELA Learning Gains and a 19 percentage point decrease in our Math Learning Gains.

Based on 2021 I-Ready progress monitoring and 2019 assessments the greatest need for improvement is learning gains for ELA and Math.

2021 FSA data findings indicate that there was a decrease in proficiency for ELA (-4%) and MATH (-15%) in comparison to the 2019 FSA Data.

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: The contributing factors to this need for improvement was the inconsistency of differentiated instruction, intervention and progress monitoring.

2021 data findings: The contributing factors to this need of improvement includes the dual modality of students, inconsistent data, and lack of continuous progress monitoring.

The new actions that address this need is the implementation of an Intervention System, DI system for ELA and Math, and ELA Instructional Practices which is monitored consistently.

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

2019 data findings: The 2019 state assessments showed the most improvement in our SWD. In ELA, we increased 10 percentage points and in Math, we increased 14 percentage points.

2021 data findings: Our 5th grade students showed the most improvement in Math proficiency, they improved from 18.6% in the Fall to 50.9% in the Spring . Our 3rd grade students showed the most improvement in ELA proficiency, they improved from 22.5% in the Fall to 53.5% in the Spring.

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

2019: The contributing factors to this improvement were collaborative planning with general and ESE teachers. We also monitored the standard based instruction in the ASD classes. The ESE teachers participated in quarterly data chats with the Leadership Team.

2021: The contributing factors to this improvement were consistent differentiated instruction, collaborative data chats with teachers and staff, collaborative planning and intervention.

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

Checks for Understanding, Collaborative Data Chats, Collaborative evaluation of student work, Corrective feedback for students, Data-Driven decision making and instruction, Differentiated Instruction, Effective Curriculum Resource Utilization, Effective Questioning/Response Techniques, ELL Strategies, Extended Learning Opportunities, Implementing Instructional Framework, Hands-on Learning, Instructional Support/Coaching, Interventions/Rti, Job-Embedded PD, Standard-Based Grading, OPMs, Student Engagement, Technology Integration and Standard aligned instruction.

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

9/13-9/17 Job-embedded professional development on delivering standard based instruction and grading
9/27-10/1 Aligning resources to small group instruction (Differentiated Instruction)
10/6 Intervention Best Practices

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

Weekly Collaborative Planning
Weekly Walk-Through with a focus on student product in DI.
Data Chats with Teachers and Students on students progress monitoring results for ELA and Math.
Data Chats with Interventionist on student progress monitoring results.

Part III: Planning for Improvement

Areas of Focus:

#1. Leadership specifically relating to Managing Accountability Systems	
Area of Focus Description and Rationale:	Based on the qualitative data from the School Climate Survey, SIP survey, and the Core Leadership Competencies we will implement the targeted element of Managing Data Systems and Processes. 51% of teachers indicated that they participate in data chats with administration on a quarterly basis. Therefore, we would like to increase the amount of data chats by conducting them on a monthly basis shortening the time between analyzing data and adjusting instructional strategies and resources.
Measurable Outcome:	Successful implementation of the targeted element of Managing Data Systems and Processes will result in 100% of teachers having the ability to analyze data more frequently and determine whether students are mastering or making progress within a standard.
Monitoring:	The leadership team will schedule monthly data chats with instructors to adjust instructional strategies and resources based on current data.
Person responsible for monitoring outcome:	Yolanda Ellis (pr0101@dadeschools.net)
Evidence-based Strategy:	Within the targeted element of Managing Data Systems and Processes we will focus on the evidence based strategy Assess Team Effectiveness. Monthly Data Chats will assist in early identification of students not making adequate progress and allow for adjustments to placement and instruction.
Rationale for Evidence-based Strategy:	The implementation of the evidence based strategy Assess Team Effectiveness will allow deliberate practice of gauging the level of success based on quantitative data. This strategy periodically tracks progress of students' goals, and modifies previous plans where necessary. A scheduled data dialogue between administration and instructors will better prepare them to plan and deliver data driven instruction.

Action Steps to Implement

1. 8/31-10/11 Leadership Team will schedule Monthly Data Chats with teachers with a focus on ELA, Math and Science. As a result of implementing monthly data chats teachers will frequently adjust lessons to meet the needs of students.

Person Responsible	Leasha HIll (leahill@dadeschools.net)

2. 8/31-10/11 Leadership team and instructors will analyze and monitor on-going progress monitoring assessment data in order to plan and deliver data driven instruction and adjust as needed.

Person Responsible	Yolanda Ellis (pr0101@dadeschools.net)

3. 8/31-10/11 Instructors will complete a data chart with students' results within a school wide data tracking system to easily track progress.

Person Responsible	Leasha HIll (leahill@dadeschools.net)

4. 9/1-10/11 Teachers will conduct data chats with students following Progress Monitoring and Topic Assessment in ELA, MATH, and Science, so that students are also aware of their personal progress. This step will motivate students to put forth more effort if data points are not favorable or to establish greater goals if data points have been met.

Person Responsible	Yolanda Ellis (pr0101@dadeschools.net)

1. 11/1-12/17 The Leadership Team will meet with Ram Club (L25/L35 students) members on a weekly basis to review academic data and I-Ready. As a result, the subgroup of our L25 and L35 students monitoring will increase. Students will be motivated to put forth more effort if data points are not favorable or to establish greater goals if data points have been met.

Person Responsible   Yolanda Ellis (pr0101@dadeschools.net)

2. 11/1-12/17 The Leadership Team will continue to schedule Monthly Data Chats with teachers with a focus on ELA, Math and Science. As a result of implementing monthly data chats teachers will frequently adjust lessons to meet the needs of students.

Person Responsible   Leasha HIll (leahill@dadeschools.net)

1.1/31-4/29 The Leadership Team will implement "Motivational Monday" in which administration will provide incentives for adequate progress on I-Ready usage, passing rate, and progress on Math (Topic) and Reading (Progress Monitoring) assessments. Students will be motivated to put forth more effort if data points are not favorable or to establish greater goals if data points have been met.

Person Responsible   Yolanda Ellis (pr0101@dadeschools.net)

2. 1/31-4/29 The Leadership Team will provide "BRAGG TAGS" to our Ram Club (L25/L35 students) members on a weekly basis to acknowledge their progress. Students will be motivated to put forth more effort if data points are not favorable or to establish greater goals if data points have been met.

Person Responsible   Leasha HIll (leahill@dadeschools.net)

#2. Culture & Environment specifically relating to Student Attendance	
Area of Focus Description and Rationale:	Based on the qualitative data in the school climate survey 33% of students' attendance was below 90%, therefore, we will implement the Targeted Element of Attendance Initiatives.
Measurable Outcome:	With the successful implementation of our schoolwide Attendance Initiatives our focus will be to have a 10% decrease of the number of students missing 10 or more days.
Monitoring:	Students will be monitored individually and as a class to decrease learning loss. Teachers will alert the Attendance Review Committee of students beginning with 3 absences and continuously track those students' attendance on a daily basis.
Person responsible for monitoring outcome:	Yolanda Ellis (pr0101@dadeschools.net)
Evidence-based Strategy:	The evidence based strategy we will utilize is Attendance Initiative. Provide all stakeholders with information regarding the implementation of a school-wide attendance plan and the incentives offered to promote an increase in student attendance weekly and monthly.
Rationale for Evidence-based Strategy:	The evidence based strategy we will utilize is Attendance Initiative to minimize the number of absences by students. Studies have shown that student attendance is important because it promotes academic success and student citizenship. By identifying an at risk student early in the process we can use incentives to promote an increase in student attendance, by directly involving them.

Action Steps to Implement

1.9/8-9/10 Organize an Attendance Review Committee to address students with attendance issues exceeding 3 absences.

Person Responsible	Leasha HIll (leahill@dadeschools.net)

2. 9/8-10/11 Attendance Review Committee will contact parents of students missing 3 or more days to explain MDCPS attendance policy, the importance of students attending school everyday, and how it contributes to learning loss.

Person Responsible	Ginger Clarke (gmclarke@dadeschools.net)

3. 9/8-10/11 The counselor will identify the winning class for perfect attendance as evidenced by attendance bulletin. The winning classes will receive the travelling trophy and receive a "Shout-Out" on morning announcements.

Person Responsible	Ginger Clarke (gmclarke@dadeschools.net)

4. 9/8-10/11 The Attendance Review Committee will implement an Attendance Achievers Challenge for all students to motivate students to attend school daily and on time.

Person Responsible	Ginger Clarke (gmclarke@dadeschools.net)

1. 11/1-12/17 The counselor will continue to focus on each grade level by recognizing the class with the highest percentage of student present on a weekly basis. The winning class will be presented with the grade level attendance traveling trophy at the beginning of each week. As a result, class recognition for attendance will encourage students to attend school on a daily basis.

Person Responsible   Ginger Clarke (gmclarke@dadeschools.net)

2. 11/1-12/17 The counselor will monitor school wide class attendance chart located in a high visibility area, which will track class attendance with a high percentage of students attending class on a weekly basis. As a result, school wide visible class recognition for attendance will encourage healthy competition and for students to attend school on a daily basis.

Person Responsible   Ginger Clarke (gmclarke@dadeschools.net)

1. 1/31-4/29 The Community Involvement Specialist will identify L25 students that appear on the attendance bulletin and contact guardians regarding absences. CIS will ascertain why students are consistently absent and advise parents that their child is one of our L25 students and in need of additional assistance in the core subject areas therefore it is important that students are present daily. When possible the CIS will connect parent with resources that will eliminate barriers for absenteeism.

Person Responsible   Leasha HIll (leahill@dadeschools.net)

2. 1/31-4/29 The Parent Academy Interventionist will partner with our HERO Interventionist to provide support and resources to parents, which will assist in decreasing the barriers that prevent student's from attending school on a consistent basis.

Person Responsible   Leasha HIll (leahill@dadeschools.net)

#3. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale:	Based on the comparison of the 2019 assessment data and 2021 assessment data, there was a significant decrease in Math Learning Gains (-12), ELA proficiency (-4) and Math proficiency (-15%). Therefore, we selected the over arching area of Differentiation.
Measurable Outcome:	If we successfully implement and consistently monitor Differentiated Instruction, then there will be a 10% increase of the L25 students meeting expected Learning Gains on ELA and Math Progress Monitoring Data.
Monitoring:	On a weekly basis the leadership team will conduct walk throughs to ensure that DI is being implemented with fidelity. Students will maintain a DI Folder/Journal with evidence of differentiated activities by standards which will enhance their identified areas of weakness.
Person responsible for monitoring outcome:	Yolanda Ellis (pr0101@dadeschools.net)
Evidence-based Strategy:	The evidence based strategy of Differentiated Instruction is a framework for effective teaching that involves providing students with innovative educational opportunities for acceleration based on their identified area of weakness.
Rationale for Evidence-based Strategy:	The evidence based strategy of Differentiated Instruction will be utilized to mitigate learning loss and meet students' individual needs through small group instruction. This strategy will focus on the students' areas of weakness that were evident during the 2020-2021 school year and based on the decreasing amount of proficient students on the AP3 I-Ready data.

Action Steps to Implement

1. 8/31-10/11 Implementation of Instructional Support/Coaching to provide the opportunity for teachers and coaches to collaborate and set a measurable goal to improve instructional outcomes during Differentiated instruction.

Person Responsible	Yolanda Ellis (pr0101@dadeschools.net)

2. 8/31-10/11 During collaborative planning Coaches and instructors will analyze assessment data in order to plan and deliver data driven Differentiated Instruction and adjust as needed to group students according to specific learning need.

Person Responsible	Erika Pell-Lopez (epell16@dadeschools.net)

3. 8/31-9/13 The leadership team and Instructors will utilize the baseline data, Iready data and previous statewide assessments data to create DI Instruction groups.

Person Responsible	Leasha HIll (leahill@dadeschools.net)

4. 8/31-10/11 The instructor and leadership team will monitor the ongoing progress monitoring data and topic assessments data and revamp groups based on current data. The instructional math coach will develop their schedule to provide for additional assistance in DI.

Person Responsible	Erika Pell-Lopez (epell16@dadeschools.net)

1. 11/1-12/17 The Instructors will share Best Practices for Mathematics and ELA Differentiated Instruction by grade level during collaborative planning. As a result, instructors will walk away with additional effective teaching practices that involves providing students with innovative educational opportunities for acceleration.

Person Responsible Erika Pell-Lopez (epell16@dadeschools.net)

2. 11/1-12/17 During collaborative planning instructors and Instructional Coach will ensure student activities are aligned with data, differentiated and produce authentic work product. As a result, students will be provided with authentic innovative educational opportunities for acceleration based on their identified area of weakness.

Person Responsible Erika Pell-Lopez (epell16@dadeschools.net)

1. 1/31-4/29 The Curriculum Support Specialist will provide a professional development session to primary teachers on Differentiated Instruction showing teachers how to utilize District resources to ensure student activities are aligned with current data and DI instruction is effectively implemented.

Person Responsible Leasha HIll (leahill@dadeschools.net)

2. 1/31-4/29 Classroom Teachers and the leadership team will monitor the ongoing progress monitoring data and topic assessments data and adjust instructional groups based on current data. The Math coach will develop a schedule to provide support to classroom teachers by implementing an additional TLC during DI.

Person Responsible Leasha HIll (leahill@dadeschools.net)

#4. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Based on the 2021 FSA data 62% of students scored below Level 3 on the 2021 statewide standardized English Language Arts assessment. According to the 2020-2021 progress monitoring data for grades K-3, 25% Kindergarten students, 63.8% 1st grade students, 57.4% 2nd grade students and 46.5% 3rd grade students are not on track to score Level 3 or above on the statewide standardized English Language Arts assessment.
Measurable Outcome:	The specific measurable outcome the school plans to achieve is improved academic performance of statewide assessments. If we successfully provide ELA instructional practices in the classroom, then in grades 3-5 on the 2022 statewide standardized English Language Arts assessments we will improve a minimum of 10 percentage points of students scoring at a level 3.
Monitoring:	The Instructional coach and admin will conduct weekly collaborative planning with the ELA teachers to review standards and establish clear/focused goals. In addition, the leadership team will conduct walk throughs and ensure that instruction is aligned to the standard for both content areas.
Person responsible for monitoring outcome:	Yolanda Ellis (pr0101@dadeschools.net)
Evidence-based Strategy:	Our school will focus on the evidence-based strategy Goal Oriented Learning. Goal Oriented Learning refers to ensuring students have a clear understanding of the learning target and what they should be able to accomplish or produce as a result of the lesson.
Rationale for Evidence-based Strategy:	The evidence based strategy of Goal Oriented Learning will be utilized to maintain teachers' instructional focus on the ELA standards being taught and produce desired results. It allows students to receive instruction that is aligned to the standard and has a concrete goal/target to strive towards.

Action Steps to Implement

1. 9/7-9/30 The leadership team will provide a job-embedded professional development during collaborative planning to ensure that instructors understand what the standards are requiring and which concepts and skills should be mastered by grade level.

Person Responsible	Erika Pell-Lopez (epell16@dadeschools.net)

2. 8/31-10/11 The leadership team will meet with the instructors on a weekly basis to review the pacing guides and resources to ensure instruction is aligned.

Person Responsible	Erika Pell-Lopez (epell16@dadeschools.net)

3. 8/31-1011 The instructors will conduct ELA Bi-weekly progress monitoring assessments following the district assessment calendar to collect standard based data.

Person Responsible	Erika Pell-Lopez (epell16@dadeschools.net)

4. 8/31-1011 The Administration Team will conduct walk-throughs and provide feedback to the coaches. This feedback will allow the coaching cycles to provide support to instructors as needed.

Person Responsible	Yolanda Ellis (pr0101@dadeschools.net)

1. 11/1-12/17 The leadership team will collaboratively plan weekly with Kindergarten to ensure instructors are presenting clear and precise standard-based instruction with an attainable goal. As a result, students will have a clear understanding of the learning target and what they should be able to accomplish or produce as a result of the lesson.

Person Responsible	Leasha HIll (leahill@dadeschools.net)

2. 11/1-12/17 The leadership team will continue to conduct weekly walk-throughs with a focus on student final work product for Differentiated Instruction. As a result, students will be able to receive instruction that is aligned to their specific area of weakness and a concrete goal/target to strive towards.

Person Responsible	Leasha HIll (leahill@dadeschools.net)

1. 1/31-4/29 The leadership team will conduct weekly walk-throughs in primary classrooms during designated timeframes for Differentiated Instruction focusing on instructional delivery and student engagement. This will ensure students are receiving instruction that is aligned to their specific area of weakness and promote student progress towards their end of year goals.

Person Responsible	Leasha HIll (leahill@dadeschools.net)

2. 1/31-4/29 The Leadership Team will schedule Data Chats with teachers following AP2 to adjust current learning groups to meet their current needs in ELA. During data chats students in need of additional support will be identified and targeted for additional learning opportunities such as Saturday School, Afterschool Programs and Spring Break Academy.

Person Responsible	Yolanda Ellis (pr0101@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.

Arcola Lake Elementary reported 0.2 incidents per 100 students. When compared to all elementary schools statewide, these score falls into the very low category. The school wide positive behavioral plan includes incentives that will provide positive reinforcement to continue very low incident reports. Positive Behavioral incentives such as Student of the Month, Brag Tags, Citizenship Awards, Treasure Box, and Class Recognition Celebration all help to promote a positive school culture.
The school culture and environment will be monitored through the amount of incident reports reported to our school Counselor. In addition to the amount of Student Case Management forms per grade level.

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.

The school communicates with all stakeholders by conducting a school wide class dojo, social media accounts, and connect-ed messenger to promote and disseminate important information as well as new opportunities for parents to engage in students learning.

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

The role of the teacher is to communicate student progress routinely to the parent.
The role of the parent is to maintain open communication by providing correct and adequate contact information.
The role of the school administration is to effectively communicate with all stakeholders as well as provide new and researched based strategies that enhance learning opportunities for students and staff members.

Part V: Budget

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

1	III.A.	Areas of Focus: Leadership: Managing Accountability Systems	$0.00
2	III.A.	Areas of Focus: Culture & Environment: Student Attendance	$0.00
3	III.A.	Areas of Focus: Instructional Practice: Differentiation	$0.00
4	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
		Total:	$0.00