

Miami-Dade County Public Schools

Pine Lake Elementary School



2021-22 Schoolwide Improvement Plan

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Pine Lake Elementary School

16700 SW 109TH AVE, Miami, FL 33157

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

Demographics

Principal: Crystal Coffey

Start Date for this Principal: 7/19/2014

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: B (61%) 2017-18: C (50%) 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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<http://pinelake.dadeschools.net/>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2020-21 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">88%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">97%</p>

School Grades History

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

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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.

At Pine Lake Elementary School, we strive to provide the highest quality, relevant learning experiences that foster lifelong curiosity. So that all our students are empowered to achieve their full academic, personal, and civic potential, while becoming responsible citizens, and protectors of our global environment.

Provide the school's vision statement.

At Pine Lake Elementary School, we are committed to inspiring, valuing, educating and empowering students through academic excellence and environmental awareness, in and beyond the classroom.

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
Coffey, Crystal	Principal	Mrs. Coffey is the school's administrative leader. She guides the team and ensures the teachers and students have all support and resources necessary to be successful.
Rodriguez, Jacqueline	Assistant Principal	Assistant Principal responsibilities- The position is responsible for assisting the school principal in the leadership, coordination, supervision and management of the school program and operation.
Cue, Sandra	Assistant Principal	Assistant Principal responsibilities- The position is responsible for assisting the school principal in the leadership, coordination, supervision and management of the school program and operation.
Collins, Pat	Reading Coach	The Reading coach provides coaching and other professional development support that enables teachers to think reflectively about improving student learning and implementing various instructional programs and practices.
Munoz, Yolanda	Math Coach	The Math Coach works with classroom teachers in researching, preparing, guiding, and identifying resources while assisting with the full implementation and monitoring of the district's adopted math program in response to student achievement.
Arias, Michelle	Magnet Coordinator	The Science Coach assist teachers in reflecting on and analyzing their practice and reviewing student work to inform instruction and enhance student achievement.
Coello, Leticia	Instructional Coach	The Instructional Coach supports administration and the Reading and Math Coach. She works with classroom teachers by assisting with all aspects of curriculum. She provides coaching and other professional development support that enables teachers to think reflectively about improving student learning and implementing various instructional programs and practices.

Demographic Information

Principal start date

Saturday 7/19/2014, Crystal Coffey

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.*

3

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.*

24

Total number of teacher positions allocated to the school

14

Total number of students enrolled at the school

290

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

3

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

3

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	32	38	55	41	48	51	0	0	0	0	0	0	0	265
Attendance below 90 percent	5	6	18	11	16	13	0	0	0	0	0	0	0	69
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	4	1	9	8	0	0	0	0	0	0	0	22
Course failure in Math	0	0	3	0	9	5	0	0	0	0	0	0	0	17
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	5	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Number of students with a substantial reading deficiency	0	9	27	26	22	18	0	0	0	0	0	0	0	102

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	4	0	9	9	0	0	0	0	0	0	0	22

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	0	0	0	0	0	0	0	0	0	0	0	0	
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

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	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	40	59	46	53	48	69	0	0	0	0	0	0	0	315
Attendance below 90 percent	6	16	11	16	14	25	0	0	0	0	0	0	0	88
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	3	0	9	6	18	0	0	0	0	0	0	0	36
Course failure in Math	0	3	0	8	4	18	0	0	0	0	0	0	0	33
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	4	14	0	0	0	0	0	0	0	18
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	2	11	0	0	0	0	0	0	0	13

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	3	0	9	8	23	0	0	0	0	0	0	0	43

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

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				47%	62%	57%	37%	62%	56%
ELA Learning Gains				62%	62%	58%	56%	62%	55%
ELA Lowest 25th Percentile				68%	58%	53%	48%	59%	48%
Math Achievement				61%	69%	63%	61%	69%	62%
Math Learning Gains				57%	66%	62%	63%	64%	59%
Math Lowest 25th Percentile				64%	55%	51%	61%	55%	47%
Science Achievement				65%	55%	53%	27%	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	40%	60%	-20%	58%	-18%
Cohort Comparison						
04	2021					
	2019	46%	64%	-18%	58%	-12%
Cohort Comparison		-40%				
05	2021					
	2019	47%	60%	-13%	56%	-9%
Cohort Comparison		-46%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	70%	67%	3%	62%	8%
Cohort Comparison						
04	2021					
	2019	38%	69%	-31%	64%	-26%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-70%				
05	2021					
	2019	69%	65%	4%	60%	9%
Cohort Comparison		-38%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	57%	53%	4%	53%	4%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

iReady data is being utilized for all grade levels. AP1 is being utilized for Fall data, AP2 is being utilized for Winter data and AP3 is being utilized for Spring data.

		Grade 1			
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		28	38	47
	Economically Disadvantaged		29	59	44
	Students With Disabilities		0	14	
	English Language Learners		31	38	
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		21	39	47
	Economically Disadvantaged		22	44	49
	Students With Disabilities		0	29	
	English Language Learners		23	54	

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	41	38	43
	Economically Disadvantaged	40	37	37
	Students With Disabilities	14	14	
	English Language Learners	25	0	
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	30	33	36
	Economically Disadvantaged	26	40	29
	Students With Disabilities	17	14	
	English Language Learners	33	25	

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	36	42	56
	Economically Disadvantaged	37	44	54
	Students With Disabilities	11	33	
	English Language Learners	31	38	
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	11	17	24
	Economically Disadvantaged		17	20
	Students With Disabilities	0	0	
	English Language Learners	19	13	

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	26	19	48
	Economically Disadvantaged	23	18	50
	Students With Disabilities	9	9	
	English Language Learners	0	0	
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	20	30	47
	Economically Disadvantaged	21	30	43
	Students With Disabilities	10	18	
	English Language Learners	0	57	
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	21	32	37
	Economically Disadvantaged	20	28	35
	Students With Disabilities	5	11	
	English Language Learners	33	0	
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	18	29	47
	Economically Disadvantaged	20	30	46
	Students With Disabilities	14	11	
	English Language Learners	100	67	
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students		21	
	Economically Disadvantaged		24	
	Students With Disabilities		10	
	English Language Learners		33	

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	18	42		21	14		6				
ELL	54	60		56	33		60				
BLK	38	52		23	14		31				
HSP	52	56		46	28		63				
FRL	42	50	54	33	20	43	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	21	48	59	51	67	77	50				
ELL	63	77		92	73		60				
BLK	33	56	61	48	48	70	55				
HSP	66	71	80	82	67		74				
FRL	45	62	67	60	56	64	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	19	40	37	46	63	57	5				
ELL	35	50		76	73		9				
BLK	25	50	57	53	63	56	15				
HSP	49	58	27	75	70	80	32				
WHT	70			70							
FRL	34	55	48	60	63	61	27				

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	65
Total Points Earned for the Federal Index	353
Total Components for the Federal Index	8
Percent Tested	96%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	20
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	55
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	32
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	52
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	44
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:

According to the data, the emerging trend from the 2019 Spring FSA data shows an increase across all subjects. The data 3rd to 5th grade in ELA and in Science. The school FSA data comparison from 2018 to 2019, remained the same in the Achievement gap from 3rd to 5th grade in Math and shows a decrease in the Math Learning Gains and Math Learning Gains L25

2021 data findings:

According to the data, the emerging trend from the FSA Spring Reading and Math data is regression. Results indicate that the most significant decrease occurred in Mathematics across all grade levels and subgroups. Grade 3 proficiency decreased by 39 percentage points; Grade 4 proficiency decreased by 6 percentage points; Grade 5 proficiency decreased by 36 percentage points. Additionally, the school FSA data comparison from 2019-2021, shows an overall decrease in Math Learning Gains. Grade 4 Learning Gains increased by 25 percentage points; Grade 5 Learning Gains decreased by 49 percentage points; Finally, all Math Subgroups Achievement in Learning Gains for L25 decreased from 2019-2021. Grade 4 L25 increased by 17 percentage points; Grade 5 Learning Gains decreased by 21 percentage points.

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

2019 data findings:

*The area with the greatest need for improvement is a decrease from 2018-2019 in Math Learning Gains by 6

percentage points and Math Learning Gains L25 by 3 percentage points

*When compared to the District, the area with the greatest need for improvement is Reading Achievement in all grades levels, a difference of 17 percentage points

2021 data findings:

Based on the 2021 FSA, the area with the greatest need for improvement is in the area of Math proficiency and Math Learning Gains in grades 3-5. When comparing the 2020-2021 to the

2019-2021 FSA, there was a decrease in Math Proficiency of 27 percentage points and in Math Learning Gains a decrease of 23 percentage points. When compared to the District, the area with the greatest need for improvement is Math Proficiency in all grade levels, a difference of 15 percentage points.

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 the area of decrease is inconsistency in remediation of standards and prerequisite skills.

2021 data findings:

The contributing factors to the area of decrease is due to the lack of manipulative, virtual learning, remediation of standards and small group instruction.

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

2019 data findings:

*The area with the most improvement from 2018-2019 was in Science, showing an increase of 38 percentage points

*Additionally, ELA L25 increased 20 percentage points when comparing 2018-2019 FSA data

2021 data findings:

The area with the most improvement and consistency from 2019-2021 was in ELA Proficiency, showing an increase of 2 percentage points. Additionally, ELA Learning Gains increased 2 percentage points when comparing 2019-2021 FSA data.

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

2019 data findings:

*A teacher was designated to only focus on Science instruction

*The teacher focused on essential labs and Science vocabulary

*Students were more prepared in fifth grade due to Magnet Science curriculum

*ELA L25 increased due to the fidelity of our Tier 3 Intervention and DI during the 90 - minute block

2021 data findings:

*Backwards planning focusing on assessed standards

*Daily end products correlated to standards

*Tier 2 Intervention provided to all students

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

*Small group/differentiated instruction

*Explicit instruction and teacher modeling

*Standards based collaborative planning for whole group and small group

*Tier 2 and Tier 3 Reading Intervention for students in need of improvement

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.

Professional Development will be provided on the following topics:

- *New B.E.S.T standards in ELA and Math
- *New HM Reading series directly aligned to B.E.S.T standards
- *Reading Intervention program for Tier 2 and Tier 3 students
- *Explicit Instruction will be a point of focus during collaborative planning
- *Engagement strategies will be a point of focus during collaborative planning

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

- *Extended learning opportunities will be provided during before school and/or after school tutoring
- *Tier 2 and Tier 3 Reading Intervention for students in need of improvement

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Small Group Instruction

Area of Focus Description and Rationale: According to the FSA data in both Reading and Mathematics, there was a decrease in student Learning Gains and Learning Gains for L25 students. In ELA, Learning Gains for L25 decreased by 8 percentage points. Additionally, in Mathematics, Learning Gains decreased by 23 percentage points and in Learning Gains for L25 students, there was a decrease of 18 percentage points. Based on the data review, our school will implement the targeted element of small group instruction. We selected the overarching area of small group instruction based on our findings that demonstrated learning gains had decreased. We will provide the scaffolding necessary for Tier 2 and Tier 3 students to access grade level content to make learning gains and move toward proficiency.

Measurable Outcome: If we successfully implement small group instruction in ELA and Math, then Learning Gains will increase by a minimum of 7 percentage points as evidenced by the 2022 state assessments.

Monitoring: The Leadership Team will conduct data chats after each iReady diagnostic assessment. Groups will be adjusted based on current data. Follow up with walkthroughs to ensure small groups are taking place with fidelity. Administrators will review small group lesson plans. Data analysis of biweekly OPM's will be reviewed monthly to track progress. An online data tracker will be created to monitor OPM data on a biweekly basis. This data will be analyzed during the leadership team meetings to ensure students are demonstrating growth on remediated standards.

Person responsible for monitoring outcome: Jacqueline Rodriguez (jackie@dadeschools.net)

Evidence-based Strategy: Within the targeted elements of small group instruction, our school will focus on the evidenced based strategy of: Differentiated Instruction (DI). Differentiated Instruction will assist in accelerating Learning Gains as it is a systematic approach of instruction to meet the students' needs. DI will be monitored through lesson plans, walk throughs, student products and OPM data trackers.

Rationale for Evidence-based Strategy: Differentiated Instruction will ensure that teachers are providing different students with different avenues to learning. Teachers will develop lesson plans and assessments to target student needs and measure student progress.

Action Steps to Implement

ELA teachers will meet biweekly to plan and gather resources for small group instruction.
8/30/21-5/31/22

Person Responsible Pat Collins (148693@dadeschools.net)

Math teachers will meet biweekly to plan and gather resources for small group instruction.
8/30/21-5/31/22

Person Responsible Yolanda Munoz (ymunoz@dadeschools.net)

ELA and Math teachers will analyze iReady/Topic Assessments data to create small groups based on student's deficiencies.
8/30/21-5/31/22

Person Responsible Pat Collins (148693@dadeschools.net)

Leadership Team will monitor collaborative planning, instructional delivery, small group lesson plans, DI student products and OPM's.
8/30/21-5/31/22

Person Responsible Jacqueline Rodriguez (jackie@dadeschools.net)

ELA and Math teachers in grades 3-5 will administer OPM's to monitor student mastery of DI instruction.
11/1/21-12/21/21

Person Responsible Pat Collins (148693@dadeschools.net)

Teachers and students in grades 3-5 will track OPM data through the use of trackers in DI folders.
11/1/21-12/21/21

Person Responsible Yolanda Munoz (ymunoz@dadeschools.net)

Select Tier 2 & Tier 3 students will be identified by the Leadership Team to participate in an Extended Learning Opportunity through Saturday School. During Saturday School, specific standards will be addressed and students will be provided with additional support in order to accelerate instruction.
1/31/22-4/2/22

Person Responsible Jacqueline Rodriguez (jackie@dadeschools.net)

After IReady AP2, student data will be analyzed by the teacher and leadership team during data chats. Shifts in student groups will be made and next steps for subgroups will be determined. Additionally, there will be a shift in collaborative planning from the coach leading the planning session to the teacher leading the planning session. The coach will facilitate planning and provide guidance and support as needed. This will be done to build teacher capacity.
1/31/22-4/29/22

Person Responsible Jacqueline Rodriguez (jackie@dadeschools.net)

#2. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:

According to the FSA data in both Reading and Mathematics, there was a decrease in student proficiency. In ELA, there was a decrease of 2 percentage points and in Mathematics there was a decrease of 27 percentage points. Based on the data review, our school will implement the targeted element of standards-aligned instruction. We selected the overarching standards-aligned instruction based on our findings that our proficiency percentages were lower when compared to the District. We must ensure that student products and teaching techniques are aligned to the intended standards/learning targets being addressed to improve bi-weekly assessment data and topic assessment data.

Measurable Outcome:

If we successfully implement Standards-Aligned Instruction, then our proficiency will increase by a minimum of 5 percentage points in both Reading and Mathematics as evidenced by the 2022 State Assessments.

Monitoring:

The Leadership Team will participate in collaborative planning meetings to monitor for active participation and the alignment of standards to student's end products. Administrators will review biweekly/topic assessment results to monitor student progress. This data will be analyzed during leadership team meetings to ensure students are demonstrating progress on tested standards.

Person responsible for monitoring outcome:

Jacqueline Rodriguez (jackie@dadeschools.net)

Evidence-based Strategy:

Our school will focus on the evidenced based strategy of: Standards-Aligned Instruction. Standards-Aligned Instruction will assist in increasing proficiency in ELA and Math. Standards-Aligned Instruction will be monitored through walkthroughs, lesson plans, student end products.

Rationale for Evidence-based Strategy:

Standard-Aligned Instruction will ensure that teachers deliver planned lessons to guide students through the demands of the standards/learning targets. Students will show evidence of mastering the lesson objective through their work samples/tasks.

Action Steps to Implement

ELA and Math teachers will participate in collaborative planning to develop lesson plans aligned to standards based learning.

8/30/21-5/31/22

Person Responsible

Pat Collins (148693@dadeschools.net)

Teachers will analyze iReady/Topic Assessments data to create small groups based on student's deficiencies.

8/30/21-5/31/22

Person Responsible

Yolanda Munoz (ymunoz@dadeschools.net)

Students end products will be directly aligned to the intended standards.

8/30/21-5/31/22

Person Responsible

Jacqueline Rodriguez (jackie@dadeschools.net)

Instructional delivery and student engagement will be monitored through teacher observations and daily walkthroughs.

8/30/21-5/31/22

Person Responsible Jacqueline Rodriguez (jackie@dadeschools.net)

Professional Development and best practices will be provided to teachers on the effectiveness of corrective and descriptive feedback.

11/1/21

Person Responsible Leticia Coello (lcoello@dadeschools.net)

Teachers will provide students with corrective feedback on student end products directly aligned to the standard.

11/10/21-12/21/21

Person Responsible Pat Collins (148693@dadeschools.net)

Teachers will continue to provide students with corrective feedback on end products directly aligned to the standards being addressed. End products will be developed using Item Specification Stems and Depth of Knowledge questioning techniques to target the various questioning mechanisms and promote higher order thinking to prepare for the upcoming FSA.

1/31/22-4/29/22

Person Responsible Pat Collins (148693@dadeschools.net)

In order to improve results for Tier 2 students, a second Teacher Led Center will be incorporated during Differentiated Instruction to focus on students who are on the verge of proficiency. The additional Teacher Led Center will be led by instructional coaches and/or support staff. During the Teacher Led Center, there will be a focus on question/answer mechanisms, test taking strategies and explicit verbal feedback in order to accelerate student outcomes.

1/31/22-4/29/22

Person Responsible Yolanda Munoz (ymunoz@dadeschools.net)

#3. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale: Based on the data review, our school will implement the Targeted Element of Social Emotional Learning. Through our data review, we noticed that some students do not feel supported by their teacher or school staff. We recognize the importance of staff-student relationships in order for students to feel a sense of belonging in the school.

Measurable Outcome: If we successfully implement the Targeted Element of Social Emotional Learning through the building of Staff-Student Connections, our students will feel valued and a sense of belonging. With consistent student-staff relationship opportunities, we expect our Student Climate survey results relating to their teacher to increase by 10 percentage points.

Monitoring: The Leadership Team will conduct daily walkthroughs to monitor for the implementation of the SEL McGraw Hill Component.

Person responsible for monitoring outcome: Jacqueline Rodriguez (jackie@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Social Emotional Learning, our school will focus on the evidence-based strategy of: Staff-Student Connections. Staff-Student Connections will ensure that students feel a sense of belonging and value. Staff-Student Connections will be monitored on a weekly basis to promote a positive school culture.

Rationale for Evidence-based Strategy: Staff-Student Connections will assist in increasing student morale and establishing positive student-teacher relationships, thus resulting in an increase motivation and student achievement.

Action Steps to Implement

Teachers will receive professional development on Equity, Diversity & Inclusivity.
8/10/21

Person Responsible Michelle Arias (marias2@dadeschools.net)

Teachers will plan for daily Social Emotional Learning Activities to promote equity, diversity and inclusivity during collaborative planning.
8/30/21-5/31/22

Person Responsible Jacqueline Rodriguez (jackie@dadeschools.net)

School counselor will work with targeted student groups who are in need of additional strategies and support focusing on communication, relationships and motivation to excel both in and out of school.
8/30/21-5/31/22

Person Responsible Jacqueline Rodriguez (jackie@dadeschools.net)

Opportunities for staff to share effective student-connection strategies that can be done throughout the school day to improve student morale.
8/30/21-5/31/22

Person Responsible Jacqueline Rodriguez (jackie@dadeschools.net)

Professional Development will be provided to teachers on how to effectively implement the SEL components into ELA and Math instruction.

11/1/21

Person Responsible Jacqueline Rodriguez (jackie@dadeschools.net)

The Leadership Team will highlight and recognize staff members and provide incentives to increase teacher morale.

11/1/21-12/21/21

Person Responsible Jacqueline Rodriguez (jackie@dadeschools.net)

The Leadership Team will continue to highlight and recognize staff members and provide incentives to increase teacher attendance and morale. Students who demonstrate monthly Values Matters and Cambridge attributes will be recognized and rewarded by school counselor.

1/31/22-4/29/22

Person Responsible Jacqueline Rodriguez (jackie@dadeschools.net)

In order to improve results with the SEL group, Ms. Olivera, school counselor, will provide identified students with additional strategies and support focusing on social awareness, relationships and self management to excel both in and out of school during weekly sessions. The counselor will work with teachers/staff to identify students who are in need of additional SEL support.

1/31/22-4/29/22

Person Responsible Jacqueline Rodriguez (jackie@dadeschools.net)

#4. Leadership specifically relating to Specific Teacher Feedback

Area of Focus Description and Rationale: Based on qualitative data from the SIP survey and review of the Core Leadership Competencies, we want to use the Targeted Element of Specific Teacher Feedback. Teachers in the building feel that administrators do not provide consistent and timely feedback to improve student outcomes, therefore members of the Leadership Team will provide teachers with specific feedback on a bi-weekly basis. By providing teachers with specific feedback, student success will be positively impacted.

Measurable Outcome: If we successfully implement the Targeted Element of Specific Teacher Feedback, our teachers will be provided the opportunity to improve their planning and instruction, thus improving student achievement. The percentage of the frequency of how often feedback is received should increase to daily or weekly by 10 percentage points.

Monitoring: The Leadership Team will create and implement a specific feedback monitoring One Drive document. The Leadership Team will document specific feedback on instructional practices provided to teachers. During leadership team meetings feedback and next steps will be discussed to monitor teacher progress.

Person responsible for monitoring outcome: Jacqueline Rodriguez (jackie@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Specific Teacher Feedback, we will focus on the evidence-based strategy of: Consistent, Developmental Feedback. "By creating a feedback One Drive document", we hope to improve teacher instruction to ensure student achievement.

Rationale for Evidence-based Strategy: Creating "Feedback One Drive document", the leadership team will be held accountable to providing teachers with specific instructional feedback to increase student achievement.

Action Steps to Implement

A "Feedback One Drive Document" will be created for the Leadership Team, documenting teacher strengths and areas for growth, feedback provided and next steps.
9/10/21

Person Responsible Jacqueline Rodriguez (jackie@dadeschools.net)

Leadership Team will conduct daily walk-throughs and provide teachers with specific feedback and allow for opportunities to improve planning or instruction through coaching support.
8/30/21-5/31/22

Person Responsible Jacqueline Rodriguez (jackie@dadeschools.net)

Leadership Team will meet weekly to discuss teacher progress, coaching support and next steps to ensure teacher success.
8/30/21-5/31/22

Person Responsible Jacqueline Rodriguez (jackie@dadeschools.net)

Leadership Team will conduct Data Chats with teachers to analyze student progress, teacher effectiveness and provide feedback on next steps to ensure student achievement.
10/4/21-10/22/21

Person Responsible Jacqueline Rodriguez (jackie@dadeschools.net)

The Leadership Team will conduct daily walk throughs and provide teachers with "praise notes" indicating areas of strength and an area in need of growth.
11/1/21-12/21/21

Person Responsible Jacqueline Rodriguez (jackie@dadeschools.net)

The "Feedback One Drive Document" will be used as a tool to monitor/follow-up with the implementation of recommendations/feedback provided to the teacher.
11/1/21-12/21/21

Person Responsible Jacqueline Rodriguez (jackie@dadeschools.net)

The Leadership Team will continue to conduct daily walk throughs and provide teachers with "praise notes" indicating areas of strength and an area in need of growth.
1/31/22-4/29/22

Person Responsible Jacqueline Rodriguez (jackie@dadeschools.net)

The Leadership Team will conduct data chats with teachers to; analyze IReady AP 2 data, determine next steps, make changes in instruction, provided selected students with additional small group and identify teachers who are in need of coaching support.
1/31/22-4/29/22

Person Responsible Jacqueline Rodriguez (jackie@dadeschools.net)

#5. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

The data indicates that 56 percent of students in grade 3 to 5 scored below a Level 3 on the 2021 ELA FSA. Additionally, according to Spring IReady Diagnostic, 43 percent of students in kindergarten through grade 2 are not track to score a Level 3 or above on the grade 3 ELA statewide assessment. Additionally, the data indicates that there was a decrease in ELA Learning Gains for L25 students. There was an overall decrease of 8 percentage points in ELA L25 students. Based on the data review, our school will implement a daily intervention programmed designed to minimize the achievement gap. Due to impact of the pandemic, students faced many challenges that led to academic regression and learning loss. Using a research based Intervention approach to Reading, students are expected to achieve learning gains.

Measurable Outcome:

On the 2022 administration of the Florida Standards Assessment, we expect to increase the percent of third through fifth grade L25 students making Learning Gains by 5 percentage points on the 2022 English Language Arts Assessment. Additionally, we expect to increase the percentage of K-5 students on track to score a level 3 or above as correlated to the Spring IReady Diagnostic by 5 percentage points.

Monitoring:

- The area of focus will be monitored by:
- Teacher attendance of Intervention training provided by the district
 - Intervention rosters for students receiving Tier 2 and/or Tier 3 Intervention
 - Interventionist and Teacher schedules
 - Data trackers monitoring ongoing student progress
 - Walk-throughs conducted by leadership team during allocated Intervention time

Person responsible for monitoring outcome:

Leticia Coello (lcoello@dadeschools.net)

Evidence-based Strategy:

Response to Intervention (Rti) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The Rti process begins with high quality instruction and universal screening of all children in the general education classroom and includes providing aligned interventions and on-going progress monitoring.

Rationale for Evidence-based Strategy:

Action Steps to Implement

Analyze student data to determine student's need for Tier 2 or Tier 3 Intervention. Develop rosters to group students accordingly.

Person Responsible

Leticia Coello (lcoello@dadeschools.net)

Provide teachers with Intervention resources, training and additional support needed in order to implement Interventions with fidelity.

Person Responsible

Leticia Coello (lcoello@dadeschools.net)

Leadership Team members will conduct walk-throughs to monitor for the implementation and fidelity of intervention instruction.

Person Responsible Leticia Coello (lcoello@dadeschools.net)

Monitor student's progress through Ongoing Progress Monitoring assessments correlated to Tier 2 and Tier3 instruction.

Person Responsible Leticia Coello (lcoello@dadeschools.net)

Provide identified teachers with additional coaching of Intervention Program.
11/1/21-12/21/21

Person Responsible Leticia Coello (lcoello@dadeschools.net)

Monitor and track student's progress through Ongoing Progress Monitoring for growth, monitoring or next steps of MTSS process.
11/1/21-12/21/21

Person Responsible Leticia Coello (lcoello@dadeschools.net)

Tier 2 and Tier 3 teachers will conduct pre and post assessment data chats with students to set goals and expectations for the remainder of the year.
1/31/22-4/29/22

Person Responsible Leticia Coello (lcoello@dadeschools.net)

Extended Learning Opportunities will be offered to select Tier 2 and Tier 3 subgroups through Saturday School and/or Spring Break Academy. Students will identified based on 2021 FSA data, AP2 data/growth and Topic Assessment/Bi-Weekly data trends.
1/31/22-4/2/22

Person Responsible Leticia Coello (lcoello@dadeschools.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safe-schools-for-alex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

The data indicates that there was 1 student confrontation during the 2019-2020 school year. When compared to elementary schools in the state, Pine Lake Elementary falls into the low category in incident ranking. The Leadership Team will monitor disruptive behaviors during the 2021-2022 school year. This will be monitored through SCM reporting, teacher-student relationships and the implementation of school-wide and teacher incentives to reward positive behaviors.

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.

Pine Lake Elementary focuses on stakeholder motivation, success, and a sense of feeling valued. There are a variety of ways in which positive school culture is addressed in order to establish a supportive and fulfilling environment. PLE recognizes staff and students on a monthly basis for showing core values. Additionally, throughout the year, parents are provided with opportunities to participate in school events, communicate with teachers and staff and contribute to their child's educational journey. Teachers are provided with opportunities and strategies to implement within their classroom setting to build relationships with their students. Both teachers and students are encouraged to share ideas and/or feedback with the school's Leadership Team through grade level meetings and Student Council. Stakeholders have the opportunity to stay informed and provide suggestions during EESAC meetings. Finally, successes and achievements are constantly celebrated acknowledge through announcements and incentives for both students and teachers.

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

The stakeholders involved in promoting a positive culture and environment at Pine Lake Elementary are the Principal, Assistant Principal, Instructional Coaches, Teacher Leaders, Counselor and finally Teachers. The Administrators monitor and oversee Staff Recognition and Incentives, along with establishing opportunities for parents to participate in school activities. Instructional Coaches will meet weekly with teachers to provide them with the necessary support needed to meet the needs of all learners. Teacher leaders will continuously communicate with the leadership team to provide them with feedback from the staff. Finally, teachers will play an integral role in promoting a positive school culture through the social and emotional strategies used during the day, to making time to build relationships and minting open communication with students, families and the community.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Small Group Instruction	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00

3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
4	III.A.	Areas of Focus: Leadership: Specific Teacher Feedback	\$0.00
5	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
Total:			\$0.00