

Miami-Dade County Public Schools

Linda Lentin K 8 Center



2021-22 Schoolwide Improvement Plan

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Linda Lentin K 8 Center

14312 NE 2ND CT, North Miami Beach, FL 33161

<http://llk-8.dadeschools.net>

Demographics

Principal: Sicily Mincey O

Start Date for this Principal: 2/13/2014

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: B (54%) 2017-18: C (50%) 2016-17: C (45%)
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

<p>School Type and Grades Served (per MSID File)</p> <p>Combination School PK-8</p>	<p>2020-21 Title I School</p> <p>Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>91%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>99%</p>

School Grades History

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

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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.

The mission of Linda Lentin K-8 Center is to challenge our diverse group of students by preparing them for the 21st century. In addition, we welcome parent and community involvement to support our students' academic, emotional and social growth.

Provide the school's vision statement.

Every child at Linda Lentin K-8 Center will receive a high-quality education, grounded in excellence, to develop into successful global leaders.

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
Young, Monefe	Principal	Management of education and teaching programs; coordinates school activities; reviewing faculty performance, and creating an atmosphere conducive to manage and oversee instruction; ensures that budgetary guidelines are met.
Guyton, Sherron	Instructional Coach	Assist with the coordination and implementation of comprehensive research-based reading plan; utilizes the coaching model with teachers; assist teaches in the interpretation of student assessment data; participate in Plans and implement professional development
Baptiste, Marieyola	Assistant Principal	Assists in the management of education and teaching programs; coordinates school activities; reviewing faculty performance, and creating an atmosphere conducive to scholarly pursuits.
Blue, Arial	Math Coach	Assist with the coordination and implementation of comprehensive mathematics plan; utilizes the coaching model with teachers; assist teaches in the interpretation of student assessment data; participate in Plans and implement professional development
Davis-Gittens, Alpha	Behavior Specialist	Support to students and teachers for ESE behavior management students. Implement Behavioral and Functional Assessments for students both disabled and non-disabled; Assist and support building and District staff and parents in the development, implementation, and revision of student behavior intervention plans; Facilitate team processes including problem-solving, pre-referral intervention, and IEP development for special needs students; Provide support to staff in all areas related to emotional disturbance and behavior disorders and interventions; Collects appropriate student performance data for determining the extent to which student IEP goals and objectives are achieved;
Hillhouse, Isolyn	Assistant Principal	Assists in the management of education and teaching programs; coordinates school activities; reviewing faculty performance, and creating an atmosphere conducive to scholarly pursuits.

Demographic Information

Principal start date

Thursday 2/13/2014, Sicily Mincey O

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.*

6

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.*

34

Total number of teacher positions allocated to the school

53

Total number of students enrolled at the school

645

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

10

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

10

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	42	62	70	62	67	86	87	72	97	0	0	0	0	645
Attendance below 90 percent	1	16	11	17	17	25	30	13	32	0	0	0	0	162
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	7	5	11	14	7	7	16	0	0	0	0	67
Course failure in Math	0	0	4	5	7	13	0	1	12	0	0	0	0	42
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	8	23	22	29	0	0	0	0	82
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	8	29	12	26	0	0	0	0	75
Number of students with a substantial reading deficiency	0	18	31	41	20	49	49	44	62	0	0	0	0	314

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	3	6	9	20	25	15	34	0	0	0	0	112

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	1	0	0	0	0	0	1	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	2	2	5	0	0	0	0	9

Date this data was collected or last updated

Thursday 8/5/2021

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	78	79	73	91	96	98	83	106	109	0	0	0	0	813
Attendance below 90 percent	16	12	17	22	26	30	13	34	18	0	0	0	0	188
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	7	5	12	13	9	7	17	11	0	0	0	0	81
Course failure in Math	0	4	5	11	12	0	1	12	12	0	0	0	0	57
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	8	24	22	33	23	0	0	0	0	110
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	8	30	12	28	30	0	0	0	0	108

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	6	10	19	27	15	37	28	0	0	0	0	145

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	1	1	0	0	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	2	2	5	1	0	0	0	0	10

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%	63%	61%	34%	62%	60%
ELA Learning Gains				48%	61%	59%	47%	61%	57%
ELA Lowest 25th Percentile				50%	57%	54%	44%	57%	52%
Math Achievement				49%	67%	62%	39%	65%	61%
Math Learning Gains				55%	63%	59%	43%	61%	58%
Math Lowest 25th Percentile				48%	56%	52%	45%	55%	52%
Science Achievement				38%	56%	56%	36%	57%	57%
Social Studies Achievement				74%	80%	78%	69%	79%	77%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	32%	60%	-28%	58%	-26%
Cohort Comparison						
04	2021					
	2019	38%	64%	-26%	58%	-20%
Cohort Comparison						
05	2021					
	2019	38%	60%	-22%	56%	-18%
Cohort Comparison						
06	2021					
		-32%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	43%	58%	-15%	54%	-11%
Cohort Comparison		-38%				
07	2021					
	2019	49%	56%	-7%	52%	-3%
Cohort Comparison		-43%				
08	2021					
	2019	31%	60%	-29%	56%	-25%
Cohort Comparison		-49%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	44%	67%	-23%	62%	-18%
Cohort Comparison						
04	2021					
	2019	59%	69%	-10%	64%	-5%
Cohort Comparison		-44%				
05	2021					
	2019	51%	65%	-14%	60%	-9%
Cohort Comparison		-59%				
06	2021					
	2019	34%	58%	-24%	55%	-21%
Cohort Comparison		-51%				
07	2021					
	2019	38%	53%	-15%	54%	-16%
Cohort Comparison		-34%				
08	2021					
	2019	20%	40%	-20%	46%	-26%
Cohort Comparison		-38%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	34%	53%	-19%	53%	-19%
Cohort Comparison						
08	2021					
	2019	34%	43%	-9%	48%	-14%
Cohort Comparison		-34%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	68%	-68%	67%	-67%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	74%	73%	1%	71%	3%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	88%	63%	25%	61%	27%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	88%	54%	34%	57%	31%

Grade Level Data Review - Progress Monitoring Assessments

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

For grades K-8 the progress monitoring tool used for ELA and Mathematics was iReady and the FSA. For Science, the district provided Mid-year assessments for Grades 5 and 8. The end of year FSA Assessment is also used. In Social Studies, the district provided Mid-year assessments for Grade 7 and the CIVICS assessment for EOC was also used.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	37.7%	48.3%	59.7%
	Economically Disadvantaged	36.2%	45.6%	59.3%
	Students With Disabilities	0%	0%	0%
	English Language Learners	37.5%	28.6%	37.5%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	36.7%	36.7%	38.7%
	Economically Disadvantaged	35.1%	33.3%	37.3%
	Students With Disabilities	0%	0%	0%
	English Language Learners	25.0%	28.6%	37.5%
	Number/% Proficiency	Fall	Winter	Spring
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	26.3%	25.9%	37.3%
	Economically Disadvantaged	26.3%	25.9%	37.3%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	17.0%	26.8%	32.1%
	Economically Disadvantaged	17.0%	26.8%	32.1%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	46.7%	51.3%	63.2%
	Economically Disadvantaged	45.8%	49.3%	61.5%
	Students With Disabilities	0%	20.0%	40.0%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	24.7%	26.3%	42.9%
	Economically Disadvantaged	24.3%	27.4%	41.8%
	Students With Disabilities	0%	0%	20.0%
	English Language Learners	0%	0%	0%
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	21.0%	28.9%	29.7%
	Economically Disadvantaged	19.0%	27.0%	27.8%
	Students With Disabilities	0%	9.1%	0%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	14.0%	26.8%	36.4%
	Economically Disadvantaged	11.9%	25.0%	34.7%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	7.7%	8.3%

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	30.5%	35.5%	37.1%
	Economically Disadvantaged	29.9%	33.8%	35.1%
	Students With Disabilities	0%	20.0%	20.0%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	24.7%	26.6%	36.1%
	Economically Disadvantaged	26.0%	28.4%	37.3%
	Students With Disabilities	16.7%	28.6%	33.3%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0%	13.0%	0%
	Economically Disadvantaged	0%	13.0%	0%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	0%

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	28.6%	36.1%	29.3%
	Economically Disadvantaged	27.9%	35.6%	30.4%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	27.1%	37.1%	33.3%
	Economically Disadvantaged	26.3%	38.3%	34.5%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	10.0%

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	28.4%	37.9%	36.7%
	Economically Disadvantaged	26.2%	36.7%	34.1%
	Students With Disabilities	0%	8.3%	0%
	English Language Learners	4.3%	11.5%	15.4%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	28.7%	31.6%	37.8%
	Economically Disadvantaged	28.1%	31.1%	37.2%
	Students With Disabilities	7.7%	0%	0%
	English Language Learners	16.0%	15.4%	22.2%
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	0%	58.0%	0%
	Economically Disadvantaged	0%	56.0%	0%
	Students With Disabilities	0%	9.0%	0%
	English Language Learners	0%	44.0%	0%

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	34.7%	42.0%	40.4%
	Economically Disadvantaged	34.0%	41.7%	40.0%
	Students With Disabilities	14.3%	0%	0%
	English Language Learners	10.5%	5.6%	10.5%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	18.6%	36.0%	40.0%
	Economically Disadvantaged	19.1%	36.5%	40.7%
	Students With Disabilities	0%	0%	0%
	English Language Learners	11.1%	15.8%	10.5%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0%	13.0%	0%
	Economically Disadvantaged	0%	12.0%	0%
	Students With Disabilities	0%	0	0%
	English Language Learners	0%	10.0%	0%
	Number/% Proficiency	Fall	Winter	Spring

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	6	18	20	6	14	19		18			
ELL	30	43	43	25	21	23	15	51	50		
BLK	38	43	38	27	20	19	25	57	57		
HSP	30	37	36	25	22	27	25				
FRL	37	42	36	27	20	20	25	53	61		
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	11	28	28	16	34	35	18				
ELL	33	45	48	44	60	58	24	59			
BLK	41	48	53	49	55	45	37	76	90		
HSP	43	54	33	40	62	71	38				
FRL	40	47	50	48	55	49	35	71	87		

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	7	20	21	12	33	38	6				
ELL	20	43	47	29	35	35	19	57			
BLK	34	47	42	39	43	46	35	67	91		
HSP	32	42	58	41	45	30	41				
FRL	34	47	43	39	43	45	37	69	92		

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	37
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	44
Total Points Earned for the Federal Index	370
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	12
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	35
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	37
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	32
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
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	37
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

2019 data findings:

The school data shows a decrease in the Achievement gap widening from 3rd to 8th grade in both ELA and Math.

ELA Achievement increased by 8 percentage points.

Math Achievement increased by 10 percentage points.

ELA Learning Gain for L25 students increased by 6 percentage points.

Math Learning Gain for L25 students increased by 3 percentage points.

Overall Learning Gains for both ELA and Math increased.

Science Achievement increased by 2 percentage points.

Social Studies Achievement increased by 5 percentage points.

2021 data findings:

The majority of our grade levels, 3rd to 8th data shows a widened Achievement gap in either ELA and/or Math.

The third and sixth grade average in ELA demonstrated an increase, with 45 and 47 percentage points respectively.

However, in Third Grade Math, there was a decrease with 35 percentage points earned.

The fourth grade average in ELA was 28 percentage points and 24 percentage points in Math.

The fifth grade average in ELA was 30 percentage points and in Math 21 percentage points.

The sixth-grade average in Math was 26 percentage points.

The seventh-grade average in ELA was 31 percentage points.

2021 data findings:

The progress monitoring data proficiency data for kindergarten to 3rd grade based on Spring i-Ready diagnostic results shows the number of students below grade level in ELA.

Kindergarten decreased by 21 percentage points

First-grade decreased by 40 percentage

Second-grade decreased by 63 percentage point

Third grade decreased by 37 percentage points

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

2019 data findings:

The component that demonstrated the greatest need is Acceleration that decreased 6 percentage points from 2018-2019.

2021 data finding:

The two areas that demonstrate the greatest need for improvement are Science, 5th and 8th grade collectively decreased 21 percentage points; and Acceleration Math EOC which decreased by 11 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:

For the last 3 years, our focus has been explicit instruction and checking for understanding in all classrooms. Our plan is to continue to focus on explicit instruction and checking for understanding to

help meet the needs of all our students. Teacher development will be a focus, in the areas of lesson preparation and delivery to ensure all students can grasp grade-level content. An evaluation tool to check for student understanding will be developed to track results and will be used to make needed adjustments on an ongoing basis.

2021 data findings:

For the last 3 years, we have had an increase in the number of students participating in the acceleration EOC courses. Our Acceleration decreased from 86 average percentage points in 2019 to 75 percentage points in 2021. We will increase support for the students in acceleration, providing a double dose of instruction through extended learning opportunities. Additionally, in the area of Science, students will receive additional support from an interventionist specifically reviewing the areas of deficiency for students.

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

2019 data findings:

Math Overall Achievement increased from 39 percentage points in 2018 to 49 percentage points on the 2019 FSA. Math Learning Gains increased from 43 percentage points in 2018 to 55 percentage points on the 2019 FSA.

2021 data findings:

Biology EOC component showed 100% proficiency, additionally, 3rd Grade ELA increased 13 percentage points from 2019 to 2021.

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

2019 data findings:

We review student work samples during common planning and used them to prepare for the next lesson. The increased use of manipulatives and continued work samples will also be a part of the collaborative planning discussions.

2021 data findings:

We proactively hired interventionist to assist the teacher in Biology to ensure students were understanding concepts presented. Students attended extended learning opportunities in both Biology and third grade from the beginning of the school year. Sufficient time was given for review of concepts and test preparation skills. Additionally, work samples were constantly reviewed and immediate feedback was provided.

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

Differentiated Instruction, Standards-Based Collaborative Planning, Gradual Release Model, and Interventions-RTI.

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

The PLST team along with the coaches will develop workshops focused on effective feedback practices (August/21). Creating student work that are aligned to state and district standards (October/ 21). Data chats with guided protocols for analyzing data and using it to drive instruction (bi-monthly). Coaching cycles as needed to support teachers with specific needs (on-going).

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

Analyzing student data from various assessments to determine next steps during common planning sessions. Weekly collaborative planning inclusive of the leadership team. Before and after school tutoring, as well as Saturday and Spring break Academies. Early start for interventionist, conducting two teacher-led centers during Differentiated Instruction.

Part III: Planning for Improvement

Areas of Focus:

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

Area of Focus Description and Rationale: Based on the data review, our school will implement Standard-aligned Instruction in ELA and Math. We selected Standards-aligned instruction because in our findings we noticed that foundational skills were lacking across content areas. In ELA, the alignment of current LAFS standards and the newly adopted B.E.S.T standards are needed to meet the needs of our students. Since B.E.S.T. Standards will soon be implemented from Kindergarten to Grade 8, students will be able to harness the foundational skills needed to be successful and proficient through elementary and beyond.

Measurable Outcome: If we successfully implement the Standards-aligned Instruction, we will see a percentage point increase on all Standardized test scores in 2022 among students.

Monitoring: The Leadership Team will attend collaborative planning to develop look fors during walkthroughs. Administration will conduct weekly walkthrough for evidence of alignment of Standards. Bi-monthly data chats will be conducted to assess progress and make adjustments where necessary.

Person responsible for monitoring outcome: Marieyola Baptiste (mbaptiste@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of collaborative planning, our school will focus on the evidence-based strategy of collaborative planning: Collaborative planning will assist in effective instructional planning to meet the students' needs. Student work samples, modeling, and end products during collaborative planning are a systematic approach to meet the students' needs. Collaborative planning will be monitored through walkthroughs and instructional coaches and administration participating in planning sessions.

Rationale for Evidence-based Strategy: Collaborative planning will ensure that teachers are using relevant, recent, and aligned resources to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

Action Steps to Implement

8/16/21-9/25/21-Teachers will be provided with Professional Development to ensure knowledge of B.E.S.T. Standards. As a result, teachers will have all the necessary knowledge to implement the standards and foundational skills needed for the students.

Person Responsible Marieyola Baptiste (mbaptiste@dadeschools.net)

8/23/21-10/11/21-Teachers will demonstrate during classroom instruction evidence of best practices that were shared during common planning, sample work, exit tickets, bell-ringers and feedback. As a result, student achievement should increase due to checking for understanding.

Person Responsible Sherron Guyton (guytonteach@dadeschools.net)

8/23/21-10/11/21-Both Reading and Math coaches along with the teachers will develop monthly Instructional Focus Calendars during Collaborative Planning that will provide teachers an opportunity to target lessons to include whole group and DI instruction. As a result, it will help teachers prepare the materials and resources for the individual needs of students.

Person Responsible Sherron Guyton (guytonteach@dadeschools.net)

8/23/21-10/11/21-The coaches will work with teachers to develop weekly data trackers that will monitor the progress of the students. As a result, teachers will be able to make the necessary adjustments based on the data to drive instruction.

Person Responsible Monefe Young (mignonette@dadeschools.net)

11/01/21-12/17/21 -Both the Reading and Math coaches along with the teachers will plan and prepare explicit lesson plans that incorporate student data, student needs, higher-order thinking questions, and end-products. As a result, teachers will be able to plan to meet the individual needs of students.

Person Responsible Sicily Mincey (pr2911@dadeschools.net)

11/01/21-12/17/21 -Both the Reading and Math Coach along with the teachers will use current data such as topic assessments and biweekly assessments to guide collaborative planning sessions and make necessary adjust

Person Responsible Sicily Mincey (pr2911@dadeschools.net)

1/31/22-2/11/22 -Both Reading and Math Coaches, along with teachers will desegregate iReady AP2 Diagnostic data to target L25/L35, ELL, and regressing students to plan for DI and Intervention adjustments moving forward. This will be monitored through collaborative planning sessions and classroom walkthroughs where student DI and Intervention folders are being reviewed. Intervention Plans will be monitored through OneDrive where they will be housed.

Person Responsible Sicily Mincey (pr2911@dadeschools.net)

1/31/22-4/29/22 -Both Reading and Math coaches will continue to conduct collaborative planning sessions. Collaborative plan sessions in math will now focus more on problem-solving, problem-solving strategies, and higher-order thinking. Collaborative planning sessions in ELA will focus more on more rigorous end product development and adjusting resources to meet the needs of our targeted subgroups. This will be monitored through collaborative planning attendance, completed end products, and teacher lesson plans.

Person Responsible Sicily Mincey (pr2911@dadeschools.net)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Based on the data review, our school will implement the Targeted Element of Math. We selected the overarching area of Math based on the decrease in proficiency and learning gains previous acquired prior to the pandemic. We will enhance our instruction for students with diverse needs, hence, improve our math skills to make proficiency and learning goals.

Measurable Outcome: If we successfully improve our Math scores by consistently utilizing strategies and manipulatives to increase student understanding, then we see an increase in proficiency and learning gains throughout the school as evidenced by percentage points in the FSA 2022.

Monitoring: The coaches will provide weekly common planning meetings where student work samples and teacher feedback will be reviewed. One member of Administration will be present for all collaborative planning meetings. Walkthroughs will be conducted to look for use of manipulative and corrective feedback. Differentiated Instruction will be monitored by Administration on a weekly basis. Extended learning opportunities will begin early for L25 students and students not performing well on topic assessments.

Person responsible for monitoring outcome: Arial Blue (ablue01@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of decrease math proficiency, our school will focus on the evidence-based strategy of biweekly assessment, math intervention, and student work samples. Data-Driven and monitoring instruction will assist in accelerating proficiency to meet the students' needs. Math data-driven instruction will be monitored through the use of data trackers, bellringers/dallies will increase proficiency.

Rationale for Evidence-based Strategy: Math proficiency target will ensure that teachers are using relevant, recent, and aligned instruction to plan lessons that are customized to student needs. Students' work samples, data-driven instructions, and corrective feedback will continually improve math proficiency and increase learning gains in our L25.

Action Steps to Implement

8/23/21-10/11/21-Collaborative planning with the math coach and teachers will include mathematical practices, the use of manipulatives, real-world connections, sample student work and the feedback for improvement. As a result, lesson plans will reflect best practices and explicit instruction. It will also allow students to understand concepts clearly.

Person Responsible Arial Blue (ablue01@dadeschools.net)

8/23/21-10/11/21-The math coach and teachers will utilize Bell Ringers and develop Exit Tickets for the beginning and end of each class. As, a result, teachers will be able to determine areas where students continue to struggle and provide corrective feedback.

Person Responsible Arial Blue (ablue01@dadeschools.net)

8/23/21-10/11/21- Teachers will utilize data trackers to monitor the progress of students with Topic Assessments and Differentiated Instruction. As a result, teachers will utilize the data to make adjustments to instruction.

Person Responsible Monefe Young (mignonette@dadeschools.net)

8/23/21-10/11/21-On going Professional Development will be provided for teachers on Differentiated Instruction to address the areas of deficit among students. As a result, teachers will be able to take information learned and apply it with students in the classroom.

Person Responsible Arial Blue (ablue01@dadeschools.net)

11/01/21-12/17/21 -The math coach and teachers will use performance matter to identify deficient standards for reteaching and remediation. As a result, teachers will be able to target learning and apply it to students in the classroom.

Person Responsible Arial Blue (ablue01@dadeschools.net)

11/01/21-12/17/21 -The teachers will utilize equity sticks in math to promote student engagement and check for understanding. As a result, teachers will be able to determine areas where students continue to struggle and provide corrective feedback.

Person Responsible Sicily Mincey (pr2911@dadeschools.net)

1/31/2022-4/29/2022 -The Math coach, along with teachers, will use Topic Assessments and i-Ready AP2 Diagnostic results to make necessary adjustments to student groupings and resource selection. As a result, teachers will be able to target learning and apply it to students in the classroom. We will reanalyze data, after each Topic Assessment, and make adjustments as needed. The grouping developments will be monitored during collaborative planning sessions. The implementation of the shifts in grouping will be monitored through classroom walkthroughs focusing on small group instruction.

Person Responsible Sicily Mincey (pr2911@dadeschools.net)

1/31/22-4/29/22 -The Math coach will continue to conduct collaborative planning sessions on a weekly basis. Collaborative plan sessions in math will now focus more on problem-solving, problem-solving strategies, and higher-order thinking. This will be monitored through collaborative planning attendance, reviewing of teacher lesson plans, and lesson delivery observations.

Person Responsible Marieyola Baptiste (mbaptiste@dadeschools.net)

#3. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale: Based on the data review, our school will implement the Targeted Element of Student Attendance. We selected this area because we noticed that daily attendance decreased during the past year significantly as compared to previous years. Students missing school regularly did not meet learning goals and limited proficiency. We recognized the need for consistent attendance incentives and improved connection with parents and community.

Measurable Outcome: If we successfully implement the Targeted Element of Student Attendance, our students will receive a high quality instruction that will increase overall student performance with 5 percentage points increase in 2022

Monitoring: The Leadership Team will work to connect with families who struggle with attendance and identify the root cause for absences and create a plan of action to ensure students are able to be present daily. The Leadership Team will mentor individual students who have consistent truancy and connect with them bi-weekly to reward or encourage attendance efforts. The Leadership Team will plan regular student incentives to promote consistent student attendance. Teachers will monitor their daily attendance and submit that data to the LT on a weekly basis with an emphasis on attendance trends. To ensure we are on track to meeting the outcome above, this data will be discussed during data chats with teachers and parental contact will be made when necessary.

Person responsible for monitoring outcome: Alpha Davis-Gittens (alphiadavisgittens@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Student Attendance, our school will focus on the evidence-based strategy of Attendance Initiatives. Attendance Initiatives such as Olympic-style medals will be issued to students (School Theme), individually or by homeroom classes and our "Caught Being Good" incentive store will assist in narrowing the gap of the absences amongst our students. Student absences will be monitored on a weekly, biweekly, monthly, and grading period basis which will optimize improving attendance and prevent a pattern of excessive absences.

Rationale for Evidence-based Strategy: By providing tangible Initiatives and recognition to both students and parents will create a positive impact and ultimately decrease the number of student absences. The initiatives will provide the LT with a systematic approach to identify attendance issues, remediation, and reward.

Action Steps to Implement

8/23/21-10/11/21-An Attendance Team will be created and responsible for a school-wide incentive programs that will reward students in various categories: Perfect, Attendance, Most Improve Attendance, and Back-on-Track. As a result, students will be motivated to receive the rewards hence, increased attendance.

Person Responsible Isolyn Hillhouse (ihillhouse@dadeschools.net)

8/23/21-10/11/21-The Behavior Management Teacher will create attendance tickets that include perfect attendance for 100%, Most Improved and "Back on Track" for students to purchase treats, and the 'Caught Being Good" Incentive Store. As a result, the students will be able to purchase items from the store as an incentive for improved or perfect attendance.

Person Responsible Alpha Davis-Gittens (alphiadavisgittens@dadeschools.net)

8/23/21-10/11/21-The teachers, administrators, and truancy team will make phone calls home to parents with students with 3 or more absences. This immediate action will help the school target the issues and address them so students can quickly return to the school.

Person Responsible Isolyn Hillhouse (ihillhouse@dadeschools.net)

8/23/21-10/11/21-The school social worker, counselor, and support staff will conduct home visits to students with excessive absences. Followed by truancy meetings. As a result, student support will be provided and early intervention in place for students to return to school.

Person Responsible Isolyn Hillhouse (ihillhouse@dadeschools.net)

11/01/21-12/17/21 - The Attendance Team will provide a special breakfast for homeroom classes that have met the 95% to 100% monthly attendance incentive. As a result, students with perfect attendance will be able to participate this will increase student attendance.

Person Responsible Isolyn Hillhouse (ihillhouse@dadeschools.net)

11/01/21-12/17/21 -School-wide attendance calendars are posted in every classroom located on the classroom door. Teachers place the daily homeroom percentage. As a result, both teachers and students are able to monitor class attendance.

Person Responsible Isolyn Hillhouse (ihillhouse@dadeschools.net)

1/31/22 -4/29/22 The attendance committee will continue to analyze 3 or more absences and use the new iAttend i3 Program district-wide attendance services. This i3program will provide families wraparound services that will include full social services to students and their families. As a result, this will increase student attendance.

Person Responsible Isolyn Hillhouse (ihillhouse@dadeschools.net)

1/31/22 -4/29/22 The teachers will be rewarded for encouraging student attendance in their homeroom classes. Homeroom teachers that have 95% to 100% attendance will receive a reward. As a result, both teachers and students will be rewarded for increasing attendance.

Person Responsible Isolyn Hillhouse (ihillhouse@dadeschools.net)

#4. Leadership specifically relating to Specific Teacher Feedback

Area of Focus Description and Rationale: Based on qualitative data from the School Climate survey and the SIP survey and review of the Core Leadership Competencies, we want to use the Targeted Element of Specific Teacher Feedback. Limited teachers in the building felt their ideas are listened to and considered. Therefore, we would like to create opportunities for teachers to speak out and administration provide timely and specific feedback.

Measurable Outcome: If we successfully implement the Targeted Element of Specific Teacher Feedback, our teachers would feel like they are heard and their ideas are considered. They will also have buy-in with school wide plans and build capacity amongst teachers in the building. The percentage go teachers in leadership roles will increase by 10 percentage points.

Monitoring: The Leadership Team will identify staff members that are experts in their area that will serve as teacher leaders and develop initiatives to present. By involving teachers in leadership we will increase shared leadership.

Person responsible for monitoring outcome: Sicily Mincey (pr2911@dadeschools.net)

Evidence-based Strategy: The Leadership Team will identify specific staff members that are experts in areas that will serve as leads with new initiatives and development. By involving teachers, we hope to create an environment of shared leadership. This initiative will be evident by teacher leaders providing support and development to their colleagues in various areas. To ensure we are on the right track, teachers who receive support will share the knowledge they have gained during faculty meetings.

Rationale for Evidence-based Strategy: Within the Targeted Element of Instructional Leadership Team, we will focus on the evidence-based strategy of: Involving Staff in Important Decisions. By creating an “Experts in My Building” list and involving teachers in the decision-making process, we hope to increase the feeling of shared leadership. Experts in the building will provide a summary of support to the LT on a monthly basis to ensure we are on the right track to meeting the outcome above.

Action Steps to Implement

8/23/21-10/11/21-The Principal along with the Assistant Principals will meet monthly with teacher leaders to develop them professionally in various areas of leadership. As a result, teachers will build capacity and develop in areas of leadership within the school.

Person Responsible Monefe Young (mignonette@dadeschools.net)

8/23/21-10/11/21-During walkthroughs in the building the Administrators will provide timely feedback to teachers regarding best practices observed or improvements needed. As a result, teachers will be able to make timely adjustments as needed.

Person Responsible Monefe Young (mignonette@dadeschools.net)

8/23/21-10/11/21-The principal will focus groups within the building that would meet to brainstorm and make suggestions to the administration about areas of improvement. As a result, the teachers will have input in decision-making about the progress of the school.

Person Responsible Monefe Young (mignonette@dadeschools.net)

8/23/21-10/11/21- The principal will meet weekly with the leadership team to plan and develop ways to improve student performance within the building. Additional leaders within the building will be invited to attend the meetings and offer input regarding student achievement. As a result, the leadership team will have a plethora of ideas and ways to address learning loss.

Person Responsible Monefe Young (mignonette@dadeschools.net)

11/01/21-12/17/21 -Teacher leaders will be grouped in different interest areas and begin working on committees, schoolwide initiatives, and incentive programs. As a result, teachers will build capacity and develop in areas of leadership within the school.

Person Responsible Monefe Young (mignonette@dadeschools.net)

11/01/21-12/17/21 - The principal will select teacher leaders to organize, facilitate and manage the TALENTS "Leading Leopards" afterschool program that encompasses tutoring and activities. As a result, teachers will build capacity and develop in areas of leadership within the school.

Person Responsible Sicily Mincey (pr2911@dadeschools.net)

1/31/2022-4/29/2022 -During teacher data chats and analyzing data the Administrators will provide timely feedback to teachers regarding best practices observed or improvements needed. As a result, teachers will be able to make timely adjustments as needed.

Person Responsible Monefe Young (mignonette@dadeschools.net)

1/31/2022-4/29/2022 -Teacher leaders will be grouped in different grade-level field trips, school-wide academics/STEM projects, and end-of-year activities to begin working on creating programs for each area. As a result, teachers will build capacity and develop in areas of leadership within the school.

Person Responsible Monefe Young (mignonette@dadeschools.net)

#5. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Based on the data review, our school will implement the Targeted Element of ELA. We selected the overarching area of ELA based on the increased in proficiency of 42 percentage point in 2021 as compared to 34 percentage point in 2019. Our learning gains increased in 2021 to 50 percentage points as compared to 44 percentage point in 2019. Overall our proficiency in grades K-2 and grades 3-8 is below 50% acquired prior to the pandemic. Tier 1 instruction did not result in an increase in proficient students, therefore we will strategically provide corrective feedback and differentiated instruction to target students progress in all level.

Measurable Outcome: If we successfully improve our ELA scores by consistently utilizing strategies and increase student understanding, then we see an increase in proficiency and learning gains throughout the school as evidenced by percentage points in the FSA 2022.

Monitoring: The coaches will provide weekly common planning meetings where student work samples and teacher feedback will be reviewed. One member of the Administration will be present for all collaborative planning meetings. Walkthroughs and corrective feedback. Differentiated Instruction will be monitored by Administration on a weekly basis. Extended learning opportunities will begin early for L25 students and students not performing well on topic assessments.

Person responsible for monitoring outcome: Sherron Guyton (guytonteach@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of decrease ELA proficiency, our school will focus on the evidence-based strategy of biweekly assessment, ELA intervention with a two-teacher-led center, Intensive Acceleration (IA) curriculum, and student work samples. Data-Driven and monitoring instruction will assist in accelerating proficiency to meet the students' needs. ELA data-driven instruction will be monitored through the use of data trackers, DI folders, and writing folders will increase proficiency.

Rationale for Evidence-based Strategy: ELA proficiency target will ensure that teachers are using relevant, recent, and aligned instruction to plan lessons that are customized to student needs. Students' work samples, data-driven instructions, and corrective feedback will continually improve ELA proficiency and increase learning gains in our L25.

Action Steps to Implement

8/23/21-10/11/21- Teachers will utilize data trackers to monitor the progress of students with Bi-weekly Assessments and Differentiated Instruction. As a result, teachers will utilize the data to make adjustments to instruction.

Person Responsible Monefe Young (mignonette@dadeschools.net)

8/23/21-10/11/21-Collaborative planning with the literacy coach and teachers will include sample student work, SMR practice questions, and feedback for improvement. As a result, lesson plans will reflect best practices and explicit instruction. It will also allow students to understand concepts clearly.

Person Responsible Sherron Guyton (guytonteach@dadeschools.net)

8/23/21-10/11/21-On going Professional Development will be provided for teachers on Differentiated Instruction to address the areas of deficit among students. As a result, teachers will be able to take the information learned and apply it to students in the classroom.

Person Responsible Sherron Guyton (guytonteach@dadeschools.net)

8/23/21-10/11/21-The literacy coach and teachers will utilize SMR to develop Exit Tickets for the beginning and/or end of each class. As a result, teachers will be able to determine areas where students continue to struggle and provide corrective feedback.

Person Responsible Sherron Guyton (guytonteach@dadeschools.net)

11/01/21-12/17/21 -The teachers will keep a record of tangible evidence that shows that corrective feedback has taken place. As a result end-products, exit slips, aligned worksheets, and trackers will be evident in students' DI/work folders.

Person Responsible Sherron Guyton (guytonteach@dadeschools.net)

11/01/21-12/17/21 -The teachers will utilize equity sticks in ELA to promote student engagement and check for understanding. As a result, teachers will be able to determine areas where students continue to struggle and provide corrective feedback.

Person Responsible Sicily Mincey (pr2911@dadeschools.net)

1/31/22-4/01/22 -The teachers will utilize the writing focus calendar to teach the writing process including dissecting the prompts, mini-lessons, review scores, peer editing, revising, rewriting, and publishing. As a result, teachers will be able to determine areas where students continue to struggle and provide corrective feedback based on the cold writes that the students have completed. The writing plan dates for grades 4-8. This will be monitored through collaborative planning and classroom walkthroughs while student data chats are occurring and when student writing folders are being reviewed

Person Responsible Sherron Guyton (guytonteach@dadeschools.net)

1/31/22-03/24/22 -The reading coach and the teachers will use current Progress Monitoring Assessments, I-ready AP2, and formative assessments to make necessary adjustments to student grouping and resource selection. As a result, teachers will be able to target learning and apply it to students in the classroom. The additional support will be Saturday School which will start on January 29th, February 5th, February 12th, February 26th, and March 5th, 2022, and Spring Break Academy will be March 21-24-22.

Person Responsible Marieyola Baptiste (mbaptiste@dadeschools.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.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.

According to The Early Warning Systems (EWS) and Safe School for Alex show in the 2019-2020 school year, the suspension rate was significantly low as compared to previous years. EWS less than 1% of students and the Safe School for Alex reported 0.8%. We will continue to provide support through parent conferences, counseling, Mental Health Services, and parent/family engagements.

Part IV: Positive Culture & Environment

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

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

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

Our Strengths within school culture are in fully engaging in our Essential Practices on the School Improvement Process, identifying the Professional Learning Support Team (PLST) and their expertise and knowledge base, cultivating staff members in leadership roles, Professional learning that is designed to meet the instructional needs, and providing staff members opportunities to develop the SIP. We provide opportunities for staff to provide ongoing feedback and suggestions to school leaders and during scheduled faculty meetings, conferences with the staff to garner information about their educational/professional experience at our school. We also ensure information is provided to all stakeholder through our monthly newsletter and our Teams page for staff and channels set up.

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

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$600.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	1141	239-Other	2911 - Linda Lentin K 8 Center	General Fund	661.0	\$600.00
			<i>Notes: White boards for immediate feedback during Intervention and DI. Student folders for data trackers</i>			

2	III.A.	Areas of Focus: Instructional Practice: Math				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	1100	239-Other	2911 - Linda Lentin K 8 Center	General Fund	661.0	\$0.00
			<i>Notes: Manipulative</i>			
3	III.A.	Areas of Focus: Culture & Environment: Student Attendance				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	1142	239-Other	2911 - Linda Lentin K 8 Center	Other	661.0	\$500.00
			<i>Notes: Donations of dollar store supplies for students as incentives</i>			
4	III.A.	Areas of Focus: Leadership: Specific Teacher Feedback				\$0.00
5	III.A.	Areas of Focus: Instructional Practice: ELA				\$0.00
					Total:	\$1,100.00