Leisure City K 8 Center

2021-22 Schoolwide Improvement Plan

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Leisure City K 8 Center

14950 SW 288TH ST, Homestead, FL 33033

http://lecityk8dolphins.dadeschools.net

Demographics

Principal: Walter Hall C

Start Date for this Principal: 11/21/2019

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 (55%) 2017-18: B (55%) 2016-17: C (48%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	[LaShawn Russ-Porterfield](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School PK-8	Yes	96%

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

School Grades History

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

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SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our school strives to be a racially and culturally diverse community of students, parents, and staff dedicated to creating a peaceful environment where each person is treated with unconditional positive regard and acceptance. Within such an environment, each student and professional within these walls will be empowered and inspired to reach his or her full academic, emotional, physical, and spiritual potential. Leisure City K-8 Center will not sleep until this work is done.

Provide the school's vision statement.

Our vision is to create a nationally known urban K-8 center that produces leaders representative of all ages, races, nationalities, languages, and cultures in education, a world class educational center that impacts the world starting with investing our most prized resources into the neighborhood in which it is located. With the talent, sacrifice, and effort of all working together as a team, this community and the world to which we impact will become a much more pleasant place in which to live and work.

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
Hall, Walter	Principal	The role of the Principal is to provide leadership, direction, and coordination within the school. The Principal's main focus should be to develop and maintain effective educational programs within his school and to promote the improvement of teaching and learning with his school. The Principal strives to create an organization and or climate which fosters student and teacher growth. The duties of the School Principal are all encompassing as all aspects of the schools operations are either directly or indirectly under his/her jurisdiction. In general terms, the Principal is responsible for the detailed organization of the school, the development of the instructional program, the assignment of duties to and the supervision of members of his staff, and the general operation of the school facility.
Rodriguez, Kimberlie	Reading Coach	The Reading Coach performs the following duties: - Work with educators to identify issues with students or curriculum, set goals, and solve problems - Collaborate with educators and school administrators to develop curriculum and lesson plans - Create teaching material for educators - Attend professional development conferences and workshops - Help teachers conduct student assessments and analyze student work - Interpret data after student or teacher assessments have been conducted - Design and lead professional development presentations for educators - Model lessons to help educators learn
Chacon, Maya	Teacher, K-12	As the Test Chairperson, Ms. Chacon is responsible for the administration of numerous district, state, and national assessments. The Test Chair needs to: - Plan ahead to ensure that school administrators, teachers, parents, and students are aware of the dates and times of the test administration windows - Provide school-level training for everyone who will be either administering tests, proctoring test sessions, or handling the testing materials - Locate a secure storage room for testing materials - Select rooms for testing that have adequate space, seating, ventilation, and lighting - Ensure that all needed testing materials have arrived and have been counted - Audit testing rooms and materials to ensure that the test is being administered according to the guidelines and procedures specified in the testing program's administration manual/program guide - Process test materials for local scoring or for return to the district warehouse, or test contractor, depending on the program.
Harris, Albertha	Teacher, ESE	The ESE Support Facilitator works in conjunction with school administrators, general education teachers, related service providers, and other support personnel to communicate and address the unique needs of students with disabilities. The ESE Support Facilitator maintains Individual Educational Plan

Name	Position Title	Job Duties and Responsibilities
		(IEP) documents and plans, coordinates, conducts and/or facilitates IEP Team meetings for a caseload of students with disabilities. The ESE Support Facilitator works with the ESE Instructors to assist in providing information to students, parents and General Education Instructors on how to appropriately implement a student's IEP.
Bess, Kylah	Math Coach	The Math Coach performs the following duties: - Work with educators to identify issues with students or curriculum, set goals, and solve problems - Collaborate with educators and school administrators to develop curriculum and lesson plans - Create teaching material for educators - Attend professional development conferences and workshops - Help teachers conduct student assessments and analyze student work - Interpret data after student or teacher assessments have been conducted - Design and lead professional development presentations for educators - Model lessons to help educators learn
Aviles Knight, Lisa	Assistant Principal	The primary purpose of the Assistant Principal is to assist the school principal in overall administration of instructional program and campus level operations and to coordinate assigned student activities and services. Other major responsibilities include instructional and personnel management, fostering school and community relations, and student management, among others.

Demographic Information

Principal start date
Thursday 11/21/2019, Walter Hall C

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.*
23

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.*
41

Total number of teacher positions allocated to the school
47

Total number of students enrolled at the school
1,014

Identify the number of instructional staff who left the school during the 2020-21 school year.
8

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	77	84	102	146	88	115	88	109	91	0	0	0	0	900
Attendance below 90 percent	30	32	37	53	26	44	25	48	35	0	0	0	0	330
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	17	38	5	14	25	12	11	0	0	0	0	122
Course failure in Math	0	0	9	24	8	11	38	13	22	0	0	0	0	125
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	13	19	25	26	0	0	0	0	83
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	7	25	38	44	0	0	0	0	114
Number of students with a substantial reading deficiency	3	23	65	98	29	51	51	61	56	0	0	0	0	437
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	7	0	14	34	7	20	36	35	43	0	0	0	0	196

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	7	0	0	21	0	0	1	0	0	0	0	0	0	29
Students retained two or more times	0	0	0	5	1	3	3	5	2	0	0	0	0	19

Date this data was collected or last updated
Wednesday 6/30/2021

2020-21 - As Reported

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

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

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

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

2020-21 - Updated

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	93	110	132	111	124	97	113	103	94	0	0	0	0	977
Attendance below 90 percent	38	35	44	34	44	25	50	38	10	0	0	0	0	318
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	17	27	15	14	26	12	13	2	0	0	0	0	126
Course failure in Math	0	9	14	17	11	39	13	27	10	0	0	0	0	140
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	13	21	25	26	21	0	0	0	0	106
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	7	27	38	47	15	0	0	0	0	134

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	7	14	20	19	20	37	36	46	18	0	0	0	0	217

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	7	0	0	19	0	0	0	0	0	0	0	0	0	26
Students retained two or more times	0	0	0	7	3	3	6	2	1	0	0	0	0	22

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				45%	63%	61%	45%	62%	60%
ELA Learning Gains				53%	61%	59%	59%	61%	57%
ELA Lowest 25th Percentile				45%	57%	54%	53%	57%	52%
Math Achievement				48%	67%	62%	47%	65%	61%
Math Learning Gains				53%	63%	59%	60%	61%	58%
Math Lowest 25th Percentile				46%	56%	52%	53%	55%	52%
Science Achievement				43%	56%	56%	40%	57%	57%
Social Studies Achievement				83%	80%	78%	88%	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	33%	60%	-27%	58%	-25%
Cohort Comparison						
04	2021					
	2019	47%	64%	-17%	58%	-11%
Cohort Comparison		-33%				
05	2021					
	2019	36%	60%	-24%	56%	-20%
Cohort Comparison		-47%				
06	2021					
	2019	46%	58%	-12%	54%	-8%
Cohort Comparison		-36%				
07	2021					
	2019	47%	56%	-9%	52%	-5%
Cohort Comparison		-46%				
08	2021					
	2019	48%	60%	-12%	56%	-8%
Cohort Comparison		-47%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2021					
	2019	34%	67%	-33%	62%	-28%
Cohort Comparison						
04	2021					
	2019	41%	69%	-28%	64%	-23%
Cohort Comparison		-34%				
05	2021					
	2019	18%	65%	-47%	60%	-42%
Cohort Comparison		-41%				
06	2021					
	2019	59%	58%	1%	55%	4%
Cohort Comparison		-18%				
07	2021					
	2019	57%	53%	4%	54%	3%
Cohort Comparison		-59%				
08	2021					
	2019	49%	40%	9%	46%	3%
Cohort Comparison		-57%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2021					
	2019	29%	53%	-24%	53%	-24%
Cohort Comparison						
08	2021					
	2019	53%	43%	10%	48%	5%
Cohort Comparison		-29%				

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019					
CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	82%	73%	9%	71%	11%

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	90%	63%	27%	61%	29%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

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

The value displayed is percent of students proficient based on iReady diagnostic results,

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	16.8	25.5	37.9
	Economically Disadvantaged	17.2	26.1	37.6
	Students With Disabilities	20.0	10.0	40.0
	English Language Learners		27.3	
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	22.0	24.7	40.4
	Economically Disadvantaged	21.3	24.1	40.2
	Students With Disabilities	10.0	20.0	30.0
	English Language Learners	9.1	25.0	36.4

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	20.0	32.5	37.5
	Economically Disadvantaged	20.2	32.7	37.8
	Students With Disabilities		18.2	18.2
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	13.2	15.9	32.4
	Economically Disadvantaged	13.3	16.1	32.7
	Students With Disabilities		9.1	18.2
	English Language Learners			

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	33.3	42.4	57
	Economically Disadvantaged	32.6	41.8	56.5
	Students With Disabilities	10.0		
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	12.6	20.0	35.5
	Economically Disadvantaged	12.8	19.1	34.8
	Students With Disabilities			
	English Language Learners			

Grade 4				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	20.0	26.9	35.6
	Economically Disadvantaged	17.6	24.8	34.7
	Students With Disabilities			12.5
	English Language Learners			
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	15.7	24.4	42.0
	Economically Disadvantaged	14.3	25.2	41.2
	Students With Disabilities		11.1	12.5
	English Language Learners			

Grade 5				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	19.1	23.3	30.7
	Economically Disadvantaged	18.2	23.5	31.0
	Students With Disabilities	6.3	13.3	12.5
	English Language Learners			
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	14.0	20.2	36.8
	Economically Disadvantaged	12.9	20.5	36.0
	Students With Disabilities			6.3
	English Language Learners			
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Science	All Students		8.0	
	Economically Disadvantaged		8.0	
	Students With Disabilities		0.0	
	English Language Learners		7.0	

Grade 6				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	29.4	40.6	33.3
	Economically Disadvantaged	30.6	41.3	33.8
	Students With Disabilities	30.8	23.1	27.3
	English Language Learners	7.1	7.1	
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	18.4	32.3	36.8
	Economically Disadvantaged	19.1	33.7	37.4
	Students With Disabilities	25.0	30.8	36.4
	English Language Learners			

Grade 7				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	24.7	36.5	34.2
	Economically Disadvantaged	20	32.5	31.0
	Students With Disabilities	6.3	25.0	18.8
	English Language Learners	14.3	21.4	21.4
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	18.3	28.9	41.8
	Economically Disadvantaged	15.6	26.9	39.2
	Students With Disabilities	6.3	31.3	31.3
	English Language Learners	7.1	14.3	25.0
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Civics	All Students		76	
	Economically Disadvantaged		75	
	Students With Disabilities		63	
	English Language Learners		60	

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	46.1	59.1	48.9
	Economically Disadvantaged	44.0	57.8	45.8
	Students With Disabilities	14.3	28.6	21.4
	English Language Learners	25.0	33.3	16.7
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	37.2	50.	52.9
	Economically Disadvantaged	37.0	47.8	50.0
	Students With Disabilities	7.1	8.3	7.7
	English Language Learners	25.0	16.7	33.3
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students		41.0	
	Economically Disadvantaged		39.0	
	Students With Disabilities		8.0	
	English Language Learners		36.0	

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	8	20	15	10	25	26	10	25			
ELL	31	34	32	31	43	40	17	46	36		
BLK	34	33	23	20	27	35	14	47	42		
HSP	35	37	33	31	41	34	25	52	54		
FRL	34	35	30	26	36	36	21	50	48		
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	14	43	41	22	45	48	11	70			
ELL	37	51	44	41	47	49	28	61	50		
BLK	46	48	38	46	56	47	39	94	83		
HSP	43	53	46	47	51	46	43	79	74		
FRL	45	53	43	47	53	45	42	84	75		

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	10	48	47	21	43	35	13	50			
ELL	29	51	55	34	56	53	13	78			
BLK	45	54	45	43	54	39	43	89			
HSP	44	60	56	47	61	57	38	88	56		
WHT	50	60		60	60						
FRL	45	58	53	47	60	53	39	88	52		

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	39
Total Points Earned for the Federal Index	366
Total Components for the Federal Index	10
Percent Tested	94%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	19
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	31
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	38
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	36
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?

According to the FSA ELA 2021 data, 34% of students were proficient in grades 3-8, as compared to 45% in 2019, a decrease of 11 percentage points. Also, according to the FSA Math 2021 data, 28% were proficient in grades 3-8 as compared to 48% in 2019, a decrease of 20 percentage points.

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

In 2019 FSA ELA proficiency was 45 percent as compared to 34 percent in 2021, an 11 percentage point decrease. FSA Mathematics proficiency in 2019 was 48% as compared to 28% in 2021, a 20 percentage point decrease. Third and fifth grade ELA proficiency levels have been an area of concern since 2019. In 2019, students in third and fifth grades' proficiency rate was 33% and 36% respectively, whereas in 2021, students' proficiency rate was 35% (third grade) and 31% (fifth grade).

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

The contributing factors to this need for improvement are a direct result of the many challenges MSO students faced due to the pandemic and a significant decrease in student attendance and engagement.

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

According to 2020-2021 i-Ready data, total number of Tier 3 students decreased from 32% in AP2 to 29% in AP3, a decrease of 3 percentage points.

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

The contributing factors to this improvement is attributed to Tier 3 interventions provided by the school interventionist.

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

The strategies that will need to be implemented in order to accelerate learning is the use of Multi-tiered System of Support (MTSS) with fidelity, Differentiated Instruction, Extended Learning Opportunities, Small Group Instruction, Interventions

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.

All interventionists, teachers, and academic coaches will be provided Professional Development on MTSS and the new intervention program (Reading Horizons).

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

Additional services that will be provided are before and after-school tutoring, in conjunction to tier 2 and tier 3 interventions.

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Parent Involvement	
Area of Focus Description and Rationale:	Based on the 2020-21 School Climate Survey results, 67% of the staff agreed/strongly agreed that there was a lack of concern/support from parents. This shows a 1 percentage point increase from the previous year's survey results. This is identified as a critical need for improvement because despite efforts to engage parents the percent of concern from our staff increased. As a school, we are aware that parental involvement is a critical factor to improve student academic performance.
Measurable Outcome:	We anticipate that the results of the 2021-22 School Climate Survey will yield a five percentage point decrease in the number of staff members who feel that there is a lack of concern/support from parents.
Monitoring:	This area of focus will be monitored through meeting attendance logs. We expect as the year progress participation will increase.
Person responsible for monitoring outcome:	Walter Hall (walt77hall@dadeschools.net)
Evidence-based Strategy:	Family Engagement studies show that parent involvement is a major factor in student outcomes, including closing the achievement gap between various groups of students. Different families have different capacities for involvement, meaning schools should provide a range of ways for parents to be involved. Examples of Family Engagement activities include, but are not limited to, open houses, orientations, parent workshops, home visits, volunteer opportunities, and community events.
Rationale for Evidence-based Strategy:	Family Engagement programs create genuine and collaborative relationships with families, create interactive sessions between staff and families, and link all interactions to learning to help build families' capacities in supporting their students' academic growth.

Action Steps to Implement

Administration will have a "Meet and Greet" with the parents on August 20th, 2021.

Person Responsible	Walter Hall (walt77hall@dadeschools.net)

Each grade level will have a "Meet the teacher night" by September 2nd, 2021.

Person Responsible	Albertha Harris (aharris238@dadeschools.net)

Use social media to inform parents about upcoming events and encourage communication by August 23rd, 2021.

Person Responsible	Walter Hall (walt77hall@dadeschools.net)

Encourage parents to sign-up for PTSA and become an active part of the school and community by Sept 23rd, 2021.

Person Responsible	Lisa Aviles Knight (l_aviles@dadeschools.net)

Provide 200 families with Thanksgiving dinner and gift cards by November 13, 2021.

Person Responsible	Walter Hall (walt77hall@dadeschools.net)

Celebrate "Dolphin of the Month" with families by November 30, 2021.

Person Responsible [no one identified]

Celebrate "Honor Roll" with families by April 30, 2022.

Person Responsible Lisa Aviles Knight (l_aviles@dadeschools.net)

Parents will be invited to celebrate and assist students that have shown growth (i-Ready Reading/Math, behavior, Topic Test, etc) decorate their poster for our "Growth Parade" by March 18, 2022.

Person Responsible Lisa Aviles Knight (l_aviles@dadeschools.net)

#2. Leadership specifically relating to Managing Accountability Systems	
Area of Focus Description and Rationale:	According to the 2020-21 SIP Survey results, more than 40 percent of the staff indicated that they did not receive guidance in using data to plan instruction weekly or monthly.
Measurable Outcome:	The number of teachers receiving guidance in using data to plan instruction weekly or monthly will increase by five percentage points.
Monitoring:	This Area of Focus will be monitored by teacher surveys, collaborative planning agendas, data chats, student academic performance, and the 2021-22 Staff SIP Survey.
Person responsible for monitoring outcome:	Walter Hall (walt77hall@dadeschools.net)
Evidence-based Strategy:	Managing Data Systems and Processes involves setting expectations and practices around the ongoing examination of data to evaluate the effectiveness of instruction to improve student outcomes. Some strategies to improve Managing Data Systems and Processes include meeting with stakeholders regularly to review data, having a pre-determined set of questions to assist in analyzing the data, discussing implications for the data, and implementing next steps.
Rationale for Evidence-based Strategy:	Meeting with stakeholders regularly to review data and discuss the implications for the data and implementing next steps allow for the disaggregation of data.

Action Steps to Implement

Professional development will be conducted during Wednesday early release meetings by October 6th, 2021. Teachers will learn how to use data to drive instruction, identify students for grouping, and bubble students.

Person Responsible	Lisa Aviles Knight (l_aviles@dadeschools.net)

Administration will model one-on-one data chats and goal setting with teachers by October 11th, 2021.

Person Responsible	Lisa Aviles Knight (l_aviles@dadeschools.net)

Coaches will plan with teachers and assist with creating plans taking into account ELA levels and include differentiated activities so that all students meet the learning objective by September 17th, 2021.

Person Responsible	Kimberlie Rodriguez (kimberlie44444@dadeschools.net)

Teacher will conduct teacher-student data chats and assist students in setting academic goals by October 11th, 2021.

Person Responsible	Walter Hall (walt77hall@dadeschools.net)

Professional development will be provided by assistant principal explicitly explaining how learning gains are calculated by November 5th, 2021.

Person Responsible   Lisa Aviles Knight (l_aviles@dadeschools.net)

Administration will share a file spreadsheet with their class rosters with data points such as i-Ready AP1, FSA/SAT, and points need for learning gain (if applicable) by November 30th, 2021.

Person Responsible   Lisa Aviles Knight (l_aviles@dadeschools.net)

Data chat will be conducted with teachers as we review the AP2 data by February 25, 2022.

Person Responsible   Lisa Aviles Knight (l_aviles@dadeschools.net)

Together admin, academic coaches, and teachers will identify the students that are projected to make learning gains and/or meeting proficiency by February 25, 2022.

Person Responsible   Lisa Aviles Knight (l_aviles@dadeschools.net)

#3. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale:	The data shows that in 2019 FSA ELA proficiency was 45 percent as compared to 34 percent in 2021, a 11 percentage point decrease. FSA Mathematics proficiency in 2019 was 48% as compared to 24% in 2021, a 24 percentage point decrease. Therefore, Leisure City K-8 identified Differentiated Instruction as a critical area of need given the significant number of students that are performing below grade level. Additionally, in order to prevent higher functioning students from regressing, the need for enrichment activities is vital.
Measurable Outcome:	As a result of differentiated instruction, the school expects to see a 10 percentage point increase in both FSA English Language Arts (ELA) and FSA Mathematics.
Monitoring:	Administration will conduct classroom walk-throughs to monitor the use of DI. Lastly, administration and academic coaches will monitor data using Power Bi and Performance Matters.
Person responsible for monitoring outcome:	Walter Hall (walt77hall@dadeschools.net)
Evidence-based Strategy:	Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom).
Rationale for Evidence-based Strategy:	Differentiating instruction will allow students to acquire content, processing, constructing, or making sense of ideas.

Action Steps to Implement

Academic Coaches will lead Common Planning and the creation of Lesson Plans that include the use of data to differentiate instruction by September 30th, 2021.

Person Responsible	Kimberlie Rodriguez (kimberlie44444@dadeschools.net)

Teachers will create Lesson Plans that include the differentiated activities by October 11th, 2021.

Person Responsible	Kimberlie Rodriguez (kimberlie44444@dadeschools.net)

Teachers will gather teaching materials and assessment measures so that all students within the classroom can learn effectively by September 30th, 2021.

Person Responsible	Kimberlie Rodriguez (kimberlie44444@dadeschools.net)

Professional Development will be provided for faculty to ensure that Differentiated Instruction is done with fidelity and effective by September 29th, 2021.

Person Responsible	Kylah Bess (ylah_bess@dadeschools.net)

A mini-professional development will be conducted on how to utilize the McGraw Hill resources to scaffold instruction during differentiated instruction by December 1, 2021.

Person Responsible	Kimberlie Rodriguez (kimberlie44444@dadeschools.net)

A mini-professional development will be conducted on how to utilize the Performance Matters Platform to group students during differentiated instruction by December 1, 2021.

Person Responsible Kylah Bess (ylah_bess@dadeschools.net)

Together admin, academic coaches, and teachers will identify the students that are projected to make learning gains and/or meeting proficiency by February 25, 2022.

Person Responsible Lisa Aviles Knight (l_aviles@dadeschools.net)

The Curriculum Leadership Team has created a school-wide writing plan that will be implemented and monitored with fidelity throughout this quarter by April 29th, 2022.

Person Responsible Lisa Aviles Knight (l_aviles@dadeschools.net)

#4. Instructional Practice specifically relating to Small Group Instruction	
Area of Focus Description and Rationale:	The data shows that in 2019 FSA ELA proficiency was 45 percent as compared to 34 percent in 2021, a 11 percentage point decrease. FSA Mathematics proficiency in 2019 was 48% as compared to 24% in 2021, a 24 percentage point decrease. Small group instruction through the use of interventions is necessary to ensure that struggling students do not fall behind their peers. It allows teachers to scaffold instruction based on students' academic needs and provide intervention.
Measurable Outcome:	Through small group instruction and the implementation of interventions with fidelity, the school expects to see a 10 percentage point increase in both FSA English Language Arts (ELA) and FSA Mathematics.
Monitoring:	Teachers and Academic Coaches will use data to identify students that will receive tier 3 interventions provided by the ELA/Math interventionist. Additionally, administration and academic coaches will monitor Tier 3 students' data using Power Bi and Performance Matters.
Person responsible for monitoring outcome:	Walter Hall (walt77hall@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. Tier 2 students receive small group instruction as part of the RTI process. This allows teachers to provide on-going progress monitoring.
Rationale for Evidence-based Strategy:	Response To Intervention (RTI) is a preventative approach that aims to identify struggling students before they fall too far behind their peers. It 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.

Action Steps to Implement

Academic Coaches will assist teachers to identify and create small groups based on student academic needs by September 14th, 2021.

Person Responsible	Kylah Bess (ylah_bess@dadeschools.net)

Teachers will gather resources and materials used to target the instructional needs of each small group by September 23th, 2021.

Person Responsible	Kylah Bess (ylah_bess@dadeschools.net)

Teachers, interventionists, and coaches will provide intensive instruction to small groups in order to target learning gaps by September 30th, 2021.

Person Responsible	Kylah Bess (ylah_bess@dadeschools.net)

Teachers, interventionists, and coaches will use data to regroup students after each instructional target by October 11th, 2021.

Person Responsible	Kylah Bess (ylah_bess@dadeschools.net)

Targeted small-group instruction before school tutoring data will be monitored for effectiveness by November 30th, 2021.

Person Responsible Lisa Aviles Knight (l_aviles@dadeschools.net)

After school tutoring targeting bubble students in grades 3rd through 8th will begin by November 8th, 2021.

Person Responsible Kimberlie Rodriguez (kimberlie44444@dadeschools.net)

In both ELA and Math, small groups, using i-Ready data will be organized homogeneously by student deficiencies by April 22, 2022.

Person Responsible Kimberlie Rodriguez (kimberlie44444@dadeschools.net)

Interventionists will work with small groups to ensure that struggling students do not fall behind their peers by April 22, 2022.

Person Responsible Kimberlie Rodriguez (kimberlie44444@dadeschools.net)

#5. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	This area of focus was identified as a critical area of need because according to the 2021 ELA FSA data, in grade three 35% of students scored proficient, in grade four 33% of students scored proficient, and in in grade five 31% of students scored proficient. This data is concerning because it shows a low performance in ELA proficiency overall.
Measurable Outcome:	The measurable outcome that we expect to achieve in this area of focus on the 2022 ELA FSA will be as follows: in grade three 45% of students will score proficient, in grade four 43% of students will score proficient, and in in grade five 41% of students will score proficient.
Monitoring:	This area of focus will be monitored by bi-weekly walk-throughs, i-Ready data, student work products, and Lesson Plans.
Person responsible for monitoring outcome:	Christina McCrink (christinamccrink@dadeschools.net)
Evidence-based Strategy:	Ongoing Progress Monitoring (OPM) will be implemented in this area of focus in order to provide students with timely, appropriately tiered instruction.
Rationale for Evidence-based Strategy:	Ongoing Progress Monitoring (OPM) is used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction.

Action Steps to Implement

Reading Coach will assist teachers to identify and tier students using 2020-2021 AP3 i-Ready data and the ELA decision tree by August 27th, 2021.

Person Responsible	Kimberlie Rodriguez (kimberlie44444@dadeschools.net)

Reading Coach will train teachers on how to implement interventions with fidelity by September 10th, 2021.

Person Responsible	Kimberlie Rodriguez (kimberlie44444@dadeschools.net)

Teachers will begin providing students with interventions by September 20th, 2021.

Person Responsible	Christina McCrink (christinamccrink@dadeschools.net)

Reading Coach will assist teachers to identify and re-tier students using AP1 i-Ready data and the ELA decision tree by September 30th, 2021.

Person Responsible	Kimberlie Rodriguez (kimberlie44444@dadeschools.net)

Teachers, interventionists, and the Reading Coach will provide appropriate interventions with fidelity, as identified by the AP1 i-Ready data, in order to close learning gaps by September 30th, 2021.

Person Responsible	Christina McCrink (christinamccrink@dadeschools.net)

Teachers will share best practices with their grade level regarding interventions by November 30th, 2021

Person Responsible	Christina McCrink (christinamccrink@dadeschools.net)

Teacher will attend professional development activities related to interventions by November 4, 2021.

Person Responsible	Christina McCrink (christinamccrink@dadeschools.net)

Teachers, interventionists, and the Reading Coach will implement and monitor the school-wide writing plan in order to close learning gaps by April 29, 2022.

Person Responsible	Christina McCrink (christinamccrink@dadeschools.net)

Select students will attend Spring Break Academy in order for teachers to provide students with timely, appropriately tiered instruction by March 24, 2022.

Person Responsible	Christina McCrink (christinamccrink@dadeschools.net)

#6. -- Select below -- specifically relating to

Area of Focus Description and Rationale:

Measurable Outcome:

Monitoring:

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy:

Rationale for Evidence-based Strategy:

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

According to the Safe Schools for Alex ranking, Leisure City K-8 Center reported 0.4 incidences per 100 students. The data points are classified under bullying; this is an area of concern as even 1 incident of bullying is concerning as the school has a zero tolerance policy for bullying.

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.

Staff will be recognized during faculty meetings, school-wide announcements, and through social media outlets. Additionally teachers will be encouraged to share best practices during faculty meetings.

Parents will attend quarterly parent meetings, engage in activities with the PTSA, and EESAC.

Students will participate in Clubs and activities. Additionally, student will be recognized through Dolphin of the Month celebration, Honor Roll ceremonies and i-Ready green celebrations.

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

Administration fosters respect for diversity and inclusion among all staff members and stakeholders.

Leadership team members greet students as they enter the building, collaborate with teachers during common planning time to ensure teachers' voices are heard.

ESE Team maintains close ties with ESE teachers and students and advocate for our students. Academic coaches collaborate with educators and school administrators to develop curriculum and lesson plans during common planning time, as well as gives professional development on new programs.