

Miami-Dade County Public Schools

Miami Lakes K 8 Center



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	21
Positive Culture & Environment	30
Budget to Support Goals	30

Miami Lakes K 8 Center

14250 NW 67TH AVE, Hialeah, FL 33014

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

Demographics

Principal: Yanelys Ferrer

Start Date for this Principal: 7/21/2016

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	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	78%
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 White Students Economically Disadvantaged Students
School Grades History	2018-19: A (66%) 2017-18: B (60%) 2016-17: A (63%)
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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	21
Title I Requirements	0
Budget to Support Goals	30

Miami Lakes K 8 Center

14250 NW 67TH AVE, Hialeah, FL 33014

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

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>No</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>62%</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>97%</p>

School Grades History

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

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE’s school improvement planning web application located at <https://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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Miami Lakes K-8 Center is committed to achieving academic excellence and outstanding learning gains, one student at a time.

Provide the school's vision statement.

The staff at Miami Lakes K-8 Center pledges to provide educational excellence for all students.

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
Ferrer, Yanelys	Principal	Dr. Ferrer is the Chief Instructional Leader, Manager of Compliance and Implementation of Procedures for the faculty and staff.
Antelo, Ana-Marie	Teacher, K-12	1st Grade Level Chair responsible for disseminating information to teachers within grade level.
Gomez, Jennifer	Teacher, K-12	2nd Grade Level Chair and Math Leader responsible for disseminating information to teachers within grade level.
Cala, Kristina	Teacher, K-12	3rd Grade Level Chair responsible for disseminating information to teachers within grade level.
Rebustillo, Elizabeth	Teacher, K-12	Science Department Chair responsible for disseminating information to teachers within grade level.
Simeon, Jeniffer	Teacher, K-12	Social Science Department Chair responsible for disseminating information to teachers within grade level.
Diaz, Leslie	Reading Coach	Works collaborative with teachers and school administrators to identify needs in curriculum. Assist teachers conduct student assessment, analyze and interpret data/student work and provide coaching cycles as needed.

Demographic Information

Principal start date

Thursday 7/21/2016, Yanelys Ferrer

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.*

44

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.*

20

Total number of teacher positions allocated to the school

65

Total number of students enrolled at the school

1,126

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

1

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

3

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	71	109	96	128	120	159	129	128	152	0	0	0	0	1092
Attendance below 90 percent	1	3	8	9	13	14	7	14	17	0	0	0	0	86
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	2	3	3	5	6	1	7	0	0	0	0	27
Course failure in Math	0	0	0	3	3	8	3	4	8	0	0	0	0	29
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	7	10	22	18	0	0	0	0	57
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	6	8	20	17	0	0	0	51
Number of students with a substantial reading deficiency	1	4	22	44	22	20	34	49	46	0	0	0	0	242

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	1	5	3	11	12	17	16	0	0	0	65

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	5	0	0	0	0	1	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	0	0	1	0	0	0	0	1

Date this data was collected or last updated

Wednesday 7/21/2021

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	113	99	130	131	163	135	131	156	135	0	0	0	0	1193
Attendance below 90 percent	3	8	8	15	13	7	14	17	22	0	0	0	0	107
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	2	4	5	5	1	6	5	0	0	0	0	30
Course failure in Math	0	0	0	6	9	1	4	6	3	0	0	0	0	29
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	7	9	22	18	26	0	0	0	0	82
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	6	8	20	17	21	0	0	0	0	72

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	1	2	7	11	10	17	16	24	0	0	0	0	88

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	1	5	0	0	0	0	1	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	0	0	2	0	0	0	0	2

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				63%	63%	61%	62%	62%	60%
ELA Learning Gains				60%	61%	59%	59%	61%	57%
ELA Lowest 25th Percentile				52%	57%	54%	49%	57%	52%
Math Achievement				67%	67%	62%	60%	65%	61%
Math Learning Gains				65%	63%	59%	58%	61%	58%
Math Lowest 25th Percentile				60%	56%	52%	48%	55%	52%
Science Achievement				56%	56%	56%	57%	57%	57%
Social Studies Achievement				79%	80%	78%	72%	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	68%	60%	8%	58%	10%
Cohort Comparison						
04	2021					
	2019	62%	64%	-2%	58%	4%
Cohort Comparison						
05	2021					
	2019	65%	60%	5%	56%	9%
Cohort Comparison						
06	2021					
		-68%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	48%	58%	-10%	54%	-6%
Cohort Comparison		-65%				
07	2021					
	2019	56%	56%	0%	52%	4%
Cohort Comparison		-48%				
08	2021					
	2019	68%	60%	8%	56%	12%
Cohort Comparison		-56%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	79%	67%	12%	62%	17%
Cohort Comparison						
04	2021					
	2019	73%	69%	4%	64%	9%
Cohort Comparison		-79%				
05	2021					
	2019	70%	65%	5%	60%	10%
Cohort Comparison		-73%				
06	2021					
	2019	52%	58%	-6%	55%	-3%
Cohort Comparison		-70%				
07	2021					
	2019	51%	53%	-2%	54%	-3%
Cohort Comparison		-52%				
08	2021					
	2019	16%	40%	-24%	46%	-30%
Cohort Comparison		-51%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	54%	53%	1%	53%	1%
Cohort Comparison						
08	2021					
	2019	25%	43%	-18%	48%	-23%
Cohort Comparison		-54%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	92%	68%	24%	67%	25%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	77%	73%	4%	71%	6%
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	89%	63%	26%	61%	28%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	96%	54%	42%	57%	39%

Grade Level Data Review - Progress Monitoring Assessments

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

The progress monitoring tool used to compile the below data was the i-Ready Diagnostic Assessments for ELA and Math. Mid-Year Assessments were used to compile Science and Civics data.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	48.2	63.5	77.6
	Economically Disadvantaged	46.7	57.8	68.9
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	41.2	61.2	72.9
	Economically Disadvantaged	42.2	62.2	62.2
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	35.9	61.2	70.1
	Economically Disadvantaged	31.0	56.9	63.8
	Students With Disabilities	14.3	57.1	42.9
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	32.5	44.8	61.5
	Economically Disadvantaged	31	42.1	55.2
	Students With Disabilities	0	14.3	42.9
	English Language Learners	0	0	0

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	59.7	75.6	77.3
	Economically Disadvantaged	48.1	67.9	69.1
	Students With Disabilities	10	20	20
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	26.3	63.9	79
	Economically Disadvantaged	21.3	59.3	74.1
	Students With Disabilities	10	20	30
	English Language Learners	0	0	0
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	53.6	63.4	68
	Economically Disadvantaged	48.5	56.7	60.8
	Students With Disabilities	19	23.8	28.6
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	34.6	59.5	73.2
	Economically Disadvantaged	28.9	56.2	67
	Students With Disabilities	19	23.8	42.8
	English Language Learners	0	0	0

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	41.7	54.3	57.9
	Economically Disadvantaged	30.6	44.7	51.2
	Students With Disabilities	7.7	7.7	15.4
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	40.2	52.4	65
	Economically Disadvantaged	32.9	44	58.5
	Students With Disabilities	7.7	16.7	25
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	38	0
	Economically Disadvantaged	0	30	0
	Students With Disabilities	0	17	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	48.4	47.6	52.5
	Economically Disadvantaged	40	43.9	45.5
	Students With Disabilities	20	25	10
	English Language Learners	14.3	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	45.9	50.8	60
	Economically Disadvantaged	40.5	46.5	54.2
	Students With Disabilities	22.2	20	26.3
	English Language Learners	0	0	8.3
	Number/% Proficiency	Fall	Winter	Spring

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	58.7	59.6	64.3
	Economically Disadvantaged	56.8	55.1	62
	Students With Disabilities	28.6	14.3	14.4
	English Language Learners	20	9.1	22.2
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	44.4	56.4	59.8
	Economically Disadvantaged	38.1	54.3	57.7
	Students With Disabilities	14.4	20	20
	English Language Learners	0	18.2	40
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	0	85	0
	Economically Disadvantaged	0	82	0
	Students With Disabilities	0	50	0
	English Language Learners	0	40	0

Grade 8					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		41.7	48.8	48.1
	Economically Disadvantaged		35.8	43.8	42.9
	Students With Disabilities		19	19	14.3
	English Language Learners		0	0	0
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		32.8	28.2	51.1
	Economically Disadvantaged		28.8	31	48.2
	Students With Disabilities		20	11.1	16.7
	English Language Learners		7.1	7.1	0
		Number/% Proficiency	Fall	Winter	Spring
Science	All Students		0	21	0
	Economically Disadvantaged		0	17	0
	Students With Disabilities		0	13	0
	English Language Learners		0	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	23	43	50	22	26	24	20		18		
ELL	52	64	63	44	27	27	27	74	71		
BLK	43	48		40	19	21	38				
HSP	66	62	52	55	33	27	52	80	66		
WHT	69	76		62	33		30				
FRL	59	60	58	48	29	25	41	77	58		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	21	56	52	34	55	57	43	50			
ELL	50	58	54	59	66	58	46	65	90		
ASN	58	60		75	80						
BLK	44	50	39	45	61	64	38	62			

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
HSP	64	61	54	69	66	58	56	81	91		
WHT	64	61		70	51		76		90		
FRL	55	56	53	60	61	59	50	68	84		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	19	35	35	22	44	40	24	40			
ELL	44	53	54	49	59	43	22	47			
ASN	67			75							
BLK	39	43	40	49	47	36	39				
HSP	63	59	50	61	59	48	57	69	78		
WHT	70	68		64	70	64	62				
FRL	53	55	47	52	54	45	45	65	75		

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	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	56
Total Points Earned for the Federal Index	544
Total Components for the Federal Index	10
Percent Tested	97%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	33
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	51
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	35
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	55
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	54
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

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

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

2019 data:

The students in Kindergarten through 5th grade made an increase of at least 10 percentage points in Reading when compared to fall and spring. .

Students in grades 6-8 while learning gains were met, These grade levels show the least amount of improvement.

2021 data findings:

The 2019-2021 comparison shows Math, Learning Gains and Learning Gains L25 decreased. The 2019-2021 School grade components indicate that Math decreased by 13 percentage point; Math Learning Gains decreased by 33 percentage points and Math Learning Gains L25 decreased by 34 percentage points.

Science decreased by 5 percentage points and the MS Accel decreased by 25 percentage points.

According to the data ELA, Learning Gains and Learning Gains L25 increased. The 2019-2021 School grade components indicate that ELA increased by 2 percentage point; ELA Learning Gains increased by 2 percentage points and ELA Learning Gains L25 increased by 1 percentage points.

The data also indicates that Social Studies maintained the same percentage points in the 2019 and 2021 school year,

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

Based on the 2021 FSA data review, our school will implement the Targeted Element of Mathematics /Standards-aligned instruction. We selected the area of Mathematics based on our data findings that indicated a decrease across all grade levels on the 2021 statewide, standardized Mathematics assessment.

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

For the past three years, we have been focused on implementing standards based differentiated instruction in all classrooms. We will develop teachers using strategies that focus on scaffolding and acceleration for lower performing students to help them access grade level content. We will strategically plan collaboratively with aligning resources and include OPM data to drive instruction.

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

ELA Learning Gains increased from 61% in 2019 to 65% in 2021

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

2019 data findings:

We created Standards-based Collaborative Planning schedule that allotted time to plan for D.I. and whole group. Administrator attended weekly collaborative planning sessions and individual data chats with teachers. Teacher/student data chats were held quarterly.

2021 data findings:

Virtual collaborative planning was scheduled on Wednesdays to plan for D.I. and whole group. Administrator attended weekly collaborative planning sessions and individual data chats with teachers. Teacher/student data chats were held quarterly.

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

Data-driven Instruction, Differentiated Instruction, Extended Learning Opportunities, Standards-based Collaborative Planning, 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 will develop whole group and job-embedded sections on using data to drive instruction (September/21), aligning resources to small group instruction (October/21), standards- based learning strategies (ongoing), MTSS, continuous data chats with individualized feedback and next steps.

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

Collaboratively planning will be scheduled weekly and bi-weekly and a member of the Leadership Team will attend to ensure fidelity of the strategies being implemented school-wide that are aligned to the goals. Extended Learning opportunities will be provided with before and after school tutoring, interventions, Saturday Academies.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale: Based on the data review, our school will implement Targeted Element of Collaborative Planning. We selected the overarching area of Collaborative Planning based on our findings that demonstrated an overall decrease in the area of Math. Collaborative Planning will ensure that teachers target specific student needs by using both formative and summative student learning data to guide, identify, plan for the instructional and developmental needs of all learners.

Measurable Outcome: If we successfully implement Collaborative Planning, then our students will increase by a minimum of 5 percentage points in the area of Math as evidenced by the 2022 State Assessments.

Monitoring: The Leadership Team will conduct weekly walk throughs to ensure instruction is standard based, on pace, engaging, and data driven. They will also look for sign of a healthy, social, and emotional culture. Professional development opportunities will be provided based on teachers and subject area needs.

Person responsible for monitoring outcome: Yanelys Ferrer (pr3281@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Collaborative Planning, our school will focus on the evidence-based strategy of grade-level/department chairs provide meeting agendas and notes to their respective administrator on a weekly or bi-weekly basis. Collaborative Planning will assist in accelerating the learning gains in the area of Math as is a systematic approach of instruction to meet students' needs.

Rationale for Evidence-based Strategy: The 2019-2021 comparison shows Math, Learning Gains and Learning Gains L25 decreased. The 2019-2021 School grade components indicate that Math decreased by 13 percentage point; Math Learning Gains decreased by 33 percentage points and Math Learning Gains L25 decreased by 34 percentage points. Collaborative Planning will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student's needs as well as using best practices. Teachers will continually adjust their instruction, plans, and instructional delivery as new data becomes available.

Action Steps to Implement

(8/31-10/11) Bi-weekly collaborative grade-level meetings to ensure effective instructional planning and strategies are implemented. As a result, teachers will deliver rigorous instruction, share best practices and strategies to address student challenges.

Person Responsible Daniel Gangeri (dangangeri@dadeschools.net)

(8/31-10/11) End-of-year vertical collaborative meetings conducted by instructional coaches. As a result, teachers will understand what is needed to help students master standards in order to succeed in subsequent grades.

Person Responsible Leslie Diaz (l.diaz@dadeschools.net)

(8/31-10/11) Monthly leadership team meetings to address strengths and opportunities for improvement within grade-levels. As a result, teachers will implement resources and lesson plans that reflect appropriate instruction.

Person Responsible Yanelys Ferrer (pr3281@dadeschools.net)

(8/31-10/11) Monthly best practices will be shared at faculty meetings. As a result, staff members will be supported through professional development and given the tools to meet the needs of all students.

Person Responsible Yanelys Ferrer (pr3281@dadeschools.net)

(11/01-12/17) Bi-weekly collaborative grade-level planning will take place using Topic assessment data to drive instruction, and use of district pacing guide to ensure standards are being taught. As a result, teachers will deliver rigorous standard based instruction , share best practices and strategies to address student challenges.

Person Responsible Leslie Diaz (l.diaz@dadeschools.net)

(11/01-12/17) Continue with Monthly leadership team meetings to address strengths and opportunities for improvement within grade-levels. As a result, teachers will implement resources and lesson plans that reflect appropriate instruction.

Person Responsible Yanelys Ferrer (pr3281@dadeschools.net)

(01/31-04/29) Bi-weekly collaborative grade-level planning will take place using Topic assessment data to drive instruction, and use of district pacing guide to ensure standards are being taught. As a result, teachers will deliver rigorous standard based instruction , share best practices and strategies to address student challenges.

Person Responsible Leslie Diaz (l.diaz@dadeschools.net)

(01/31/-04/29) Continue with Monthly leadership team meetings to address strengths and opportunities for improvement within grade-levels. As a result, teachers will implement resources and lesson plans that reflect appropriate instruction.

Person Responsible Yanelys Ferrer (pr3281@dadeschools.net)

#2. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale: Based on the data review, our school will implement Targeted Element of Differentiation. We selected the overarching area of Differentiation based on our findings that demonstrated a decrease in the area of Math. We are not meeting the unique needs of all learners; therefore, it is evident that we must improve our ability to differentiate instruction based on the levels of the students we serve. We will provide the scaffolding necessary for all students to access grade level content in order to make learning gains and move towards proficiency.

Measurable Outcome: If we successfully implement differentiation, then the area of Math will increase by at least 5 percentage points.

Monitoring: The Leadership Team will conduct quarterly data chats, adjust groups based on current data in real time, and follow-up with regular walk-throughs to ensure quality is taking place. Data analysis of formative assessments in Math will be reviewed monthly to observe progress. We will create an online tracker for monitoring OPM data on a bi-weekly basis. This data will be analyzed during Leadership Team meeting to ensure students are demonstrating growth on targeted standards. Extended learning opportunities will be provided to those students that are not showing growth on OPMs.

Person responsible for monitoring outcome: Leslie Diaz (l.diaz@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Differentiation, our school will focus on the evidence-based strategy of: Data Driven Instruction. Data Driven instruction will assist in accelerating the learning gains in Math as is a systematic approach of instruction to meet students needs. Data driven instruction will be monitored using data trackers to drive instructional planning and data driven conversations to include OPMs.

Rationale for Evidence-based Strategy: The 2019-2021 comparison shows Math, Learning Gains and Learning Gains L25 decreased. The 2019-2021 School grade components indicate that Math decreased by 13 percentage point; Math Learning Gains decreased by 33 percentage points and Math Learning Gains L25 decreased by 34 percentage points. Data driven instruction will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to students needs. Teachers will continually adjust their instruction, plans, and instructional delivery as new data becomes available.

Action Steps to Implement

(8/31-10/11) Bi-weekly grade level meetings will be conducted by grade level/department chairs for the purpose of discussing ongoing progress monitoring data. As a result, students will receive the appropriate acceleration during differentiated instruction.

Person Responsible Daniel Gangeri (dangangeri@dadeschools.net)

(9/13-9/17) Professional development for teachers during collaborative planning on effective implementation of differentiated instruction aligned to the student data. As a result, teachers will develop classroom systems that are conducive to small group instruction such as allocated space, student data tracker folders, and posted groups.

Person Responsible Leslie Diaz (l.diaz@dadeschools.net)

(8/31-10/11) Teachers will develop lesson plans that are inclusive of differentiated instruction. As a result, teachers will have the appropriate student groups.

Person Responsible Yanelys Ferrer (pr3281@dadeschools.net)

(8/31-10/11) Facilitate Bi-Weekly collaborative planning for Differentiated Instruction to provide teachers with an opportunity to brainstorm instructional challenges, student needs, and share best practices. As a result, teachers will have various activities to address a targeted skill during Differentiated Instruction.

Person Responsible Yanelys Ferrer (pr3281@dadeschools.net)

(11/01-12/17) Teachers will continue to develop lesson plans that are inclusive of differentiated instruction using topic assessment data and I-Ready diagnostic 1 data to guide planning. As a result, teachers will have the appropriate student groups that will address specific learning needs based on data.

Person Responsible Leslie Diaz (l.diaz@dadeschools.net)

(11/01-12/17) Professional development for teachers during collaborative planning on effective implementation and use of gradual release model to ensure differentiated instruction is taking place with fidelity and is aligned to the student data.. As a result, teachers will develop classroom bell to bell systems that are conducive to small group instruction such as allocated space, student data driven activities and posted group rotations.

Person Responsible Daniel Gangeri (dangangeri@dadeschools.net)

(01/31-04/29) Teachers will develop lesson plans that are inclusive of differentiated instruction. As a result, teachers will have the appropriate student groups.

Person Responsible Yanelys Ferrer (pr3281@dadeschools.net)

(01/31-04/29) Teachers will continue to develop lesson plans that are inclusive of differentiated instruction using topic assessment data and I-Ready diagnostic 2 data to guide planning. As a result, teachers will have the appropriate student groups that will address specific learning needs based on data.

Person Responsible Yanelys Ferrer (pr3281@dadeschools.net)

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

Area of Focus Description and Rationale: Based on the data review, our school will implement the Target Element of Social Emotional Learning. Through our data review, we noticed a need to improve school counselor and student relationships as well as student motivation. We recognize the importance of student engagement and social emotional learning as it connects to overall student success.

Measurable Outcome: If we successfully implement the Targeted Element of Social Emotional Learning, our students will be motivated to attend school, which will improve student outcomes.

Monitoring: The Leadership Team will work with school counselors to plan classroom presentations, grade level assemblies, and to celebrate student successes. Teachers will incorporate Social Emotional Learning into their instruction and classroom activities.

Person responsible for monitoring outcome: Yanelys Ferrer (pr3281@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Social Emotional Learning, our school will focus on the evidence-based strategy of: Values Matters Initiatives. Value Matters will assist in motivating student engagement, school attendance, promoting a positive learning environment that will promote student success.

Rationale for Evidence-based Strategy: Values Matter Initiatives will assist in decreasing student absences, promote student engagement, positive relationships, and overall student success. This initiative will prove the Leadership Team a systematic approach to identify needs, provide remediation, and celebrate student success.

Action Steps to Implement

(8/31-10/11) School-wide Discipline Assembly to address student code of conduct, Values Matter Initiatives, Anti-Bullying, school safety, and student services support. As a result, students will gain social emotional awareness.

Person Responsible Daniel Gangeri (dangangeri@dadeschools.net)

(8/31-10/11) Celebrate student success using Values Matter Initiative. School counselor will provide teachers with the Monthly CORE Value, teachers will discuss the CORE Value, and encourage the use of the selected CORE Value by all students. As a result, school will spotlight students who have been nominated by their teachers to represent their grade-level as models for a selected CORE value each month via morning announcement.

Person Responsible jaise Mursuli (jmursuli@dadeschools.net)

(8/31-10/11) Student Services will provide SEL (Social Emotional Learning) that include SEL Strong Wednesday which provides extended school-day support for students and their families. As a result, this will improve our communities social and emotional well being.

Person Responsible jaise Mursuli (jmursuli@dadeschools.net)

(8/31-10/11) Student Services will implement Grief Sensitive School Initiative. As a result, this will support students in school by better equipping teachers to care for grieving students by introducing grievingstudents.org and other valuable grief resources.

Person Responsible jaise Mursuli (jmursuli@dadeschools.net)

(11/01-12/17) Continue to Celebrate student success using Values Matter Initiative. School counselor will continue to provide teachers with the Monthly CORE Value, teachers will discuss the CORE Value, and encourage the use of the selected CORE Value by all students. As a result, school will spotlight students who have been nominated by their teachers to represent their grade-level as models for a selected CORE value each month via morning announcement.

Person Responsible jaise Mursuli (jmursuli@dadeschools.net)

(11/01-12/17) Student Services will continue to implement Grief Sensitive School Initiative. As a result, this will support students in school by better equipping teachers to care for grieving students by introducing grivingstudents.org and other valuable grief resources.

Person Responsible jaise Mursuli (jmursuli@dadeschools.net)

(01/31-04/29) Student Services will continue to implement Grief Sensitive School Initiative. As a result, this will support students in school by better equipping teachers to care for grieving students by introducing grivingstudents.org and other valuable grief resources.

Person Responsible jaise Mursuli (jmursuli@dadeschools.net)

(01/31-04/29) Continue to Celebrate student success using Values Matter Initiative. School counselor will continue to provide teachers with the Monthly CORE Value, teachers will discuss the CORE Value, and encourage the use of the selected CORE Value by all students. As a result, school will spotlight students who have been nominated by their teachers to represent their grade-level as models for a selected CORE value each month via morning announcement.

Person Responsible jaise Mursuli (jmursuli@dadeschools.net)

#4. Leadership specifically relating to Walkthroughs

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 Walkthroughs. Teachers in the building didn't feel that they were getting developmental feedback, therefore we want to provide regularly positive and constructive feedback to faculty and staff on specific practices/strategies and provide specific advice for tackling challenging assignments or task to ensure appropriate support for staff. This school-wide initiative will allow the opportunity for staff growth and student success.

Measurable Outcome: If we successfully implement the Targeted Element of Walkthroughs, our teachers will be provided the opportunity to strengthen specific practices/strategies and access professional development and support as needed. This will be realized through administration immediate feedback on practices/strategies observed during walkthroughs. Resulting in highlighting best practices and celebrating success.

Monitoring: The Leadership Team will create a rotating schedule to conduct walkthroughs and offer immediate feedback to teachers that will assist in improving practices and strategies to ensure student success. To ensure we are on the right track, teachers will share highlighted best practices during common planning, TLC's and faculty meeting.

Person responsible for monitoring outcome: Yanelys Ferrer (pr3281@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Walkthroughs, we will focus on the evidence-based strategy of: Relationships. By Creating protocols which allow for honest communication and feedback amongst all stakeholders, we hope to create an environment that promotes teacher development and growth in practice.

Rationale for Evidence-based Strategy: Providing staff with ongoing feedback, will stablish open relationships that will promote professional growth and success. This process will allow for all stakeholders to carry on the vision, the mission and focus on goals for student achievement.

Action Steps to Implement

(8/31-10/11) Leadership Team will create a schedule to conduct walkthroughs on a weekly basis. Focusing evidence-based strategy of: Relationships. As a result, honest communication and feedback that promotes teacher development and growth will be given on a timely matter.

Person Responsible Yanelys Ferrer (pr3281@dadeschools.net)

(8/31-10/11) Leadership Team will provide training on understanding IPEGS performance standard indicators. This will allow for verification on what the expectations are for teachers. As a result, will assist teacher in carrying-on the vision , mission and focus on goals for student achievement.

Person Responsible Daniel Gangeri (dangangeri@dadeschools.net)

(8/31-10/11) Leadership Team walkthrough will be done with fidelity. As a result, during faculty meetings there will be opportunity to highlight teacher best practice and celebrate teacher successes.

Person Responsible Yanelys Ferrer (pr3281@dadeschools.net)

(8/31-10/11) Lakes weekly newsletter will be emailed to staff highlighting school events and activities, D.I./ instructional goals, school procedures, safety protocols and staff birthdays. As a result, promote teacher development and growth practices.

Person Responsible Yanelys Ferrer (pr3281@dadeschools.net)

(11/01-12/17) Leadership Team will continue to provide training on understanding IPEGS performance standard indicators. This will ensure verification on what the expectations are for teachers. As a result, this knowledge will assist teacher in carrying-on the vision , mission and focus on goals for student achievement.

Person Responsible Yanelys Ferrer (pr3281@dadeschools.net)

(11/01-12/17) Continue with Lakes weekly newsletter will be emailed to staff highlighting school events and activities, D.I./ instructional goals, information on IPEGS performance standard indicators, school procedures, safety protocols and staff birthdays. As a result, this will continue to promote teacher development and growth practices.

Person Responsible Yanelys Ferrer (pr3281@dadeschools.net)

(01/31-04/29) Leadership Team walkthrough will continue with fidelity. As a result, during faculty meetings there will be opportunity to highlight teacher best practice and celebrate teacher successes.

Person Responsible Yanelys Ferrer (pr3281@dadeschools.net)

(01/31-04/29) Leadership Team will continue create a schedule to conduct walkthroughs on a weekly basis. Focusing evidence-based strategy of: Relationships. As a result, honest communication and feedback that promotes teacher development and growth will be given on a timely matter.

Person Responsible Yanelys Ferrer (pr3281@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.

Miami Lakes K-8 Center reported 1.0 incidents per 100 students. The rate is less than the Statewide combination school rate of 1.6 incidents per 100 students.

**Total Reported Suspensions 2019-2020
Statewide Rank: #1/ 313 County Rank #1/ 66
Suspensions per 100 students: 0.0
Total Reported Suspensions: 0**

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 Engaging Learning Environment, Clearly Defined Expectations, Support, Care and Connections. Our school creates experiences throughout the year to engage all stakeholders and ensure that all necessary information needed to support students is provided. Families have necessary information to support their children through school website, Connect-Ed, Clasdojo, TEAMS and teacher parent conferences. Staff are provided opportunities to take part in Team-Building activities as social gatherings where we share celebrations of success. Staff New-Letter is created to keep current on information pertaining to school acknowledge best practices and celebrate success. We continued to build skill set in ensuring classrooms are highly engaging and foster the high level of engagement and learning.

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

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principals, Reading coach, Teacher Leaders and Counselors (School Leadership Team). The Principal's role is to monitor and oversee all the school's initiatives and respond to concerns with morale. The Assistant Principals will monitor and plan Team building and morale boosting activities, assist in ensuring all information is shared with stakeholders in a timely manner. Teacher leaders, reading coach 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: Collaborative Planning	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Differentiation	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
4	III.A.	Areas of Focus: Leadership: Walkthroughs	\$0.00
Total:			\$0.00