# Lenora Braynon Smith Elementary

# 2021-22 Schoolwide Improvement Plan

## Table of Contents

# Lenora Braynon Smith Elementary

### 4700 NW 12TH AVE, Miami, FL 33127

### http://lbs.dadeschools.net

## Demographics

## Principal: Shawntai Dalton

Start Date for this Principal: 7/29/2016

| | |
|---|---|
| **2019-20 Status** <br> (per MSID File) | Active |
| **School Type and Grades Served** <br> (per MSID File) | Elementary School <br> PK-5 |
| **Primary Service Type** <br> (per MSID File) | K-12 General Education |
| **2020-21 Title I School** | Yes |
| **2020-21 Economically Disadvantaged (FRL) Rate** <br> (as reported on Survey 3) | 100% |
| **2020-21 ESSA Subgroups Represented** <br> (subgroups with 10 or more students) <br> (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities* <br> English Language Learners* <br> Black/African American Students* <br> Hispanic Students* <br> Economically Disadvantaged Students* |
| **School Grades History** | 2018-19: C (45%) <br><br> 2017-18: C (50%) <br><br> 2016-17: D (40%) |
| **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.](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

# Lenora Braynon Smith Elementary

## 4700 NW 12TH AVE, Miami, FL 33127

## http://lbs.dadeschools.net

## School Demographics

| **School Type and Grades Served** (per MSID File) | **2020-21 Title I School** | **2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3) |
|---|---|---|
| Elementary School PK-5 | Yes | 89% |

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

## School Grades History

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

## School Board Approval

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## SIP Authority

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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.**

Lenora B. Smith Elementary School will provide the highest quality education. Also, empowering
students to live productive lives as lifelong learners and responsible citizens. Through high levels
of quality instruction students will achieve academic success that will lead them to and through college.

**Provide the school's vision statement.**

At Lenora B. Smith Elementary, we believe in leading our own lives with astute scholarship and well-
rounded
character. We will be kind, make meaning of the world around us, own our responsibilities and work to
achieve
at the highest levels. Character, citizenship, and scholarship are at the core of all we do and seek to
accomplish at Lenora B. Smith Elementary School. We not only seek to prepare students for the next
grade level, but we seek to inspire the next generation by helping students embody the lasting traits and
mindsets necessary to be lifelong learners, ultimately going to and through college. This year, our
school's theme is "Full STE(A)M Ahead".

### 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 |
|---|---|---|
| Dalton, Shawntai | Principal | -Shaping a vision of academic success for all students<br>-Creating a climate hospitable to education<br>-Cultivating leadership in others<br>-Managing staff, data and budget<br>-Improving School Leadership |
| Colzie, Shundra | Assistant Principal | Assist with issues of school management<br>coordinate student activities and services,<br>-assist in defining and enforcing school policies and guidelines for students, staff, and faculty<br>-Oversees curriculum instruction & Instructional Coaches<br>-Oversee Schoolwide Discipline |
| Porter, Darnell | Instructional Coach | The Mathematics Coach will direct the instructional services related to mathematics for students and provide technical assistance to teachers. Emphasis will be on utilizing the coaching model to facilitate successful implementation of research-based mathematics instruction. |
| Victor, Valeria | Instructional Coach | The Reading Coach will direct the instructional services related to the K-12 Comprehensive Reading Plan for students and provide technical assistance to teachers. Emphasis will be on utilizing the coaching model to facilitate successful implementation of research-based reading instruction. |

## Demographic Information

**Principal start date**
Friday 7/29/2016, Shawntai Dalton

**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.*
2

**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**
18

**Total number of students enrolled at the school**
355

**Identify the number of instructional staff who left the school during the 2020-21 school year.**
3

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**
1

**Demographic Data**

## Early Warning Systems

### 2021-22

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 37 | 55 | 48 | 65 | 52 | 75 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 332 |
| Attendance below 90 percent | 23 | 27 | 28 | 28 | 21 | 25 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 152 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 2 | 7 | 8 | 5 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 30 |
| Course failure in Math | 0 | 2 | 4 | 1 | 0 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 20 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 |
| Number of students with a substantial reading deficiency | 1 | 24 | 36 | 46 | 21 | 49 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 177 |

**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 | 1 | 4 | 10 | 12 | 3 | 18 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 48 |

**The number of students identified as retainees:**

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 2 | 4 | 7 | 8 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 22 |
| Students retained two or more times | 0 | 0 | 0 | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |

**Date this data was collected or last updated**
Saturday 8/21/2021

### 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 | 57 | 55 | 72 | 66 | 83 | 62 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 395 |
| Attendance below 90 percent | 25 | 27 | 30 | 25 | 27 | 25 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 159 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 7 | 7 | 8 | 9 | 27 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 58 |
| Course failure in Math | 0 | 5 | 2 | 0 | 14 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 37 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 10 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 21 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 9 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18 |

**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 | 1 | 8 | 11 | 10 | 20 | 30 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 80 |

**The number of students identified as retainees:**

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 2 | 4 | 7 | 8 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 22 |
| Students retained two or more times | 0 | 0 | 0 | 2 | 2 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 |

## 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 | | | | 35% | 62% | 57% | 43% | 62% | 56% |
| ELA Learning Gains | | | | 42% | 62% | 58% | 54% | 62% | 55% |
| ELA Lowest 25th Percentile | | | | 65% | 58% | 53% | 52% | 59% | 48% |
| Math Achievement | | | | 56% | 69% | 63% | 54% | 69% | 62% |
| Math Learning Gains | | | | 46% | 66% | 62% | 61% | 64% | 59% |
| Math Lowest 25th Percentile | | | | 31% | 55% | 51% | 45% | 55% | 47% |
| Science Achievement | | | | 39% | 55% | 53% | 40% | 58% | 55% |

**Grade Level Data Review - State Assessments**
**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

| ELA | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2021 | | | | | |
| | 2019 | 35% | 60% | -25% | 58% | -23% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 24% | 64% | -40% | 58% | -34% |
| Cohort Comparison | | -35% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 40% | 60% | -20% | 56% | -16% |
| Cohort Comparison | | -24% | | | | |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2021 | | | | | |
| | 2019 | 58% | 67% | -9% | 62% | -4% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 35% | 69% | -34% | 64% | -29% |

| MATH | | | | | | | |
|---|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| Cohort Comparison | | -58% | | | | | |
| 05 | 2021 | | | | | | |
| | 2019 | 58% | 65% | -7% | 60% | -2% |
| Cohort Comparison | | -35% | | | | | |

| SCIENCE | | | | | | | |
|---|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2021 | | | | | | |
| | 2019 | 31% | 53% | -22% | 53% | -22% |
| Cohort Comparison | | | | | | | |

## Grade Level Data Review - Progress Monitoring Assessments

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

The progress monitoring tool that we used was iReady for grades K-5 and the Science Mid-Year Assessment for fifth grade.

| Grade 1 | | | | |
|---|---|---|---|---|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 24.0 | 15 | 32.0 |
| | Economically Disadvantaged | 23.80 | 15.0 | 31.70 |
| | Students With Disabilities | 0 | 0 | 0 |
| | English Language Learners | 0 | 0 | 0 |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 32.5 | 13.2 | 17.5 |
| | Economically Disadvantaged | 32.5 | 13.2 | 17.5 |
| | Students With Disabilities | 66.7 | 0 | 0 |
| | English Language Learners | 14.3 | 0 | 0 |

| Grade 2 | | | | |
|---|---|---|---|---|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 15.0 | 23.60 | 35.2 |
| | Economically Disadvantaged | 14.80 | 24.10 | 34.0 |
| | Students With Disabilities | 0 | 33.3 | 0 |
| | English Language Learners | 0 | 0 | 0 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 16.0 | 16.4 | 38.2 |
| | Economically Disadvantaged | 16.3 | 16.7 | 37.0 |
| | Students With Disabilities | 0 | 0 | 0 |
| | English Language Learners | 0 | 0 | 0 |

| Grade 3 | | | | |
|---|---|---|---|---|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 28.1 | 33.9 | 63.0 |
| | Economically Disadvantaged | 26.8 | 32.7 | 62.3 |
| | Students With Disabilities | 0 | 12.5 | 28.6 |
| | English Language Learners | 0 | 0 | 0 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 9.4 | 29.6 | 41.8 |
| | Economically Disadvantaged | 9.6 | 28.3 | 40.7 |
| | Students With Disabilities | 12.5 | 37.5 | 28.6 |
| | English Language Learners | 0 | 0 | 0 |

| Grade 4 | | | | |
|---|---|---|---|---|
| English Language Arts | **Number/% Proficiency** | **Fall** | **Winter** | **Spring** |
| | All Students | 18.2 | 14.9 | 12.7 |
| | Economically Disadvantaged | 8.2 | 14.90 | 12.7 |
| | Students With Disabilities | 7.1 | 21.4 | 7.7 |
| | English Language Learners | 0 | 0 | 0 |
| Mathematics | **Number/% Proficiency** | **Fall** | **Winter** | **Spring** |
| | All Students | 12.5 | 25.7 | 37.3 |
| | Economically Disadvantaged | 12.7 | 25.7 | 37.3 |
| | Students With Disabilities | 0 | 14.3 | 21.4 |
| | English Language Learners | 0 | 0 | 0 |

| Grade 5 | | | | |
|---|---|---|---|---|
| English Language Arts | **Number/% Proficiency** | **Fall** | **Winter** | **Spring** |
| | All Students | 18.5 | 24.5 | 34.60 |
| | Economically Disadvantaged | 18.9 | 25.0 | 35.3 |
| | Students With Disabilities | 0 | 28.6 | 0 |
| | English Language Learners | 0 | 0 | 0 |
| Mathematics | **Number/% Proficiency** | **Fall** | **Winter** | **Spring** |
| | All Students | 14.8 | 28.3 | 55.8 |
| | Economically Disadvantaged | 15.1 | 26.9 | 54.9 |
| | Students With Disabilities | 14.3 | 14.3 | 14.3 |
| | English Language Learners | 0 | 0 | 0 |
| Science | **Number/% Proficiency** | **Fall** | **Winter** | **Spring** |
| | All Students | 0 | 17.0 | 0 |
| | Economically Disadvantaged | 0 | 17.0 | 0 |
| | Students With Disabilities | 0 | 0.0 | 0 |
| | English Language Learners | 0 | 17.0 | 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 | 18 | 40 | | 14 | 9 | | | | | | |
| ELL | 20 | 48 | | 42 | 65 | | 24 | | | | |
| BLK | 27 | 38 | | 25 | 34 | 27 | 32 | | | | |
| HSP | 25 | 41 | | 48 | 64 | | 30 | | | | |
| FRL | 26 | 39 | 47 | 32 | 44 | 38 | 31 | | | | |

| 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 | 13 | 26 | | 37 | 39 | 18 | | | | | |
| ELL | 36 | 67 | 71 | 78 | 61 | | 40 | | | | |
| BLK | 34 | 35 | 50 | 51 | 42 | 27 | 39 | | | | |
| HSP | 37 | 73 | 90 | 72 | 61 | | 40 | | | | |
| FRL | 34 | 43 | 65 | 56 | 46 | 32 | 38 | | | | |

| 2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2016-17 | C & C Accel 2016-17 |
| SWD | 19 | | | 29 | | | | | | | |
| ELL | 43 | 90 | | 79 | 91 | | | | | | |
| BLK | 43 | 52 | 43 | 50 | 56 | 38 | 33 | | | | |
| HSP | 45 | 63 | | 69 | 80 | | | | | | |
| FRL | 43 | 55 | 55 | 54 | 62 | 48 | 40 | | | | |

## 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 | 36 |
| 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 | 32 |
| Total Points Earned for the Federal Index | 289 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 95% |
| **Subgroup Data** | |

| Students With Disabilities | |
|---|---|
| Federal Index - Students With Disabilities | 20 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | |

| English Language Learners | |
|---|---|
| Federal Index - English Language Learners | 39 |
| 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 | 40 |
| 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 2020-2021 i-Ready Diagnostic school-wide data, the following trends emerged.
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 2020-2021 i-Ready Diagnostic school-wide data, the following trends emerged.

In ELA, when comparing i-Ready AP1, AP2, to AP3 data, there were steady increases in Grades 2, 3, and 5 with the exception of Grades 1 and 4.

On i-Ready AP2 the proficiency was 54.8 percentage points which decreased to 31 percentage points on i-Ready AP3 in Grade 1.

In ELA, there was a decrease in achievement in Grade 4 of 2.7 percentage points. On i-Ready AP2 the proficiency was 14.5 percentage points which decreased to 11.8 percentage points on i-Ready AP3.

According to the 2021 FSA Data, the following trends emerged:

In ELA, when comparing 2021 FSA data to 2019 FSA, there was a decrease in achievement in Grades 3-5. Our ELA Achievement Level in 2019 decreased from 35% proficiency to 27% in 2021.

In Mathematics, when comparing 2021 FSA data 2019 FSA, there was a decrease in achievement in Grades 3-5. Our Math Achievement Level in 2019 decreased from 56% proficiency to 33% in 2021.

In Mathematics, when comparing 2021 FSA data 2019 FSA, there was a decrease in achievement in Grades 3-5. Our Math Achievement Level in 2019 decreased from 56% proficiency to 33% in 2021.

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

According to the 2020-2021 progress monitoring assessments, the areas in need of improvement include the following:

In Grade 1 among all subcategories, the percentage decreased in Math from 35.7 percentage points to 31.0 percentage points and ultimately to 16.7 percentage points. This is a total decline of 19 percentage points.

In Grade 4 among all subcategories, the percentage increased from 28.0 percentage points to 37.3 percentage points. This was an increase of 9.3 percentage points. This followed a decrease from 37.3 percentage points to 12.0, a decrease of 25.3 percentage points.

According to the 2020-2021 FSA Data, the area in need of improvement include the following:

In Grade 4, the ELA achievement in 2021 decreased 8% compared to the achievement level in 2019.

**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 the need for improvement for Grade 1 Math was the novice teacher who taught ELA in years past, as well as the lack of student engagement from the students in the collecting of their available learning resources. This teacher also taught in the online modality throughout the school year. The contributing factor to the need for improvement in Grade 4 were novice teachers in ELA. The actions of targeted intervention and strategic differentiated instruction will address the need for improvement and gaps in learning.

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

Third grade ELA Learning Gains increased from 33.3 percentage points on i-Ready AP2 to 59.7 percentage points on the i-Ready AP3.

Fifth-grade Mathematics Learning Gains increased from 27.8 percentage points on i-Ready AP2 to 53.7 percentage points on the i-Ready AP3.

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

We created a collaborative planning schedule that allotted time to plan for data analysis and DI. Professional development was provided to teachers on disaggregating data for small group instruction.

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

Academic Vocabulary Instruction, Checks for Understanding, Data-Driven Decision Making, Standards-Based Collaborative Planning.

**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.**

Through the support of the Instructional Coaches and the Miami Learns Initiative, opportunities for job embedded sessions will be provided to train ELA teachers with the alignment of the new B.E.S.T. standards (September/21), and data driven decision making for improved small group instruction (October/21). Each teacher will make adjustments to groups as data becomes available (ongoing after i-Ready diagnostics), administration and Instructional Coaches will provide individualized feedback and next steps (ongoing) and continuous data chats. Coaching cycles will be also be implemented individually with teachers to support specific needs (ongoing).

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

Collaborative planning will be scheduled weekly, and a member of the Administration Team will attend to ensure fidelity to the strategies being implemented school-wide that are aligned to the goals. The acquisition of an additional Reading Coach will support the primary grade levels. Interventions will be implemented with fidelity and Saturday Academy sessions will provide the opportunity for extended learning. STEAM projects will be implemented monthly schoolwide.

## Part III: Planning for Improvement

**Areas of Focus:**

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| **#1. Instructional Practice specifically relating to Standards-aligned Instruction** | |
| **Area of Focus Description and Rationale:** | Based on the data review, our school will implement the Instructional Practice Area of Focus of Standards-aligned Instruction. We selected the overarching area of Standards-aligned Instruction based on our findings that demonstrated decreased and/or stagnated progress according to our 2019 FSA data and our 2020-2021 iReady Assessment data. In comparison to the District, our school scored below the District in all categories except for ELA Lowest 25. Therefore, it is evident that we must improve our ability to retain the novice teachers that are currently in the process of implementing effective standards aligned Instruction, collaborating with veteran teachers, and infusing ongoing progress monitoring of the students' current reality of data to make the necessary instructional adjustments. We will provide the scaffolding necessary for all subgroups to access grade-level content in order to make learning gains and move towards proficiency. |
| **Measurable Outcome:** | If we successfully implement Standards-aligned Instruction, then all of our students will increase by a minimum of 10 percentage points in Proficiency and Learning Gains in ELA and Mathematics as evidenced by the 2022 FSA State Assessments. |
| **Monitoring:** | The Leadership Team will conduct quarterly data chats, adjust DI and Intervention groupings based on current data, and follow-up with regular walkthroughs to ensure quality instruction is taking place. Administrators will review bi-weekly lesson plans for indication of standards-aligned Instruction for all students. Data analysis of formative assessments of all students will be reviewed monthly to observe progress. We will create an online tracker to monitor OPM data on a bi-weekly basis. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards. Extended learning opportunities will be provided to those students who are not showing growth on OPMs. |
| **Person responsible for monitoring outcome:** | Shawntai Dalton (sdalton@dadeschools.net) |
| **Evidence-based Strategy:** | Within the Targeted Element of Standards-aligned Instruction, our school will focus on the evidence-based strategy of Data-Driven Instruction. Data-Driven instruction will assist in accelerating the learning gains of our students as it is a systematic approach to meet the students' needs. Data-Driven instruction will be monitored through the use of data trackers to drive instructional planning and data driven conversations to include OPMs. |
| **Rationale for Evidence-based Strategy:** | 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 make adjustments to their instruction, plans, and instructional delivery as new data becomes available. |
| **Action Steps to Implement** | |

8/18 - 9/17 - Provide professional development for teachers by the Instructional Coaches on Data-Driven that is aligned to the school goals. As a result, teachers will develop instructional practices such as data-driven student groupings, student trackers and folders.

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| **Person Responsible** | Shundra Colzie (scolzie@dadeschools.net) |

8/23 - 10/11 -Analyzing Data will be the focal point during collaborative planning sessions on a weekly basis. Instructional coaches will ensure instructional adjustments while analyzing data trackers with teachers. As a result, teachers will develop standards-aligned lesson plans and daily end products.

**Person Responsible** Shundra Colzie (scolzie@dadeschools.net)

8/23 - 10/11 - Classroom walkthroughs will take place on a weekly basis by the Leadership Team using a targeted area from the Framework of Effective Instruction and IPEGS standards. As a result, improved classroom instruction will lead to an increase in progress monitoring data.

**Person Responsible** Shawntai Dalton (sdalton@dadeschools.net)

8/31-10/11- Teachers will collaboratively develop data trackers that can be used to track mini-assessments that are aligned to weekly small group instruction. As a result, teachers will use data trackers to monitor student progress and adjust as necessary.

**Person Responsible** Darnell Porter (porterd@dadeschools.net)

11/1 - 12/17 Teachers and Instructional Coaches will continue to analyze student data for the purpose of driving whole and small group instruction during collaborative planning sessions on a weekly basis. As a result, teachers will develop standards-aligned lesson plans and daily end products.

**Person Responsible** Darnell Porter (porterd@dadeschools.net)

11/1- 12/17 Transformation Coaches will ensure the Gradual Release Model (GRRM)is explicitly planned for during Collaborative Planning. As a result, standards-aligned lessons will be evident during instructional delivery and during walkthroughs by the School Leadership Team.

**Person Responsible** Shundra Colzie (scolzie@dadeschools.net)

1/31-4/29 Transformation Coaches will ensure that explicit instruction includes the use of levels 3 and 4 depth of knowledge questions are used in engagement and scaffolded. The transformation coach will model, then develop the plan of implementation with classroom teachers during collaborative planning. As a result, L25/35 students will be more engaged and able to respond to higher depths of knowledge questions.

**Person Responsible** Darnell Porter (porterd@dadeschools.net)

1/31- 4/29 Teachers will introduce specific standard vocabulary at the beginning of the ELA instructional block that relates to the weekly focus standard. As a result, student's reading comprehension and vocabulary development should improve for our L25/35 students.

**Person Responsible** Valeria Victor (277534@dadeschools.net)

*No description entered*

**Person Responsible** [no one identified]

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| **#2. Instructional Practice specifically relating to Collaborative Planning** | |
| **Area of Focus Description and Rationale:** | Based on the data review, our school will implement the Targeted Element of Collaborative Planning. We selected the overarching area of Collaborative Planning based on our findings that demonstrated decreased and/or stagnated progress according to our 2019 FSA data and our 2020-2021 iReady Assessment data . In comparison to the District, our school scored below the District in all categories except for ELA Lowest 25. Therefore, it is evident that we must improve our ability to plan effective lessons and make necessary instructional adjustments based on data. We will provide the scaffolding and instructional support necessary for teachers in order for students to make learning gains and move towards proficiency. |
| **Measurable Outcome:** | If we successfully implement Collaborative Planning, then all of our students will increase by a minimum of 10 percentage points in Proficiency and Learning Gains in ELA and Mathematics as evidenced by the 2022 FSA State Assessments. |
| **Monitoring:** | Administration will attend weekly collaborative planning sessions to ensure appropriate collaborative conversations and planning are taking place. Administrators will actively participate within the collaborative planning sessions and assist with suggestions for follow up items and action steps. |
| **Person responsible for monitoring outcome:** | Shawntai Dalton (sdalton@dadeschools.net) |
| **Evidence-based Strategy:** | Within the Targeted Element of collaborative planning, our school will focus on the evidence-based strategy of: Data-Driven Instruction. Data-Driven instruction will assist in accelerating the learning gains of our students as it is a systematic approach of instruction to meet the students needs. Data-Driven instruction will be monitored through the use of data trackers to drive instructional planning and data driven conversations to include OPMs. |
| **Rationale for Evidence-based Strategy:** | Data-Driven Instruction will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available. |

## Action Steps to Implement

8/23-10/11 During collaborative planning, instructional coaches and teachers will collaborate about implementing Effective Questioning and Response Techniques into their lesson plans. As a result, teachers will incorporate Effective Questioning and Response Techniques during the delivery of instruction. Teachers and students will be able to practice the use of effective questioning and techniques on how to respond.

| **Person Responsible** | Shundra Colzie (scolzie@dadeschools.net) |
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8/23-10/11 Teachers will implement Effective Questioning and model how to properly use techniques when responding to effective questions. As a result, teachers will model how to respond to effective questions while using responsive techniques. Teachers will be able to provide their students with timely feedback following student responses.

| **Person Responsible** | Shawntai Dalton (sdalton@dadeschools.net) |
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8/23-10/11 The Leadership Team will conduct walkthroughs to ensure Effective Questioning and Response Techniques are incorporated into teacher's lesson plans and implemented during ELA instruction. As a result, the Leadership Team will be able to provide teachers with effective timely feedback via email and/or during collaborative planning.

**Person Responsible**   Shawntai Dalton (sdalton@dadeschools.net)

8/23-10/11 During collaborative sessions, teachers, Instructional Coaches, and administration will analyze data and provide assistance with any necessary adjustments to the delivery of instructions.

**Person Responsible**   Darnell Porter (porterd@dadeschools.net)

11/1- 12/17 The Transformation Coaches will plan with teachers to develop higher order questioning strategies, checks for understanding throughout the lesson, and daily end products that mimic sample response mechanisms. As a result, students' critical thinking and engagement will increase.

**Person Responsible**   Shundra Colzie (scolzie@dadeschools.net)

11/1 - 12/17 The Transformation Coaches will plan with teachers for collaborative strategy activities to engage students. As a result, there will be evidence of collaborative strategies during the "we do" portion of the lessons.

**Person Responsible**   Darnell Porter (porterd@dadeschools.net)

1/21-4/29 Transformational Coaches will provide explicit instructions (via email) and model (during collaborative planning) on how to access SAT-10 and FSA materials from iReady Teacher Toolbox. As a result,

**Person Responsible**   Darnell Porter (porterd@dadeschools.net)

1/31-4/29 As we approach FSA testing, teachers will increase the frequency of scaffolded instruction and test taking strategies during whole and small group instruction. As a result, students will be prepared for standard-based testing.

**Person Responsible**   Valeria Victor (277534@dadeschools.net)

1/31-4/29 Transformational Coaches will provide explicit instructions (via email) and model (during collaborative planning) on how to access SAT-10 and FSA materials from iReady Teacher Toolbox. As a result, teachers will know where to locate materials which will provide students with explicit instruction.

**Person Responsible**   Darnell Porter (porterd@dadeschools.net)

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| **#3. Culture & Environment specifically relating to Student Attendance** | |
| **Area of Focus Description and Rationale:** | According to the Student Attendance District/Tiered Comparison Data in 2021, 68% of our students were absent for 11 -31+ days. Based on the data review, our school will implement the Targeted Element of Student Attendance. Through our data review, we noticed the students who struggle with daily attendance are also the students who are not meeting expectations for learning gains as well as proficiency on state and progress monitoring assessments. We recognize the need to tailor our attendance initiatives and improve in making connections with families and the community to ensure attendance is consistently high. |
| **Measurable Outcome:** | If we successfully implement the Targeted Element of Student Attendance, our students will receive quality instruction that will contribute to improved student outcomes. With consistent student incentives, our attendance will increase 5 percentage points by June 2022. |
| **Monitoring:** | The Leadership Team along with the Attendance Review Committee (ARC) will connect with families who struggle with attendance and identify the root cause for absences, creating a plan of action to ensure students improvement in attendance. The ARC will plan regular student incentives to promote attendance. monitor the Truancy Intervention Report on a weekly basis with emphasis on attendance trends for students with excessive absences. Home visits and address verification will be conducted by the Community Involvement Specialist; and truancy packets and meetings with parents will be held accordingly by the ARC Team and i-Attend Specialist. To ensure we are on track to meeting the outcome above, this data will be discussed during data chats with teachers and students and parental contact will be made as necessary. Also, a designated bulletin board will be used as our monthly Attendance tracker. Grade levels with the most perfect attendance record (monthly) will be recognized and awarded. |
| **Person responsible for monitoring outcome:** | Shawntai Dalton (sdalton@dadeschools.net) |
| **Evidence-based Strategy:** | Within the Targeted Element of Student Attendance, our school will focus on the evidence-based strategy of: Attendance Initiatives. Attendance Initiatives will assist in narrowing the absence gap amongst our students. Student absences will be monitored on a weekly basis to prevent a pattern of excessive absences. |
| **Rationale for Evidence-based Strategy:** | Attendance Initiatives will assist in decreasing the number of student absences. The initiatives will provide the Leadership Team with a systematic approach to identify attendance issues, remediation, and rewards. |

### Action Steps to Implement

8/23-10/11 Daily monitoring of the attendance bulletin will assist with identifying students struggling with attendance. Also, any necessary attendance corrections can be made daily. As a result, the parents of students struggling with attendance will be identified and contacted in a timely manner.

| **Person Responsible** | Shawntai Dalton (sdalton@dadeschools.net) |
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8/23-10/11The Leadership Team along with the Attendance Review Committee (ARC) will connect with families who struggle with attendance and identify the root cause for absences. As a result, as a team we'll devise a plan of action to ensure student improvement in attendance.

**Person Responsible** Shundra Colzie (scolzie@dadeschools.net)

8/23-10/11 Home visits and address verification will be conducted by the Community Involvement Specialist. As a result, truancy packets and meetings with parents will be held accordingly by the ARC Team and i-Attend Specialist. The importance of attending school will be addressed to parents, which should improve student attendance.

**Person Responsible** Shawntai Dalton (sdalton@dadeschools.net)

8/23-10/11 A designated bulletin board will be used as our monthly Attendance tracker. Grade levels with the highest perfect attendance record (monthly) will be recognized and awarded. As a result, student incentives for attending school will be provided on a monthly basis which in turn will increase attendance. An increase in student achievement will increase student achievement.

**Person Responsible** Shundra Colzie (scolzie@dadeschools.net)

11/1-12/17 Administration will ensure home visits and address verification are consistently logged by the Community Involvement Specialist and guidance counselor. As a result, truancy packets and meetings with parents will be held accordingly by the ARC Team and i-Attend Specialist. The importance of attending school will be addressed to parents, which should improve student attendance.

**Person Responsible** Shundra Colzie (scolzie@dadeschools.net)

11/1-12/17 Truancy intervention reports will be utilized to identify students eligible for additional wrap-around services. As a result, family wellness will student truancy will decrease.

**Person Responsible** Shundra Colzie (scolzie@dadeschools.net)

1/31-4/29 Assistant Principal, Guidance Counselor, and Attendance Interventionist will schedule to meet once a week : Wednesday and/or Friday to contact parents of students struggling with attendance.

**Person Responsible** Shawntai Dalton (sdalton@dadeschools.net)

1/31-4/29 Include teachers making more of an effort to contact parents (and notify any member of the ARC Team) of students that are either habitually late or absent.

**Person Responsible** Shundra Colzie (scolzie@dadeschools.net)

| #4. Leadership specifically relating to Specific Teacher Feedback | |
|---|---|
| **Area of Focus Description and Rationale:** | Based on qualitative data from the SIP Climate survey and review of the Core Leadership Competencies, we want to use the Targeted Element of Specific Teacher Feedback. According to the data, 60% of teachers in the building feel they were provided with feedback from administration to improve student outcomes was given annually, Therefore we want to increase the amount of opportunities for teachers to receive administrative feedback which will empower teachers to make the necessary instructional adjustments to improve student outcomes. |
| **Measurable Outcome:** | If we successfully implement the Targeted Element of Specific Teacher Feedback, our teachers will be provided the opportunity to make appropriate instructional decisions to improve student outcomes more frequently. The percentage of administrative feedback to teachers will increase by at least 5% during the 2021-2022 school year. |
| **Monitoring:** | The Leadership Team will identify specific opportunities in which administrative feedback can be implemented among instructional staff. By frequent administrative feedback, we hope to create an environment that improves effective instruction with necessary adjustments given by suggestions from administration. This initiative will be evident by improved student achievement and effective changes in instructional practice. To ensure we are on the right track, teachers who receive support will share the knowledge they have gained during collaborative planning which will be addressed as an agenda item during the weekly Leadership Team Meetings. |
| **Person responsible for monitoring outcome:** | Darnell Porter (porterd@dadeschools.net) |
| **Evidence-based Strategy:** | Within the Targeted Element of Specific Teacher Feedback, we will focus on the evidence-based strategy of: Empowering Teachers and Staff. By providing support for teachers, we hope to increase the feeling of immediate teacher feedback. Empowering Teachers and Staff will provide a summary of support to the Leadership Team on a weekly basis to ensure we are on the right track to meeting the outcome above. |
| **Rationale for Evidence-based Strategy:** | Empowering Teachers and staff will assist in teacher development in order for the teachers to make appropriate changes in instructional practice. |

## Action Steps to Implement

8/23-10/11 Having collaborative conversations between instructional coaches and instructional staff during collaborative planning sessions. As a result, timely effective feedback will be provided.

| **Person Responsible** | Shundra Colzie (scolzie@dadeschools.net) |
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8/23-10/11 During our weekly Leadership Team meeting, specific teacher feedback report updates will be given. As a result, the Leadership Team will will always have the updated version of the teacher's delivery of instruction and student progress.

| **Person Responsible** | Shundra Colzie (scolzie@dadeschools.net) |
|---|---|

8/23-10/11 A walkthrough schedule and timeline for feedback will be created by the instructional coaches. As a result, the schedule will allow the leadership team to conduct walkthroughs with the same "Look-For" as a focal point.

**Person Responsible**   Shawntai Dalton (sdalton@dadeschools.net)

8/23 - 10/11 - Administration will provide teachers effective & timely feedback via ClassDojo, email, and/or during collaborative planning sessions. Teachers will make adjustments to instruction based on feedback leading to improved academic outcomes.

**Person Responsible**   Shawntai Dalton (sdalton@dadeschools.net)

11/1-12/17 Opportunities will be provided for our staff to conduct Professional Learning Communities for their fellow colleagues. As a prerequisite to teachers conducting PLC's, teachers observing teachers will take place during the first and second quarter. As a result, teachers will feel comfortable with observing, learning, and sharing best practices with their colleagues.

**Person Responsible**   Shundra Colzie (scolzie@dadeschools.net)

11/1- 12/17 Walkthrough Look-For's will be developed with teachers during collaborative planning. Instructional Coaches, teachers, and administration will share best practices and coaching cycles during common planning. As a result, teachers, coaches, and administration will have the opportunity to collaborate and provide feedback, which will improve teachers' delivery of instruction and student engagement based on coaching cycles.

**Person Responsible**   Shawntai Dalton (sdalton@dadeschools.net)

1/31-4/29 Teachers will conduct peer observations during the third quarter to collaborate and share best practices. As a result, teachers will have opportunities to build awareness about the impact of their own learning.

**Person Responsible**   Shawntai Dalton (sdalton@dadeschools.net)

1/31-4/29 Teachers will provide corrective feedback to students on written text-based responses. As a result, students will be able to properly edit their responses.

**Person Responsible**   Shundra Colzie (scolzie@dadeschools.net)

| #5. Instructional Practice specifically relating to ELA | |
|---|---|
| **Area of Focus Description and Rationale:** | Based on the review, our school will implement the Targeted Element of ELA. We selected the Area of ELA based on our findings that demonstrated 26% proficiency in ELA for grades 3-5 on the 2020-21 FSA. We compared the current 2021 ELA FSA data of 26% to the 2019 FSA ELA proficiency of 35%. Over the last two years, ELA proficiency decreased by 9 percentage points. |
| **Measurable Outcome:** | If Tier 1 instruction is successfully developed, delivered, and monitored, then our ELA Proficient students will increase by a minimum of 9 percentage points as evidenced by the 2022 Florida Standards Assessment. |
| **Monitoring:** | This Area of Focus will be monitored with the use of progress monitoring data and iReady Diagnostic data. The Leadership team will actively participate in weekly collaborative planning, conducting targeted walkthroughs which will follow the identified look-for discussed during planning and provide timely effective feedback. Transformation coaches will collaboratively plan with teachers, utilizing instructional resources that explicitly defines the expectation of the standards. The collection of data and effective feedback will be utilized to adjust planning and instruction. Analyzing data during collaborative planning sessions will occur to track progress and determine any necessary adjustments in planning and instructional delivery. |
| **Person responsible for monitoring outcome:** | Shawntai Dalton (taikayd@gmail.com) |
| **Evidence-based Strategy:** | Within the Targeted Element of ELA, our school will focus on the evidence-based strategy of: Effective Questioning/Response Techniques. Effective Questioning and Response Techniques are a vital part of classroom instruction which is used to develop higher-order thinking skills and promote critical thinking. Our area of focus will be monitored by developing effective questions during collaborative planning, modeling effective implementation, conducting walkthroughs, providing effective feedback, and analyzing data. |
| **Rationale for Evidence-based Strategy:** | Effective Questioning and Response Techniques will promote critical thinking skills and gauge whether students understand the depth of the reading standards being taught. The criteria used for selecting this strategy is 2021 FSA ELA data and classroom walkthroughs. |

| Action Steps to Implement | |
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9/30-10/11 During collaborative planning, instructional coaches and teachers will collaborate about implementing Effective Questioning and Response Techniques into their lesson plans. As a result, teachers will incorporate Effective Questioning and Response Techniques during the delivery of instruction. Teachers and students will be able to practice the use of effective questioning and techniques on how to respond.

| **Person Responsible** | Valeria Victor (277534@dadeschools.net) |
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9/30-10/11 Teachers will implement Effective Questioning and model how to properly use techniques when responding to effective questions. As a result, teachers will model how to respond to effective questions while using responsive techniques. Teachers will be able to provide their students with timely feedback following student responses.

| **Person Responsible** | Valeria Victor (277534@dadeschools.net) |
|---|---|

9/30-10/11 The Leadership Team will conduct walkthroughs to ensure Effective Questioning and Response Techniques are incorporated into teacher's lesson plans and implemented during ELA instruction. As a result, the Leadership Team will be able to provide teachers with effective timely feedback via email and/or during collaborative planning.

**Person Responsible**    Shundra Colzie (scolzie@dadeschools.net)

9/30-10/11 During collaborative sessions, teachers, Instructional Coaches, and administration will analyze data and provide assistance with any necessary adjustments to the delivery of instructions.

**Person Responsible**    Shawntai Dalton (sdalton@dadeschools.net)

11/1-12/17 During collaborative planning, instructional coaches and teachers will implement Effective Questioning by developing higher order and scaffolded questions. As a result, teachers will incorporate and practice Effective Questioning during instruction.

**Person Responsible**    Shundra Colzie (scolzie@dadeschools.net)

11/1-12/17 Transformation coaches will model and provide strategies for teachers during collaborative planning on providing constructive feedback on student work. As a result, student performance will increase based on teacher feedback.

**Person Responsible**    Valeria Victor (277534@dadeschools.net)

1/31-4/29 To ensure teachers will make students accountable of their own responses, Transformation Coaches will introduce and model 2 column-notes for teachers during common planning. Teachers will scaffold the 2 column-note strategy for the L25/35 students. As a result, the L25/35 will be able to strategically think about how to respond to questions.

**Person Responsible**    Valeria Victor (277534@dadeschools.net)

1/31-4/29 Teachers will prepare students for the FSA by using close reading strategies, modeling how to annotate and analyze the text while reading. As a result, students will be able to comprehend the text and identify essential information within the text.

**Person Responsible**    Darnell Porter (porterd@dadeschools.net)

## Additional Schoolwide Improvement Priorities

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

**The discipline data of the school is moderate in terms of incidents per year compared to the state data. The primary areas of concern are physical attacks and fighting incidents. The school will monitor this area during the upcoming school year through data which will be analyzed during monthly Discipline Committee meetings.**

## 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.**

Lenora B. Smith Elementary will address building a positive school culture and environment by allowing this year's theme to drive our level of enthusiasm. This year at Lenora B. Smith Elementary, we are a "STEAM" school that's "Moving Full STEAM Ahead". As a community we are moving forward with a sense of urgency and an open mind set which promotes clarity, high expectations, and positive reinforcement among our LBS staff, parents, and our students. As we move Full STEAM ahead as a school and community, the suggestions and teaching from ALL staff members will be considered to promote and a build cohesiveness within our LBSE family.

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

Stakeholders at Lenora B. Smith entails our administrative staff, teachers, Community Involvement Specialist and parents. In order to promote and build a positive culture and environment, administrators must strive to make decisions that creates a positive culture. Administrators must ensure to maximize student and staff success which then promotes high levels of collaboration. High levels of collaboration among staff members creates an improvement and teaching and learning. Teachers and Support personnel can contribute in promoting a positive culture and environment by establishing classroom norms, celebrating personal achievement and positive behavior. Also, engaging students in ways that benefit our students. Engaging parents in a positive manner can increase their role in creating a positive culture and environment. Administration and staff members Reaching out to parents with positive phone calls about their child, conducting home visits to build a rapport with families, or even communicating with parents via email or Zoom will promote a positive culture and environment. Our Community involvement Specialist promotes parent trainings to increase family involvement.

## Part V: Budget

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

| 1 | III.A. | Areas of Focus: Instructional Practice: Standards-aligned Instruction | | | | $0.00 |
|---|--------|--------|--------|--------|-----|--------|
| | Function | Object | Budget Focus | Funding Source | FTE | 2021-22 |
| | 5100 | 100-Salaries | 0081 - Lenora Braynon Smith Elementary | Title, I Part A | 350.0 | $0.00 |

| | | Notes: Standards-aligned instruction will be delivered through classroom teachers and hourly interventionists during the school day and through extended learning opportunities. | |
|---|---|---|---|
| 2 | III.A. | **Areas of Focus: Instructional Practice: Collaborative Planning** | **$0.00** |
| 3 | III.A. | **Areas of Focus: Culture & Environment: Student Attendance** | **$0.00** |
| 4 | III.A. | **Areas of Focus: Leadership: Specific Teacher Feedback** | **$0.00** |
| 5 | III.A. | **Areas of Focus: Instructional Practice: ELA** | **$0.00** |
| | | **Total:** | **$0.00** |