

Miami-Dade County Public Schools

Spanish Lake Elementary School



2021-22 Schoolwide Improvement Plan

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Spanish Lake Elementary School

7940 NW 194TH ST, Hialeah, FL 33015

<http://sle.dadeschools.net>

Demographics

Principal: Milko Brito O

Start Date for this Principal: 7/1/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	93%
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 (67%) 2017-18: A (63%) 2016-17: A (62%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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Spanish Lake Elementary School

7940 NW 194TH ST, Hialeah, FL 33015

<http://sle.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	80%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

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

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Spanish Lake is committed to continuous exploration of new horizons to shape and brighten futures. It is our goal to provide academic instruction to gauge our path and cultivate successful multicultural leaders.

Provide the school's vision statement.

In our quest to inspire and enrich our students to explore opportunities and develop lifelong skills that will enable them to achieve their maximum potential for success in a competitive multicultural world, we strive to excel and continuously move from great to greatest.

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
Brito, Milko	Principal	The Principal oversees the entire operation of the school in general. The Principal will ensure that the school's faculty is aware of the MTSS/RTI process through continuous professional development, he adjusts the allocation of school based resources, holds regular leadership team meetings, gathers and analyzes data to determine appropriate professional development for faculty, maintains communication with staff for input and feedback, adjusts the school's academic goals and monitors the implementation of professional development.
Bustamante, Kathy	Assistant Principal	Assistant Principal will provide support, set expectations, provide instructional leadership, ensure commitment, hold regular meetings, and analyze data for use of intervention and achievement needs in third, fourth and fifth grade.
Marti, Anita	Assistant Principal	Assistant Principal will provide support, set expectations, provide instructional leadership, ensure commitment, hold regular meetings, and analyze data for use of intervention and achievement needs in kinder, first and second grade.
Vogel, Maria	Math Coach	The Math Coach oversees the mathematics curriculum for the entire school population from Kindergarten to fifth grade. The Math Coach actively participates in MTSS/RTI meetings, identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches in the area of Math. The Math Coach will also participate in data collection and data analysis in order to implement and design a constructive focus plan. Identify Tier 1, Tier 2, and possible Tier 3 students and collaborate with support staff by providing instructional strategies and resources. In addition she will continue to review, collect data and monitor the implementation of the SIP as the EESAC Chairperson.
Quintana, Nayeli	Science Coach	The Science Coach oversees the Science curriculum and implementation strategies throughout the entire school population from Kindergarten through fifth grade. The Science Coach actively participates in the MTSS/RTI meetings and processes, identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches in the area of Science. The Science Coach will also participate in data collection and data analysis in order to implement and design a constructive focus plan.
Escobar, Pamela	Teacher, K-12	The Gifted Education/PD Liaison oversees the Gifted program for all grade levels in the school as well as proposing PD opportunities for every staff member. Gifted Education Chair/PD Liaison will actively participate in MTSS/RTI meetings, will assist with whole-school screening programs, will disseminate information from meetings to other team members, and engage team members in professional development that promotes hands-

Name	Position Title	Job Duties and Responsibilities
		<p>on activities and strategies. In addition, she will inform all stakeholders of professional development being offered school and district wide.</p>
<p>Torres, Carolina</p>	<p>Reading Coach</p>	<p>The Reading Coach will oversee the Reading and Language Arts curriculum for the entire school population from Kindergarten to fifth grade. The Reading Coach actively participates in MTSS/RTI meetings, identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches in the areas of Reading and Language Arts. The Reading Coach participates in data collection and data analysis in order to implement and design a constructive focus plan. She will also identify Tier 1, Tier 2, and possible Tier 3 students and collaborate with support staff by providing instructional strategies and resources.</p>
<p>Gajano, Grisell</p>	<p>School Counselor</p>	<p>The School Guidance Counselor will oversee the social and emotional well being of all students in grades three to five. The School Guidance Counselor will actively participate in the MTSS/RTI meetings, will assist with whole-school screening programs, will counsel students and provide interventions to support the student’s academic, emotional, behavioral and social success. Counselor will also provide counseling and assistance as needed to students and families.</p>
<p>Hernandez, Sandra</p>	<p>ELL Compliance Specialist</p>	<p>The Bilingual Representative oversees the ELL program from testing to assuring compliance by maintaining continuous data for all targeted students. The Bilingual Representative will actively participate in the MTSS/RTI meetings, will identify and analyze existing literature on scientifically based curriculum/ behavior assessment and intervention approaches in the areas of Spanish and modern languages.</p>

Demographic Information

Principal start date

Sunday 7/1/2018, Milko Brito O

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

65

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

24

Total number of teacher positions allocated to the school

134

Total number of students enrolled at the school

1,069

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

8

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

0

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	99	149	151	201	207	262	0	0	0	0	0	0	0	1069
Attendance below 90 percent	4	18	11	22	18	32	0	0	0	0	0	0	0	105
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	4	20	10	6	0	0	0	0	0	0	0	41
Course failure in Math	0	1	5	22	24	15	0	0	0	0	0	0	0	67
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	13	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	7	0	0	0	0	0	0	0	7
Number of students with a substantial reading deficiency	2	21	57	112	50	79	0	0	0	0	0	0	0	321

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	3	5	25	11	15	0	0	0	0	0	0	0	60

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	4	5	5	25	2	1	0	0	0	0	0	0	0	42
Students retained two or more times	0	0	0	1	1	3	0	0	0	0	0	0	0	5

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	154	168	207	243	283	259	0	0	0	0	0	0	0	1314
Attendance below 90 percent	16	13	21	19	34	34	0	0	0	0	0	0	0	137
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	3	14	17	7	16	0	0	0	0	0	0	0	57
Course failure in Math	0	4	12	34	17	30	0	0	0	0	0	0	0	97
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	13	29	0	0	0	0	0	0	0	42
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	7	22	0	0	0	0	0	0	0	29

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	6	13	23	17	36	0	0	0	0	0	0	0	96

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	4	5	5	25	3	1	0	0	0	0	0	0	0	43
Students retained two or more times	0	0	0	2	4	1	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				62%	62%	57%	62%	62%	56%
ELA Learning Gains				69%	62%	58%	59%	62%	55%
ELA Lowest 25th Percentile				65%	58%	53%	52%	59%	48%
Math Achievement				74%	69%	63%	73%	69%	62%
Math Learning Gains				76%	66%	62%	66%	64%	59%
Math Lowest 25th Percentile				68%	55%	51%	59%	55%	47%
Science Achievement				55%	55%	53%	70%	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	60%	60%	0%	58%	2%
Cohort Comparison						
04	2021					
	2019	61%	64%	-3%	58%	3%
Cohort Comparison		-60%				
05	2021					
	2019	56%	60%	-4%	56%	0%
Cohort Comparison		-61%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	67%	67%	0%	62%	5%
Cohort Comparison						
04	2021					
	2019	78%	69%	9%	64%	14%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-67%				
05	2021					
	2019	69%	65%	4%	60%	9%
Cohort Comparison		-78%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	52%	53%	-1%	53%	-1%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

Spanish Lake Elementary uses an effective assessment system that produces data in order to monitor each student's progress in both ELA and Math. These assessments include locally developed and standardized assessments about student learning and school performance. This assessment system provides multiple opportunities for measurements across classrooms. One of the main assessment systems for progress monitoring that we use is the i-Ready program. The data collected is from i-Ready Data AP1 for Fall, AP2 for Winter and AP3 for Spring to include grades kinder through 5th.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	39%	46%	61%
	Economically Disadvantaged	38%	43%	58%
	Students With Disabilities	17%	33%	33%
	English Language Learners	8%	16%	32%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	34%	36%	60%
	Economically Disadvantaged	36%	34%	59%
	Students With Disabilities	27%	33%	50%
	English Language Learners	21%	24%	36%

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	32%	40%	49%
	Economically Disadvantaged	30%	38%	47%
	Students With Disabilities	16%	8%	16%
	English Language Learners	25%	0	13%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	23%	35%	49%
	Economically Disadvantaged	22%	33%	44%
	Students With Disabilities	8%	20%	28%
	English Language Learners	13%	0	13%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	44%	63%	71%
	Economically Disadvantaged	40%	60%	69%
	Students With Disabilities	13%	29%	45%
	English Language Learners	14%	43%	14%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	18%	37%	58%
	Economically Disadvantaged	15%	31%	55%
	Students With Disabilities	3%	13%	24%
	English Language Learners	43%	14%	57%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	37%	46%	52%
	Economically Disadvantaged	33%	42%	49%
	Students With Disabilities	13%	13%	21%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	32%	46%	62%
	Economically Disadvantaged	30%	42%	60%
	Students With Disabilities	8%	21%	31%
	English Language Learners	0	0	0
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	27%	45%	48%
	Economically Disadvantaged	28%	42%	48%
	Students With Disabilities	12%	16%	20%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	31%	41%	62%
	Economically Disadvantaged	31%	39%	61%
	Students With Disabilities	12%	28%	40%
	English Language Learners	0	0	50%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	17%	0
	Economically Disadvantaged	0	15%	0
	Students With Disabilities	0	4%	0
	English Language Learners	0	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	21	45	56	20	30	39	21				
ELL	50	42	57	51	35	43	41				
BLK	25			25							
HSP	56	44	57	52	33	37	45				
WHT	41			35							
FRL	52	43	56	48	32	37	41				
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	20	41	43	44	68	69	25				
ELL	57	69	70	72	75	73	56				
BLK	56	54		59	68	58	42				
HSP	63	70	67	75	76	69	55				
WHT	67	55		75	91						
FRL	61	68	66	72	74	64	52				
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	28	51	53	48	63	63	46				
ELL	51	58	49	66	71	69	49				
BLK	47	55		51	42		63				
HSP	63	60	50	74	68	62	70				
WHT	81	55		81	55						
FRL	60	59	53	71	64	58	67				

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	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	54
Total Points Earned for the Federal Index	373
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
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	47
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	25
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	47
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	
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	38
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

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

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

2019 data findings:

The school to district comparison shows an increase in proficiency from 3rd to 5th grade in both ELA and Math with the data reflecting 63% for the school as opposed to 58% for the district.

All ELA Subgroups Achievement increased except for SWD which decreased by 8 percentage points and WHT which decreased by 14 percentage points.

All ELA Subgroups Learning Gains increased except for SWD and BLK, which decreased by 10 percentage points and 1 percentage point respectively.

All ELA Subgroups Learning Gains L25 increased except for SWD which decreased by 10 percentage points.

All Math Subgroups overall Learning Gains and Learning Gains L25 increased across all grade levels.

Science Subgroups Achievement levels decreased across all grade levels.

2021 data findings:

Third grade ELA and Math groups both showed a downward trend as compared to the district with the school showing a proficiency of 53% in ELA and a 45% proficiency in Math as opposed to the district's 57% and 50% respectively.

Fourth grade showed an upward trend in both ELA and Math as compared to the district with the school showing a proficiency of 58% in ELA and a 54% in Math as opposed to the district's 55% and 52% respectively.

Fifth grade ELA and Science groups both showed a downward trend as compared to the district with the school showing a proficiency of 46% in ELA and a 41% proficiency in Science as opposed to the district's 55% and 43% respectively.

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

2019 data findings:

The greatest need for improvement, after analyzing progress monitoring and the 2019 state assessments, is ELA across all grade levels. Although ELA scores have been consistently steady over the years, they are stagnant in the 50's which lends itself to room for improvement.

2021 data findings:

The greatest need for improvement, after analyzing progress monitoring and the 2021 state assessments, is ELA across all grade levels. ELA scores had previously stayed stagnant until this 2021 testing year where they dropped across all grade levels allowing for room for improvement.

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

2019 data findings:

The contributing factors that led to this need for improvement were the lack of consistent i-Ready usage to further promote growth and the lack of intervention materials. To address this need for the area of ELA, a targeted DI plan will be implemented to monitor the growth of students that will allow for constant modification of instruction and effective implementation and usage of the i-Ready program.

2021 data findings:

The contributing factors that led to this need for improvement were inconsistent student attendance while in the MSO model as well as the physical students at times, lack of internet access and/or device availability, and the fluctuation between MSO to PHY and vice versa throughout the academic year. To address this need across all grade levels and all subject areas, all students will be physical this coming school year therefore allowing us to foster a better connection amongst teachers and students where attendance and limited use of devices with consistent internet access will no longer be a roadblock in their academic success. Computers/laptops with internet connectivity will be readily available to all and attendance will be encouraged and monitored by an Attendance Review Committee.

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

2019 data findings:

ELA Learning Gains increased from 59 percentage points in 2018 to 69 percentage points on the 2019 FSA.

2021 data findings:

In 2021, ESE Math Learning Gains increased from 12 percentage points to 40 percentage points when comparing i-Ready AP1 to AP3 data.

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

2019 data findings:

We implemented the use of targeted data analysis and instruction in the area of ELA. We continued with our previously implemented strategies along with more frequent data chats between teacher and student and administrator and teacher. Having an ongoing availability of data was beneficial to the teachers that allowed for targeted instruction that was planned for during collaborative planning sessions.

2021 data findings:

We consistently monitored the usage and passing rate of i-Ready Math for ESE students. The Math Coach reviewed and analyze the data on a weekly basis.

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

The strategies that will be implemented in order to accelerate learning will be the continuous use of Data-driven Instruction, Differentiated Instruction, Technology Integration, Extended Learning Opportunities, Standards-Based Collaborative Planning, and Interventions-RTI.

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

The PLST will develop whole group sessions and job-embedded sessions on student-staff connections(August/21), Mindfulness(August/21), data to drive instruction(ongoing),aligning technology resources to small group instruction(October/21).

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

To assess and address learning gaps, students will have accessible intervention and ongoing progress monitoring by teachers and interventionists. Students and teachers will work together whereby differentiated instruction will play a key role in narrowing the achievement gaps. Students will be identified based on data acquired and criteria from the K-5 Intervention Decision Tree for the intervention program. Teachers will assign individualized i-Ready lessons for Tier 2 and Tier 3 students. Teachers and interventionists will monitor student participation on a weekly basis to ensure completion of targeted assigned lessons. Teachers will also monitor the Pathway lessons for completion and passing rates. Extended learning opportunities will be provided to students by offering before and after school tutoring as well as Saturday academy. Through a variety of programs we will be able to target all learners in grades K-5 in need of opportunities to grow, and Title III funds will be utilized to further target our ESOL population in grades 2-5 in need of services. Pre and post assessments will be administered to measure growth. Tutors will track attendance and participation using individualized Reading resources attached to the ELA program. Also, we will offer continued tutoring from January through April for targeted students in the ELL program.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: The percentage of students scoring below Level 3 on the 5th grade 2021 Statewide, standardized English Language Arts assessment was 54 percent. Only 46 percent of 5th graders that took the ELA Statewide assessment scored proficiency passing levels at or above 3. The percentage of students in kindergarten through grade 3, based on 2020-2021 end of year screening and progress monitoring data, who are not on track to score level 3 or above on the statewide, standardized grade 3 English Language Arts assessment is 35%. Based on the data, student engagement using technology is a vital tool to ensure exposure to standards aligned instruction to better facilitate learner needs. Our students did not achieve adequate proficiency across the different content areas due to being MSO and the various limitations that arose such as limited Wi-Fi connectivity at home, the lack or limited use of devices, and the ease of application/program navigation. As part of partaking in the Reading Achievement Initiative for Scholastic Excellence (RAISE) we aim to eliminate these learning barriers.

Measurable Outcome: If teachers implement the strategy of Technology Integration, then at least 54% of 5th grade students will show proficiency in the 2021-2022 ELA FSA.

Monitoring: Technology Integration will be monitored through usage reports, classroom observations, and data chat among teachers and students.

Person responsible for monitoring outcome: Milko Brito (pr2191@dadeschools.net)

Evidence-based Strategy: For this Area of Focus, the evidenced-based strategy that we will be implementing is Technology Integration. Teachers are expected to implement the essential practice of Technology Integration to better meet the ELA needs of all students. The strategies to be implemented will be developed through collaborative planning time, teacher leader presentations, and professional development.

Rationale for Evidence-based Strategy: If the Technology Integration strategies are implemented with fidelity then we expect to see improvement in ELA student achievement.

Action Steps to Implement

From August 30-October 11, 2021, an action step that will be taken by Spanish Lake Elementary School for this area of focus will be the integral implementation and consistent usage of technology programs such as Near Pod, Flocabulary, and Generation Genius to further expose students to content vocabulary in a variety of ways taking into account vocabulary deficiency with an emphasis on 5th grade ELA.

Person Responsible: Milko Brito (pr2191@dadeschools.net)

From August 30-October 11, 2021, another action step that will be taken by Spanish Lake Elementary School for this area of focus will be to use the technology programs available to the staff to better guide instructional planning and delivery as it relates to standards aligned instruction as it impacts 5th grade, ELA.

Person Responsible: Milko Brito (pr2191@dadeschools.net)

From August 30-October 11, 2021, another action step that will be taken by Spanish Lake Elementary School for this area of focus will be to incorporate the SAMR model in conjunction with the technology

programs available to raise the level of rigor for the lessons taught in Reading and Language Arts, 5th grade.

Person Responsible Milko Brito (pr2191@dadeschools.net)

From August 30-October 11, 2021, another action step that will be taken by Spanish Lake Elementary School for this area of focus will be to use technology programs to remediate and enrich within the 5th grade ELA subject content.

Person Responsible Milko Brito (pr2191@dadeschools.net)

From November 1st-December 17th, Instructional staff will plan for the instructional to focus on vocabulary needs by implementing online vocabulary practice such as McGraw Hill online practice program, Flocabulary, Quizzit, Quizlet, and Blooket.

Person Responsible Milko Brito (pr2191@dadeschools.net)

From November 1st-December 17th, Instructional staff will implement the practice of making vocabulary words visible to create a print rich environment whereby students are allowed the opportunity to practice the targeted vocabulary words daily.

Person Responsible Milko Brito (pr2191@dadeschools.net)

From January 31-April 29, 2022, an action step that will continue to be taken by Spanish Lake Elementary School for this area of focus will be the integral implementation and consistent usage of technology programs such as Near Pod, Flocabulary, and Generation Genius to further enrich students to content vocabulary.

Person Responsible Milko Brito (pr2191@dadeschools.net)

From January 31-April 29, 2022, an action step that will be taken by Spanish Lake Elementary School for this area of focus will be the implementation of the I-Ready Toolbox and the LAFS I-Ready workbooks after teacher analysis and identification of students' needs in the area of vocabulary mastery.

Person Responsible Milko Brito (pr2191@dadeschools.net)

#2. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale: In the 2021 Math FSA assessment, the Learning Gains decreased from 76 percentage points to 33 percentage points. This reflects a 43-percentage point learning loss. Additionally, in the 2021 Math FSA assessment, the Lowest 25 percent subgroup showed a decrease of 31 percentage points, dropping from 68 percentage points to 37 percentage points. Based on the data reviewed, Differentiation is crucial to student achievement based on the fact that the continued usage of data driven instruction has proven to effectively meet individual student needs as evidenced by state assessment results in previous years.

Measurable Outcome: If we implement Data Driven Instruction through differentiation, then 61% of our students will achieve a higher level of proficiency.

Monitoring: Data Driven Instruction through Differentiation will be monitored by a systematic approach that includes data chats, student self monitoring their progress, goal setting, and collaborative conversations amongst all stakeholders.

Person responsible for monitoring outcome: Milko Brito (pr2191@dadeschools.net)

Evidence-based Strategy: By implementing the Data-Driven Instruction strategy, we will have a systematic needs approach by which we can assess student needs through the use of assessments and data analysis.

Rationale for Evidence-based Strategy: If the Data-Driven Instruction strategies are implemented with fidelity, then we expect to see an increase in student achievement as evidenced by their assessment results.

Action Steps to Implement

From August 30-October 11, 2021, instructional staff will administer baseline assessments from the district and/or textbook series provided assessment as well as the i-Ready diagnostic 1 to gather necessary data to enhance student learning.

Person Responsible Milko Brito (pr2191@dadeschools.net)

From August 30-October 11, 2021, and after administering the baseline assessments and i-Ready diagnostic exams, teachers will analyze student need in order to effectively create, manage, and maintain a differentiated approach to student learning.

Person Responsible Milko Brito (pr2191@dadeschools.net)

From August 30-October 11, 2021, teachers and students will conduct data chats to analyze the acquired data and set quarterly goals.

Person Responsible Milko Brito (pr2191@dadeschools.net)

From August 30-October 11, 2021, students will self-reflect on their progress by maintaining a record of their assessment scores and graphing them on a consistent basis to monitor growth or areas of needs.

Person Responsible Milko Brito (pr2191@dadeschools.net)

From November 1st-December 17th, Instructional staff will identify students falling below the 70% proficiency by standards on a bi-weekly basis from the unit and topic assessments.

Person Responsible Milko Brito (pr2191@dadeschools.net)

From November 1st-December 17th, Instructional staff will continue to administer and analyze topic and unit assessments to develop fluid differentiated instruction groups while providing a range of DI activities in their rotations.

Person Responsible Milko Brito (pr2191@dadeschools.net)

From January 31-April 29, 2022, an action step that will continue to be taken by Spanish Lake Elementary School for this area of focus will be the administering and analyzing topic/unit assessments in all subject areas in order to develop fluid differentiated instructional groups when assigning lessons on IXL, EduSmart, I-Ready, and the McGraw Hill platform.

Person Responsible Milko Brito (pr2191@dadeschools.net)

From January 31-April 29, 2022, an action step that will continue to be taken by Spanish Lake Elementary School for this area of focus will be to analyze the data after AP2 in Reading and Math as well as the topic and unit assessments to conduct data chats with students so that they may track their learning gains in order to have accountability for their learning.

Person Responsible Milko Brito (pr2191@dadeschools.net)

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

Area of Focus Description and Rationale:

The data was selected as most significantly decreased because less students feel that adults at our school are not as interested in how they will perform in the future as they would like them to be. Having to minimize in-person visits from the community (Career Day) negatively impacted how the students felt due to the challenges presented by the social distance protocols.

The data was selected as most significantly decreased because less students perceive that the counselor is easily accessible or easy to talk to. Having many students attend school virtually had a negative impact on their accessibility to the counselor as opposed to a traditional school year. This has a strong impact on their social and emotional well being which in turn negatively impacts their ability to learn. The data was selected as most significantly decreased because students need to feel that all adults in the school care about them which is not the current reality. It is imperative that all staff have a more mindful approach when interacting daily with students. This in turn will yield a more positive school culture and create a more welcoming and engaging learning environment.

Measurable Outcome:

If we implement social emotional strategies through staff -student connections, then 58% of the students would strongly agree with the statement “My teachers are interested in how I do in the future”. Students need to feel safe and secure in their school environment in order to improve their daily learning experiences.

Monitoring:

Staff-student Connections through social emotional learning strategies will be monitored by a systematic approach that includes daily morning wellness checks, positive affirmations and counselors' meetings.

Person responsible for monitoring outcome:

Milko Brito (pr2191@dadeschools.net)

Evidence-based Strategy:

Staff-Student Connections: Establishing roles and protocols for students to have their voices heard such a school-wide Social Emotional Learning. Teachers and staff establishing set communication protocols that will keep students, parents, staff, and the community updated on positive occurrences at the school site. The ongoing involvement of all stakeholders will ensure a culture of trust amongst all those involved.

Rationale for Evidence-based Strategy:

If the staff-student connection strategies are implemented with fidelity, then we expect to see an increase in teacher, student, and leadership rapport followed by an increase in student achievement and improved behaviors throughout our school.

Action Steps to Implement

From August 30-October 11, 2021, an action step that will be implemented on this area of focus of Social and Emotional wellbeing of students is to provide opportunities where there will be a rapport built amongst students and staff members through morning wellness checks.

Person Responsible

Milko Brito (pr2191@dadeschools.net)

From August 30-October 11, 2021, teachers and staff members will be provided with professional development in the area of Mindfulness to better assist them when dealing with the growing needs of students with social emotional concerns.

Person Responsible

Milko Brito (pr2191@dadeschools.net)

From August 30-October 11, 2021, teachers and staff members will effectively implement best practices learned at the Mindfulness professional development to ensure that student needs are addressed in a timely and efficient manner to mitigate the loss of learning attributed to these factors.

Person Responsible Milko Brito (pr2191@dadeschools.net)

From August 30-October 11, 2021, the school counselor will implement one on one sessions with students and family members to better assess and counsel when issues related to the pandemic arise.

Person Responsible Grisell Gajano (ggajano@dadeschools.net)

From November 1st-December 17th, Instructional staff will continue to do wellness checks on students.

Person Responsible Milko Brito (pr2191@dadeschools.net)

From November 1st-December 17th, Students will be provided the opportunity to be celebrated as part of the Monthly Values nomination and recognition honoring students for their achievements.

Person Responsible Milko Brito (pr2191@dadeschools.net)

From January 31-April 29, 2022, an action step that will continue to be taken by Spanish Lake Elementary School for this area of focus will be the implementation and participation in Spirit Week, morning announcements, Safety Patrols, and Library Monitors to allow students the opportunity to showcase role model behaviors amongst their peers.

Person Responsible Milko Brito (pr2191@dadeschools.net)

From January 31-April 29, 2022, an action step that will continue to be taken by Spanish Lake Elementary School for this area of focus will be the implementation of the Art/Therapy Club to address the social emotional wellbeing of students affected by different issues at home and/or at school.

Person Responsible Grisell Gajano (ggajano@dadeschools.net)

#4. Leadership specifically relating to Instructional Leadership Team

Area of Focus Description and Rationale: Based on the data reviewed, Shared leadership is crucial in developing others to continuously providing opportunities to encourage staff growth. This will encourage adaptability and ultimately empower teachers to take ownership of their on-going teaching and learning.

Measurable Outcome: If we implement shared leadership through instructional leadership team, then we expect an increased in teacher leaders and digital ambassadors that can disseminate relevant information and strategies to all stakeholders in a consistent and time sensitive manner in order to take advantage of all available resources.

Monitoring: Shared Leadership through Instructional Leadership Team will be monitored by a systematic approach that includes a variety of committees, collaborative planning, participating in lesson studies, sharing best practices and engaging in collaborative conversations on a consistent basis.

Person responsible for monitoring outcome: Milko Brito (pr2191@dadeschools.net)

Evidence-based Strategy: Shared Leadership: Develop leadership capacity among all members of the school community while working together to solve problems to create an engaging and safe school climate to promote the physical, emotional, and mental well-being within and beyond the school.

Rationale for Evidence-based Strategy: If the shared leadership strategies are implemented with fidelity, then we expect to see an increase in staff members motivated to showcase and share best practices with an increased in teacher participation.

Action Steps to Implement

From August 30-October 11, 2021, an action step that Spanish Lake will implement to address the area of focus of Instructional Leadership Team will be to establish a set of protocols that will further foster a community of teacher leaders and technology ambassadors.

Person Responsible Milko Brito (pr2191@dadeschools.net)

From August 30-October 11, 2021, teachers and staff members will be provided the opportunity to effectively and efficiently disseminate newly acquired information to staff members in order to implement said information in a timely manner.

Person Responsible Milko Brito (pr2191@dadeschools.net)

From August 30-October 11, 2021, teachers and staff members will showcase best practices across all grade levels and subject areas during faculty meetings to further enhance lesson delivery to the students' advantage.

Person Responsible Milko Brito (pr2191@dadeschools.net)

From August 30-October 11, 2021, along with the already established school committees, Spanish Lake will create a new marketing committee to better showcase and highlight school events and offerings.

Person Responsible Milko Brito (pr2191@dadeschools.net)

From November 1st-December 17th, Teachers will attend specific grade level and content area trainings and share with targeted staff.

Person Responsible Milko Brito (pr2191@dadeschools.net)

From November 1st-December 17th, Administration will create a PowerPoint showcasing best practices found while conducting classroom visitations. This will provide an opportunity to highlight teacher leaders and their accomplishments.

Person Responsible Milko Brito (pr2191@dadeschools.net)

From January 31-April 29, 2022, an action step that will continue to be taken by Spanish Lake Elementary School for this area of focus will be to allow parents the opportunity to attend Parent Workshops in the areas of Math, ELA, and Science led by instructional coaches and teacher leaders in order for students to feel empowered by the necessary tools to succeed.

Person Responsible Milko Brito (pr2191@dadeschools.net)

From January 31-April 29, 2022, an action step that will continue to be taken by Spanish Lake Elementary School for this area of focus will be the continued updating of the school's website where we increase the opportunity for teachers to showcase events that highlight student achievement in their classrooms and clubs.

Person Responsible Milko Brito (pr2191@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.

When Spanish Lake Elementary's discipline data is compared to the same data across the state we rank #108 out of 1,395 schools in the state and #6 out of 121 schools in the county rendering us the rating of "very low" incidentals. As a primary focus in the area of behavioral issues, we will be focusing on the primary grades to reduce the number of initial and repeat behavioral incidents. This area of focus will be monitored by showcasing students who are exhibiting acceptable behavior through recognition and participation in the monthly Values Matter Program. It is imperative that all stakeholders have a more mindful approach when interacting daily with students. In turn, we expect to yield a more positive school culture and create a more welcoming and engaging learning environment.

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 Relationships, Engaging Learning Environment, and Physical and Emotional Safety. Our school fosters an environment where students, parents, staff, and the community have access to experiences that encourage the support of students in their academic, mental, and emotional states. The school hosts varying activities that promote the development of trusting and caring relationships such as Reading Under the Stars, Trunk or Treat, Talent Showcase, Art Showcase and Movie Night. Staff provide an inviting environment where students are encouraged to practice a growth mind set by developing personalized goals. We also create norms, values, and expectations that support social, emotional, and physical safety through the implementation of our monthly Values Matters ceremony highlighting both students and staff as well as valuable community members.

Host activities that foster the development of trusting and caring relationships.

Foster high expectations through the use of growth mindset.

Ensure that school leadership is accessibly and supportive of school staff.

Create norms, values, and expectations that support social, emotional, and physical safety.

Establish a shared school vision with all stakeholders.

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

The School Leadership Team will use the Developing Others competency in the CIMS by providing positive feedback as well as constructive criticism, encouraging adaptability, and ultimately empowering teachers to take ownership of their on-going teaching and learning.

- admin: monthly Values Matter recognition of students and staff
- admin: monthly walk-throughs with positive feedback for teachers
- leadership: monthly meetings to share information
- leadership team: promoting the morale and performance of the team by recognizing best practices
- grade level team leaders: plans and hosts weekly collaborative planning sessions
- teacher leaders: sharing resources with colleagues

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$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: Instructional Leadership Team	\$0.00
Total:			\$0.00