Miami-Dade County Public Schools

Scott Lake Elementary School

2021-22 Schoolwide Improvement Plan

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Scott Lake Elementary School

1160 NW 175TH ST, Miami, FL 33169

http://scottlake.dadeschools.net/

Demographics

Principal: Bridgette Mckinney L

Start Date for this Principal: 5/20/2021

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)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Black/African American Students Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: A (62%) 2017-18: C (48%) 2016-17: C (49%)
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.

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	92%

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		A	A	C

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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.

The vision of Scott Lake Elementary is to utilize a high standard of excellence,
where our team will work cooperatively to implement instructional strategies to increase student achievement and provide a safe and nurturing environment.

Provide the school's vision statement.

Scott Lake Elementary School is a much needed respite, it's a place where ALL students are encouraged to strive for excellence; academically, socially, and emotionally in a safe and supportive atmosphere. Our goal is to work in collaborative partnerships with ALL stakeholders; parents, business liaisons and community partners to create an environment where students are empowered to discover their strengths and to achieve their maximum potential through multiple exposures to rigorous standards based curriculum. Numerous opportunities are available for enrichment, intervention, and remediation as necessary.

Elevated expectations have been set for all students, our entire school community shares the belief that all children can and will learn.

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
Williams, Kenneth	Principal	Coordinates administrative oversight and plan all phases of instructional leadership for the school including educational programming, administration, budgetary planning, discipline, and counseling services.
Balderramos, Fatima	Assistant Principal	Assists in the planning, scheduling and supervision of student activities. Supervises and evaluates substitutes assigned to the building. Assists in the budget planning process at the building level. Relates to students with mutual respect while carrying out a positive and effective discipline policy.
Cunningham, Hillivi	School Counselor	Support and advocate for students to provide them with the opportunities necessary for them to be successful academically and interpersonally.
CLINCH, KIERRA	Instructional Coach	Collaborate with colleagues to support student learning in math/science content areas. The Instructional Coach will focus on individual and group professional development that will expand and refine the understanding of research-based effective instruction.
Porter, Latoya	Instructional Coach	Collaborate with colleagues to support student learning in reading/ language arts content areas. The Instructional Coach will focus on individual and group professional development that will expand and refine the understanding of research-based effective instruction.

Demographic Information

Principal start date
Thursday 5/20/2021, Bridgette Mckinney L

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.*
11

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.*
19

Total number of teacher positions allocated to the school
28

Total number of students enrolled at the school
421

Identify the number of instructional staff who left the school during the 2020-21 school year.
1

Identify the number of instructional staff who joined the school during the 2021-22 school year.
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	46	71	58	76	64	86	0	0	0	0	0	0	0	401
Attendance below 90 percent	9	12	8	13	13	14	0	0	0	0	0	0	0	69
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	2	4	11	10	0	0	0	0	0	0	0	27
Course failure in Math	0	0	2	3	6	11	0	0	0	0	0	0	0	22
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Number of students with a substantial reading deficiency	0	4	21	29	9	22	0	0	0	0	0	0	0	85

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

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

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	75	62	78	64	87	64	0	0	0	0	0	0	0	430
Attendance below 90 percent	12	8	13	13	14	14	0	0	0	0	0	0	0	74
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	4	11	10	11	0	0	0	0	0	0	0	38
Course failure in Math	0	2	3	6	11	7	0	0	0	0	0	0	0	29
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	3	3	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	2	2	0	0	0	0	0	0	0	4

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	2	4	8	11	9	0	0	0	0	0	0	0	34

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

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				66%	62%	57%	49%	62%	56%
ELA Learning Gains				71%	62%	58%	46%	62%	55%
ELA Lowest 25th Percentile				74%	58%	53%	53%	59%	48%
Math Achievement				68%	69%	63%	59%	69%	62%
Math Learning Gains				59%	66%	62%	44%	64%	59%
Math Lowest 25th Percentile				64%	55%	51%	38%	55%	47%
Science Achievement				29%	55%	53%	47%	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	64%	60%	4%	58%	6%
Cohort Comparison						
04	2021					
	2019	71%	64%	7%	58%	13%
Cohort Comparison		-64%				
05	2021					
	2019	58%	60%	-2%	56%	2%
Cohort Comparison		-71%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	72%	67%	5%	62%	10%
Cohort Comparison						
04	2021					
	2019	68%	69%	-1%	64%	4%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-72%				
05	2021					
	2019	58%	65%	-7%	60%	-2%
Cohort Comparison		-68%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	27%	53%	-26%	53%	-26%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

K-5 compiled data below was retrieved from iReady progress monitoring as follows: AP1 for Fall, AP2 for Winter, and AP3 for Spring.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	39.3	48.2	67.3
	Economically Disadvantaged	40.4	50.0	67.3
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	25.5	36.7	54.5
	Economically Disadvantaged	27.5	36.5	53.8
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	42.3	54.9	59.4
	Economically Disadvantaged	42.4	56.1	60.9
	Students With Disabilities	33.3	44.4	22.2
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	24.3	36.6	60.0
	Economically Disadvantaged	23.1	36.4	60.0
	Students With Disabilities	11.1	33.3	55.6
	English Language Learners	0	0	0

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	41.7	56.7	83.3
	Economically Disadvantaged	39.7	55.2	82.8
	Students With Disabilities	0	0	60
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	11.7	46.7	55.0
	Economically Disadvantaged	12.1	44.8	53.5
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	29.6	45.7	42.0
	Economically Disadvantaged	27.3	45.5	41.6
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	21.0	37.0	40.7
	Economically Disadvantaged	20.8	36.4	39.0
	Students With Disabilities	0	37.5	37.5
	English Language Learners	0	0	0

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	27.9	27.9	26.2
	Economically Disadvantaged	26.4	26.4	28.3
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	19.7	29.5	34.4
	Economically Disadvantaged	18.9	30.2	34.0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	6.3	0
	Economically Disadvantaged	0	7.3	0
	Students With Disabilities	0	25.5	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	15			31							
BLK	43	30	17	43	14	7	16				
HSP	44			36							
FRL	41	32	23	42	15	8	15				
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	58	75	80	35	62	65	9				
BLK	65	70	74	68	60	63	26				
HSP	73			73							
FRL	63	70	72	65	61	63	25				
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	4	13	20	22	33	27					
BLK	48	46	54	58	44	40	44				
HSP	54	50		58							
FRL	48	46	53	58	45	39	45				

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	25
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	175
Total Components for the Federal Index	7
Percent Tested	95%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	23
Students With Disabilities Subgroup Below 41% in the Current Year?	YES

Students With Disabilities	
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	24
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	25
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

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

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

2019 Data findings: All ELA Subgroups overall Learning Gains and Learning Gains L25 increased by 10+ percentage points across all grade levels.

2021 Data findings: ELA subgroups achievement levels decreased by 39 percentage points.

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

2019 Data findings: Science Subgroups Achievement levels decreased by 18 percentage points. Students with Free and Reduced lunch decreased by 16 percentage points, black students decreased by 17 percentage points and SWD students decreased by 13 percentage points.

2021 Data findings: Science Subgroups Achievement levels decreased by 13 percentage points. Students with Free and Reduced lunch decreased by 11 percentage points, black students decreased by 11 percentage points and SWD students decreased by 12 percentage points.

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

2019 Data findings: For the last 3 years, we have been focused on implementing standards-based instruction in all science classrooms. We will continue to support this while incorporating data-driven instruction to help meet the needs of our L25 subgroup. We will also develop teachers using strategies that focus on scaffolding and hands-on science labs for lower performing students to help them access grade level science content. We will be strategic with aligning resources for remediation and include OPM in our data chats.

2021 Data findings: For the last 4 years, we have been focused on implementing standards-based instruction in all classrooms. We will continue to support this while incorporating data-driven instruction to help meet the needs of ALL subgroups. Hands-on science labs will be enhanced to help all students access grade level science text and review fair game science benchmarks.

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

2019 Data findings: ELA Learning Gains increased from 46 percentage points in 2018 to 71 percentage points on the 2019 FSA. In 2021, students in the L25 subgroup in ELA showed a growth of 28 points when comparing i-Ready AP1 to AP3 data.

2021 Data findings: State assessment data results did not indicate ELA Learning gains on 2021 FSA. However, in 2021 students in the L25 subgroup in ELA showed a growth of 23 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 created a collaborative planning schedule that allotted time to plan for DI. Administrators will now attend weekly collaborative planning sessions and contribute to conversations with individual departments to carefully align resources to data.

2021 Data findings: The fidelity of reading intervention will be monitored on a regular basis as well as OPM data to determine instructional implications for this subgroup.

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

Data-Driven Instruction, Differentiated Instruction, Extended Learning Opportunities, Standards-Based Collaborative Planning, Interventions- RTI.

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

The PLST will develop whole group sessions and job-embedded sessions on using data to drive instruction (September/21), Aligning resources to small group instruction (October/21), Tackling OPM data (November/December/21), making adjustments to groups as data becomes available (2/21) and continuous data chats with individualized feedback and next steps (ongoing). Coaching cycles will 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 LT will attend to ensure fidelity to the strategies being implemented school-wide that are aligned to the goals. Extended Learning opportunities will be provided with before and after school tutoring and interventions as well and STEM-based clubs.

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Student Attendance	
Area of Focus Description and Rationale:	Based on 2020-2021 attendance data review, our school will implement the Targeted Element of Student Attendance. Through our data review, it was evident that students who struggle with daily attendance are also the students who are not meeting expectations for learning gains as well as proficiency. Additionally, many of our L25 students have had reoccurring attendance challenges. We recognize the need to enhance 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 10 percentage points by June 2022.
Monitoring:	The Leadership Team and Attendance Interventionist will work to connect with families who struggle with attendance and identify the root cause for absences and create a plan of action to ensure students are able to be present daily. The Leadership Team will mentor individual students who have consistent truancy and connect with them bi-weekly to reward or encourage attendance efforts. The Leadership Team will plan regular student incentives to promote consistent student attendance. Teachers will monitor their daily attendance and submit that data to the LT on a weekly basis with emphasis on attendance trends. To ensure we are on track to meeting the outcome above, this data will be discussed during data chats with teachers and students and parental contact will be made when necessary.
Person responsible for monitoring outcome:	Hillivi Cunningham (hjcunningham@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 LT with a systematic approach to identify attendance issues, remediation, and rewards.
Action Steps to Implement	

8/31/21-10/11/21: Implementation of homeroom class attendance initiatives for PK-5 students.

Person Responsible	Hillivi Cunningham (hjcunningham@dadeschools.net)

8/31/21-10/11/21: Perfect attendance classes will be announced on the morning announcements every morning.

Person Responsible	Hillivi Cunningham (hjcunningham@dadeschools.net)

8/31/21-10//11/21: Principal will enter student names in bi-weekly raffle for students that have A+ attendance for the month.

Person Responsible	Kenneth Williams (pr4881@dadeschools.net)

8/31/21-10/11/21: Attend Attendance Review Committee Meeting.

| **Person Responsible** | Fatima Balderramos (fbalderramos@dadeschools.net) |

11/1/21-12/17/21: Create school-wide Perfect Attendance Data Chart in main hallway.

| **Person Responsible** | Hillivi Cunningham (hjcunningham@dadeschools.net) |

11/1/21-12/17/21: Implement "Are you in school today" daily incentive initiative during the morning announcements.

| **Person Responsible** | [no one identified] |

1/31/22 - 4/29/22: Create attendance competitions across classes within the school to encourage daily attendance.

| **Person Responsible** | Hillivi Cunningham (hjcunningham@dadeschools.net) |

1/31/22 - 4/29/22: Host a popsicle party for students who have shown an overall improvement on their daily attendance.

| **Person Responsible** | Kenneth Williams (pr4881@dadeschools.net) |

#2. Leadership specifically relating to Instructional Leadership Team	
Area of Focus Description and Rationale:	Based on qualitative data from the School Climate survey and the SIP survey and review of the Core Leadership Competencies, we want to use the Targeted Element of Instructional Leadership Team. Teachers in the building were limited in the in the decision-making process, therefore we want to develop teacher leaders by involving them in school-wide initiatives and ensuring they are informed and feel as though they have membership to the school community. By involving them in school-wide initiatives and allowing them the opportunity to further their learning, student success is positively impacted.
Measurable Outcome:	If we successfully implement the Targeted Element of Instructional Leadership Team, our teachers will be provided the opportunity to contribute to school-wide decisions through monthly meetings. This will be realized through teachers participating in the logistical elements of meetings. The percentage of teachers in leadership roles will increase by at least 8% during the 2021-2022 school year.
Monitoring:	The Leadership Team will identify specific staff members that are experts in areas that will serve as leaders with new initiatives and development. By involving teachers, we hope to create an environment of shared leadership. This initiative will be evident by teacher leaders providing support and development to their colleagues in various areas. To ensure we are on the right track, teachers who receive support will share the knowledge and best practices they have gained during faculty meetings.
Person responsible for monitoring outcome:	Kenneth Williams (pr4881@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Instructional Leadership Team, we will focus on the evidence-based strategy of: Involving Staff in Important Decisions. By creating an "Experts in My Building" list and involving teachers in the decision making process, we hope to increase the feeling of shared leadership. Experts in the building will provide a summary of support to the LT on a monthly basis to ensure we are on the right track to meeting the outcome above.
Rationale for Evidence-based Strategy:	Involving Staff will assist in integrating the talents of teachers within the building to carry out the vision, the mission, and problem solve. Throughout this process the LT will create buy in and bring creative and innovative solutions to the forefront.

Action Steps to Implement

8/31/21-10/11/21:Administration will meet with identified 2021-2022 Grade Level/Department Chairs to share roles and expectations for the school year as well as curriculum activities calendar.

Person Responsible	Kenneth Williams (pr4881@dadeschools.net)

8/31/21-10/11/21: Grade Level Chairs will facilitate bi-weekly department meetings focused on school improvement initiatives.

Person Responsible	Kenneth Williams (pr4881@dadeschools.net)

8/31/21-10/11/21: Principal will facilitate a Coffee & Conversation to provide all stakeholders with an overview of academic goals and request feedback.

Person Responsible   Kenneth Williams (pr4881@dadeschools.net)

8/31/21-10/11/21:Grade Level/Department Chairs will attend monthly Literacy Leadership Team (LLT) meetings.

Person Responsible   Kenneth Williams (pr4881@dadeschools.net)

11/1/21-12/17/21: Invite teacher leaders (rotation basis) to participate in weekly Leadership Team meetings to share feedback and/or concerns.

Person Responsible   Kenneth Williams (pr4881@dadeschools.net)

11/1/21/-12/17/21: Expert Leaders will facilitate in-house professional development on PD Wednesdays (4th Wednesday of the month).

Person Responsible   Fatima Balderramos (fbalderramos@dadeschools.net)

1/31/22- 4/29/22: Create opportunities for teacher led Direct Coaching support where teachers are able to seek the support of their coworkers when needed.

Person Responsible   Kenneth Williams (pr4881@dadeschools.net)

1/31/22-4/29/22: Allow for novice teachers to shadow veteran teaches to share best practices and teaching/learning strategies.

Person Responsible   Kenneth Williams (pr4881@dadeschools.net)

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	Based on 2021 FCAT 2.0 results, only 16% of students scored a level 3 or higher. Given the high number of students in L25 subgroup in Grade 5, 2021 FCAT 2.0 data affirms the need to revisit implementation of science teaching strategies. Our school will implement the Targeted Element of Science. If data point is impacted, higher proficiency rates across all subjects in 5th grade will be evident.
Measurable Outcome:	If we successfully implement Science, then our L25 students will increase by a minimum of 12 percentage points as evidenced by the 2022 State Assessments.
Monitoring:	The Leadership Team will conduct quarterly data chats, adjust science intervention groups based on current data in real time, and follow-up with regular walkthroughs to ensure quality instruction is taking place. Administrators will review lesson plans for indication of remediation of L25 students, in particular. Data Analysis of science topic assessments of L25 students will be reviewed monthly to observe progress. Student and class data trackers will be created to monitor science topic assessments . 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:	KIERRA CLINCH (kclinch@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Science, our school will focus on the evidence-based strategy of: Hands on Learning. Hands on Learning will assist in enchaining and accelerating the learning gains of our L25s.
Rationale for Evidence-based Strategy:	Hands on Learning will ensure that teachers are delivering engaging lessons with the use of manipulaitives that will engage students in all subgroups.

Action Steps to Implement

8/31/21-10/11/21: Implementation of Virtual Science lab as an extended learning opportunity for 2nd-5th grade students.

Person Responsible	Kenneth Williams (pr4881@dadeschools.net)

8/31/21-10/11/21: Facilitation of Mad About Science hands on learning activities during morning announcements.

Person Responsible	KIERRA CLINCH (kclinch@dadeschools.net)

8/31/21-10/11/21:Conduct monthly 5th grade science student data chats based on topic assessment results.

Person Responsible	Fatima Balderramos (fbalderramos@dadeschools.net)

8/31/21-10/11/21:Teachers will collaboratively develop data trackers that can be used to track mini-assessments that are aligned to weekly small group instruction. Teachers will use data trackers to monitor student progress and adjust as necessary.

Person Responsible	Fatima Balderramos (fbalderramos@dadeschools.net)

11/1/21-12/17/21: Train teachers Science teachers on MobyMax and science intervention program.

Person Responsible	Geraldine Jean (gerryjean@dadeschools.net)

11/1/21-12/17/21: Implement Science intervention groups during 5th grade science blocks.

Person Responsible	KIERRA CLINCH (kclinch@dadeschools.net)

1/31/22-4/29/22: Encourage the implementation of Science Word Walls with real world connections which will allow for the true understanding of the standards and vocabulary.

Person Responsible	KIERRA CLINCH (kclinch@dadeschools.net)

1/31/22-4/29/22: Incorporate virtual platforms such a Discovery Education, to enhance the direct instructions of the standards.

Person Responsible	KIERRA CLINCH (kclinch@dadeschools.net)

#4. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Based on the ELA data review, 43% of students scored below a level 3 on 2021 statewide standardized English Language Arts assessment. It is evident our school will implement the Targeted Element of ELA with a focus on Differentiation. We selected the overarching area of Differentiation based on our findings that demonstrated Learning Gains for the L25 subgroup were decreasing. We are not meeting the unique needs of all learners therefore it is evident that we must improve our ability to differentiate instruction based on the levels of the students we serve. We will provide the scaffolding necessary for the ELA L25 subgroup to access grade-level content in order to make learning gains and move towards proficiency.
Measurable Outcome:	If we successfully implement Differentiation, then our ELA L25 students will increase by a minimum of 15 percentage points as evidenced by the 2022 State Assessments.
Monitoring:	The Leadership Team will conduct quarterly data chats, adjust groups based on current data in real time, and follow-up with regular walkthroughs to ensure quality instruction is taking place. Administrators will review bi-weekly lesson plans for indication of differentiation for L25 students, in particular. Data Analysis of formative assessments of L25 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:	[no one identified]
Evidence-based Strategy:	Within the Targeted Element of Differentiation, our school will focus on the evidence-based strategy of: Data-Driven Instruction. Data-Driven instruction will assist in accelerating the learning gains of our L25s 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

8/31/21-10/11/21: Utilizing iReady Data, instructional groups will be developed based on needs.

Person Responsible	Latoya Porter (lporter@dadeschools.net)

8/31/21-10/11/21: Identify resources and plan for instruction of each group during collaborative planning to meet the instructional needs of students during differentiated instruction.

Person Responsible	Latoya Porter (lporter@dadeschools.net)

8/31/21-10/11/21:-Teachers will develop lesson plans that are inclusive of DI instruction. As a result, teachers will have student groups, appropriate resources, and lesson plans that reflect DI instruction.

| **Person Responsible** | Latoya Porter (lporter@dadeschools.net) |

8/31/21-10/11/21: Teachers will collaboratively develop data trackers that can be used to track mini-assessments that are aligned to weekly small group instruction. Teachers will use data trackers to monitor student progress and adjust as necessary.

| **Person Responsible** | Fatima Balderramos (fbalderramos@dadeschools.net) |

11/1/21-12/17/21: Conduct Administration/Student data chats with ELA Lowest 25% subgroup

| **Person Responsible** | Kenneth Williams (pr4881@dadeschools.net) |

11/1/21-12/17/21:Implement Write Score in grades 3-5 ELA classes.

| **Person Responsible** | Latoya Porter (lporter@dadeschools.net) |

1/31/22-4/29/22: Modify the current intervention groups upon the completion of the AP2 diagnostic window. This will allow for the individual needs of all learners to be met as they may have shifted throughout the school year.

| **Person Responsible** | Latoya Porter (lporter@dadeschools.net) |

1/31/22 - 4/29/22- Provide incentives to students who have shown growth in all of the tested ELA standard as evidenced by the completion of the Topic Assessments.

| **Person Responsible** | Latoya Porter (lporter@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.

According to the 2020-2021 District/School Disciplinary Comparison data from Power BI SIP Dashboard, 4% of students in 2nd Grade accumulated 4% referral as compared to 2% at the District level overall. This specific grade level shows a 2% increase to that of the district. Monitoring student behavior is essential in allowing school staff to quickly detect and correct inappropriate behavior. The School Leadership Team (SLT) will monitor student behavior by the number of referrals per quarter, teachers and counselor will guide students in setting behavioral goals along with their curriculum goals and assist students in tracking selected goals while reflecting on their own behavior and its effect on others. Additionally, the student attendance and engagement will be an indicator of this goal.

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, Support, Care and Connections, Physical and Emotional Safety and Clearly Defined Expectations. Our school creates experiences throughout the year to engage with parents and families and ensures they have necessary information to support their children. Students are supported through mentorship programs and our Peer Power Program. Staff are provided opportunities to take part in Team-Building activities and social seminars where we come together to share celebrations of success during informal meet-ups. We provide opportunities for both staff and students to provide ongoing feedback and suggestions to school leaders and we schedule informal conferences with staff and students to garner information about their educational/professional experience at our school. We also ensure information is provided to all stakeholder through our bi-weekly newsletter and our Teams page for staff and channels set up by department to connect with one another consistently. We continue to build our skill-set in ensuring our classrooms are highly engaging and foster the highest level of engagement and learning.

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

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principals, Instructional Coaches, Teacher Leaders and Counselor (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

Part V: Budget

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

1	III.A.	Areas of Focus: Culture & Environment: Student Attendance	$0.00
2	III.A.	Areas of Focus: Leadership: Instructional Leadership Team	$0.00
3	III.A.	Areas of Focus: Instructional Practice: Science	$0.00
4	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00

	Total:	$0.00