

Miami-Dade County Public Schools

Leisure City K 8 Center



2022-23 Schoolwide Improvement Plan

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Leisure City K 8 Center

14950 SW 288TH ST, Homestead, FL 33033

<http://lecityk8dolphins.dadeschools.net>

Demographics

Principal: Walter Hall C

Start Date for this Principal: 7/14/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students Economically Disadvantaged Students
School Grades History	2021-22: B (55%) 2018-19: B (55%) 2017-18: B (55%)
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	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Combination School PK-8</p>	<p>2021-22 Title I School</p> <p>Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>100%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>99%</p>

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B	B	B	B

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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.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Hall, Walter	Principal	<p>The role of the Principal is to provide leadership, direction, and coordination within the school. The Principal's main focus should be to develop and maintain effective educational programs within his school and to promote the improvement of teaching and learning with his school. The Principal strives to create an organization and or climate which fosters student and teacher growth. The duties of the School Principal are all encompassing as all aspects of the schools operations are either directly or indirectly under his/her jurisdiction. In general terms, the Principal is responsible for the detailed organization of the school, the development of the instructional program, the assignment of duties to and the supervision of members of his staff, and the general operation of the school facility.</p>
Aviles Knight, Lisa	Assistant Principal	<p>The primary purpose of the Assistant Principal is to assist the school principal in overall administration of instructional program and campus level operations and to coordinate assigned student activities and services. Other major responsibilities include instructional and personnel management, fostering school and community relations, and student management, among others.</p>
McCrink, Christina	Assistant Principal	<p>The primary purpose of the Assistant Principal is to assist the school principal in overall administration of instructional program and campus level operations and to coordinate assigned student activities and services. Other major responsibilities include instructional and personnel management, fostering school and community relations, and student management, among others.</p>
Harris, Albertha	Teacher, ESE	<p>The ESE Support Facilitator works in conjunction with school administrators, general education teachers, related service providers, and other support personnel to communicate and address the unique needs of students with disabilities. The ESE Support Facilitator maintains Individual Educational Plan (IEP) documents and plans, coordinates, conducts and/ or facilitates IEP Team meetings for a caseload of students with disabilities. The ESE Support Facilitator works with the ESE Instructors to assist in providing information to students, parents and General Education Instructors on how to appropriately implement a student's IEP.</p>
Bess, Kylah	Instructional Coach	<p>The Math Coach performs the following duties:</p> <ul style="list-style-type: none"> - Work with educators to identify issues with students or curriculum, set goals, and solve problems - Collaborate with educators and school administrators to develop curriculum and lesson plans - Create teaching material for educators - Attend professional development conferences and workshops - Help teachers conduct student assessments and analyze student work - Interpret data after student or teacher assessments have been conducted - Design and lead professional development presentations for educators - Model lessons to help educators learn

Name	Position Title	Job Duties and Responsibilities
Rodriguez, Kimberlie	Instructional Coach	<ul style="list-style-type: none"> - Work with educators to identify issues with students or curriculum, set goals, and solve problems - Collaborate with educators and school administrators to develop curriculum and lesson plans - Create teaching material for educators - Attend professional development conferences and workshops - Help teachers conduct student assessments and analyze student work - Interpret data after student or teacher assessments have been conducted - Design and lead professional development presentations for educators - Model lessons to help educators learn

Chacon, Maya	Other	<p>As the Test Chairperson, Ms. Chacon is responsible for the administration of numerous district, state, and national assessments.</p> <p>The Test Chair needs to:</p> <ul style="list-style-type: none"> - Plan ahead to ensure that school administrators, teachers, parents, and students are aware of the dates and times of the test administration windows - Provide school-level training for everyone who will be either administering tests, proctoring test sessions, or handling the testing materials - Locate a secure storage room for testing materials - Select rooms for testing that have adequate space, seating, ventilation, and lighting - Ensure that all needed testing materials have arrived and have been counted - Audit testing rooms and materials to ensure that the test is being administered according to the guidelines and procedures specified in the testing program's administration manual/program guide - Process test materials for local scoring or for return to the district warehouse, or test contractor, depending on the program.
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Martinez, Mariela	Reading Coach	<p>The Reading Coach performs the following duties:</p> <ul style="list-style-type: none"> - Work with educators to identify issues with students or curriculum, set goals, and solve problems - Collaborate with educators and school administrators to develop curriculum and lesson plans - Create teaching material for educators - Attend professional development conferences and workshops - Help teachers conduct student assessments and analyze student work - Interpret data after student or teacher assessments have been conducted - Design and lead professional development presentations for educators - Model lessons to help educators learn
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Demographic Information

Principal start date
 Thursday 7/14/2022, Walter Hall C

Number of teachers with a 2022 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.*

1

Number of teachers with a 2022 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.*

0

Total number of teacher positions allocated to the school

64

Total number of students enrolled at the school

993

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

8

Identify the number of instructional staff who joined the school during the 2022-23 school year.

5

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	84	112	83	117	124	96	120	95	97	0	0	0	0	928
Attendance below 90 percent	0	34	18	24	29	17	27	19	23	0	0	0	0	191
One or more suspensions	0	0	0	0	0	0	6	12	4	0	0	0	0	22
Course failure in ELA	0	3	8	20	7	4	24	3	7	0	0	0	0	76
Course failure in Math	0	3	11	22	1	4	47	3	8	0	0	0	0	99
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	22	42	27	39	30	35	0	0	0	0	195
Level 1 on 2022 statewide FSA Math assessment	0	0	0	20	44	45	44	34	27	0	0	0	0	214
Number of students with a substantial reading deficiency	0	5	12	74	34	30	52	38	51	0	0	0	0	296

Using the table above, complete the table below with the number of students by current grade level who have 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	4	10	30	35	30	57	29	33	0	0	0	0	228

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	6	5	22	0	2	0	1	1	0	0	0	0	37
Students retained two or more times	0	0	0	4	4	2	2	5	3	0	0	0	0	20

Date this data was collected or last updated

Thursday 7/14/2022

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	7	0	14	34	7	20	36	35	43	0	0	0	0	196

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	7	0	0	21	0	0	1	0	0	0	0	0	0	29
Students retained two or more times	0	0	0	5	1	3	3	5	2	0	0	0	0	19

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	7	0	14	34	7	20	36	35	43	0	0	0	0	196

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year		7	0	0	21	0	0	1	0	0	0	0	0	29
Students retained two or more times		0	0	0	5	1	3	3	5	2	0	0	0	19

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	40%	62%	55%				45%	63%	61%
ELA Learning Gains	61%						53%	61%	59%
ELA Lowest 25th Percentile	55%						45%	57%	54%
Math Achievement	39%	51%	42%				48%	67%	62%
Math Learning Gains	68%						53%	63%	59%

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
Math Lowest 25th Percentile	69%						46%	56%	52%
Science Achievement	30%	60%	54%				43%	56%	56%
Social Studies Achievement	81%	68%	59%				83%	80%	78%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	33%	60%	-27%	58%	-25%
Cohort Comparison		0%				
04	2022					
	2019	47%	64%	-17%	58%	-11%
Cohort Comparison		-33%				
05	2022					
	2019	36%	60%	-24%	56%	-20%
Cohort Comparison		-47%				
06	2022					
	2019	46%	58%	-12%	54%	-8%
Cohort Comparison		-36%				
07	2022					
	2019	47%	56%	-9%	52%	-5%
Cohort Comparison		-46%				
08	2022					
	2019	48%	60%	-12%	56%	-8%
Cohort Comparison		-47%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	34%	67%	-33%	62%	-28%
Cohort Comparison		0%				
04	2022					
	2019	41%	69%	-28%	64%	-23%
Cohort Comparison		-34%				
05	2022					
	2019	18%	65%	-47%	60%	-42%
Cohort Comparison		-41%				
06	2022					
	2019	59%	58%	1%	55%	4%
Cohort Comparison		-18%				
07	2022					
	2019	57%	53%	4%	54%	3%
Cohort Comparison		-59%				
08	2022					
	2019	49%	40%	9%	46%	3%
Cohort Comparison		-57%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	29%	53%	-24%	53%	-24%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-29%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	53%	43%	10%	48%	5%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	82%	73%	9%	71%	11%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	90%	63%	27%	61%	29%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	11	48	44	14	58	56	7	60			
ELL	35	57	53	35	66	74	22	71	8		
BLK	35	61	60	33	69	64	30	88			
HSP	41	61	53	41	67	72	31	77	46		
FRL	39	61	55	39	67	69	29	80	43		
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	8	20	15	10	25	26	10	25			
ELL	31	34	32	31	43	40	17	46	36		
BLK	34	33	23	20	27	35	14	47	42		
HSP	35	37	33	31	41	34	25	52	54		
FRL	34	35	30	26	36	36	21	50	48		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	14	43	41	22	45	48	11	70			
ELL	37	51	44	41	47	49	28	61	50		
BLK	46	48	38	46	56	47	39	94	83		

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
HSP	43	53	46	47	51	46	43	79	74		
FRL	45	53	43	47	53	45	42	84	75		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	52
Total Points Earned for the Federal Index	543
Total Components for the Federal Index	10
Percent Tested	98%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

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%	0

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%	0

Asian Students

Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A

Asian Students	
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	55
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	54
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0
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%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	53
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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

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

According to the trend data from 2019-2020 academic data to 2021-2022, we noticed an upward trend in the overall ELA data in the elementary levels. In the middle school, we noticed a downward trend with an average of a 5% drop. According to the trend data from 2019-2020 academic data to 2021-2022, we noticed an upward trend in third and fifth grade Math data in the elementary levels. In all other grade levels, we noticed a downward trend with an average of a 11% drop.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

According to the 2021-2022 data, third grade Math proficiency was at a 27% as compared to 33% in 2019-2020 with a 6% decrease. In eighth grade, math proficiency was at a 49% as compared to 29% with a 20% decrease. Additionally, science proficiency was at a 31% in 2021-2022 as compared to 43% in 2019-2020 with a decrease of 18% 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?

Third grade students entered with significant deficits as per SAT and i-Ready scores. As a result, departmentalized teachers were transitioned to a self-contained setting for the upcoming school year in order to accelerate learning during the content areas. Additionally, students have been cohorted by ability levels. In eighth grade math, there was a lack of student engagement and checks for understanding. As a result, there have been changes in teacher placement and instructional support will be provided for the upcoming year. Some factors that contributed to the decrease in science are lack of fidelity in the implementation of science labs, and lack of data-driven decisions. As a result, there have been changes in teacher placement and instructional support will be provided for the upcoming year.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

According to the 2021-2022 data, fifth grade proficiency in math was at a 40% as compared to 18% in 2019-2020 with an increase of 22% points. Also, fourth grade scored at a 52% in ELA; this was the grade level with the highest proficiency.

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

Professional development was provided targeting small group instruction and differentiated instruction. Instructional coaches provided strategic interventions, building capacity for teachers' instructional delivery to include the Gradual Release Model, small group instruction, and differentiated instruction. We will continue to provide these action steps across the board.

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

- Differentiation
- Student engagement
- Disaggregating data
- Data driven decision making
- Interventions
- Collaborative planning

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

Professional development will be provided in differentiated instruction, STEM, interventions, writing, B.E.S.T. and social emotional learning (SEL).

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

Additional services will be implemented to ensure sustainability of improvement in the next year and beyond such as before and after school tutoring and interventions as well as Saturday Academies, Spring Break Academy, Winter Academy, Inquiry Based Learning in Science, and STEM-based clubs.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Differentiation**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Differentiation will provide each student with various avenues to learning in order to accelerate learning so that all students within a classroom can learn effectively, regardless of differences in ability. This is an area of critical need because although overall we went up in ELA from 34% during the 2020-2021 school year to 40 during the 2021-2022 school year, third grade did not show any growth and remained at stagnant at 27 percent proficiency.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of differentiation, an additional 10% of the both ELA and Math proficiency will increase from 40% to 50% and from 43% to 53% respectively.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This area of focus will be monitored by Administration instructional walk throughs of classrooms, quarterly data chats discussing i-Ready progress with teachers, students and administrators and during Common Planning.

Person responsible for monitoring outcome:

Christina McCrink (christinamccrink@dadeschools.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Differentiated Instruction will allow students to acquire content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

On August 12, Professional Development will be provided for teachers on the effective implementation of Differentiated Instruction that is aligned to the school's goals based on data.

Person Responsible Kyla Bess (yiah_bess@dadeschools.net)

Teachers will develop lesson plans that include differentiated activities by October 7th, 2022.

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

Academic coaches will lead common planning and create lesson plans that include the use of data to Differentiate Instruction from 8/17/22 – 10/14/22.

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

Teachers will gather teaching materials and assessment measures to ensure that all students within the classroom are learning effectively from 8/17/22 – 10/14/22.

Person Responsible Christina McCrink (christinamccrink@dadeschools.net)

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus

Description and Rationale:

At Leisure City K-8 only 37 percent of our Students with Disabilities (SWD) earned proficiency on the ELA FSA. Currently, SWE are our most fragile learners and are in need of the most support in order to succeed and make gains. When comparing SWD students Science proficiency rates from the 2020-2021 and 2021-2022 school years, student proficiency decreased by 3 percentage points from 10 percent to 7 percent.

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By successfully focusing on Standards-Aligned Instruction to meet the needs of Students with Disabilities (SWD), an additional 4 percent of SWD students will score at or above grade level bringing the proficiency from 37 percent to 41 percent proficiency in Reading on the FAST assessment during PM3.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

The Leadership Team will collaborate to ensure coaches are disseminating best practices during common planning and assisting in classrooms with the greatest needs. Administrators will conduct walk-throughs with specific "look fors" that target areas of focus such as common boards, differentiated instruction and learning targets.

Person responsible for monitoring outcome:

Lisa Aviles Knight (l_aviles@dadeschools.net)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

Standards-Aligned Instruction refers to teachers executing lessons based on the standards/learning targets and ensure that all student products and teaching techniques are aligned to the intended standards.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

If teachers deliver planned lessons to guide students through the demands of the standards/learning targets, then students will show evidence of mastering the lesson objective/s through their work samples/tasks.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

ELA teachers will attend the BEST Standards training by September 1st, 2022.

Person Responsible Kimberlie Rodriguez (kimberlie44444@dadeschools.net)

Academic Coaches will guide teachers during Common Planning to ensure that lessons are aligned to the standards by October 7th, 2022.

Person Responsible Kyla Bess (ylah_bess@dadeschools.net)

During Common Planning, Support Facilitators and Academic Coaches will identify Students with Disabilities (SWD) that are struggling meeting the standards using Progress Monitoring Assessments after each topic in math and ELA by October 14th, 2022..

Person Responsible Kimberlie Rodriguez (kimberlie44444@dadeschools.net)

During ELA, Support Facilitators will push in during Differentiated Instruction and scaffold grade-level standards for targeted Students with Disabilities by September 16th, 2022..

Person Responsible Christina McCrink (christinamccrink@dadeschools.net)

#3. Transformational Leadership specifically relating to Leadership Development

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Our area of focus is to increase the level of support for staff. According to the 2021-2022 Staff SIP Survey 78 percent of teachers feel "supported by teacher leaders"; this is a decrease of 5 percentage points from the 2020-2021 school year of 83 percent.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

As a result of Shared Leadership, administration will provide teachers ample opportunities to feel supported by leveraging Instructional Coaches, Department/Grade level chairs, and lead teachers, thereby increasing teacher efficacy . As a result, at least 85% of staff will agree on the 2022-2023 School Climate Survey that supported by teacher leaders; an increase of 7 percentage points.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The Leadership Team will identify teachers who build capacity during weekly Leadership Team meetings and those teachers will present best practices during grade level meetings, and faculty meetings.

Person responsible for monitoring outcome:

Walter Hall (walt77hall@dadeschools.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

This year our focus will be Shared Leadership; this system is designed to develop leadership capacity among all members of the school community. In Shared Leadership, teachers, staff, parents, and principals work together to solve problems and create an engaging school climate that fosters student learning.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

As a result of Shared Leadership we will engage all stakeholders in the process of working together towards a shared purpose, and ensuring all participants share responsibility and accountability.

Action Steps to Implement
 List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Identify faculty, staff, student, and parent leaders by September 15th, 2022.

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

By October 14, 2022, utilize the talents of the stakeholders identified by providing a job/task to each member that will improve school climate, encourages teachers, empower others, and/or foster student learning.

Person Responsible Walter Hall (walt77hall@dadeschools.net)

By October 14, 2022 continue to identify teacher leaders and identify best practices during instructional walkthroughs, and common planning.

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

Survey stakeholders for new innovative ideas and additional personnel that can help improve school climate, encourages teachers, empower others, and/or foster student learning by October 14, 2022.

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

#4. Positive Culture and Environment specifically relating to 15` Celebrate Successes

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

According to the 2021-2022 School Climate Survey on PowerBi, 48% of the staff agree or strongly agree that staff morale is high, compared to 77% of teachers in 2020-2021; this is a decrease of 29 percentage points .

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If we successfully celebrate successes for teachers and students, then at least 70% of staff will agree or strongly agree that staff morale is high; an increase of 22 percentage points from 48 during the 2021-2022 school year.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The administrative team will plan and coordinate activities that highlight teacher and student sucess.

Person responsible for monitoring outcome:

Christina McCrink (christinamccrink@dadeschools.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Celebrate Successes is when staff and student accomplishments are given special recognition and achievements are publicly celebrated allowing for encouragement from all stakeholders.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

When staff and student accomplishment are given recognition, and achievements are celebrated, then stakeholders feel empowered and appreciated.

Action Steps to Implement
 List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Staff will be recognized during faculty meetings through shout outs providing specific reasons for recognition by September 1, 2022.

Person Responsible Walter Hall (walt77hall@dadeschools.net)

Teachers will be encouraged to share best practices during faculty meetings by October 14, 2022.

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

School-wide announcements will celebrate specific accomplishments and highlight specific teacher's successes by October 3, 2022.

Person Responsible Maya Chacon (mayachacon@dadeschools.net)

A school newsletter will include an excerpt detailing one teacher's accomplishments and praise his/her successes by October 14, 2022.

Person Responsible Gisselle Guia (giselle@dadeschools.net)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

To improve lesson quality, instructional effectiveness, and student achievement in order to ensure that each grade level has 50 percent or more students scoring at proficiency. During the 2021-2022 school year 71% of student in grades K-2 scored proficient on the Reading SAT-10 and 79% during the 2020-2021 school year an decrease of 8 percentage point.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

To improve lesson quality, instructional effectiveness, and student achievement in order to ensure that each grade level has 50 percent or more students scoring at proficiency. During the 2021-2022 school year only 35 percent of student in grades 3-5 scored proficient on the Reading/ELA and 34% during the 2020-2021 school year an increase of 1 percentage point.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

In grades K-2, our goal is to be at 50 percent or more of students to be on track during PM3 to pass the statewide ELA assessment.

Grades 3-5: Measureable Outcome(s)

In third grade 27 percent of students scored at or above a level 3. This year our goal is to increase student proficiency in third grade by 8 percentage points. In fifth grade 43 percent scored at or above a level 3. This year our goal is for 50 percent of fifth grade students to achieve a level 3 or above; an increase of 7 percentage points.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Common Planning agendas and sign-in sheets will reflect the learning target outcomes for the bi-weekly instructional block and Academic Coaches, along with the Administration, will conduct walk throughs to ensure Standard-Based Instruction is being implemented with fidelity during whole group and small group instruction.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

McCrink, Christina, christinamccrink@dadeschools.net

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Standards-Based Collaborative Planning will bring teachers together to learn from one another and collaborate on projects that will lead to improvements in standards-aligned lesson quality, instructional effectiveness, and student achievement. It will include detailed learning targets, activities and assessments that evaluate students on the aligned standards-based content.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

Collaborative Planning improves collaboration among teachers and promotes learning, insights, and constructive feedback that occur during professional discussions among teachers. Standards-Based lessons, units, materials, and resources are improved when teachers work on them collaboratively.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Identify the Literacy Leadership Team members by September 1, 2022.	Aviles-Knight, Lisa, 277570@dadeschools.net
Ensure the Academic Reading Coach attends monthly trainings and turn keys information to relevant stakeholders by October 14, 2022.	McCrink, Christina, christinamccrink@dadeschools.net
The Administration/Leadership Team, will have Individual Data Chats with all teachers by September 13, 2022.	Aviles Knight, Lisa, l_aviles@dadeschools.net
Hold in-house Professional Development opportunities on a monthly basis geared toward teacher needs by October 14, 2022.	Aviles Knight, Lisa, l_aviles@dadeschools.net

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

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

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

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

Students in K-8 will be participating in a school-wide community service project, providing students with the opportunity to give back to the community.

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

Administration fosters respect for diversity and inclusion among all staff members and stakeholders. Leadership team members greet students as they enter the building, collaborate with teachers during common planning time to ensure teachers' voices are heard.

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