

Miami-Dade County Public Schools

# Spanish Lake Elementary School



2022-23 Schoolwide Improvement Plan

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# Spanish Lake Elementary School

7940 NW 194TH ST, Hialeah, FL 33015

<http://sle.dadeschools.net>

## Demographics

**Principal: Milko Brito O**

Start Date for this Principal: 7/1/2018

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	93%
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: A (65%) 2018-19: A (67%) 2017-18: A (63%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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](http://www.floridacims.org).

## Purpose and Outline of the SIP

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

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# Spanish Lake Elementary School

7940 NW 194TH ST, Hialeah, FL 33015

<http://sle.dadeschools.net>

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p><b>2021-22 Title I School</b></p> <p style="text-align: center;">Yes</p>	<p><b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p style="text-align: center;">93%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p><b>Charter School</b></p> <p style="text-align: center;">No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">98%</p>

## School Grades History

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

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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.**

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

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

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

### School Leadership Team

#### **Membership**

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
Brito, Milko	Principal	The Principal oversees the entire operation of the school in general. The Principal will ensure that the school's faculty is aware of the MTSS/RTI process through continuous professional development, he adjusts the allocation of school based resources, holds regular leadership team meetings, gathers and analyzes data to determine appropriate professional development for faculty, maintains communication with staff for input and feedback, adjusts the school's academic goals and monitors the implementation of professional development.
Bustamante, Kathy	Assistant Principal	Assistant Principal oversees support, set expectations, provide instructional leadership, ensure commitment, hold regular meetings, and analyze data for use of intervention and achievement needs in third, fourth and fifth grade.
Marti, Anita	Assistant Principal	Assistant Principal oversees support, set expectations, provide instructional leadership, ensure commitment, hold regular meetings, and analyze data for use of intervention and achievement needs in kinder, first and second grade.
Vogel, Maria	Math Coach	The Math Coach oversees the mathematics curriculum for the entire school population from Kindergarten to fifth grade. The Math Coach actively participates in MTSS/ RTI meetings, identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches in the area of Math. The Math Coach will also participate in data collection and data analysis in order to implement and design a constructive focus plan. Identify Tier 1, Tier 2, and possible Tier 3 students and collaborate with support staff by providing instructional strategies and resources. In addition she will continue to review, collect data and monitor the implementation of the SIP as the EESAC Chairperson.
Torres, Carolina	Reading Coach	The Reading Coach oversees the Reading and Language Arts curriculum for the entire school population from Kindergarten to fifth grade. The Reading Coach actively participates in MTSS/RTI meetings, identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches in the areas of Reading and Language Arts. The Reading Coach participates in data collection and data analysis in order to implement and design a constructive focus plan. She will also identify Tier 1, Tier 2, and possible Tier 3 students and collaborate with support staff by providing instructional strategies and resources.
Meneses, Jennifer	Science Coach	The Science Coach oversees the Science curriculum and implementation strategies throughout the entire school population from Kindergarten through fifth grade. The Science Coach actively participates in the MTSS/ RTI meetings and processes, identifies and analyzes existing literature on scientifically based curriculum/ behavior assessment and intervention



Name	Position Title	Job Duties and Responsibilities
		<p>approaches in the area of Science. The Science Coach will also participate in data collection and data analysis in order to implement and design a constructive focus plan.</p>
<p>Gajano, Grisell</p>	<p>School Counselor</p>	<p>The School Guidance Counselor oversees the social and emotional well being of all students in grades three to five. The School Guidance Counselor will actively participate in the MTSS/RTI meetings, will assist with whole-school screening programs, will counsel students and provide interventions to support the student's academic, emotional, behavioral and social success. Counselor will also provide counseling and assistance as needed to students and families.</p>
<p>Hernandez, Sandra</p>	<p>ELL Compliance Specialist</p>	<p>The Bilingual Representative oversees the ELL program from testing to assuring compliance by maintaining continuous data for all targeted students. The Bilingual Representative will actively participate in the MTSS/RTI meetings, will identify and analyze existing literature on scientifically based curriculum/ behavior assessment and intervention approaches in the areas of Spanish and modern languages.</p>
<p>Helsper, Gabriella</p>	<p>Teacher, K-12</p>	<p>The ESE Representative oversees the ESE program from testing to assuring compliance by maintaining continuous data for all targeted students. The ESE Representative will actively participate in the MTSS/RTI meetings, will identify and analyze existing literature on scientifically based curriculum/ behavior assessment and intervention approaches in the areas of ESE.</p>

**Demographic Information**

**Principal start date**

Sunday 7/1/2018, Milko Brito O

**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.*

13

**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.*

25

**Total number of teacher positions allocated to the school**

75

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

1,124

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.

0

**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	162	164	168	197	186	247	0	0	0	0	0	0	0	1124
Attendance below 90 percent	0	30	14	16	14	20	0	0	0	0	0	0	0	94
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	7	25	16	14	0	0	0	0	0	0	0	63
Course failure in Math	0	1	13	20	21	22	0	0	0	0	0	0	0	77
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	13	25	60	0	0	0	0	0	0	0	98
Level 1 on 2022 statewide FSA Math assessment	0	0	0	8	29	55	0	0	0	0	0	0	0	92
Number of students with a substantial reading deficiency	0	0	17	43	46	68	0	0	0	0	0	0	0	174

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	1	6	23	30	56	0	0	0	0	0	0	0	116

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	1	2	13	0	1	0	0	0	0	0	0	0	17
Students retained two or more times	0	0	0	1	0	1	0	0	0	0	0	0	0	2

**Date this data was collected or last updated**

Thursday 7/7/2022

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	3	5	25	11	15	0	0	0	0	0	0	0	60

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	4	5	5	25	2	1	0	0	0	0	0	0	0	42
Students retained two or more times	0	0	0	1	1	3	0	0	0	0	0	0	0	5

**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	157	154	163	191	231	275	0	0	0	0	0	0	0	1171
Attendance below 90 percent	31	15	13	19	20	28	0	0	0	0	0	0	0	126
One or more suspensions	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Course failure in ELA	0	7	16	25	13	15	0	0	0	0	0	0	0	76
Course failure in Math	0	14	12	32	21	31	0	0	0	0	0	0	0	110
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	43	56	58	0	0	0	0	0	0	0	157
Level 1 on 2019 statewide FSA Math assessment	0	0	0	39	50	61	0	0	0	0	0	0	0	150
Number of students with a substantial reading deficiency	0	17	28	63	65	86	0	0	0	0	0	0	0	259

**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	6	10	46	52	61	0	0	0	0	0	0	0	175

**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	1	0	15	0	1	0	0	0	0	0	0	0	17
Students retained two or more times	0	0	0	1	1	3	0	0	0	0	0	0	0	5

**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	61%	62%	56%				62%	62%	57%
ELA Learning Gains	70%						69%	62%	58%
ELA Lowest 25th Percentile	54%						65%	58%	53%
Math Achievement	66%	58%	50%				74%	69%	63%
Math Learning Gains	77%						76%	66%	62%
Math Lowest 25th Percentile	71%						68%	55%	51%
Science Achievement	56%	64%	59%				55%	55%	53%

**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	60%	60%	0%	58%	2%
Cohort Comparison		0%				
04	2022					
	2019	61%	64%	-3%	58%	3%
Cohort Comparison		-60%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	56%	60%	-4%	56%	0%
Cohort Comparison		-61%				

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					
	2019	67%	67%	0%	62%	5%
Cohort Comparison		0%				
04	2022					
	2019	78%	69%	9%	64%	14%
Cohort Comparison		-67%				
05	2022					
	2019	69%	65%	4%	60%	9%
Cohort Comparison		-78%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	52%	53%	-1%	53%	-1%
Cohort Comparison						

**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	31	51	46	33	63	56	25				
ELL	54	65	56	62	72	69	40				
BLK	47			47							
HSP	61	69	51	65	76	70	56				
WHT	55	93		75	92						
FRL	58	68	55	64	76	69	54				

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	21	45	56	20	30	39	21				
ELL	50	42	57	51	35	43	41				
BLK	25			25							
HSP	56	44	57	52	33	37	45				
WHT	41			35							
FRL	52	43	56	48	32	37	41				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	20	41	43	44	68	69	25				
ELL	57	69	70	72	75	73	56				
BLK	56	54		59	68	58	42				
HSP	63	70	67	75	76	69	55				
WHT	67	55		75	91						
FRL	61	68	66	72	74	64	52				

**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)	N/A
OVERALL Federal Index – All Students	65
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	66
Total Points Earned for the Federal Index	521
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	45
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	61
English Language Learners Subgroup Below 41% in the Current Year?	NO

<b>English Language Learners</b>	
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Native American Students</b>	
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
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	47
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	64
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
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
<b>Pacific Islander Students</b>	
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
<b>White Students</b>	
Federal Index - White Students	79
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	64
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?

2021 data:

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

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

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

2022 data:

Third grade ELA showed a downward trend as compared to the district with the school showing a proficiency of 47% in ELA as opposed to the district's 56%. Third grade Math showed a neutral trend same as the district with 60%.

Fourth grade showed a downward trend in both ELA and Math as compared to the district with the school showing a proficiency of 60% in ELA and a 64% in Math as opposed to the district's 62% and 65%.

Fifth grade Math and Science groups both showed an upward trend as compared to the district with the school showing a proficiency of 57% in Math and a 56% proficiency in Science as opposed to the district's 54% and 49%.

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

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

2022 data findings: The greatest need for improvement, after analyzing progress monitoring and the 2022 state assessments, is ELA across all grade levels. ELA scores had previously stayed stagnant until this 2021 testing year where they dropped across all grade levels allowing for room for improvement.



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

2021 data findings: The contributing factors that led to this need for improvement were inconsistent student attendance while in the MSO model as well as the physical students at times, lack of internet access and/or device availability, and the fluctuation between MSO to PHY and vice versa throughout the academic year. To address this need across all grade levels and all subject areas, all students will be physical this coming school year therefore allowing us to foster a better connection amongst teachers and students where attendance and limited use of devices with consistent internet access will no longer be a roadblock in their academic success. Computers/laptops with internet connectivity will be readily available to all and attendance will be encouraged and monitored by an Attendance Review Committee.

2022 data findings: The contributing factors that led to this need for improvement were the lack of consistent student attendance of provided before and after school tutoring programs and the lack of intervention resources and personnel. To address this need for the area of ELA, an intervention plan will be implemented to monitor the areas of weakness in student performance that will allow for constant modification of instruction and effective implementation and attendance of tutoring programs.

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

2021 data findings: ELA Learning Gains increased from 44 percentage points in 2021 to 70 percentage points on the 2022 FSA. This is 26 percentage point increase.

2022 data findings: In 2022, Math Learning Gains increased from 33 percentage points to 77 percentage points when comparing FSA Mathematical data . This is a 44 percentage point increase.

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

2021 data findings: We implemented the use of targeted data analysis and instruction in the area of ELA. We continued with our previously implemented strategies along with more frequent data chats between teacher and student and administrator and teacher. Having an ongoing availability of data was beneficial to the teachers that allowed for targeted instruction that was planned for during collaborative planning sessions.

2022 data findings: We consistently monitored the usage and passing rate of i-Ready Math for students. The Math Coach reviewed and analyze the data on a weekly basis. The additional Math programs such as IXL that facilitated the improvement of the learning gains. The Math Coach will continue to monitor and support the lowest 25 students.

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

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

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

The PLST will develop whole group sessions and job-embedded sessions on student-staff Connections to connect and inspire (August/22), Mindfulness-Empathy (August/22), data to drive instruction (on-going), aligning technology resources to small group instruction (October/22). In addition, there will be more technology driven professional developments on-going throughout the school year to help teachers effectively

implement various educational programs in their classroom instruction. Teachers will be given the opportunity to further enhance their abilities to write their SMARTIE professional learning goals.

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

To assess and address learning gaps, students will have accessible intervention and ongoing progress monitoring by teachers and interventionists. Students and teachers will work together whereby differentiated instruction will play a key role in narrowing the achievement gaps. Students will be identified based on data acquired and criteria from the K-5 Intervention Decision Tree for the intervention program. Teachers will assign individualized i-Ready lessons for Tier 2 and Tier 3 students. Teachers and interventionists will monitor student participation on a weekly basis to ensure completion of targeted assigned lessons. Teachers will also monitor the Pathway lessons for completion and passing rates. Through a variety of programs, we will be able to target all learners in grades K-5 in need of opportunities to grow, and Title III funds will be utilized to further target our ESOL population in grades 2nd -5th in need of services. Pre and post assessments will be administered to ensure growth. Tutors will track attendance and participation using individualized Reading resources attached to the ELA program. Spanish Lake Elementary will be implementing the accelerated math program for our 3rd grade students. Continued tutoring will be offered from January through April for targeted students in the ELL program. Lastly, a variety of clubs including Key Board Club, Art Therapy Club, STEAM/ SECME Club, Judo Club and Mindfulness Club will be implemented after school from August through May.

**Areas of Focus**

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

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**#1. Instructional Practice specifically relating to ELA**

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

The percentage of students scoring below Level 3 on the 3rd grade 2022 statewide, standardized English Language Arts assessment was 47 percent. Only 53 percent of 3rd graders that took the ELA statewide assessment scored proficiency passing levels at or above 3. The percentage of learning gains for the subgroup of the lowest 25 in the 2022 FSA ELA was 54% as compared to the 2021 FSA ELA was 55%. This is a 1 percentage point decrease.

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 grade 3 English Language Arts assessment is 47%. Based on the data, student engagement using technology is a vital tool to ensure exposure to standards aligned instruction to better facilitate learner needs. Our students did not achieve adequate proficiency across the different content areas due to various limitations that arose such as limited Wi-Fi connectivity, the lack or limited use of devices, and the ease of application/program navigation. As part of partaking in the Reading Achievement Initiative for Scholastic Excellence (RAISE) we aim to eliminate these learning barriers.

**Measurable Outcome: State the specific measurable outcome the school plans to achieve.**

If teachers implement the strategy of Technology Integration relating to ELA, then students' proficiency will increase by a minimum of 5 percentage points as evidence by the 2022-2023 ELA FAST assessment.

**This should be a data based, objective outcome.**

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

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

**Person responsible for monitoring outcome:**

Milko Brito (pr2191@dadeschools.net)

**Evidence-based Strategy: Describe the evidence-based strategy**

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

**being implemented for this Area of Focus.**

**Rationale for Evidence-based Strategy:**

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

If the Technology Integration strategies relating to ELA are implemented with fidelity then we expect to see improvement in ELA student achievement.

### **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.

From August 22-October 14, 2022, an action step that will be taken by Spanish Lake Elementary School for this area of focus will be the integral implementation and consistent usage of technology programs such as Near Pod, Discovery ED, and Generation Genius to further expose students to the reporting category of key ideas and details. Teachers will use technology integration in a variety of ways, taking into account key ideas and details deficiency, with an emphasis on 3rd grade ELA. As a result of the consistent integration of technological programs in ELA then we expect to see an improvement in 3rd grade ELA.

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

From August 22-October 14, 2022, another action step that will be taken by Spanish Lake Elementary School for this area of focus will be to use the technology programs available to the staff to better guide instructional planning and delivery as it relates to standards aligned instruction as it impacts 3rd grade, ELA. As a result of the consistent use of technology programs to better guide instruction and delivery in ELA then we expect to see an improvement in 3rd grade ELA.

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

From August 22-October 14, 2022, another action step that will be taken by Spanish Lake Elementary School for this area of focus will be to incorporate the SAMR model in conjunction with the technology programs available to raise the level of rigor for the lessons taught in Reading and Language Arts, 3rd grade. As a result of the consistent implementation of the SAMR model in conjunction with the technology programs in ELA then we expect to see an improvement in ELA scores.

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

From August 22-October 14, 2022, another action step that will be taken by Spanish Lake Elementary School for this area of focus is to create a schedule for an active computer lab and computer carts for students to have access to the technology programs to remediate and enrich within the 3rd grade ELA subject content. As a result of the consistent implementation of a schedule for an active computer lab and

computer carts for students to have access to the technology programs to remediate and enrich within the 3rd grade ELA we expect to see an improvement in 3rd grade ELA.

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

From October 31st-December 16th, Instructional staff will have further Professional Training on the platform Schoology moving into the next phase with an emphasis on resources and features found within this program.

**Person Responsible** Gabriella Helsper (ghelsper@dadeschools.net)

From October 31st -December 16th, Instructional staff will implement the practice of making vocabulary words visible with anchor charts to create a print rich environment whereby students are allowed the opportunity to practice the targeted vocabulary words daily.

**Person Responsible** Carolina Torres (mequiso@dadeschools.net)

**#2. 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.**

In the 2022 Math FSA assessment, the proficiency level of students scoring a level of 3-5 was 66% as compared to the previous year where it was 51%. This is a 15 percentage point increase which however, it significantly did not increase as projected . Additionally, in the 2022 Science State Assessment, the proficiency level for 5th grade students was 56%. Based on the data reviewed, differentiation is crucial to student achievement based on the fact that the continued usage of data driven instruction has proven to effectively meet individual student needs as evidenced by state assessment results in previous years.

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

If we implement Data Driven Instruction through differentiation, then 70% of our students will achieve a higher level of proficiency.

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

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

**Person responsible for monitoring outcome:**

Milko Brito (pr2191@dadeschools.net)

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

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

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

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

**Action Steps to Implement**

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.

From August 22-October 14, 2022, instructional staff will administer baseline assessments from the district and/or textbook series assessment as well as the Progress Monitoring diagnostic to gather necessary data to enhance student learning. As a result of the consistent use of data gathered from district and/or textbook series assessment as well as the Progress Monitoring diagnostic we expect to see an increase in student achievement.

**Person Responsible**

Milko Brito (pr2191@dadeschools.net)

From August 22-October 14, 2022, after administering the baseline assessments and Progress Monitoring diagnostic exams, teachers will analyze student need in order to effectively create, manage, and maintain a differentiated approach to student learning. As a result of the consistent analysis of student needs in

order to effectively create, manage, and maintain a differentiated approach to student learning we expect to see an increase in student achievement.

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

From August 22-October 14, 2022, teachers and students will conduct data chats to analyze the acquired data and set quarterly goals to empower students. As a result of the consistent implementation of teacher and student data chats to analyze the acquired data and set quarterly goals we expect to see an increase in student achievement.

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

From August 22-October 14, 2022, students will self-reflect on their progress by maintaining a record of their assessment scores and graphing them on a consistent basis to monitor growth or areas of needs. As a result of the consistent monitoring and self-reflection of progress by students on their growth or areas of needs we expect to see an increase in student achievement.

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

From October 31st- December 16th, Instructional staff will conduct data chats with students to review AP1 data and to set attainable goals for Quarter 2 as well as train them to self-monitor their growth in order to promote accountability for learning.

**Person Responsible** Kathy Bustamante (kbustamante@dadeschools.net)

From October 31st-December 16th, Instructional staff will continue to administer and analyze topic and unit assessments to continue to make fluid differentiated instruction groups while providing a range of DI activities in their rotations.

**Person Responsible** Maria Vogel (mvogel@dadeschools.net)



**#3. Positive Culture and Environment specifically relating to Social Emotional Learning**

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

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

Based on the 2022 School Climate Survey, 65% of students agree with the statement "My teachers are friendly and easy to talk to." as compared to 79% from the previous year. This is a 14 percentage point decrease. The data was selected as most significantly decreased because less students perceive that the teachers/counselors are easily accessible or easy to talk to. This has a strong impact on their social and emotional well being which in turn negatively impacts their ability to learn. The data was selected as most significantly decreased because students need to feel that all adults in the school care about them which is not the current reality. It is imperative that all staff have a more mindful/empathic approach when interacting daily with students. This in turn will yield a more positive school culture and create a more welcoming and engaging learning environment.

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

If we implement social emotional strategies through staff -student connections, then the students would strongly agree with the statement "My teachers are interested in how I do in the future" will increase by a minimum of 5 percentage points. Students need to feel safe and secure in their school environment in order to improve their daily learning experiences.

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

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

**Person responsible for monitoring outcome:**

Milko Brito (pr2191@dadeschools.net)

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

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

**Rationale for Evidence-based Strategy:**  
**Explain the rationale for**

If the staff-student connection strategies are implemented with fidelity, then we expect to see an increase in teacher, student, and leadership rapport followed by an



**selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.** increase in student achievement and improved behaviors throughout our school.

**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.

From August 22-October 14, 2022, an action step that will be implemented on this area of focus of Social and Emotional wellbeing of students is to provide opportunities where there will be a rapport built amongst students and staff members through morning wellness checks. As a result of the consistent implementation of morning wellness check we expect to see an increase in student achievement and improved behaviors throughout our school.

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

From August 22-October 14, 2022, teachers and staff members will be provided with professional development in the area of empathy to better assist them when dealing with the growing needs of students with social emotional concerns. As a result of actively participating in the professional development in the area of empathy we expect to see an increase in student achievement and improved behaviors throughout our school.

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

From August 22-October 14, 2022, teachers and staff members will effectively implement best practices learned at the empathy professional development to ensure that student needs are addressed in a timely and efficient manner. As a result of the consistent implementation of best practices learned at the empathy professional development we expect to see an increase in student achievement and improved behaviors throughout our school.

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

From August 22-October 14, 2022, the school counselors will implement classroom sessions with students to teach a lesson or read a book to connect and inspire all students. As a result of the school counselors implementing classroom sessions with students to teach a lesson or read a book to connect and inspire all students we expect to see an increase in student achievement and improved behaviors throughout our school.

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

From October 31st- December 16th, the school will implement a Mindful Focused calendar where different aspects of social emotional wellbeing techniques will be incorporated into a variety of activities throughout the next few months.

**Person Responsible** Grisell Gajano (ggajano@dadeschools.net)

From October 31st-December 16th, Students will be provided the opportunity to participate in a variety of activities that include Career Day, Career Dress-up Day and College Color Day which provides students with ideas and opportunities to explore their potential future.

**Person Responsible** Grisell Gajano (ggajano@dadeschools.net)

**#4. 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.**

Based on the 2022 School Climate Survey, 29% of the staff strongly agree with the statement "I feel my ideas are listened and considered." Additionally, 45% of the staff also strongly agree with the statement " School personnel work together as a team."  
 Based on the data reviewed, Shared Leadership is crucial in developing others to continuously provide opportunities to encourage staff growth. This will encourage adaptability and ultimately empower teachers to take ownership of their on-going teaching and learning.

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

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

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

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

**Person responsible for monitoring outcome:**

Milko Brito (pr2191@dadeschools.net)

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

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

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

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

**Action Steps to Implement**

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.

From August 22-October 14, 2022, an action step that Spanish Lake will implement to address the area of focus of Shared Leadership will be to establish a set of surveys to promote the spearheading of future teacher leaders and technology ambassadors. It will further foster a more expansive community of teacher leaders and technology ambassadors. As a result of the consistent implementation of surveys in order to promote teacher leaders and technology ambassadors we expect to see an increase in teacher involvement and active participation.

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

From August 22-October 14, 2022, teachers and staff members will be provided the opportunity to disseminate newly effectively and efficiently acquired information to staff members in order to implement said information in a timely manner. As a result of the timely dissemination of acquired information to staff members we expect to see an increase in teacher involvement and active participation.

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

From August 22-October 14, 2022, teachers and staff members will showcase best practices across all grade levels and subject areas during faculty meetings to further enhance lesson delivery to the students' advantage. As a result of consistent showcasing of best practices across all grade levels and subject areas during faculty meetings we expect to see an increase in teacher involvement and active participation.

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

From August 22-October 14, 2022, along with the already established school committees, Spanish Lake will create a new marketing committee to better showcase and highlight school events and offerings. As a result of consistent participation in the marketing committee to better showcase and highlight school events and offerings we expect to see an increase in teacher involvement and active participation.

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

From October 31st- December 16th, teachers will be allowed the opportunity to become active leaders of the school community as they meet within their committees on a consist basis to plan multiple school activities and program. A major focus will be placed on brainstorming ideas for the marketing committee.

**Person Responsible** Anita Marti (martia@dadeschools.net)

From October 31st-December 16th, Administration will create a PowerPoint showcasing best practices found while conducting classroom visitations. This will provide an opportunity to highlight teacher leaders and their accomplishments. As a result of this action a staff member will also be highlighted through social media for their expertise and/or best practice.

**Person Responsible** Milko Brito (pr2191@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.

Our strengths within School Culture are in Relationships, Engaging Learning Environment, and Physical and Emotional Safety. Our school fosters an environment where students, parents, staff, and the community have access to experiences that encourage the support of students in their academic, mental, and emotional states. The school hosts varying activities that promote the development of trusting and caring relationships such as Hispanic Heritage showcase, Fall Festival, Science Fair, Talent Showcase, Art Showcase and Movie Night. Staff provide an inviting environment where students are encouraged to

practice a growth mind set by developing personalized goals. We also create norms, values, and expectations that support social, emotional, and physical safety through the implementation of our monthly Values Matters ceremony highlighting both students and staff as well as valuable community members.

Host activities that foster the development of trusting and caring relationships through empathy activities/ lessons.

Foster high expectations through the use of growth mindset.

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

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

Establish a shared school vision with all stakeholders.

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

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principals, Instructional Coaches, Teacher Leaders, and Counselors (our School Leadership Team). The Principal's role is to monitor and oversee all the school's initiatives and respond to concerns with morale by planning team-building and morale boosting activities. The Assistant Principals will monitor the mentorship programs and assist in ensuring all information is shared with stakeholders in a timely manner. Teacher leaders and instructional coaches assist in providing and responding to feedback from stakeholders. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and the community. The School Leadership Team will use the Developing Others competency in the CIMS by providing positive feedback as well as constructive criticism, encouraging adaptability, and ultimately empowering teachers to take ownership of their on-going teaching and learning.

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