Pine Lake Elementary School

2022-23 Schoolwide Improvement Plan

Table of Contents

Pine Lake Elementary School

16700 SW 109TH AVE, Miami, FL 33157

http://pinelake.dadeschools.net/

Demographics

Principal: Crystal Coffey

Start Date for this Principal: 7/19/2014

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
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 (57%) 2018-19: B (61%) 2017-18: C (50%)
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	N/A
* 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

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

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

School Board Approval

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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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.

At Pine Lake Elementary School, we strive to provide the highest quality, relevant learning experiences that foster lifelong curiosity. So that all our students are empowered to achieve their full academic, personal, and civic potential, while becoming responsible citizens, and protectors of our global environment.

Provide the school's vision statement.

At Pine Lake Elementary School, we are committed to inspiring, valuing, educating and empowering students through academic excellence and environmental awareness, in and beyond the classroom.

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
Coffey, Crystal	Principal	ccoffey@dadeschools.net Mrs. Coffey is the school's administrative leader. She guides the team and ensures the teachers and students have all the support and resources necessary to be successful.
Rodriguez, Jacqueline	Assistant Principal	jackie@dadeschools.net Assistant Principal responsibilities- Ms. Rodriguez is responsible for assisting the school principal in the leadership, coordination, supervision and management of the school program and operations.
Cue, Sandra	Assistant Principal	sandracue@dadeschools.net Assistant Principal responsibilities- Ms. Cue is responsible for assisting the school principal in the leadership, coordination, supervision and management of the school program and operations.
Collins, Pat	Reading Coach	148693@dadeschools.net The Reading coach provides coaching and other professional development support that enables teachers to think reflectively about improving student learning and implementing various instructional programs and practices.
Munoz, Yolanda	Math Coach	ymunoz@dadeschools.net The Math Coach works with classroom teachers in researching, preparing, guiding, and identifying resources while assisting with the full implementation and monitoring of the district's adopted math program in response to student achievement.
Arias, Michelle	Magnet Coordinator	marias2@dadeschools.net The Magnet Coordinator assists teachers in reflecting on and analyzing their practice and reviewing student work to inform instruction and enhance student achievement.

Demographic Information

Principal start date
Saturday 7/19/2014, Crystal Coffey

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.*
11

Total number of teacher positions allocated to the school

15

Total number of students enrolled at the school

315

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

3

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

2

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	44	60	41	77	48	50	0	0	0	0	0	0	0	320
Attendance below 90 percent	0	12	5	14	4	7	0	0	0	0	0	0	0	42
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	3	8	2	11	0	0	0	0	0	0	0	24
Course failure in Math	0	0	2	2	1	3	0	0	0	0	0	0	0	8
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	7	6	16	0	0	0	0	0	0	0	29
Level 1 on 2022 statewide FSA Math assessment	0	0	0	7	10	18	0	0	0	0	0	0	0	35
Number of students with a substantial reading deficiency	0	0	4	24	12	20	0	0	0	0	0	0	0	60

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	0	2	9	7	15	0	0	0	0	0	0	0	33

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	0	0	6	0	1	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	3	0	0	0	0	0	0	0	0	0	3

Date this data was collected or last updated

Thursday 8/11/2022

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	32	38	55	41	48	51	0	0	0	0	0	0	0	265
Attendance below 90 percent	5	6	18	11	16	13	0	0	0	0	0	0	0	69
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	4	1	9	8	0	0	0	0	0	0	0	22
Course failure in Math	0	0	3	0	9	5	0	0	0	0	0	0	0	17
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	5	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Number of students with a substantial reading deficiency	0	9	27	26	22	18	0	0	0	0	0	0	0	102

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	4	0	9	9	0	0	0	0	0	0	0	22

The number of students identified as retainees:

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

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	32	38	55	41	48	51	0	0	0	0	0	0	0	265
Attendance below 90 percent	5	6	18	11	16	13	0	0	0	0	0	0	0	69
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	4	1	9	8	0	0	0	0	0	0	0	22
Course failure in Math	0	0	3	0	9	5	0	0	0	0	0	0	0	17
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	5	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Number of students with a substantial reading deficiency	0	9	27	26	22	18	0	0	0	0	0	0	0	102

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	4	0	9	9	0	0	0	0	0	0	0	22

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	52%	62%	56%				47%	62%	57%
ELA Learning Gains	63%						62%	62%	58%
ELA Lowest 25th Percentile	56%						68%	58%	53%
Math Achievement	39%	58%	50%				61%	69%	63%
Math Learning Gains	65%						57%	66%	62%
Math Lowest 25th Percentile	71%						64%	55%	51%
Science Achievement	55%	64%	59%				65%	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	40%	60%	-20%	58%	-18%
Cohort Comparison		0%				
04	2022					
	2019	46%	64%	-18%	58%	-12%
Cohort Comparison		-40%				
05	2022					
	2019	47%	60%	-13%	56%	-9%
Cohort Comparison		-46%				

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	70%	67%	3%	62%	8%
Cohort Comparison		0%				
04	2022					
	2019	38%	69%	-31%	64%	-26%
Cohort Comparison		-70%				
05	2022					
	2019	69%	65%	4%	60%	9%
Cohort Comparison		-38%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	57%	53%	4%	53%	4%
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	25	45		23	76	60	33				
ELL	65	84		45	68		45				
BLK	38	52		32	69	70	56				
HSP	64	72		45	62		55				
FRL	51	64	56	39	66	69	57				

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	18	42		21	14		6				
ELL	54	60		56	33		60				
BLK	38	52		23	14		31				
HSP	52	56		46	28		63				
FRL	42	50	54	33	20	43	42				

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	21	48	59	51	67	77	50				
ELL	63	77		92	73		60				
BLK	33	56	61	48	48	70	55				
HSP	66	71	80	82	67		74				
FRL	45	62	67	60	56	64	63				

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	60
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	77
Total Points Earned for the Federal Index	478
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	47

Students With Disabilities	
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	64
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
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	53
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	63
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	60
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?

The trend on the three year proficiency scale indicates that Students with Disabilities continues to be the lowest performing area in ELA and Math proficiency on the FSA Assessments. In 2019, Students with Disabilities scored 21% in ELA proficiency and 51% in Math Proficiency. In 2021, Students with Disabilities scored 18% in ELA proficiency and 21% in Math Proficiency. In 2022, Students with Disabilities scored 25% in ELA proficiency and 23% in Math Proficiency.

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

The majority of our Mathematics subgroups in Proficiency increased only by 5 percentage points. Students in fifth grade decreased by 5 percentage points In Mathematics Proficiency. Students with disabilities (SWD) students decreased by 10 percentage points in Mathematics Proficiency.

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

For the last 3 years we have been focusing on implementing DI instruction in all Mathematics classrooms. We have struggled with consistency of prior knowledge across all classrooms and grade levels. In some of our classrooms instruction does not meet the depth of the prerequisite knowledge. In addition, many teachers have to learn a new set of standards and may lack familiarity with new standards. Collaborative planning will support these efforts and will incorporate a greater focus on the B.E.S.T. standards, standards based resources, and professional development provided by the District.

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

Math Learning Gains increased from 19 percentage points in 2021 to 65 percentage points on the 2022 FSA. In 2022, students in L25 subgroups in Mathematics Learning Gains showed a growth of 28 percentage points when comparing 2021-2022 FSA school data.

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

We created a collaborative planning schedule that allowed for time to plan for differentiated instruction (DI). We embedded DI times into all math teachers schedules. Interventionists were hired and scheduled to push-in during specific DI times to allow for 2 teacher led centers. Computer labs were opened in the morning to allow students opportunities to build fluency and basic skills. Bubble and L25 students were given opportunities for tutoring in the morning and afternoon.

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

The strategies that will be implemented to accelerate learning are data driven instruction, differentiated instruction in the areas of ELA and Mathematics, extended learning opportunities utilizing tutoring, standard based collaborative planning, and interventions/(response to intervention) 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 professional development opportunities to support teachers and leaders will include informal coaching cycles, monthly faculty meetings that align resources and support specific to the needs needs of teachers, Schoology and B.E.S.T. Standards professional developments, and STEM collaborative planning. (August 2022)

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

Extended learning opportunities will be provided such as before and after school tutoring and interventions, special summer camps and STEM/Magnet 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 Math	
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 2022 FSA Proficiency data, 39% of the third through fifth grade students are proficient in mathematics, 46% of the third grade students are proficient in mathematics, 41% of the fourth grade students are proficient in mathematics, and 32% of the fifth grade students are proficient in mathematics. According to the 2021 FSA Proficiency data, 34% of the third through fifth grade students are proficient in mathematics, 33% of the third grade students are proficient in mathematics, 35% of the fourth grade students are proficient in mathematics, and 37% of the fifth grade students are proficient in mathematics. Based on the data, differentiation has proven to be effective in third through fifth grade. We will focus on student centered learning.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With the implementation of student centered differentiated learning, an additional 5% of students in grades three through five will score a level of 3 or above in the area of mathematics on the 2022-2023 State Assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Leadership Team will conduct quarterly data chats, adjust groups based on current data in real time, and follow up with regular walkthroughs to ensure that student centered differentiated learning is aligned to current data. Administration will review biweekly mathematics DI lesson plans for indication of student centered differentiated learning. Data analysis of formative assessments will be reviewed monthly to track progress. The data will be analyzed during Leadership Team Meetings to ensure students are demonstrating growth on B.E.S.T. standards. Extended learning opportunities will be provided to those students who are not showing growth.
Person responsible for monitoring outcome:	Yolanda Munoz (ymunoz@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented	In the Targeted Element of Differentiation, our school will focus on the evidenced based strategy of Student - Centered Learning. Student centered learning will assist in accelerating mathematics proficiency in third through fifth grade as it utilizes a variety of educational and learning experiences to meet the students needs. Data driven instruction will be monitored through the use of data trackers to drive instructional planning and data driven conversations.

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.

Student-Centered Learning will ensure that teachers are using a systematic approach to learning to meet the needs of the learners. Teachers will provide opportunities for real life applications, technology and academic support strategies to address learning needs.

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.

8/12 Professional Development for teachers on Student-Centered Learning that is aligned to the school goals based on data. As a result, teachers will develop learning experiences and student centered instructional approaches such as data chats, gamified learning, and collaboration between students with students and teachers with students.

Person Responsible Yolanda Munoz (ymunoz@dadeschools.net)

8/31-10/13 Teachers will develop lesson plans that are inclusive of differentiated instruction. As a result, teachers will have student groups, appropriate resources and lesson plans that will reflect DI instruction.

Person Responsible Yolanda Munoz (ymunoz@dadeschools.net)

8/31-10/13 Teachers will utilize a variety of instructional tools, such as manipulatives and technology resources to support student learning.

Person Responsible Jacqueline Rodriguez (jackie@dadeschools.net)

8/31-10/13 Teachers and students will track Mathematics Topic Assessments to monitor student progress.

Person Responsible Jacqueline Rodriguez (jackie@dadeschools.net)

10/31-12/16 Data chats will be conducted between Instructional Coach and Teachers and with Teachers and Students after each Topic Assessment to target areas in need of remediation.

Person Responsible Yolanda Munoz (ymunoz@dadeschools.net)

10/31-12-16 Instructional Coach and teachers will develop Anchor Charts during collaborative planning. The Anchor Charts will be created and modeled with the students, so that they can create them in the work journals, to help students understanding of the Florida BEST Standards and benchmarks.

Person Responsible Yolanda Munoz (ymunoz@dadeschools.net)

#2. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	While science scores remain strong, as a Magnet program focused on science we want to ensure that all levels of science education is at the highest potential. Additionally, it has been shown that an increase in scientific literacy improves math scores, which we are working to improve.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	As aligned with the STEM designation for MDCPS, we hope to increase 12 or more percentage points scoring at an Achievement Level 3 or higher on the State Science Assessment or at least 80% of students at Achievement Level 3 or higher on the 2022-2023 State Science Assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	With assistance from the Magnet Team, science and math teachers will work to create STEM boards. These boards will be monitored by the Magnet and Leadership Teams to ensure fidelity and progress.
Person responsible for monitoring outcome:	Michelle Arias (marias2@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Teachers will utilize small groups, including peer to peer mentorship to ensure student achievement.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Peer to peer mentorship is an effective strategy, especially in science, for generating effective conversation and 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.

8/12- STEM PD offered to all teachers on best strategies and starting collaborative planning for STEM projects.

Person Responsible	Michelle Arias (marias2@dadeschools.net)

8/22-10/13 Teachers will be assisted in collaborative planning for best practices with STEM projects and project based learning.

Person Responsible	Michelle Arias (marias2@dadeschools.net)

8/31- 10/13 Magnet Team will assist in the science teachers' classrooms to facilitate small group instruction and hands on STEM learning.

Person Responsible	Michelle Arias (marias2@dadeschools.net)

8/31-10/13 Leadership Team will ensure that Math and ELA teachers are incorporating science themes that improve the overall quality of STEM learning and projects.

Person Responsible	Jacqueline Rodriguez (jackie@dadeschools.net)

10/31-12/16 The Instructional Coach will ensure common planning has a targeted focus on helping teachers understand how to infuse the STEM and Magnet curriculum into their classrooms.

Person Responsible   Michelle Arias (marias2@dadeschools.net)

10/31-12/16 The Instructional Coach and Discover Education Support will push into classrooms to model STEM/Magnet approaches.

Person Responsible   Michelle Arias (marias2@dadeschools.net)

#3. Positive Culture and Environment specifically relating to Staff Morale	
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 21-22 School Climate Survey, only 35% of the staff felt that morale was high, in comparison to to 75% on the 20-21 School Climate survey. This indicates a decrease of 40 percentage points overall. This data indicates that there is a critical need to increase staff moral.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we successfully implement increasing staff morale, our staff morale will increase by 20 percentage points on the 22-23 School Climate Survey.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Leadership Team will plan activities on early release days so that teachers and administrators can build a rapport. Faculty meetings will begin with an opportunity for connection and teachers will have time during every meeting to ensure that all input is considered. Leadership Team will survey teachers to garner ideas on initiatives/ strategies that they would like to have implemented in the school. Based on survey responses, teachers will volunteer to lead different initiatives and showcase their leadership skills.
Person responsible for monitoring outcome:	Jacqueline Rodriguez (jackie@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the area of focus of positive culture and environment, we will focus on empowering teachers and staff to ensure that our teachers have a voice and can participate in the decision making process.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	We want to empower teachers in our school by involving them in the decision making process. Leading initiatives will provide teachers an opportunity to have their voice heard while increasing staff morale.

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.

8/31-9/9 Survey the teachers to accurately capture their input and suggestions. Results will be collected virtually.

Person Responsible	Yolanda Munoz (ymunoz@dadeschools.net)

9/12-9/23 Leadership Team will review the results of the survey and brainstorm activities and opportunities for the teachers to share their talents and leadership potential.

Person Responsible	Jacqueline Rodriguez (jackie@dadeschools.net)

9/26-10/13 On early release days, Leadership will provide team building opportunities for the teachers based on the survey results.

Person Responsible	Pat Collins (148693@dadeschools.net)

9/12-10/13 Leadership will provide opportunities for health and wellness for the teachers afterschool, including mindfulness and meditation practices.

Person Responsible	Michelle Arias (marias2@dadeschools.net)

10/31-12/16 Monthly, activities will be planned to build staff fellowship and morale. such as mindfulness, yoga, health and fitness.

Person Responsible	Jacqueline Rodriguez (jackie@dadeschools.net)

10/31-12/16 Teachers will be given opportunities to support and mentor new teachers in order to form relationships and take on leadership type roles.

Person Responsible	Jacqueline Rodriguez (jackie@dadeschools.net)

#4. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs	
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 qualitative data from the SIP survey and review of the Core Leadership Competencies, we want to use the Targeted Element of Specific Teacher Feedback/ Walkthroughs. Teachers in the building feel that administrators do not provide consistent and timely feedback to improve student outcomes, therefore members of the Leadership Team will provide teachers with specific feedback on a bi-weekly basis. By providing teachers with specific feedback, student success will be positively impacted and morale will increase.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we successfully implement the Targeted Element of Specific Teacher Feedback/ Walkthroughs, our teachers will be provided the opportunity to improve their planning and instruction, thus improving student achievement by increasing ELA proficiency by 5 percentage points.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Leadership Team will utilize and implement a Specific Feedback/Walkthrough monitoring form using "A Note From School." The Leadership Team will document specific feedback on instructional practices provided to teachers. During Leadership Team Meetings feedback and next steps will be discussed to monitor teacher progress.
Person responsible for monitoring outcome:	Jacqueline Rodriguez (jackie@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the Targeted Element of Specific Teacher Feedback/Walkthroughs, we will focus on the evidence-based strategy of: Consistent, Developmental Feedback. By implementing the "A Note From School" forms, we hope to improve teacher instruction to ensure student achievement.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Utilizing the "A Note From School" forms, the leadership team will be held accountable to providing teachers with specific instructional feedback to increase 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.

9/26-10/21 The "A Note From School" forms utilized by the Leadership Team will document teacher strengths and areas for growth, feedback provided, and next steps.

Person Responsible	Jacqueline Rodriguez (jackie@dadeschools.net)

9/26-10/13 Leadership Team will conduct daily walk-throughs and provide teachers with specific feedback and allow for opportunities to improve planning or instruction through coaching support.

Person Responsible	Jacqueline Rodriguez (jackie@dadeschools.net)

Leadership Team will meet weekly to discuss teacher progress, coaching support and next steps to ensure teacher success.

Person Responsible	Jacqueline Rodriguez (jackie@dadeschools.net)

8/31-10/13 Leadership Team will conduct Data Chats with teachers to analyze student progress, teacher effectiveness and provide feedback on next steps to ensure student achievement.

Person Responsible	Jacqueline Rodriguez (jackie@dadeschools.net)

8/31-10/13 The "A Note From School" will be used as a tool to monitor/follow-up with the implementation of recommendations/feedback provided to the teacher.

Person Responsible	Jacqueline Rodriguez (jackie@dadeschools.net)

10/31/12/16 The Leadership Team will identify areas to target for walk-throughs, such as lesson plans or intervention. Administrators will conduct focused walk-through on targeted areas and provide specific feedback to teachers.

Person Responsible	Jacqueline Rodriguez (jackie@dadeschools.net)

10/31-12-16 Leadership Team will continue to meet weekly to discuss teacher progress, coaching support and next steps to ensure teacher success.

Person Responsible	Jacqueline Rodriguez (jackie@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

N/A

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

N/A

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)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

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.

N/A

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

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. §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?

N/A

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?

N/A

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

N/A

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.

Pine Lake Elementary focuses on stakeholder motivation, success, and a sense of feeling valued. There are a variety of ways in which positive school culture is addressed in order to establish a supportive and fulfilling environment. PLE recognizes staff and students on a monthly basis for showing core values. Additionally, throughout the year, parents are provided with opportunities to participate in school events, communicate with teachers and staff and contribute to their child's educational journey. Teachers are provided with opportunities and strategies to implement within their classroom setting to build relationships with their students. Both teachers and students are encouraged to share ideas and/or feedback with the school's Leadership Team through grade level meetings and Student Council. Stakeholders have the opportunity to stay informed and provide suggestions during EESAC meetings. Finally, successes and achievements are constantly celebrated acknowledge through announcements and incentives for both students and teachers.

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

The stakeholders involved in promoting a positive culture and environment at Pine Lake Elementary are the Principal, Assistant Principal, Instructional Coaches, Teacher Leaders, Counselor and finally Teachers. The Administrators monitor and oversee Staff Recognition and Incentives, along with establishing opportunities for parents to participate in school activities. Instructional Coaches will meet weekly with teachers to provide them with the necessary support needed to meet the needs of all learners. Teacher leaders will continuously communicate with the leadership team to provide them with feedback from the staff. Finally, teachers will play an integral role in promoting a positive school culture through the social and emotional strategies used during the day, to making time to build relationships and minting open communication with students, families and the community.