Lenora Braynon Smith Elementary

2022-23 Schoolwide Improvement Plan

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Lenora Braynon Smith Elementary

4700 NW 12TH AVE, Miami, FL 33127

http://lbs.dadeschools.net

Demographics

Principal: Shawntai Dalton

Start Date for this Principal: 7/29/2016

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: C (52%) 2018-19: C (45%) 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	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

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	98%

School Grades History

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

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Lenora B. Smith Elementary School will provide the highest quality education, empowering
students to live productive lives as lifelong learners and responsible citizens. Through high levels
of quality instruction, students will achieve academic success that will lead them to and through college.

Provide the school's vision statement.

At Lenora B. Smith Elementary, we believe in leading our own lives with astute scholarship and well-
rounded
character. We will be kind, make meaning of the world around us, own our responsibilities and work to
achieve
at the highest levels. Character, citizenship, and scholarship are at the core of all we do and seek to
accomplish at Lenora B. Smith Elementary School. We not only seek to prepare students for the next
grade level, but we seek to inspire the next generation by helping students embody the lasting traits and
mindsets necessary to be lifelong learners. This year, our school's theme is "On The F.A.S.T. Track to
Success".

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
Dalton, Shawntai	Principal	Ms. Dalton's duties and responsibilities consist of coordinating administrative oversight and plan all phases of instructional leadership for the school including educational programming, administration, budgetary planning, discipline, and counseling services.
Colzie, Shundra	Assistant Principal	Ensures a safe, pleasant and effective educational atmosphere, provides discipline as necessary and enforces school policy. Assists the Principal to manage employees in the elementary school.
Victor, Valeria	Reading Coach	An Instructional Reading Coach has a strong influence on the overall reading program in the school. An Instructional Reading coach leads professional development workshops, model strategies, or techniques for teachers, and conducts collaborative lessons.
Porter, Darnell	Math Coach	A Mathematics Instructional Coach does research, prepares materials, and identifies resources for use by the district, teams, schools, and teachers – including: teaching strategies, assessment of math skills, and interpretation and the use of assessment results.
	Reading Coach	An Instructional Reading Coach serves as an advocate for the literacy program. Reading coaches lead professional development workshops, model strategies, or techniques for teachers, and conduct collaborative lessons. A Reading Coach has a strong influence on the overall reading program in the school.

Demographic Information

Principal start date
Friday 7/29/2016, Shawntai Dalton

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.*
8

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.*
10

Total number of teacher positions allocated to the school
16

Total number of students enrolled at the school
300

Identify the number of instructional staff who left the school during the 2021-22 school year.
7

Identify the number of instructional staff who joined the school during the 2022-23 school year.
4

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	51	44	56	59	36	53	0	0	0	0	0	0	0	299
Attendance below 90 percent	0	13	19	18	7	15	0	0	0	0	0	0	0	72
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	19	21	6	1	0	0	0	0	0	0	0	49
Course failure in Math	0	1	9	8	3	7	0	0	0	0	0	0	0	28
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	19	12	17	0	0	0	0	0	0	0	48
Level 1 on 2022 statewide FSA Math assessment	0	0	0	12	6	17	0	0	0	0	0	0	0	35
Number of students with a substantial reading deficiency	0	2	24	32	14	18	0	0	0	0	0	0	0	90
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	2	16	21	11	15	0	0	0	0	0	0	0	65

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	2	8	21	0	0	0	0	0	0	0	0	0	31
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
Monday 8/29/2022

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	37	55	48	65	52	75	0	0	0	0	0	0	0	332
Attendance below 90 percent	23	27	28	28	21	25	0	0	0	0	0	0	0	152
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	7	8	5	8	0	0	0	0	0	0	0	30
Course failure in Math	0	2	4	1	0	13	0	0	0	0	0	0	0	20
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	9	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	8	0	0	0	0	0	0	0	8
Number of students with a substantial reading deficiency	1	24	36	46	21	49	0	0	0	0	0	0	0	177

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	4	10	12	3	18	0	0	0	0	0	0	0	48

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	2	4	7	8	1	0	0	0	0	0	0	0	0	22
Students retained two or more times	0	0	0	2	0	2	0	0	0	0	0	0	0	4

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	52	51	45	64	51	57	0	0	0	0	0	0	0	320
Attendance below 90 percent	16	21	11	15	15	15	0	0	0	0	0	0	0	93
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	15	14	24	0	6	0	0	0	0	0	0	0	59
Course failure in Math	0	8	4	8	7	6	0	0	0	0	0	0	0	33
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	33	19	25	0	0	0	0	0	0	0	77
Level 1 on 2019 statewide FSA Math assessment	0	0	0	21	17	20	0	0	0	0	0	0	0	58
Number of students with a substantial reading deficiency	0	20	21	38	20	33	0	0	0	0	0	0	0	132

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	12	10	33	16	23	0	0	0	0	0	0	0	94

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	3	9	23	0	0	0	0	0	0	0	0	0	35
Students retained two or more times	0	0	0	4	0	1	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	29%	62%	56%				35%	62%	57%
ELA Learning Gains	59%						42%	62%	58%
ELA Lowest 25th Percentile	61%						65%	58%	53%
Math Achievement	42%	58%	50%				56%	69%	63%
Math Learning Gains	74%						46%	66%	62%
Math Lowest 25th Percentile	68%						31%	55%	51%
Science Achievement	29%	64%	59%				39%	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	35%	60%	-25%	58%	-23%
Cohort Comparison		0%				
04	2022					
	2019	24%	64%	-40%	58%	-34%
Cohort Comparison		-35%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	40%	60%	-20%	56%	-16%
Cohort Comparison		-24%				

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	58%	67%	-9%	62%	-4%
Cohort Comparison		0%				
04	2022					
	2019	35%	69%	-34%	64%	-29%
Cohort Comparison		-58%				
05	2022					
	2019	58%	65%	-7%	60%	-2%
Cohort Comparison		-35%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	31%	53%	-22%	53%	-22%
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	56		30	56		10				
ELL	30	63	54	47	80	69	22				
BLK	27	56	70	37	72		28				
HSP	33	67	58	50	75	62	29				
FRL	30	60	62	42	74	70	29				

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	40		14	9						
ELL	20	48		42	65		24				
BLK	27	38		25	34	27	32				
HSP	25	41		48	64		30				
FRL	26	39	47	32	44	38	31				

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	13	26		37	39	18					
ELL	36	67	71	78	61		40				
BLK	34	35	50	51	42	27	39				
HSP	37	73	90	72	61		40				
FRL	34	43	65	56	46	32	38				

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	46
Total Points Earned for the Federal Index	408
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	51
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	48
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	53
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	52
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?

Over the last 3 years, the ELA Learning Gains have been trending upward. According to the 2022 FSA ELA, 61% of the ELA L25 demonstrated a 14 percentage point increase. Compared to 47% of our L25's demonstrating learning gains in the FSA ELA assessment in 2021. Students in the SWD and ELL subgroups have improved in ELA achievement from 2021 to 2022. According the the 2022 FSA ELA, 25% of our students with disabilities were proficient, compared to 18% of our students with disabilities who were proficient in 2021. A seven percentage point increase.

The trend that emerged across subgroups is an increase in Math and ELA from 2021 to the 2022 school year. There has also been a consistent decline in science achievement.

Third grade scored the lowest proficiency in Math at 32% compared to the District. This is a difference of 26 percentage points. There was progress shown among 4th and 5th grades in relation to learning gains, including the Lowest 25%. There were increases in the following three subcategories in comparison to last year: Math Proficiency increased from 32% to 42%; Math Learning Gains increased from 44% to 74%; and Math Learning Gains increased from 38% to 68% for L25 students.

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

The greatest need for improvement is in overall ELA Achievement. According to the FSA ELA assessment, 29% of of our 3rd -5th grade students were proficient in 2022. In 2021, 26% of our students were proficient. There was only a 3% increase in proficiency on the Florida Standards Assessment from 2021 to 2022.

The grade level in greatest need of improvement for Math proficiency is 3rd grade. The school scored 32% proficiency in comparison to Tiered schools at 36% and the District at 58%.

Science also demonstrates a need for improvement due to a consistent decline in proficiency. According the the 2022 FSA ELA, 29% of our fifth grade students were proficient, compared to 31% of our fifth graders who demonstrated proficiency in 2021. A two percentage point decrease.

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

The contributing factors for the need for improvement in overall ELA Achievement is partially due to students shifting from online to in-person modalities of school. Actions that need to be taken to address this need for improvement is to provide intensive reading interventions and extended learning opportunities to help bridge learning gaps in ELA.

The contributing factor to the decline in Science is a lack of focus on student self-monitoring strategies. Actions taken to address this need for improvement include weekly review of the Science Item Specs should be reviewed weekly.

In 3rd grade, there were instructional gaps in terms of consistent small group instruction and student engagement. The new actions will include small group intervention as necessary following checks for

understanding, new math curriculum which infuses increased student engagement, and adequate progress monitoring that allows adjustments for improvement.

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

The data component that showed the most improvement was the ELA Learning Gains with a 20% increase. According the the 2022 FSA ELA, 59% of our students demonstrated learning gains, compared to 29% of our students who demonstrated learning gains in 2021.

The most improvement came from the school's math learning gains, including the L25. Math Learning gains increased from 44% to 74% and Learning Gains in Math among L25's increased from 38% to 68%. Another area of improvement was 5th grade Math proficiency at 50%, which almost matched the District's 5th grade proficiency at 51%.

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

The contributing factor to these improvements was the use of strategically grouping students based on needs during small group instruction.

Differentiated Instruction was consistent and data chats occurred frequently. An interventionist was allocated to the Math department from the beginning of the school year. Also, a deep analysis of the Math Item Specs occurred frequently during collaborative planning. In Grades 4 and 5, teachers strategically assigned the Interactive Personal Math Trainer lessons for practice as a means for reteaching and review. Reflex Math was also used for fluency practice.

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

For ELA, a strategy that needs to be implemented in order to accelerate learning is the continuation of strategic grouping of students based on data. Also, to provide additional Reading Interventionists to assist with small group instruction.

The use of extended learning opportunities (morning tutoring, afterschool tutoring, and Saturday Academy). Increased focus on data analysis during collaborative planning.

Strategies to accelerate learning in math include effective use of the Math framework, solid Tier 1 instruction, immediate corrective feedback from teachers to students, and strategic consistent DI based on data.

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 Team will work in correspondence with the Reading Coaches to develop professional workshops to assist teachers in establishing best practices that can be implemented to promote student learning.

Professional development opportunities will focus on intentional intervention, conducting meaningful data chats with struggling learners, the use of metacognitive strategies, and providing effective instruction during extended learning opportunities.

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

Additional services that will be implemented to ensure sustainability of improvement in the next year will be a weekly review of data during collaborative planning, professional development during faculty meetings, and extended learning opportunities for students.

A reading tutor will be hired for students in grades K - 3 through the Reading Tutoring Grant.

The Transformation Coaches will share best practices learned through the ETO Coach Collaboratories during Collaborative Planning with teachers. Also, frequent collaboration and training from the Math Curriculum Support Specialists.

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 Standards-aligned Instruction	
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, 20% of the 3rd graders are proficient in ELA, 37% of the 4th graders are proficient in ELA, and 32% of the 5th graders are proficient in ELA. According to the 2022 FSA proficiency data, 32% of the 3rd graders are proficient in Mathematics, 41% of the 4th graders are proficient in Mathematics, 51% 5th graders are proficient in Mathematics, and 29% of the 5th graders are proficient in Science. The 2021 FSA data shows 38% of the 3rd graders were proficient in ELA, 10% of the 4th graders were proficient in ELA, 35% 3rd graders were proficient in Mathematics, 21% 4th graders were proficient in Mathematics. Based on the data, standards aligned instruction has been effective in intermediate elementary grades. We will focus on Standards Aligned Instruction to meet critical academic needs during collaborative planning and instructional delivery for whole group.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With the implementation of Standards-Aligned Instruction, an additional 3% of the elementary intermediate population will score at grade level or above in the area of ELA, an additional 3% in the area of mathematics, and an additional 3% in the area of science by the 2022 -2023 state assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Leadership Team will conduct weekly walkthroughs during whole group instruction/small group instruction to ensure that Standards-Aligned Instruction data driven instruction is being implemented with fidelity. Instructional coaches will review progress monitoring data with teachers to assist with making the targeted instructional adjustments to whole and small group instruction.
Person responsible for monitoring outcome:	Shawntai Dalton (sdalton@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Standards-Aligned Instruction refers to teachers executing lessons based on the standards/learning targets and ensure that ll student products and teaching techniques are aligned to the intended standards. Teachers will deliver planned lessons to guide students through the demands of the standards/learning targets. Students will show evidence of mastering the lesson objectives through their work samples or tasks.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria	Data-driven instruction ensures that teachers are making instructional adjustments to target the diverse academic needs of on the verge students'. Data-driven instruction ensures that students and teachers monitor academic progress goals toward proficiency.

used for selecting this strategy.

8/22 - 10/14 Data analysis will be conducted after the following assessments have been administered: district progress monitoring assessment (bi-weekly data analysis), F.A.S.T. state assessment (quarterly data analysis), and i-ready academic progress monitoring period (quarterly data analysis). As a result of consistent data analysis, teachers will be able to identify students' academic gaps and adjust their instruction to ensure that the gaps in knowledge are closed in ELA and Mathematics.

Person Responsible	Valeria Victor (277534@dadeschools.net)

8/22 - 10/14 Instructional walkthroughs will be conducted bi-monthly. The walkthroughs will be used as a tool to help teachers improve their instructional practice. After the walkthroughs, teachers will be provided with constructive feedback. As a result of the walkthroughs, teachers will use constructive feedback to strengthen their instructional practice.

Person Responsible	Shawntai Dalton (sdalton@dadeschools.net)

8/22 - 10/14 Teachers will be assisted with the creation of targeted learning goals for whole group instruction. As a result of creating targeted learning goals, teachers will have a clear direction of the expected learning outcomes within whole group instruction.

Person Responsible	Valeria Victor (277534@dadeschools.net)

8/22 - 10/14 Instructional coaches will provide instructional strategies to strengthen benchmark proficiency. As a result of providing benchmark instructional strategies, teachers will enhance their Tier 1 whole group instructional capacity which will increase student proficiency.

Person Responsible	Valeria Victor (277534@dadeschools.net)

10/31-12/16 Coaches will model how to utilize the SPADE strategy during whole group instruction. Primary Students will focus on the S (Survey) and P (Predict) of the strategy. Intermediate students will focus on all segments of the strategy. As a result of this action step, students will have a better understanding of the passage and the benchmark questions that are associated with the passage.

Person Responsible	Valeria Victor (277534@dadeschools.net)

10/31-12/16 Coaches will model how to effectively complete the Respond to Reading question. As a result of this action step, students will answer the Respond to Reading question with more elaboration.

Person Responsible	Valeria Victor (277534@dadeschools.net)

#2. Positive Culture and Environment specifically relating to Mentorship Programs	
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 20- 21 School Climate SIP Survey feedback under Commitment to Students, staff indicated that 14% of the teachers felt that students who exhibited early warning or disruptive behaviors were not provided with behavioral intervention. In comparison to 33% during the 21 -22 School Climate Survey feedback. A 19 percentage point increase of staff members agreeing that students exhibiting early warning behaviors or disruptive behaviors, are never being provided with interventions.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With the implementation of Mentorship programs, 75% of our students with behavioral issues will be provided with behavioral interventions and monitored through the Check-In/Check-Out system.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	To enhance behavioral interventions for students exhibiting early warning or disruptive behaviors, students will be monitored through our Check-In/Check Out System on a weekly basis.
Person responsible for monitoring outcome:	Shundra Colzie (scolzie@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the Targeted Element of Positive School Culture and Environment our school will focus on the evidence based strategy of: Mentorship Programs. Effective Mentorship Programs include regularly scheduled Check-In/Check-Out meetings between the mentor and mentee(s). Mentors will meet with mentees at the beginning of each week to set goals and at the end of each week to have a purposeful conversation based on review of a daily progress report completed by classroom teachers.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Our rationale for selecting Mentorship Programs is to develop students' social emotional competencies while providing additional support to students with behavioral 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.

8/22-10/14 The Assistant Principal will introduce The Mentoring Program "Check-In/Check-Out" to the faculty during Opening of Schools on Friday, August 13th. A sign-up sheet will be used for faculty members interested in becoming a mentor. As a result, identified students will be assigned to a mentor that will effectively monitor their mentees behavioral and academic progress.

Person Responsible   Shundra Colzie (scolzie@dadeschools.net)

8/22-10/14 Staff members will send at least two names of students they feel will benefit from having a mentor by September 10th. Each mentor will have the opportunity to request certain students as their mentee(s).
As a result, students will be Identified and assigned to a mentor who will monitor and implement Tier 2 behavioral interventions.

Person Responsible   Shundra Colzie (scolzie@dadeschools.net)

8/22-10/14 September 20th, the assistant principal will meet with staff members to introduce expectations of the Check-In/Check-Out Tier 2 behavioral system to staff members . As a result, all mentors will have a clear understanding of the expectations as mentor and what to expect from their mentee(s).

Person Responsible   Shundra Colzie (scolzie@dadeschools.net)

8/22-10/14 Leadership Team will assist with monitoring the mentors and mentees meeting on a weekly basis. Students will use a weekly Progress Report to monitor behavioral progress. As a result, the Leadership Team will ensure the mentors and mentees are conducting productive meetings with each other on a consistent basis.

Person Responsible   Shundra Colzie (scolzie@dadeschools.net)

10/31-12/16 Assistant Principal will use a sign-in sheet when meeting with mentors. As a result, check-in meetings will be logged and monitored to ensure meetings mentor/mentee meetings are occurring consistently.

Person Responsible   Shundra Colzie (scolzie@dadeschools.net)

10/31-12/16 The Assistant Principal will check-in with the mentors to ensure check-in meetings, with their mentee(s), are occurring consistently on a monthly basis. As a result, mentors will be able to fluently speak about their mentee(s) behavioral, academic progress and strategies used to increase student achievement.

Person Responsible   Shundra Colzie (scolzie@dadeschools.net)

#3. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	According to the 2021 ESSA Report Card, 41% of our Students with Disabilities fell below the threshold according to the Federal Index.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With the planning and implementation of collaborative learning structures, the use of a variety collaborative strategies will be incorporated to increase student motivation and engagement during whole group instruction. Over 41% of our Students with Disabilities will demonstrate an increase in student academic achievement in ELA and Math by the second progress monitoring assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	To ensure collaborative learning structures are effectively implemented during whole group instruction, the progress of our students with disabilities will be monitored through frequent walkthroughs and analyzing data during collaborative planning sessions and Leadership Team meetings. Look-fors for collaborative learning structures will include students working in groups of two or more, mutually searching for understanding, solutions, meaning, or creating a product.
Person responsible for monitoring outcome:	Shundra Colzie (scolzie@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Collaborative Learning Structures involves students working in groups of two or more, mutually searching for understanding, solutions, meanings, or creating a product. Collaborative Structures vary widely, but most center on students' exploration or application of the course material.

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

The rationale for implementing Collaborative Learning Structures will allow opportunities for our Students with Disabilities to work cooperatively with two or more students to complete a task or activity, discuss a question, or collaborate on a task. Collaborative Learning Structures will teach our Students with Disabilities to listen to other students and be part of a team. The rationale for selecting Collaborative Learning Structures is to increase student engagement and motivation to the degree of attention, curiosity, interest, optimism and passion that students show when they are learning or being taught. Students that are engaged extend the level of motivation they have to learn and progress in their education.

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.

8/22-10/14 The Leadership Team will conduct a PD on Tuesday, October 4th, which will thoroughly explain the purpose of collaborative learning structures and how to effectively implement collaborative learning structures during whole group instruction for Students with Disabilities. As a result, teachers will effectively implement collaborative learning structures during whole group instruction, which will increase problem-solving skills and promote higher order thinking for Students with Disabilities.

Person Responsible	Darnell Porter (porterd@dadeschools.net)

8/22-10/14 During Leadership Team Meetings, we will select and implement a School-wide Collaborative Learning Structure or strategy for the month. As a result, walkthroughs will be conducted bi-weekly, to monitor the implementation of the Collaborative Structure of the Month for Students with Disabilities during whole group instruction.

Person Responsible	Shawntai Dalton (sdalton@dadeschools.net)

8/22-10/14 During collaborative planning, the Instructional Coaches will model for teachers how to effectively implement the Collaborative Strategy of the Month, and ensure teachers include the collaborative strategy in their lesson plans. As a result, Students with Disabilities will be more engaged through strategically crafted lessons that include opportunities for collaboration.

Person Responsible	Valeria Victor (277534@dadeschools.net)

8/12-10/14 The Leadership Team will ensure checks for understanding are provided for students during the assigned Collaborative Learning Structure or at the conclusion of lessons. As a result, walkthroughs will be conducted to check the progress of students' understanding of lesson content.

Person Responsible	Shundra Colzie (scolzie@dadeschools.net)

10/31-12/16 During collaborative planning, the Instructional Coaches will model for teachers how to effectively implement the collaborative opportunities for students to share their responses with their peers from other collaborative groups. As a result, Students with Disabilities will be more engaged during the "Explore" component, while multiple groups discuss and share out responses to the entire group.

Person Responsible	Darnell Porter (porterd@dadeschools.net)

10/31-12/16 During collaborative planning or through a Coach Teacher Collaboration, the Instructional Coaches will model for teachers how to effectively implement the use of anchor charts for each topic, and ensure teachers include the use of manipulatives at the Teacher Led Center. As a result, Students with Disabilities will be provided opportunities to refer to anchor charts as a strategy protocol and use of manipulatives to build a tangible understanding of the abstract concept during small group instruction.

Person Responsible   Darnell Porter (porterd@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.	According to the 2021-2022 Staff School Climate Survey, 43% of staff agreed their ideas are listened to or considered as opposed to the 2020-2021 Survey that identified 67% of staff who agreed their ideas are listened to or considered. This is a decrease of 24 percentage points. To increase the percentage, the leadership team will conduct quarterly "Coffee and Conversation" sessions allowing for input from the instructional staff. This will involve staff in important Decision Making which will allow the staff to gain professional and personal stake in the school and its overall success.
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 "Leadership Development", our teachers will be provided the opportunity to become more involved in the school and its overall success. This will be evidenced by data collected on the annual Climate Survey as well as in-house a mid-year evaluation to monitor progress. The percentage of teachers in this action item will increase by at least 10 percentage points during the 2022-2023 School Climate Staff Survey results.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The implementation of Leadership Development will be monitored during various meetings: Faculty, Curriculum Council, and Leadership Team. Faculty Feedback will be added to the meeting agendas a topic for discussion.
Person responsible for monitoring outcome:	Shundra Colzie (scolzie@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the Targeted Element of Instructional Leadership, the Leadership Team, will focus on the evidence-based strategy of: Involving staff's input and ideas to the meeting agendas. By adding staff's feedback to the meeting agendas, this will involve staff in important decisions.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the	The focus on Shared Leadership will address the critical needs within our school. The data reveals 87% of the staff believes the principal represents the school in a positive manner. To increase this percentage, we selected shared leadership because it will create a team of leaders that will share the principal's vision and mission in a positive manner with the staff.

**resources/
criteria used for
selecting this
strategy.**

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.

8/22-10/14 During staff meetings, faculty will be provided with opportunities to share feedback on various school operational and academic areas. As a result, teachers will be empowered to participate in the decision-making process.

Person Responsible   Shawntai Dalton (sdalton@dadeschools.net)

8/22-10/14 During Leadership Team and Curriculum Council meetings, stakeholders will be provided with the opportunity to provide feedback and present actionable steps geared towards resolving issues. As a result, the number of problem-solving stakeholders will increase.

Person Responsible   Darnell Porter (porterd@dadeschools.net)

8/22-10/14 Provide opportunities during collaborative planning meetings for teachers to share input on matters relevant to the learning environment. As a result, teacher's ideas or concerns will be taken into consideration and addressed during leadership team meetings.

Person Responsible   Darnell Porter (porterd@dadeschools.net)

8/22-10/14 The leadership team will conduct quarterly "Coffee and Conversation" sessions allowing for input from the instructional staff. As a result, conducting conversations will increase productivity as members of the staff are actively participating in various conversations of the school and wish to see their efforts succeed.

Person Responsible   Shawntai Dalton (sdalton@dadeschools.net)

10/13 - 12/16 The Leadership Team will provide opportunities, during Faculty and Curriculum Council Meetings, to reflect and express any positives and/or concerns regarding the first grading period. As result, the faculty will have the opportunity to collaborate and reflect and make any necessary adjustments for the 2nd grading period.

Person Responsible   Shawntai Dalton (taikayd@gmail.com)

10/31 - 12/16 The Leadership Team will conduct a second round of quarterly "Coffee and Conversation" sessions allowing for input from the instructional staff. As a result, conducting conversations will increase productivity as members of the staff are actively participating in various conversations and reflections regarding the last grading period.

Person Responsible   [no one identified]

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

According to the 2021-2022 i-Ready AP2 data, 15% of Kindergarten students were on or above grade level. 9% of 1st Grade students were on or above grade level. 10% of 2nd Grade students were on or above grade level. The 2020-2021 AP2 data showed 60% of Kindergarten students were on or above grade level. 13% of 1st Grade students were on or above grade level. 21% of 2nd Grade students were on or above grade level.

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

According to the 2022 FSA proficiency data, 29% of the students in Grades 3-5 are proficient in ELA. The 2021 FSA proficiency data shows 26% of the students in Grades 3-5 were proficient in ELA. Based on the data, there is a 3% increase in FSA ELA proficiency data compared to the previous year.

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)

With the implementation of Standards-Aligned Instruction, 50% of students in Grades K-2 will be on or above grade level in the area of ELA on i-Ready AP2 during the Spring administration.

Grades 3-5: Measureable Outcome(s)

With the implementation of Standards-Aligned Instruction, 35% of students in Grades 3-5 will be proficient in the area of ELA by the Spring Administration of the 2022-2023 state assessment.

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.

To ensure Standards-Aligned instruction is implemented effectively and with fidelity, the School Leadership Team will conduct weekly walkthroughs during whole group instruction and provide teachers with immediate feedback. Walkthroughs will consist of monitoring Tier 1 instruction and referring to lesson plans to ensure teachers are executing lessons based on the standards, learning targets, and student products which are aligned to the intended standards. Ongoing monitoring through checks for understanding will be based on effective questioning during whole group instruction and student responses in their RWC's, PMA's, and DEP's.

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

Dalton, Shawntai, sdalton@dadeschools.net

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

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Standards-Aligned instruction refers to teachers executing lessons based on the standards and learning targets. Teachers will deliver planned lessons to guide students through the demands of the standards/ learning targets.
Students will show evidence of mastering the lesson objectives through their RWC's, PMA's, OPM's, and checks for understanding during whole group instruction. Checks for understanding component is a part of a formative assessment system in which teachers identify learning goals, provide student feedback, and then plan instruction based on students' errors and misconceptions.

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?

Standards-Aligned Instruction to address the critical needs within our school. Within the area of Reading, the data revealed there are disparities within the whole group instruction which is affecting the proficiency level of our students. As a result, selecting Standards-Aligned Instruction as a strategy will assist teachers in developing ways to enhance whole group instruction where it meets the needs of all learners.

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
8/22-10/14 Classroom walkthroughs will be conducted weekly by the Literacy Leadership Team to ensure that standards-aligned instruction is being conducted through whole group instruction. As a result, the Leadership Team can ensure the pacing of the instruction is aligned to the district's pacing guide. 10/31 Transformation Coaches will release the development of DEPs to teachers during collaborative planning. As a result, teachers will understand how to create DEPs that are aligned to the BEST standards. 10/31 Teachers will allow students to correct DEPs and/or Respond to Reading questions. As a result of this action step, students will be provided with the opportunity to correct any errors made and change them to the desired outcome.	Dalton, Shawntai, sdalton@dadeschools.net
8/22-10/14 Teachers will participate in collaborative planning where the B.ES.T. standards are used to develop Daily End Products (DEPs) and Daily Learning Targets (DLTs). As a result, teachers will have the in-depth knowledge of the B.E.S.T. standards are used to develop DEP'S and DLT's. 10/31 Coaches will model how to effectively complete the Respond to Reading question. As a result of this action step, students will answer the Respond to Reading question with more elaboration. Transformation Coaches will model specific corrective feedback for questions to improve student achievement. As a result, students will be aware of the steps needed to correctly complete the Respond to Reading questions. 10/31 Teachers will develop benchmark anchor charts that will be utilized during whole group instruction. Anchor charts will contain a benchmark question. As a result of this action step, students will be able to understand ELA benchmarks and benchmark questions.	Victor, Valeria, 277534@dadeschools.net
8/22-10/214 Transformation Coaches and teachers will analyze data of progress monitoring assessments to determine the effectiveness of whole group. As a result, Transformation coaches can ensure that data-driven instruction has occurred. 10/31 Teachers will analyze & annotate anchor texts with students during whole group instruction. As a result of this action step, students will have a clear understanding of the passage's learning target. 10/31 The Leadership Team will conduct walkthroughs to ensure students are annotating anchor texts in the RWC's. As a result, the Leadership Team will monitor student's responses, to ensure responses are aligned with the annotations made in the student's RWC's.	Victor, Valeria, 277534@dadeschools.net
8/22-10/14 Transformation Coaches, along with the PLST, will conduct professional developments that focus on the B.E.S.T. Standards. As a result, teachers will provide effective instruction aligned to the B.E.S.T. standards. With implementation of these steps, we should see an increase in student proficiency levels on the F.A.S.T. Progress Monitoring Assessment in the area of ELA.	Victor, Valeria, 277534@dadeschools.net

Action Step	Person Responsible for Monitoring
10/31 Coaches will model how to utilize the SPADE strategy during whole group instruction. Primary students will focus on the S (Survey) and P (Predict) of the strategy. Intermediate students will focus on all segments of the strategy. As a result, students will have a better understanding of the passage and the benchmark questions that are associated with the passage. 10/31 Transformational Coaches will discuss with teachers on how to implement the SPADE strategy during collaborative planning. As a result, the LT will conduct walkthroughs to ensure the SPADE strategy is used weekly.	

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.

Lenora B. Smith Elementary will address building a positive school culture and environment by allowing this year's theme to drive our level of enthusiasm. This year at Lenora B. Smith Elementary, we are a "STEAM" school that's "On the Fast Track to Success". As a community we are moving forward with a sense of urgency and an open mind set which promotes clarity, high expectations, and positive reinforcement among our LBS staff, parents, and students. As we move forward as a school and community, the suggestions and teaching from ALL staff members will be considered to promote and build cohesiveness within our LBSE family.

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

Stakeholders at Lenora B. Smith Elementary includes our administrative team, teachers, staff and parents. In order to promote and build a positive culture and environment, administrators must strive to make decisions that creates a positive culture. Administrators must ensure to maximize student and staff success which promotes high levels of collaboration. High levels of collaboration among staff members creates improvement in teaching and learning. Teachers and support personnel can contribute in promoting a positive culture and environment by establishing classroom norms, celebrating personal achievement and positive behavior. Also, engaging students in beneficial ways our students. Engaging parents in a positive manner can increase their role in creating a positive culture and environment. Administration and staff members reaching out to parents with positive phone calls about their child, conducting home visits to build a rapport with families, or even communicating with parents via email or Zoom, will promote a positive culture and environment. Our Community involvement Specialist promotes parent trainings to increase family involvement.