

Miami-Dade County Public Schools

Lorah Park Elementary School



2022-23 Schoolwide Improvement Plan

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Lorah Park Elementary School

5160 NW 31ST AVE, Miami, FL 33142

<http://lpe.dadeschools.net>

Demographics

Principal: Tashimba Andrews

Start Date for this Principal: 8/19/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
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 (49%) 2017-18: I (%)
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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Lorah Park Elementary School

5160 NW 31ST AVE, Miami, FL 33142

<http://lpe.dadeschools.net>

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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SIP Authority

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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.

The stakeholders inclusive of staff, parents, and the community of Lorah Park Elementary School Eagles create a diverse, enhanced, and practical approach to providing students with a 21st Century education. We create a supportive learning environment where students thrive as free thinkers, problem solvers and intellectual risk-takers that achieve at their greatest potential. Students develop excellent oral and written communication skills and take accountability for their learning to meet high academic expectations and realize they are EAGLES who don't just fly, but S.O.A.R. "Succeed Scholastically, Optimizes Opportunities, Achieves Aspirations, and Radiate Resilience (S.O.A.R.).

Provide the school's vision statement.

Our vision is to improve academic skills and become the premier elementary school by igniting a spirit of excellence in an ever-changing world within a positive, safe, supportive, and stimulating environment where children are valued. We are further committed to providing a relevant, high-quality education through continuous progress monitoring and assessments which will enable our students to perform at or above grade level prior to transitioning to middle school.

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
Andrews, TaShimba	Principal	Supervise the overall implementation of the academic curriculum and school level operations while maintaining a positive school culture for students, parents the community and faculty alike.
Ramon, Gianni	Assistant Principal	Assist the school principal in the overall monitoring of the master schedule, attendance, ESE and grant compliance, instructional programs, interventions/ differentiated instruction, discipline, school-level operations, and maintaining a positive school culture. Collaborates with the leadership team to coordinate assigned parent, student, and community engagement activities and services.
Malik, Aquilah	Reading Coach	The transformational coach is responsible for supporting ELA teachers with planning, instructional delivery, data analysis, and progress monitoring. Support includes the development and implementation of strategies to increase students' mastery of content and improvement of the teacher's craft. The ELA coach is also responsible for all scheduling interventions, aligning resources, collecting and disaggregating departmental data, and ensuring curriculum implementation with fidelity.
Diaz, LaGloria	Math Coach	The transformational coach is responsible for supporting Math teachers with planning, instructional delivery, data analysis, and progress monitoring. Support includes the development and implementation of strategies to increase students' mastery of content and improvement of the teacher's craft. The Msth coach is also responsible for all scheduling interventions, aligning resources, collecting and disaggregating departmental data, and ensuring curriculum implementation with fidelity.

Demographic Information

Principal start date

Thursday 8/19/2021, Tashimba Andrews

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.*

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.*

Total number of teacher positions allocated to the school

11

Total number of students enrolled at the school

255

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.

3

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	19	39	36	67	34	40	0	0	0	0	0	0	0	235
Attendance below 90 percent	0	8	13	13	7	10	0	0	0	0	0	0	0	51
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	2	11	3	0	0	0	0	0	0	0	0	16
Course failure in Math	0	0	6	9	8	4	0	0	0	0	0	0	0	27
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	11	8	9	0	0	0	0	0	0	0	28
Level 1 on 2022 statewide FSA Math assessment	0	0	0	8	11	16	0	0	0	0	0	0	0	35
Number of students with a substantial reading deficiency	0	0	5	33	6	8	0	0	0	0	0	0	0	52

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	13	9	12	0	0	0	0	0	0	0	36

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	1	11	0	0	0	0	0	0	0	0	0	12
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Wednesday 8/10/2022

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	33	55	44	37	38	0	0	0	0	0	0	0	244
Attendance below 90 percent	0	5	6	7	4	5	0	0	0	0	0	0	0	27
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	2	2	3	2	0	0	0	0	0	0	0	9
Course failure in Math	0	0	0	2	9	0	0	0	0	0	0	0	0	11
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	6	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	6	0	0	0	0	0	0	0	6
Number of students with a substantial reading deficiency	0	9	36	27	12	16	0	0	0	0	0	0	0	100
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	2	3	4	8	0	0	0	0	0	0	0	17

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	1	0	0	2	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	1	0	2	0	0	0	0	0	0	0	3

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	33	55	44	37	38	0	0	0	0	0	0	0	244
Attendance below 90 percent	0	5	6	7	4	5	0	0	0	0	0	0	0	27
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	2	2	3	2	0	0	0	0	0	0	0	9
Course failure in Math	0	0	0	2	9	0	0	0	0	0	0	0	0	11
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	6	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	6	0	0	0	0	0	0	0	6
Number of students with a substantial reading deficiency	0	9	36	27	12	16	0	0	0	0	0	0	0	100
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	2	3	4	8	0	0	0	0	0	0	0	17

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	1	0	0	2	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	1	0	2	0	0	0	0	0	0	0	3

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	42%	62%	56%				52%	62%	57%
ELA Learning Gains	76%						50%	62%	58%
ELA Lowest 25th Percentile	53%						76%	58%	53%
Math Achievement	35%	58%	50%				45%	69%	63%
Math Learning Gains	63%						41%	66%	62%
Math Lowest 25th Percentile	60%						36%	55%	51%

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
Science Achievement	34%	64%	59%				42%	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	36%	60%	-24%	58%	-22%
Cohort Comparison		0%				
04	2022					
	2019	59%	64%	-5%	58%	1%
Cohort Comparison		-36%				
05	2022					
	2019	54%	60%	-6%	56%	-2%
Cohort Comparison		-59%				

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	18%	67%	-49%	62%	-44%
Cohort Comparison		0%				
04	2022					
	2019	59%	69%	-10%	64%	-5%
Cohort Comparison		-18%				
05	2022					
	2019	54%	65%	-11%	60%	-6%
Cohort Comparison		-59%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	41%	53%	-12%	53%	-12%
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	6	55		13	30						
ELL	56	75		47	75						
BLK	39	76	62	33	60	58	36				
HSP	63	77		53	77						
FRL	43	76	53	36	65	64	34				
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	9	15		10	8						
ELL	29			31							
BLK	30	20		11	7		11				
HSP	29			31							
FRL	31	22		15	11		12				
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	42	88	100	15	13						
ELL	65	73		53	45						
BLK	50	48	76	42	39	32	42				
HSP	70	57		55	50		50				
FRL	53	50	75	45	40	33	41				

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	42

ESSA Federal Index	
Total Points Earned for the Federal Index	405
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	26
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	59
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	52
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	
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?

Overall, the school data increased in every category (ELA , Math, and Science). In ELA, proficiency increased by 12 percentage points from 30% to 42%. Math proficiency increased 21 percentage points from 14% to 35%. Science increased 19 percentage points from 12% proficient to 31% proficiency. Learning gains across the board in Math and ELA increased by over 50 percentage points, from 21% to 76% in ELA, and from 11% to 63% in Math. Learning gains for our lowest quartile students in ELA superseded our 2021 data with an increase of 53 percentage points; from 0% to 53% and superseded our 2021 MATH data with an increase of 60 % points; from 0% to 60%.

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

Based on 2022 state assessment data and iReady AP3 Diagnostic data, all data points reveal an increase and improvement. Proficiency based on 2022 State Assessments in ELA is 42%, 35% in math, and 34% in science. Although there has been significant gains across subject areas, there continues to be a great need for improvement in proficiency in ELA, Math, and Science. Over student performance in ELA, Math and Science continue to fall below 50% meeting proficiency and therefore continues to be an area for growth. Looking closely at the subgroups, we also recognize that our students with disabilities are making marginal gains but continue to underperform in comparison to other subgroups.

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

During the 2021-2022 school year attendance data reveals that students inconsistently attended school physically and virtually and as a result there was marginable unlearned material resulting in extreme regression. Over 60% of students returned to school in 2021-2022 performing 2+ grade levels behind. While strides have been made in all areas, proficiency continues to be an area of focus to mitigate learning loss. We will continue to address this need for improvement and will focus on standards-aligned instruction, differentiated instruction and data driven decision making to close the proficiency gap.

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

Based on 2022 FSA state assessments, learning gains for both ELA and Math demonstrated the most improvement. ELA learning gains increased by 55 percentage points from 21% in 2021 to 76% in 2022. Math learning gains increased 52 percentage points from 11% in 2021 to 63% in 2022.

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

Learning gains increased in all subject areas due to the consistency of implementation and monitoring of differentiated instruction and intervention. Lorah Park placed specific focus on ensuring differentiated instruction was scheduled daily and occurred with consistency. Differentiated Instruction and Intervention was planned for weekly and discussed through common planning. Data was also analyzed and adjustments were made to instruction based on data.

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

Lorah Park will be focusing on several strategies that will accelerate and recover learning loss learning throughout the school year. Collaborative planning will be an essential focus to ensure that standards-aligned instruction is planned for across all subject areas and grouping for DI will be fluid as progress monitoring data become available from state, district and teacher made assessments. Scheduled data analysis with all stake holders will also assist in accelerating learning. Students, teachers, parents, and the community will be engaged in data conversations and goal setting.

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

Professional development will focus on data disaggregation with teachers as new data/ data reports become available. Teachers will engage in PD that will prepare them for instruction utilizing new FAST data and district topic assessment reports.

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 take place at Lorah Park ES to ensure sustainability and continuous improvement in the next year. We will offer after school academic support through our TALENTS program, five days a week as well as Saturday, Winter and Spring Break Academies. Instruction will support Reading, Math and Science.

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.

Both ELA and math proficiency made gains during the 2022 school year. ELA increase a total of 12 percentage points from 30% proficiency to 42% proficiency. Math proficiency increased 21 percentage points from 14% proficiency to 35% proficiency. Although these are significant gains, overall, less than 50% of our students are proficient in reading and math. As a school, we must focus on ensuring our students are proficient.

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 evidenced-based strategy Standards-Aligned Instruction, then the teacher's use of student performance data to inform standard-based instructional planning and delivery will lead to increased performance by at least 5 percentage points in literacy and mathematics.

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

This area of focus will be monitored through the coach's collaborative planning agenda, the teacher's lesson plans with identifiable standard-aligned lessons and learning targets and student end products. Coaches and teachers will work collaboratively to disaggregate OPM and topic assessment data to adjust instructional lessons and provide fluidity to grouping based on the standards with the least mastery. Administrators will conduct observations and walk-throughs to ensure fidelity of implementation and consistency.

Person responsible for monitoring outcome:

TaShimba Andrews (pr3041@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 and/ or learning targets to ensure that teaching techniques and student work products are aligned to the depth and breadth of the assessment limits.

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

Standard-aligned Instruction is being implemented because it requires teachers to deliver lessons and guide students through the demands of the standards and learning targets. Students are required to show evidence of mastering the lesson's objective through their work products. This strategy also streamlines collaborative planning by providing explicit guidance for teachers when planning for instruction based on identified standards. and district-adopted curricular resources. It also provides disaggregation protocols for data-driven differentiated instruction and a framework to guide educational practices that improve student achievement, increase instructional capacity and reduce instructional barriers.

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.

Instructional Staff will receive professional development on the use of resources for standard-aligned instruction that uses an interactive approach and will engage learners throughout the lesson by October 21, 2022.

Person Responsible Gianni Ramon (gramon@dadeschools.net)

Transformation Coaches will support teachers during Collaborative Planning to develop standards-aligned lessons plans that are rigorous, student-centered, and aligned to the depth of the standards by October 21, 2022. .

Person Responsible LaGloria Diaz (mrs.diaz@dadeschools.net)

Transformational coaches, will provide support and model planned lessons following the framework by October 21, 2022. .

Person Responsible Aquilah Malik (315447@dadeschools.net)

Administrative staff will conduct targeted walk-throughs to focus on evidence of standard-aligned lessons and collaborate with instructional coaches to identify teachers in need of support with standards aligned lesson development by October 21, 2022. .

Person Responsible TaShimba Andrews (pr3041@dadeschools.net)

During collaborative planning, beginning the week of October 31st, instructional coaches will continue standards-aligned instruction planning with a specific focus on utilizing a collaborative learning strategy within the lesson to promote engagement among peers.

Person Responsible TaShimba Andrews (pr3041@dadeschools.net)

From October 31st through December 16th, instructional coaches will continue to implement coaching cycles to model lessons as planned through collaborative planning with a specific focus on engagement.

Person Responsible TaShimba Andrews (pr3041@dadeschools.net)

#2. 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 data obtained from the Federal Index, the Students with Disabilities subgroups falls below the 41% threshold. This subgroup underperformed on the 2022 state assessments in comparison to other subgroups, with ELA proficiency at 6% and Math proficiency at 13%. As a result, the special education teacher will specifically focus on differentiated instruction to meet the learners instructional needs by.

Measurable**Outcome:**

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

If we successfully implement differentiated instruction as an additional teacher led center with direct services from the Special Education teacher, then the teacher will use a systematic approach of instruction and assessment to increase the proficiency of the select subgroup by at least 5 percentage points to increase proficiency to 11% in ELA and 18% in Math.

Monitoring:

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

The teacher will develop lesson plans that include differentiated instruction based on identified student weaknesses. Student work folders will have leveled assignments that reflect completed and in process work, as well as data from ongoing progress monitoring assessments by.

Person responsible for monitoring outcome:

TaShimba Andrews (pr3041@dadeschools.net)

Evidence-based**Strategy:**

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

Differentiated Instruction requires teachers to identify the targeted subgroup, determine the students learning styles, and develop differentiated lessons that meet their needs. Lessons require varying levels of complexity with reading, writing, thinking, problem-solving, and speaking.

Rationale for Evidence-based**Strategy:**

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

Differentiated instruction allows teachers to determine the instructional needs of students utilizing data (iReady, FAST, topic assessments, and unit assessments). Through differentiated instruction teachers have the opportunity to intentionally work with students in a smaller more targeted setting to provide instruction at the students instructional level while also challenging students and closing their learning gaps. In this specific setting.

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.

Immediately following the FAST assessment, transformational coaches will review and discuss data reports for the SWD students with the designated special education teacher. Data conversations will be intended to determine student instructional levels, identify instructional materials, and develop small group lessons for DI. Data analysis (using iReady, OPMs, and FAST) will occur monthly.

Person Responsible Aquilah Malik (315447@dadeschools.net)

By October 21, 2022 during collaborative differentiated instruction planning, transformational coaches will guide and support the special education teacher to identify resources that meet the student's needs. During these sessions, resources and activities will be determined for a two-week lesson planning cycle. Additionally, together, the coaches and teacher will identify an appropriate ongoing progress monitoring tool to determine students mastery of selected skill.

Person Responsible LaGloria Diaz (mrs.diaz@dadeschools.net)

Monitor the implementation of lessons and biweekly OPMs according to the planned lesson developed with the transformational coaches by October 21, 2022. As a result teachers will provide instruction to the breadth and depth of the standards.

Person Responsible Gianni Ramon (gramon@dadeschools.net)

Transformational coaches will model the implementation of a differentiated instruction lesson to a small group of the SWD subgroup. Included will be informal assessments throughout the lesson. Support will be embedded throughout the instruction as needed by October 21, 2022. As a result students will receive remediation or enrichment to increase progress towards mastering standards.

Person Responsible Aquilah Malik (315447@dadeschools.net)

Beginning the week of October 31, during collaborative planning, transformational coaches will work with teachers to ensure strategies for Students With Disabilities are included in the lesson plan. All teachers teach inclusion classes and will become familiar with inclusive strategies.

Person Responsible Aquilah Malik (315447@dadeschools.net)

Transformational coaches will continue to model the implementation of a differentiated instruction lesson to a small group of the SWD subgroup. Included will be informal assessments throughout the lesson. Support will be embedded throughout the instruction as needed. As a result students will receive remediation or enrichment to increase progress towards mastering standards from October 31st to December 16th.

Person Responsible LaGloria Diaz (mrs.diaz@dadeschools.net)

#3. Transformational Leadership specifically relating to Leadership Development**Area of Focus****Description and Rationale:**

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

Based on qualitative data from the School Climate Survey and the SIP Survey, we selected Leadership Development as a critical area of need because teachers have expressed their desire to be supported by the leadership team and take part in the decision making process. Based on this data, 40% of staff disagreed or strongly disagreed that staff morale was high, 65% of teachers would like additional opportunities and support through professional development & 54% of teacher did not feel support was maximized and would like further opportunities to engage in data discussions.

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 instructional leadership, staff morale will increase, the percent of stakeholders that feel a part of the decision making process will increase and the percent of stakeholders that feel a part of the decision making team will increase by 20 %. We will see evidence of stakeholders participating in schoolwide initiatives, staff being supported by experts in the field, and engaging in professional developments (district and school).

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

The school leadership team will focus on the evidence based strategy of Shared Decision Making. We will survey staff to get their feedback regarding professional development, school enhancement ideas and meet with teams and committees often to generate ideas and set goals to offer choices and ways to implement desired change. Schoolwide initiatives will also recognize stakeholders for their achievements personally and professionally.

Person responsible for monitoring outcome:

TaShimba Andrews (pr3041@dadeschools.net)

Evidence-based Strategy:

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

We will implement the evidence-based strategy Shared Decision Making. Stakeholders will take part in the decision decision making process which will in turn lead them to gain professional and personal stake in the school's achievement, projected image and it's overall success.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the

This commitment leads to the increased productivity as members of the staff are actively participating in various aspects of the school and wish to see their efforts succeed. Professional development will also provide teachers with actionable classroom training and support to increase teacher efficacy and enhance curricular knowledge..

**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.

Teachers will be provided with a Professional Development needs assessment survey by October 21, 2022, to identify courses that are needed to build their capacity, enhance classroom instruction through modeling and improve instructional delivery. As a result teachers will provide explicit instruction to students.

Person Responsible Tashimba Andrews (tandrews@dadeschools.net)

Teachers will be provided with an Organizational Interest survey by October 21, 2022. This survey will assist the leadership team to identify opportunities for improvement in building the overall morale of the school. We will also create attendance incentives for faculty and academic successes experienced by their classes. As a result school morale will be increased by the end of the school year as evident by >than 5% on end of the year school culture surveys.

Person Responsible TaShimba Andrews (pr3041@dadeschools.net)

A director of activities will be appointed to plan ongoing school wide events with a committee of stakeholders for students and staff by October 21, 2022. As a result school morale will be increased by the end of the school year as evident by >than 5% on end of the year school culture surveys.

Person Responsible TaShimba Andrews (pr3041@dadeschools.net)

A professional development calendar will be developed by October 21, 2022. Following PD, stakeholders will be highlighted for expert implementation. Academic coaches will model strategies and techniques with staff during the training and in the classrooms. As a result teachers will provide instruction using modeled techniques to maintain or increase student proficiency in reading and mathematics.

Person Responsible Gianni Ramon (gramon@dadeschools.net)

Between the October 31st and December 16th window, teachers will participate in mini professional developments weekly that will be provided based on need and interest. Among these professional developments will be Promethean Board training, and data disaggregation.

Person Responsible TaShimba Andrews (pr3041@dadeschools.net)

By December 16th, school activities director will implement on school-wide holiday event to increase overall faculty and student morale.

Person Responsible TaShimba Andrews (pr3041@dadeschools.net)

#4. Positive Culture and Environment specifically relating to Attendance**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 data provided through PowerBi, 78% of Lorah Park students had 6 or more absences during the 2021-2022 school year. Of the 78%, 44% of the students missed more than 16 school days.

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 attendance initiatives targeted strategy, we will see an increase in overall school attendance. Our goal maintain an average daily percent present at 96% or above.

Monitoring:

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

The leadership team will be monitoring this area of focus utilizing daily attendance bulletins and district dashboards to determine if students are meeting the targeted attendance percentage. We will monitor school wide, and students' individual attendance to address specific needs as it related to truancy. We will readjust the strategy and school wide initiatives as needed to improve attendance of groups making little to no progress.

Person responsible for monitoring outcome:

Gianny Ramon (gramon@dadeschools.net)

Evidence-based Strategy:

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

We will implement the attendance initiative strategy to build and increase daily attendance.

Rationale for Evidence-based

Strategy:

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

We have selected the attendance initiatives strategy in to motivate and encourage our students to attend school daily. Strategic Attendance Initiatives involve close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies as well as incentives for students with perfect attendance. Learning takes place when students are present at school consistently.

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.

Develop a Schoolwide Attendance Support Committee that will meet to discuss and develop a schoolwide, grade level, and individual attendance incentive plan. The attendance incentive plan will be developed and shared with the faculty by October 21, 2022.

Person Responsible Gianni Ramon (gramon@dadeschools.net)

Develop and implement the Attendance Review Committee calendar of meetings. During these meetings, Attendance will be reviewed for students with 10 or more absences for referral to truancy and/or i3 by October 21, 2022.

Person Responsible Gianni Ramon (gramon@dadeschools.net)

Daily phone calls will be made to students who were absent for the day. Phone call log will be kept and revised to ensure appropriate support to provided by the Attendance Review Committee by October 21, 2022..

Person Responsible Gianni Ramon (gramon@dadeschools.net)

Monitor the schoolwide attendance plan by reviewing ARC calendar, daily student call logs and school messenger delivery logs by October 21, 2022..

Person Responsible TaShimba Andrews (pr3041@dadeschools.net)

Between October 31st and December 16th, schedule meetings with parents who's child has 5 - 7 absences. Discuss the importance of school and develop attendance contract with parents.

Person Responsible Gianni Ramon (gramon@dadeschools.net)

By December 1, School Attendance Committee will develop a bulletin board to highlight monthly attendance averages per grade level. This bulletin board will be utilized to highlight the grade level in the lead and provide incentive.

Person Responsible Gianni Ramon (gramon@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

Based on 2022 end of year iReady diagnostic data, 31% of students were performing at grade level and 69% of our students in Kindergarten through 2nd grade were working below grade level. Of the 69%, 47% are just one grade level below. This means this group would benefit from targeted instruction.

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

Based on the 2022 state assessment data, only 20% of our 3rd grade students were proficient in reading, 47% of our 4th grade students were proficient in reading, and 57% of our 5th grade students were proficient in reading. Overall, in grades 3-5, 42% of students were proficient in reading. Therefore, there is a critical need to work in small groups and differentiate instruction for the students who are working below grade level. We also have a large number of bubble students who made significant gains and would benefit from differentiated instruction to meet grade level demands.

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)

If we successfully implement the evidenced-based strategy Differentiated Instruction, then teachers will use a systematic approach of instruction, assessment, analysis, and actions to increase overall proficiency in grades 2 K-2 ELA by 8% to 40% on grade level.

Grades 3-5: Measureable Outcome(s)

If we successfully implement the evidenced-based strategy Differentiated Instruction, then teachers will use a systematic approach of instruction, assessment, analysis, and actions to increase overall proficiency in ELA by at least 5% to 47% proficiency.

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.

This area of focus will be monitored through the coach's collaborative planning agenda, and end products; and the teacher's lesson plans with identifiable DI rotations, data-aligned curriculum, and student leveled work products. Coaches and teachers will work collaboratively to disaggregate OPM data to adjust instructional lessons and provide fluidity to grouping. Administrators will conduct observations and walkthroughs to ensure fidelity of implementation and consistency. Ongoing progress monitoring of the FAST, iReady and Topic Assessments will also be used to monitor progress towards proficiency.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Andrews, TaShimba, pr3041@dadeschools.net

Evidence-based Practices/Programs:

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

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

Differentiated Instruction requires teachers to identify diverse learners and their learning styles to develop differentiated lessons that meet their needs. Lessons require varying levels of complexity with reading, writing, thinking, problem-solving, and speaking. This evidenced based strategy aligns to the district's K-12 Comprehensive Evidenced based Reading Plan and the B.E.S.T. Standards.

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?

Differentiated Instruction is being implemented because it allows teachers to use reteaching resources and data derived from progress monitoring assessments. Grouping is fluid and changes as learning gaps are closed. Coaches assist teachers with disaggregating data, and differentiating assignments based on the data. Teachers assign and use DI folders to confirm connections between teacher instruction student learning. Through differentiated instruction, we work towards closing the achievement gap and provide support to students to become proficient. This strategy provides an opportunity for all students at every level to receive additional targeted instruction in their particular area of need.

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
Immediately following the FAST assessment, teachers and instructional coach will utilize data from the 2022 Spring FSA assessment and FAST reports to group students based on their achievement level and/or tier. Teachers will engage in professional development with the instructional coach to determine level and appropriate resources. Teachers understanding and comfort with developing groups will be assessed based on identified groups.	Ramon, Gianni, gramon@dadeschools.net
Monitor implementation of the rotations, grouping, and lessons weekly. The coach will assist the teachers to disaggregate OPM data and utilize the results to adjust instruction by October 21, 2022.	Andrews, TaShimba, pr3041@dadeschools.net
Transformational coaches will model utilizing data to develop plans and implement lesson with small group. Coaches will model informal assessment throughout to support the next lesson by October 21, 2022.	Andrews, TaShimba, pr3041@dadeschools.net
Beginning the week of October 31st, coaches will ensure 15% of collaborative planning time is dedicated to planning for differentiated instruction.	Malik, Aquilah, 315447@dadeschools.net
By November 7, all classrooms will implement the use of data tracker in differentiated instruction folder to identify data of assessments and remediated benchmarks.	Andrews, TaShimba, pr3041@dadeschools.net

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

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

Our strength at Lorah Park Elementary is building relationships with all stakeholders. Specifically, teachers, and administration at Lorah Park Elementary, strive to build positive relationships with students and parents. We truly believe that partnerships are essential to experience achievement. As a school community, we work together to build a relationships that benefit the whole child. We ensure clear communication and are open to discussions that benefit our students.

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

The stakeholders involved in promoting a positive school culture and ensuring a safe learning environment are our Principal, Ms. TaShimba L. Andrews and Assistant Principal, Ms. Gianni Ramon. The teachers are also involved in promoting a positive school culture by creating a challenging but nurturing environment for children. Parents also are charged with promoting the great experiences their children

receive at the school. Business partners provide teacher and student incentive resources to support ongoing schoolwide recognition activities. Additionally, we have developed a School Culture Leadership Team comprised of teachers, school personnel, and the administration to maintain open and inclusive communication and develop positive culture throughout the building.