

Miami-Dade County Public Schools

Lake Stevens Elementary School



2022-23 Schoolwide Improvement Plan

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Lake Stevens Elementary School

5101 NW 183RD ST, Miami Gardens, FL 33055

http://lstevens.dadeschools.net

Demographics

Principal: Eric Wright L

Start Date for this Principal: 7/15/2022

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: A (73%) 2018-19: A (66%) 2017-18: A (68%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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Lake Stevens Elementary School

5101 NW 183RD ST, Miami Gardens, FL 33055

<http://lstevens.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	99%

School Grades History

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

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SIP Authority

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Lake Stevens Elementary focuses on academic and professional collaboration with faculty, staff, students, parents, and community stakeholders. Our goal, continuous school improvement, is supported by progress monitoring of student performance data. In order to sustain a climate of academic excellence and high expectations for everyone, we are strengthened through professional development, student engagement, and parent involvement.

Provide the school's vision statement.

Spreading our wings to develop the whole child. Helping students make continuous strides towards excellence.

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
Schwam, Marc	Principal	<p>The principal strategically organizes and establishes structures to monitor the implementation of instruction and teacher effectiveness. The principal coordinates monthly leadership team meetings to provide updated instructional information on best practices, student performance data, and instructional processes (when needed). Monthly faculty meetings include sharing of best practices by subject area. Professional literature is shared with teachers via the District's email system on a monthly basis. Frequent data conferences with teachers and the assistant principal are conducted throughout the year to ensure that a focused climate of academic achievement is maintained. The principal provides a framework for the master schedule and reviews for revisions. Team building activities that promote a positive school culture of collegiality are provided for faculty members.</p>
Cunningham, Wanda	Assistant Principal	<p>Mrs. Cunningham, the assistant principal responsibilities include but not limited to working with the principal to oversee the operations of school, curriculum alignment, behavior management and safety procedures. She also works collaborative to develop, implement and monitor instructional framework that aligns curriculum with state standards, effective instructional practices student learning needs through classroom walkthroughs and teacher observations. Meets with teachers to discuss progress monitoring of Tier 1, Tier 2, and Tier 3 students. Manages ESE, ESOL, Title I and Pre-K programs to ensure compliance with the district and state. The Assistant Principal is also the school's Local Education Agency (LEA) who convenes with parents regarding MTSS, ESE, ESOL plans and strategies the school will provide to enhance student achievement. She creates teachers schedules and ensure implementation of professional development. In addition, she assists the principal with recruiting, retaining, developing, and evaluating a diverse faculty and staff.</p>
Farley, Marcelle	Instructional Coach	<p>This teacher leader provides curriculum support and professional development for teachers and activities for tier 1, 2, and 3 students by assists with the disaggregation of data, and curriculum planning. This teacher leader assists colleagues on each grade level by providing information about ELA and STEAM instruction. This teacher leader collaborate with other faculty members by attending District professional development meetings</p>

Name	Position Title	Job Duties and Responsibilities
		<p>(ICADS) to assist with planning for their Reading and Language Arts. Additionally, this teacher leader designs, and delivers professional development activities to colleagues to share information. Lastly, this teacher leader is assigned to mentor teachers that are new to teaching and those that need extra support with content knowledge.</p>
Lewis, Sakinah	Instructional Coach	<p>This teacher leader provides curriculum support and professional development for teachers and activities for tier 1, 2, and 3 students by assists with the disaggregation of data, and curriculum planning. This teacher leader assists colleagues on each grade level by providing information about Math and STEAM instruction. This teacher leader collaborates with other faculty members by attending District professional development meetings (ICADS) to assist with planning for Mathematics. Additionally, this teacher leader designs, and delivers professional development activities to colleagues to share information. Lastly, this teacher leader is assigned to mentor teachers that are new to teaching and those that need extra support with content knowledge.</p>

Demographic Information

Principal start date

Friday 7/15/2022, Eric Wright L

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.*

3

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.*

1

Total number of teacher positions allocated to the school

13

Total number of students enrolled at the school

219

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

6

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

0

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	37	40	26	47	31	38	0	0	0	0	0	0	0	219
Attendance below 90 percent	0	7	3	6	4	3	0	0	0	0	0	0	0	23
One or more suspensions	0	4	0	0	0	0	0	0	0	0	0	0	0	4
Course failure in ELA	0	1	4	11	1	2	0	0	0	0	0	0	0	19
Course failure in Math	0	1	1	10	1	0	0	0	0	0	0	0	0	13
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	6	4	5	0	0	0	0	0	0	0	15
Level 1 on 2022 statewide FSA Math assessment	0	0	0	3	4	7	0	0	0	0	0	0	0	14
Number of students with a substantial reading deficiency	0	1	4	13	5	6	0	0	0	0	0	0	0	29
	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	1	2	12	3	4	0	0	0	0	0	0	0	22

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

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

Date this data was collected or last updated

Friday 8/26/2022

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	22	26	36	35	40	45	0	0	0	0	0	0	0	204
Attendance below 90 percent	2	6	7	8	8	12	0	0	0	0	0	0	0	43
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	8	6	4	4	0	16	0	0	0	0	0	0	0	38
Course failure in Math	0	0	2	7	4	8	0	0	0	0	0	0	0	21
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Number of students with a substantial reading deficiency	0	10	23	16	16	23	0	0	0	0	0	0	0	88

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	3	6	2	10	0	0	0	0	0	0	0	21

The number of students identified as retainees:

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

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	22	26	36	35	40	45	0	0	0	0	0	0	0	204
Attendance below 90 percent	2	6	7	8	8	12	0	0	0	0	0	0	0	43
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	8	6	4	4	0	16	0	0	0	0	0	0	0	38
Course failure in Math	0	0	2	7	4	8	0	0	0	0	0	0	0	21
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Number of students with a substantial reading deficiency	0	10	23	16	16	23	0	0	0	0	0	0	0	88

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	3	6	2	10	0	0	0	0	0	0	0	21

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	54%	62%	56%				49%	62%	57%
ELA Learning Gains	85%						54%	62%	58%
ELA Lowest 25th Percentile	78%						50%	58%	53%
Math Achievement	69%	58%	50%				79%	69%	63%
Math Learning Gains	89%						85%	66%	62%
Math Lowest 25th Percentile	85%						81%	55%	51%
Science Achievement	54%	64%	59%				65%	55%	53%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	33%	60%	-27%	58%	-25%
Cohort Comparison		0%				
04	2022					
	2019	55%	64%	-9%	58%	-3%
Cohort Comparison		-33%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	56%	60%	-4%	56%	0%
Cohort Comparison		-55%				

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	72%	67%	5%	62%	10%
Cohort Comparison		0%				
04	2022					
	2019	73%	69%	4%	64%	9%
Cohort Comparison		-72%				
05	2022					
	2019	72%	65%	7%	60%	12%
Cohort Comparison		-73%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	61%	53%	8%	53%	8%
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	29	80		43	70						
ELL	60	95		76	86		50				
BLK	47	72	60	58	86	87	40				
HSP	63	97		81	92		65				
FRL	53	85	76	66	92	83	52				

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	20			5							
ELL	27			30							
BLK	28	42		37	42		41				
HSP	39	63		37	31		41				
FRL	31	53		34	38		42				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	28	40		68	95	91	50				
ELL	57	73		87	95		60				
BLK	41	44	40	71	77	75	57				
HSP	60	70		89	96		77				
FRL	49	54	47	78	84	81	63				

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	75
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	89
Total Points Earned for the Federal Index	603
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	56
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners

Federal Index - English Language Learners	76
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	64
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	81
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	74
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

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

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

The number of ELA students making learning gains on the 2022 FSA in grades 3-5 is 85%.

2021 Data findings:

The number of ELA students scoring proficient on the 2022 FSA, in grades 3-5, increased from 33% in 2021 to 54% in 2022.

The number of Math students scoring proficient on the 2022 FSA, in grades 3-5, increased from 37% in 2021 to 69% in 2022.

The number of Science students scoring proficient on the 2022 FCAT Science, in grades 5 increased from 41% in 2021 to 54% in 2022.

The number of students scoring proficient on the iReady ELA AP3 for grades K-5, increased from 46% in 2021 to 57% in 2022.

The number of students scoring "at risk" on the iReady ELA AP3 for grades K-5, decreased from 20% in 2021 to 13% in 2022.

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

The number of students scoring one or more grade levels below level on the 2022 IReady ELA AP3 assessment, in ELA is 43%.

The number of students scoring proficient on the fifth grade FCAT Science assessment was 54%.

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

2022 findings: Many of the students who are scoring below grade level are still battling learning loss as a result of Covid-19. This can also explain our scores in Science. Before Covid-19 our science scores were in the 80s. To address these needs for improvement, the Leadership Team will ensure that teachers are implementing hands-on activities to engage students and using intervention and differentiated instruction for students below grade level.

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

The number of students in grade 3-5 who scored proficient on the Math FSA increased from 37% in 2021 to 69 % in 2022 .

The number of students who made learning gains on FSA Math was at 89% .

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

We ensured that manipulatives and differentiated instruction were being implemented in the classrooms. Administrative walkthroughs with feedback took place on a weekly basis as well as collaborative planning sessions to properly align resources for instruction.

Teachers establish daily routines that engaged students in the learning process. This included providing hands-on experiences. Teachers also provided timely corrective feedback and conducted data

chats to help students monitor their own learning. The Leadership Team contributed to this success by conducting data conferences with teachers to monitor the students who were having difficulties.

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

Data-driven Instruction, Differentiated Instruction, Extended Learning Opportunities, Standards-Based Collaborative Planning, Interventions and Professional Learning Communities.

The Leadership Team will conduct data chats and walkthroughs to monitor the use of strategies.

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

The PLST will develop whole group sessions and job-embedded sessions on using data to drive instruction (September/22), Aligning resources to small group instruction (October/22), Tackling OPM data (November/December/22), making adjustments to groups as data becomes available and continuous data chats with individualized feedback and next steps (ongoing). Coaching cycles will also be implemented individually with teachers to support specific needs (ongoing). Oct 13 - Dec 15 PLC - Sharing Best Practices

September - May - District Sponsored PD's in various subject areas for all teachers

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

Collaborative planning will be scheduled weekly with an instructional coach and /or an administrator to ensure that strategies are being implemented with fidelity. Extended learning opportunities will be provided with before and after school tutoring and interventions as well as Saturday Academy, Spring Break Academy, and STEAM-related clubs.

Areas of Focus

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

:

#1. Instructional Practice specifically relating to ELA

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

Students' scores in ELA reflect learning loss due to the COVID-19 pandemic. Many students faced a variety of challenges and although our proficiency score increased from 33% in 2021 to 54% in 2022, there is still a need to increase the ELA proficiency in grades 3-5. With this in mind, our school will implement specific strategies to address the critical need for improvement in this area.

According to the 2022 FSA ELA data, 53% of third grade students are proficient, 53% of fourth graders are proficient, and 53% of students in fifth grade are proficient. While the 2022 FSA data shows the overall ELA proficiency increased by 21 percentile points from 2021, our school will continue to target increased proficiency in ELA. Because data driven instruction has been proven to be effective in improving proficiency rates in elementary grades, we will focus on data driven instruction to address the critical need and increase ELA proficiency.

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

With the implementation of data driven instruction, ELA proficiency will increase by 10 percentile points in each of the grades (Kindergarten - fifth) as measured by students performance on FAST PM1 and FAST PM3.

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

The Leadership Team will conduct quarterly data chats with ELA teachers. Groups will be adjusted based on current data, and follow-up with regular walkthroughs to ensure quality instruction is taking place. Administrators will review bi-weekly lesson plans for indication of differentiation for L25 students, in particular. Data Analysis of formative assessments of L25 students will be reviewed monthly to observe progress. We will create a student data tracker to monitor OPM data on a bi-weekly basis. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards. Extended learning opportunities will be provided to those students who are not showing growth on OPMs.

Person responsible for monitoring outcome:

Wanda Cunningham (171998@dadeschools.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for

Within the Targeted Element of ELA, our school will focus on the evidence-based strategy of Data-Driven Instruction. The systematic approach of Data-Driven instruction will accelerate the learning gains of our L25s in ELA. Data-Driven instruction will be monitored with data trackers to drive instructional planning and data driven conversations to include OPMs.

this Area of Focus.

Rationale for Evidence-based Strategy:

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

Data-Driven Instruction will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

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.

Aug. 22 - Oct. 18: There will be weekly collaborative planning meetings with all grade levels where ELA teachers plan standards aligned instruction and use data to plan intervention groups. As a result, teachers will have student groups, appropriate resources, and lesson plans that reflect DI instruction.

Person Responsible Marcelle Farley (189576@dadeschools.net)

Aug.22 - Oct 18: Teachers will use unit assessments, progress monitoring and iReady diagnostics to create flexible intervention groups and make adjustments to groups as needed. Monthly data chat will be used to monitor students' progress. As a result, students will make gains on previously taught standards.

Person Responsible Wanda Cunningham (171998@dadeschools.net)

Sep.13 - Oct. 18: The Leadership Team will conduct walk-throughs to ensure that data is being used to drive differentiated instruction and intervention and both are conducted with fidelity. As a result, teachers will be provided with constructive feedback to improve student outcomes.

Person Responsible Marc Schwam (mschwam@dadeschools.net)

Oct. 17: The Leadership Team will conduct quarterly data chats to determine the effectiveness of the intervention planning and instruction, and provide support in the form professional development or a buddy teacher. The Reading Coach will model how to use data to plan effective instruction and provide resources to improve student achievement. As a result, teachers will be able to effectively use data to plan and deliver Di instruction.

Person Responsible Marc Schwam (mschwam@dadeschools.net)

Oct. 21 - Jan. 5 Teachers will display anchor charts based on what is being taught in the classroom. The teachers will refer to anchor charts when introducing concepts and students will use them as a references as they complete independent work.

Person Responsible Marcelle Farley (189576@dadeschools.net)

Oct. 21-Jan.5 Teachers will provide students with corrective feed back in Reading Writing Companion and in their reading and writing journals.

**Person
Responsible**

Wanda Cunningham (171998@dadeschools.net)

#2. Instructional Practice specifically relating to Science**Area of Focus****Description and Rationale:**

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

According to the 2022 Science proficiency data, 54% of students are proficient in Science, and according to the 2021 Science proficiency data, 41% of students are proficient in Science. While the data shows an increase of 13 percentile points, our school will continue to target increased proficiency in science. Because student engagement has been proven to be effective in improving proficiency rates in elementary grades, we will focus on student engagement to address the critical need and increase science proficiency

Measurable**Outcome:**

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

With the implementation of student engagement, fifth grade science proficiency will increase by 10 percentile points as measured by the 2023 Science FCAT.

Monitoring:

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

With the implementation of PDs, training, collaboration, peer support teachers to assist with creating lessons and labs that are student centered and engaging, students will be more engaged in science lessons. Walkthroughs during science instruction will ascertain that labs are conducted with fidelity. Data Chats and data disaggregation of topic assessment will reveal the effectiveness of the engagement. In turn, the data chats will lead to intervention groups that can be targeted using additional engaging activities.

Person

responsible for monitoring outcome:

Althea Ricketts-Burke (283715@dadeschools.net)

Evidence-based Strategy:

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

Within the Targeted Element of Student Engagement, we will focus on the evidence-based strategy of: Student Engagement. By creating hands-on labs at every grade level that promote students' curiosity, interest, optimism, and passion for learning, students will be motivated to learn and will show progress on their quarterly science assessments. Students journals will reflect student engagement, cognitively, behaviorally, physically, and emotionally.

Rationale for Evidence-based Strategy:

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

Hands-on learning will ensure that our instructional staff members are using labs, STEAM projects, manipulatives, student-generated projects, and technology resources to spike the interest of our students. It is our goal to increase student engagement substantially, which will be reflected in improved student achievement levels.

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.

Aug. 22 - Oct. 13: Teachers will participate in weekly collaborative planning to design lesson plans that include student centered activities such as science labs, STEAM activities, Kahoots, Flipgrid, and games. As a result lessons plans will included these activities and students' journal with have evidence of lab and STEAM activities.

Person Responsible Marcelle Farley (189576@dadeschools.net)

September 15 - Oct. 20: Teachers will participate in a professional development to share Best Practices for hands-on activities to improve student engagement during classroom instruction. As a result, teachers will included best practices in their lesson plans and student outcomes in journals and science assessments will be evidence of implementation.

Person Responsible Wanda Cunningham (171998@dadeschools.net)

Aug. 23 - Oct. 20: Students will use visual representations such as manipulatives, graphic organizers and concept maps to enhance learning and to check for understanding. As students engage in labs and hands-on activities, their mastery of content will be evident in the information included on graphic organizers and concept maps.

Person Responsible Althea Ricketts-Burke (283715@dadeschools.net)

Aug. 23 - Oct. 11: Teachers will provide students with a variety of learning opportunities (visual, auditory, and kinesthetic), and students will respond with verbal and non-verbal signals to indicate their degree of understanding. As a result of the teachers addressing various modalities, students will be more engaged in lessons.

Person Responsible Wanda Cunningham (171998@dadeschools.net)

Oct. 21-Jan 5: During professional development and faculty meeting, strategies for reading in the content ares will be introduced and discussed. These strategies will be introduced to students to improve reading and comprehension of informational text.

Person Responsible Marcelle Farley (189576@dadeschools.net)

Oct. 21 - Jan 5: Teachers will present essential labs on a consistent basis to help students understand content. Students will document these activities in their science journal and teachers will provide specific and corrective feedback.

Person Responsible Sakinah Lewis (sakinahlewis@dadeschools.net)

#3. Transformational Leadership specifically relating to Instructional Leadership Team**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 review of the Core Leadership Competencies, we feel our school would benefit from Involving Staff in Important Decision Making. The data reveals 52% of the staff believes the principal represents the school in a positive manner. To increase this percentage, we selected the Involvement of Staff in Important Decision Making to develop a shared vision and mission for the school for all stakeholders.

Measurable**Outcome:**

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

If we successfully implement Involving Staff in Important Decision Making, will provide our teachers the opportunity to contribute to school-wide decisions during monthly meetings. This will be realized through teachers participating in the logistical elements of meetings, presenting ideas to solve issues that arise, etc. Teachers will also leader a PLC to share student work and garner feedback form colleagues. The percentage of teachers in leadership roles will increase by at least 5% during the 2022-2023 school year.

Monitoring:

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

With the implementation of Involving Staff in Important Decision Making, an additional 10% of the staff will agree with the statement that our school has a high morale by mid-year point of the school year.

Person

responsible for monitoring outcome:

Marc Schwam (mschwam@dadeschools.net)

Evidence-based Strategy:

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

Within the Targeted Element of Instructional Leadership Team, we will focus on the evidence-based strategy of: Involving Staff in Important Decision Making. By creating an "Experts in My Building" list and involving teachers in the decision making process, we will allow the staff to gain personal stake in the school. Experts in the building will provide a summary of support to the LT on a monthly basis to ensure we are on the right track to meeting the above outcome.

Rationale for Evidence-based Strategy:

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

We decided to focus on Involving Staff in Important Decisions to address the critical needs within our school. We believe that involving teaches in the decision making process will also raise morale. The number of teachers who feel that our school has high morale will increase as teachers gain a sense of ownership and contribute to the school's vision and mission in a positive manner.

Action Steps to Implement

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

9/2- Provide Professional Development for teachers that allows them to demonstrate effective leadership that is aligned to the school goals based on data. As a result, teachers will be more willing to step into leadership roles when the opportunity arises.

Person Responsible Marcelle Farley (189576@dadeschools.net)

9/31-10/11-Teachers will participate in Professional Learning Communities where they can each have the opportunity to share. As a result they will be more comfortable with sharing to a larger audience in faculty meetings.

Person Responsible Wanda Cunningham (171998@dadeschools.net)

9/14 - 10/19 Monthly leadership meetings will be held where the Instructional Leadership Team will identify areas of concern and brainstorm solutions. As a result, the LT will develop a more focused plan to accomplish the school's vision and mission.

Person Responsible Marc Schwam (mschwam@dadeschools.net)

9/26 - 10/19 Our Leadership Team will participate in the monthly Educasts meetings to gather information on district wide initiatives. This information will be disseminated to all staff in faculty meetings and collaborative planning meetings to ensure that all employee have updated information.

Person Responsible Marc Schwam (mschwam@dadeschools.net)

11/8- Instructional Staff and Academic Recovery Coaches will conduct a professional development activity to show best practices and gain feedback. As a result, strategies shared will be utilized to issues that arise while providing instruction.

Person Responsible Sakinah Lewis (sakinahlewis@dadeschools.net)

12/1- A survey will be created to identify experts on the staff in various areas of curriculum and delivery of effective instruction. As a result of the survey, staff will be provided a selected partner in an effort to enhance desired areas of improvement.

Person Responsible Sakinah Lewis (sakinahlewis@dadeschools.net)

#4. Positive Culture and Environment specifically relating to Staff Morale

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

We decided to empower teachers and staff to address the critical needs within our school. The data reveals 59% of the staff believes the does not have a high morale. To increase this percentage, we selected Involving Staff in Important Decision Making because it allows our staff to gain professional and personal stake in the school and its overall success. This commitment will lead to increased productivity as members of the staff are actively participating in various aspects of the school and wish to see their efforts succeed.

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 Empower Teachers and Staff our teachers will be provided the opportunity to contribute to school-wide decisions through monthly meetings. This will be empower teachers to participate in the logistical elements of meetings, presenting ideas to solve issues that arise, etc. The percentage of teachers in leadership roles will increase by at least 5% during the 2022-2023 school year.

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

A social committee will plan activities outside of the school so that teachers can meet with one another and with administrators to build rapport. Every staff meeting will begin with an opportunity for connection and teachers will have a designated speaking time to ensure that all input is considered. The leadership team will survey teachers quarterly to gather ideas on initiatives/strategies/systems they would like to have implemented in our school. Based on survey responses, teachers will volunteer to lead different initiatives and showcase their leadership skills.

Person responsible for monitoring outcome:

Madge Bazelais (madgealexandre@dadeschools.net)

Evidence-based Strategy:

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

Empower Teachers and Staff is when a leadership team provides support for teachers, students, and staff to be leaders, innovators, risk-takers, and designers of new ways to approach challenges.

Rationale for Evidence-based Strategy:

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

Empowering Teachers and Staff in Important Decision Making allows your staff to gain professional and personal stake in the school and its overall success. This commitment leads to increased productivity as members of the staff are actively participating in various aspects of the school and wish to see their efforts succeed.

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.

Sept. 1- Oct. 19 - Establish a social committee and plan a kick-off event to recruit members. As a result, teachers will participate in team building and social events throughout the school year.

Person Responsible Jane Mendez (jmendez070@dadeschools.net)

Sept 1 - Oct. 19 Create a bulletin board to highlight and promote staff accomplishments. Showcasing talents and accomplishments will provide positive reinforcement to school staff.

Person Responsible Reinaldy Cairos (307213@dadeschools.net)

Sept. 1 - Oct. 19 During faculty meetings, teachers demonstrating best practices will be featured. The leadership team will take pictures or showcase students work that exhibit student engagement and/or effective instruction.

Person Responsible Wanda Cunningham (171998@dadeschools.net)

Sept. 1 - Oct. 19 Because morale affects attendance, the administrations will provide incentives to teachers with exemplary attendance. Incentives will include but not limited to shout-outs and gift cards. As a result, teacher attendance will improve which will benefit student achievement.

Person Responsible Marc Schwam (mschwam@dadeschools.net)

Oct. 19-Nov. 16 A member of the leadership team will meet with staff members of the Social Committee to determine school-wide activities for the upcoming holidays. The Social Committee chairperson will coordinate a Thanksgiving Turkey Bowl gathering inclusive of the entire Lake Stevens Elementary team. As a result, the inclusivity of all staff will be encouraged for a successful event.

Person Responsible Jane Mendez (jmendez070@dadeschools.net)

Nov. 16- Dec. 16 During the faculty meeting teachers will nominate a co-worker as teacher of the month. The teacher that receives the largest number of votes will be selected. A bulletin board will be created to showcase the teacher as well as a shout out on the announcements. As a result of this recognition, teacher morale will increase.

Person Responsible Wanda Cunningham (171998@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.

At Lake Stevens Elementary our school addresses building a positive school culture and environment by fostering inclusivity, effective communication, flexibility in scheduling, and by respecting diversity. Teachers all communicate using Schoology, Class Dojo or Remind to provide consistency for parents at our school. All students are invited to participate in extracurricular activities. To promote attendance students are recognized on the morning announcements and incentives are provided. Students receive i-Ready incentives each quarter for "Leveling Up". We celebrate student success with Icees, popcorn and other incentives. The guidance counselors and mental health coordinator provide classroom sessions to facilitate lessons on Social and Emotional Learning. EESAC meetings are held to provide stakeholders the opportunity to give input on the school improvement process as well as approval of spending of funds in the EESAC budget. While building a positive school culture and environment school-wide, Lake Stevens Elementary also continues to build positive school culture and environment with the faculty by having staff events to build morale.

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

The stakeholders who will assist in promoting a positive school culture and environment is the guidance counselor, instructional coaches, teachers, EESAC Chairperson, and the administrators. The Guidance Counselor will be charged with monitoring attendance using the Schoolwide attendance plan and facilitating Social and Emotional Learning. The Instructional Coaches will be using data to create incentive plans to increase iReady usage and passing rates. The Teachers will be communicating with parents as needed to inform them of activities and student progress. The EESAC Chairperson will be keeping stakeholders informed of the School Improvement Process and developing schoolwide strategies to impact all students. The administrators will be communicating with all stakeholders via ConnectEd, email, and social media to ensure that schoolwide initiatives are being incorporated.