Miami-Dade County Public Schools

Scott Lake Elementary School

2022-23 Schoolwide Improvement Plan

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Scott Lake Elementary School

1160 NW 175TH ST, Miami, FL 33169

http://scottlake.dadeschools.net/

Demographics

Principal: Bridgette Mckinney L

Start Date for this Principal: 5/21/2021

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 Black/African American Students Hispanic Students Economically Disadvantaged Students
School Grades History	2021-22: C (51%) 2018-19: A (62%) 2017-18: C (48%)
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.](http://www.floridacims.org)

Purpose and Outline of the SIP

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

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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	C		A	A

School Board Approval

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SIP Authority

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

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The vision of Scott Lake Elementary is to utilize a high standard of excellence,
where our team will work cooperatively to implement instructional strategies to increase student achievement and provide a safe and nurturing environment.

Provide the school's vision statement.

Scott Lake Elementary School is a much needed respite, it's a place where ALL students are encouraged to strive for excellence; academically, socially, and emotionally in a safe and supportive atmosphere. Our goal is to work in collaborative partnerships with ALL stakeholders; parents, business liaisons and community partners to create an environment where students are empowered to discover their strengths and to achieve their maximum potential through multiple exposures to rigorous standards based curriculum. Numerous opportunities are available for enrichment, intervention, and remediation as necessary.

Elevated expectations have been set for all students, our entire school community shares the belief that all children can and will learn.

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
Williams, Kenneth	Principal	Coordinates administrative oversight and plan all phases of instructional leadership for the school including educational programming, administration, budgetary planning, discipline, and counseling services.
Duffie-Johnson, Sharmaine	Math Coach	Collaborate with colleagues to support student learning in math/science content areas. The instructional coach focuses on individual groups, professional developments that will expand and refine the understanding of research-based instruction.
Porter, Latoya	Instructional Coach	Collaborate with colleagues to support student learning in reading/ language arts content areas. The instructional coach focuses on individual groups, professional developments that will expand and refine the understanding of research-based instruction.
West, Lourdes	Assistant Principal	Assists in the planning, scheduling, and supervision of student activities. Supervises and evaluates substitutes assigned to the building. Assists in the budget planning process at the building level. Relates to students with mutual respect while carrying out a positive and effective discipline policy.
Cunningham, Hillivi	School Counselor	Support and advocate for students to provide them with the opportunities necessary for them to be successful academically and interpersonally.

Demographic Information

Principal start date
Friday 5/21/2021, Bridgette Mckinney 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.*
11

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.*
19

Total number of teacher positions allocated to the school
19

Total number of students enrolled at the school
434

Identify the number of instructional staff who left the school during the 2021-22 school year.
2

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	64	58	75	88	81	80	0	0	0	0	0	0	0	446
Attendance below 90 percent	0	10	11	17	6	4	0	0	0	0	0	0	0	48
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	8	9	3	5	0	0	0	0	0	0	0	25
Course failure in Math	0	0	2	13	4	2	0	0	0	0	0	0	0	21
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	9	0	0	0	0	0	0	0	0	0	9
Level 1 on 2022 statewide FSA Math assessment	0	0	0	6	12	23	0	0	0	0	0	0	0	41
Number of students with a substantial reading deficiency	0	0	9	18	10	27	0	0	0	0	0	0	0	64

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	4	13	0	0	0	0	0	0	0	32

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

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

Date this data was collected or last updated
Friday 7/15/2022

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	46	71	58	76	64	86	0	0	0	0	0	0	0	401
Attendance below 90 percent	9	12	8	13	13	14	0	0	0	0	0	0	0	69
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	2	4	11	10	0	0	0	0	0	0	0	27
Course failure in Math	0	0	2	3	6	11	0	0	0	0	0	0	0	22
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
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	4	21	29	9	22	0	0	0	0	0	0	0	85

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	4	8	11	0	0	0	0	0	0	0	25

The number of students identified as retainees:

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

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	46	71	58	76	64	86	0	0	0	0	0	0	0	401
Attendance below 90 percent	9	12	8	13	13	14	0	0	0	0	0	0	0	69
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	2	4	11	10	0	0	0	0	0	0	0	27
Course failure in Math	0	0	2	3	6	11	0	0	0	0	0	0	0	22
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
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	4	21	29	9	22	0	0	0	0	0	0	0	85

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	4	8	11	0	0	0	0	0	0	0	25

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	9	1	0	0	0	0	0	0	0	0	10
Students retained two or more times	0	0	0	1	0	0	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	58%	62%	56%				66%	62%	57%
ELA Learning Gains	50%						71%	62%	58%
ELA Lowest 25th Percentile	42%						74%	58%	53%
Math Achievement	53%	58%	50%				68%	69%	63%
Math Learning Gains	52%						59%	66%	62%
Math Lowest 25th Percentile	50%						64%	55%	51%
Science Achievement	52%	64%	59%				29%	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	64%	60%	4%	58%	6%
Cohort Comparison		0%				
04	2022					
	2019	71%	64%	7%	58%	13%
Cohort Comparison		-64%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	58%	60%	-2%	56%	2%
Cohort Comparison		-71%				

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	68%	69%	-1%	64%	4%
Cohort Comparison		-72%				
05	2022					
	2019	58%	65%	-7%	60%	-2%
Cohort Comparison		-68%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	27%	53%	-26%	53%	-26%
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	36	58	67	48	67		33				
BLK	58	50	41	51	50	50	49				
HSP	62	56		73	63		73				
FRL	58	51	43	52	51	49	49				
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	15			31							

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
BLK	43	30	17	43	14	7	16				
HSP	44			36							
FRL	41	32	23	42	15	8	15				
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	58	75	80	35	62	65	9				
BLK	65	70	74	68	60	63	26				
HSP	73			73							
FRL	63	70	72	65	61	63	25				

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	51
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	
Total Points Earned for the Federal Index	357
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	52
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	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	

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	50
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	65
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	50
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 2021 FSA data shows ELA subgroups achievement levels decreased by 39 percentage points.

The 2022 FSA data shows that Grade 3 ELA Proficiency increased by 20 percentage points.

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

The 2021 Science Subgroups Achievement levels decreased by 13 percentage points.
Students with Free and Reduced lunch decreased by 11 percentage points, black students decreased by 11 percentage points and SWD students decreased by 12 percentage points.

The 2022 FSA data shows that the greatest need for improvement is L25% ELA Learning Gains. The overall data reflects 43% of the subgroup attained proficiency.

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

2021 For the last 4 years, we have been focused on implementing standards-based instruction in all classrooms. Hands-on science labs will be enhanced to help all students access grade level science text and review fair game science benchmarks.

2022 For the past 3 years we have been focused on implementing standards-based instruction in al ELA classrooms. We will continue to support this initiative while incorporating data-driven instruction.

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

2021 State assessment data results did not indicate ELA Learning gains on 2021 FSA.
However, in 2021 students in the L25 subgroup in ELA showed a growth of 23 points when comparing i-Ready AP1 to AP3 data

2022 The FCAT data findings show the Grade 5 Science increased by 36 percentage points.

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

2021 The fidelity of reading intervention will be monitored on a regular basis as well as OPM data to determine instructional implications for this subgroup.

2022 Teachers and interventionists focused on standards-based instruction. They allowed data to drive the lessons. The implementation of the STEM program allowed for a hands-on approach to learning.

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

Data driven instruction, hands on approach to learning, STEM Program, Collaborative planning and Interventions

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 Data in Your Hands PD will develop whole group sessions and small group sessions on using data to drive
instruction (September,26), Aligning resources to small group instruction (October,5), Making adjustments to groups as data becomes available (January, 23) 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).

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 and a member of the LT will attend to ensure fidelity to the strategies being implemented school-wide that are aligned to the goals. Extended Learning opportunities will be provided with before and after school tutoring and interventions as well and STEM-based clubs and PDs.

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 Differentiation	
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 ELA 2022 FSA data 42% of the students attained a proficient score. It is evident our school will implement the We selected the overarching area of Differentiation based on our findings that demonstrated Learning Gains for the L25 subgroup. We are not meeting the unique needs of all learners therefore it is evident that we must improve our ability to differentiate instruction based on the levels of the students we serve. We will provide the scaffolding necessary for the ELA L25 subgroup to access grade-level content in order to make learning gains and move towards proficiency.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we successfully implement Differentiation, then the overall number of students within the ELA L25 achieving proficiency will increase by a minimum of 10 percentage points.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Leadership Team will conduct quarterly data chats, adjust groups based on current data in real time, and follow-up with regular walkthroughs to ensure 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 upon the completing of bi-weekly assessments and progress monitoring assessments. 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:	Latoya Porter (lporter@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the Targeted Element of Differentiation, our school will focus on the evidence-based strategy of: Data-Driven Instruction. The differentiation of students and lessons will will be guided by the Data-Driven instruction as it will assist in accelerating the learning gains of our L25s as it is a systematic approach of instruction to meet the students' needs. Differentiation will be monitored through the use of data trackers to drive instructional planning and data driven conversations.
Rationale for Evidence-based Strategy: Explain the rationale for	Differentiation 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, groups, plans, and instructional delivery as new data becomes available.

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

Action Steps to Implement

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

8/31/22 - 10/14/22 Utilizing PM1 data to create instructional groups based on the individual needs of students.

Person Responsible   Latoya Porter (lporter@dadeschools.net)

8/31/22 - 10/14/22 Assist in the creation of Intervention groups using the Horizons Intervention Program. Students will be placed using the Tier 2 and Tier 3 data fond on Power Bi.

Person Responsible   Latoya Porter (lporter@dadeschools.net)

8/31/22 - 10/14/22 Teachers will collaboratively develop data trackers that can be used to track mini assessments that are aligned to weekly small group instruction. Teachers will use data trackers to monitor student progress and adjust as necessary

Person Responsible   Lourdes West (luliwest@dadeschools.net)

8/31/22 - 10/14/22 Conduct Administration/Student data chats with ELA Lowest 25% subgroup.

Person Responsible   Kenneth Williams (pr4881@dadeschools.net)

8/31/22 - 10/14/22 Provide incentives to students who have shown growth in all of the tested ELA standard as evidenced by the completion of the Topic Assessments.

Person Responsible   Latoya Porter (lporter@dadeschools.net)

10/31/22 - 12/16/22
Students who have scored in the proficient level of iReady will attend a Green Party to celebrate their accomplishments.

Person Responsible   Latoya Porter (lporter@dadeschools.net)

10/31/22 - 12/16/22
Monitor the iReady usage and passing rate of the students in the Lowest 25% subgroup to ensure the effectiveness of the lessons and differentiation.

Person Responsible   [no one identified]

#2. Instructional Practice specifically relating to Small Group Instruction	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on the 2022 FCAT 2.0 Science 33% of students in the SWD subgroup achieved proficiency. 2022 FCAT 2.0 data affirms the need to revisit implementation of science teaching strategies. Our school will implement the Targeted Element of Science. If data point is impacted, higher proficiency rates across all subjects in 5th grade will be evident.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we successfully implement Science, then our SWD students will increase by a minimum of 7 percentage points as evidenced by the 2023 State Assessments.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Leadership Team will conduct quarterly data chats, adjust science intervention groups based on current data in real time, and follow-up with regular walkthroughs to ensure quality instruction is taking place. Administrators will review lesson plans for indication of remediation of the SWD students, in particular. Data Analysis of science topic assessments of the SWD students will be reviewed monthly to observe progress. Student and class data trackers will be created to monitor science topic assessments.
Person responsible for monitoring outcome:	Sharmaine Duffie-Johnson (sduffie@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the Targeted Element of Science, our school will focus on the evidence-based strategy of: Hands on Learning. Hands on Learning within small group instruction will promote proficiency of the SWD subgroup.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Small group instruction will ensure that teachers are engaging students with intentional lessons. The use of manipulatives and varies strategies will assist in the remediation or acceleration of specified small groups.

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

8/31/22 - 10/14/22 Implementation of Virtual Science lab as an extended learning opportunity for 2nd-5th grade students

Person Responsible	Kenneth Williams (pr4881@dadeschools.net)

8/31/22 - 10/14/22 Facilitation of Mad About Science hands on learning activities during morning announcements.

Person Responsible	Kenneth Williams (pr4881@dadeschools.net)

8/31/22 - 10/14/22 Teachers will collaboratively develop data trackers that can be used to track mini-assessments that are aligned to weekly small group instruction. Teachers will use data trackers to monitor student progress and adjust as necessary.

Person Responsible	Lourdes West (luliwest@dadeschools.net)

8/31/22 - 10/14/22 Train teachers Science teachers on MobyMax and science intervention program.

Person Responsible	Geraldine Jean (gerryjean@dadeschools.net)

8/31/22 - 10/14/22 Incorporate virtual platforms such a Discovery Education, Gizmos, and other Science based platforms to enhance the direct instructions of the standards.

Person Responsible	Geraldine Jean (gerryjean@dadeschools.net)

8/31/22 - 10/14/22 Encourage the implementation of Science Word Walls with real world connections which will allow for the true understanding of the standards and vocabulary.

Person Responsible	Sharmaine Duffie-Johnson (sduffie@dadeschools.net)

10/31/22 - 12/16/22
Showcase the MobyMax lessons during collaborative planning to assist teachers tin the implementation of the program.

Person Responsible	Lourdes West (luliwest@dadeschools.net)

10/31/22 - 12/16/22
Continue the effective use and the adjustment to instruction based on the data trackers to monitor the progress of students across all grade levels.

Person Responsible	Kenneth Williams (pr4881@dadeschools.net)

#3. Positive Culture and Environment specifically relating to Student 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 2021-2022 student attendance review, 29% (28.86%) of the students were absent form school 6-10 days throughout the school year. Through our data review, it was evident that students who struggle with daily attendance are also the students who are not meeting expectations for proficiency. We recognize the need to enhance our attendance initiatives and improve in making connections with families and the community to ensure attendance is consistently high.
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 Student Attendance, our students will receive quality instruction that will contribute to improved student outcomes. With consistent student incentives, this group of students will decrease by 5 percentage points by June 2023.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Leadership Team and Attendance Interventionist will work to connect with families who struggle with attendance and identify the root cause for absences and create a plan of action to ensure students are able to be present daily. The Leadership Team will mentor individual students who have consistent truancy and connect with them bi-weekly to reward or encourage attendance efforts. submit that data to the LT on a weekly basis with emphasis on attendance trends. To ensure we are on track to meeting the outcome above, this data will be discussed during data chats with teachers and students and parental contact will be made when necessary
Person responsible for monitoring outcome:	Hillivi Cunningham (hjcunningham@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the Targeted Element of Student Attendance, our school will focus on the evidence based strategy of: Attendance Initiatives. Attendance Initiatives will assist in narrowing the absence gap amongst our students. Student absences will be monitored on a weekly basis to prevent a pattern of excessive absences.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria	Attendance Initiatives will assist in decreasing the number of student absences. The initiatives will provide the Leadership Team with a systematic approach to identify attendance issues, remediation, and rewards.

**used for selecting
this strategy.**

8/31/22 - 10/14/22 Perfect attendance classes will be announced on the morning announcements every morning

Person Responsible	Kenneth Williams (pr4881@dadeschools.net)

8/31/22 - 10/14/22 Principal will enter student names in bi-weekly raffle for students that have perfect attendance for the month.

Person Responsible	Kenneth Williams (pr4881@dadeschools.net)

8/31/22 - 10/14/22 Attend Attendance Review Committee Meeting- Weekly.

Person Responsible	Lourdes West (luliwest@dadeschools.net)

8/31/22 - 10/14/22 Host a popsicle party for students who have shown an overall improvement on their daily attendance.

Person Responsible	Lourdes West (luliwest@dadeschools.net)

8/31/22 - 10/14/22Create school-wide Perfect Attendance Data Chart in main hallway.

Person Responsible	Lourdes West (luliwest@dadeschools.net)

10/31/22 - 12/16/22
Celebrate students who have shown a vast improvement in their attendance with a popsicle party. This will allow students to feel encouraged to continue the positive trend.

Person Responsible	Kenneth Williams (pr4881@dadeschools.net)

10/31/22 - 12/16/22
The principal will continue to enter names for raffle; however, the raffle will be separated into primary and secondary grades. This will allow for a larger population of students to win prizes.

Person Responsible	Kenneth Williams (pr4881@dadeschools.net)

#4. Transformational Leadership specifically relating to Leadership Development

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on the 2021-2022 School Climate Survey 21% of the staff in the building did not feel that their ideas are listened to or considered. Therefore we want to develop teacher leaders by involving them in school-wide initiatives and ensuring they are informed and feel as though they have membership to the school community. By involving them in school-wide initiatives and allowing them the opportunity to further their learning, student success is positively impacted.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we successfully implement the Targeted Element of Leadership Development, our teachers will be provided the opportunity to contribute to school-wide decisions through monthly meetings. This will allow for teachers to feel empowered impacting the overall moral in the building and will demonstrate a 10 percentage point decrease in the response "strongly disagree " during the 2022-2023 school year.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Leadership Team will identify specific staff members that are experts in areas that will serve as leaders with new initiatives and development. By involving teachers, we hope to create an environment of shared leadership. This initiative will be evident by teacher leaders providing support and development to their colleagues in various areas.
Person responsible for monitoring outcome:	Kenneth Williams (pr4881@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 Decisions. By doing so teacher leaders will evolve and will take on the responsibility of spearheading multiple school wide initiatives.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Involving Staff and Leadership Development will both assist in integrating the talents of teachers within the building to carry out the vision and the mission of our school. They will also create new leaders throughout the school.

Action Steps to Implement

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

8/31/22 - 10/14/22 Grade Level Chairs will facilitate bi-weekly department meetings focused on school improvement initiatives.

Person Responsible	Lourdes West (luliwest@dadeschools.net)

8/31/22 - 10/14/22 Grade Level/Department Chairs will attend monthly Literacy Leadership Team meetings.

Person Responsible	Kenneth Williams (pr4881@dadeschools.net)

8/31/22 - 10/14/22 Create opportunities for teacher led Direct Coaching support where teachers are able to seek the support of their coworkers when needed.

Person Responsible Lourdes West (luliwest@dadeschools.net)

8/31/22 - 10/14/22 Allow for novice teachers to shadow veteran teaches to share best practices and teaching/learning strategies.

Person Responsible Latoya Porter (lporter@dadeschools.net)

8/31/22 - 10/14/22 Invite teacher leaders (rotation basis) to participate in weekly Leadership Team meetings to share feedback and/or concerns.

Person Responsible Sharmaine Duffie-Johnson (sduffie@dadeschools.net)

10/31/22 - 12/16/22
Continue to provide the direct coaching support. Create a platform for best practices to be shared upon the completion of the support meetings in order to reach all teachers.

Person Responsible Lourdes West (luliwest@dadeschools.net)

10/31/22 - 12/16/22
Allow for veteran teachers to in turn shadow novices teachers to observe how the novice teachers are operating in their classrooms to provide additional support.

Person Responsible Lourdes West (luliwest@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

According to the 2022 SAT-10 proficiency ELA data, 85% of kindergarten students are proficient in ELA, 44% of first grade students are proficient in ELA, and 60% of second grade students are proficient in ELA. Based on the data we will focus on the alignment and implementation of the B.E.S.T. standards to address the needs of the students.

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

According to the 2022 FSA proficiency ELA data, 70% of third grade students are proficient in ELA, 43% of fourth grade students are proficient in ELA, and 52% of fifth grade students are proficient in ELA. Based on the data we will focus on the alignment and implementation of the B.E.S.T. standards to address the needs of the students.

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

With successful implementation of the instructional practices aligned to the B.E.S.T. standards 57% of the students in grade K -2 will achieve proficiency.

Grades 3-5: Measureable Outcome(s)

With successful implementation of the instructional practices aligned to the B.E.S.T. standards 68% of the students in grade 3 -5 will achieve 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.

The LT will facilitate the monitoring of weekly collaborative planning to ensure the implementation and alignment of practices. Instructional coaches will facilitate Professional Learning Communities to allow teachers to share best practices.

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

West, Lourdes, luliwest@dadeschools.net

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

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

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

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

Within the Targeted Element of B.E.S.T. standards our school will focus on Effective Questioning/Response Techniques. Explicit questioning will assist in developing higher-order thinking skills and promote critical thinking.

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?

Explicit questioning along with response techniques will assist in developing higher-order thinking skills and promote critical thinking. Teachers will continually make adjustments to meet the needs of individual students.

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

  ◦ Literacy Leadership

  ◦ Literacy Coaching

  ◦ Assessment

  ◦ Professional Learning

Action Step	Person Responsible for Monitoring
8/31-10/11 Instructional coaches and teachers will create higher-order thinking questions aligned with B.E.S.T standards. As a result, students will utilize effective response techniques when answering higher-order thinking questions.	Porter, Latoya, lporter@dadeschools.net
10/5 Provide Professional Development for teachers on the implementation of effective questioning and response techniques. As a result, teachers will develop higher-order thinking questions aligned with B.E.S.T Standards.	Porter, Latoya, lporter@dadeschools.net
10/31/22 - 12/16/22 Continue to reflect on the explicit questioning techniques to ensure the full understanding of the standards. Create data charts to track the understanding of all students.	Porter, Latoya, lporter@dadeschools.net
10/31/22 - 12/16/22 Allow students to create their own explicit questions. This will allow teachers to gain a proper understanding of the students' knowledge of explicit questioning.	Porter, Latoya, lporter@dadeschools.net

Positive Culture & Environment

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

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

Our strengths within School Culture
Student success can be measured by many factors, the quality of the facility, services, and even leadership. Each component addresses and builds school culture at The Great Scott Lake Elementary School. Our leadership team ensures that our teachers feel supported through our positive school culture, which translates into student achievement and success. These strategies are implemented in multifaceted layers by respecting teachers' planning times to design engaging and rigorous lessons and attending joint planning meetings to engage, support, and challenge teaching areas.

Teachers also require an understanding how they work and function, just like students. Therefore, all teachers will take a personality test to examine how they function in the workplace.

Teachers also desire a sense of value, so dedicated time during professional development surveys allows for an opportunity to seek information and gather input from our stakeholders. Additionally, building capacity is a way for us to look for leaders in the building to empower them to take on leadership roles. Positive reinforcement is used for teachers and students to is an essential tool, as it highlights the positive aspects of our school and culture and includes other values and attitudes or qualities that our school desires to see.

Creating meaningful Parental involvement geared towards engaging parents helps to improve student achievement and success and provides an ongoing dialogue to address concerns before they escalate. Establishing school norms instead of rules that focus on building positive values helps students understand what they should and shouldn't do and why they should or shouldn't do it. More importantly, be consistent, which helps with a more proactive approach to discipline.

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

Schools seeking improved outcomes usually have one or more "champions of change" on the inside of the organization, and these leaders can often engage other staff to produce better results in the short term. Our school aims to increase the number of internal and external stakeholders engaged. While there is a distinction between internal and external education stakeholders, there are also distinct common areas. Here are our stakeholders and their role in promoting a positive school culture and environment.
Students
Parents
School staff
School & district staff
School board
Taxpayers
Business Community
Other Community members