

Miami-Dade County Public Schools

Mandarin Lakes K 8 Academy



2022-23 Schoolwide Improvement Plan

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Mandarin Lakes K 8 Academy

12225 SW 280TH ST, Homestead, FL 33032

<http://mandarinlakesacademy.dadeschools.net>

Demographics

Principal: Calondria Williams E

Start Date for this Principal: 1/16/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
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 White Students Economically Disadvantaged Students
School Grades History	2021-22: C (46%) 2018-19: C (47%) 2017-18: C (43%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-8	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

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

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Mandarin Lakes K-8 Academy is to create a stage for learning that enhances our students' education by creating a safe, optimistic and nurturing environment.

Provide the school's vision statement.

To create a safe, nurturing, and academically enriched school where all children are treated as our own and excellence is the norm.

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, Calondria	Principal	Ms. Williams oversees the curriculum and operations of Mandarin Lakes K-8 Academy. She engages all stakeholders and school leaders in collaborating in school decision making to increase student achievement and elevate our school culture.
Baugh, Dana	Assistant Principal	Dr. Baugh is the Assistant Principal of curriculum, ELA, Social Studies, and she handles discipline for 5th-8th grade. She meets with district instructional support to become familiar with all academic updates and procedures. She meets weekly with the instructional coaches to ensure they are familiar with the updates and are putting them into practice with the teachers. During faculty meetings Dr. Baugh informs staff on any curriculum updates. School Messenger messages are sent to parents and families from Dr. Baugh with updates related to attendance, and school-based events.
Rojas, Steven	Assistant Principal	Mr. Rojas is the Assistant Principal of Operations, Math and Science and he handles discipline for Pre-K-4th grade. He meets with the custodians, district personal to ensure the school is safe and secure. Additionally, he meets weekly with the instructional coaches to ensure they are familiar with updates and ensuring teachers are putting information into practice. Mr. Rojas conducts walk-throughs to classrooms to support staff. He along with the Activities Director plans and works through school wide events as well as events for the community. Social Media is a method we use to we stay in contact with our families, and he handles the information that goes out to them.
Beall, Sherri	Reading Coach	Sherri Beall serves as our Elementary Reading Instructional Coach. Mrs. Beall meets weekly with the ELA teachers to plan instruction for students in grades K-5. She coaches teachers with the instructional framework, strategies, and data analysis. Additionally, Mrs. Beall pulls students in small groups to remediate and enrich instruction. Phone calls to parents and participating in school wide and community events is another way that Mrs. Beall communicates with stakeholders.
Burgess, Michelle	Reading Coach	Michelle Burgess serves as our Middle School Reading Instructional Coach. Dr. Burgess meets weekly with the ELA teachers to plan instruction for students in grades 6-8. She coaches teachers with the instructional framework, strategies, and data analysis. Additionally, Dr. Burgess pulls students in small groups to remediate and enrich instruction. Phone calls to parents and participating in school wide and community events is another way that Dr. Burgess communicates with stakeholders.
Gibson, Anita	Math Coach	Anita Gibson serves as our Mathematics Instructional Coach. Mrs. Gibson meets weekly with the Math teachers to plan instruction for students in grades K-8. She coaches teachers with the instructional framework, strategies, and data analysis.

Name	Position Title	Job Duties and Responsibilities
		Additionally, Mrs. Gibson pulls students in small groups to remediate and enrich instruction. Phone calls to parents and participating in school wide and community events is another way that Mrs. Gibson communicates with stakeholders.
Franco, Victor	Science Coach	Victor Franco serves as our Science Instructional Coach. Mr. Franco meets weekly with the Science teachers to plan instruction for students in grades K-8. He coaches teachers with the instructional framework, strategies, and data analysis. Additionally, Mr. Franco pulls students in small groups to remediate and enrich instruction. Phone calls to parents and participating in school wide and community events is another way that Mr. Franco communicates with stakeholders.

Demographic Information

Principal start date

Thursday 1/16/2020, Calondria Williams E

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.*

0

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.*

17

Total number of teacher positions allocated to the school

48

Total number of students enrolled at the school

755

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

32

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

13

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	70	82	52	114	86	70	122	117	84	0	0	0	0	797	
Attendance below 90 percent	0	34	22	32	15	29	54	41	41	0	0	0	0	268	
One or more suspensions	6	0	0	0	0	12	26	32	42	0	0	0	0	118	
Course failure in ELA	0	8	7	11	8	9	19	7	10	0	0	0	0	79	
Course failure in Math	0	2	1	7	4	23	20	12	22	0	0	0	0	91	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	19	32	31	71	55	40	0	0	0	0	248	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	16	38	4	13	84	42	0	0	0	0	197	
Number of students with a substantial reading deficiency	0	9	7	64	37	28	71	72	36	0	0	0	0	324	

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	9	4	28	29	24	54	78	57	0	0	0	0	283	

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	10	2	20	2	15	8	14	2	0	0	0	0	73	
Students retained two or more times	0	0	0	4	7	9	20	10	1	0	0	0	0	51	

Date this data was collected or last updated

Wednesday 8/31/2022

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	34	48	59	115	40	114	98	105	103	0	0	0	0	716	
Attendance below 90 percent	12	31	24	45	15	59	46	67	64	0	0	0	0	363	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	3	3	11	4	11	18	9	15	0	0	0	0	74	
Course failure in Math	0	3	1	12	5	15	20	5	9	0	0	0	0	70	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	19	26	16	33	0	0	0	0	94	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	14	18	27	42	0	0	0	0	101	
Number of students with a substantial reading deficiency	5	22	42	90	13	66	61	73	65	0	0	0	0	437	

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	8	5	4	21	6	36	34	35	51	0	0	0	0	200	

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	9	5	1	28	1	1	3	0	0	0	0	0	0	48
Students retained two or more times	0	0	0	7	1	8	3	4	4	0	0	0	0	27

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	72	60	82	109	60	122	109	89	100	0	0	0	0	803	
Attendance below 90 percent	27	28	24	17	16	56	31	49	59	0	0	0	0	307	
One or more suspensions	0	0	0	0	0	34	28	48	48	0	0	0	0	158	
Course failure in ELA	0	17	8	9	3	23	0	17	15	0	0	0	0	92	
Course failure in Math	0	3	4	2	12	21	0	32	39	0	0	0	0	113	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	56	21	77	52	52	73	0	0	0	0	331	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	59	0	4	78	53	62	0	0	0	0	256	
Number of students with a substantial reading deficiency	0	22	43	60	28	72	58	53	54	0	0	0	0	390	

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	15	7	50	12	57	67	72	78	0	0	0	0	358

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	14	1	20	2	15	2	15	6	0	0	0	0	75
Students retained two or more times	0	0	0	8	3	19	5	11	9	0	0	0	0	55

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	31%	62%	55%				30%	63%	61%
ELA Learning Gains	57%						46%	61%	59%
ELA Lowest 25th Percentile	57%						41%	57%	54%
Math Achievement	25%	51%	42%				37%	67%	62%
Math Learning Gains	48%						42%	63%	59%
Math Lowest 25th Percentile	49%						42%	56%	52%
Science Achievement	26%	60%	54%				33%	56%	56%
Social Studies Achievement	49%	68%	59%				65%	80%	78%

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	22%	60%	-38%	58%	-36%
Cohort Comparison		0%				
04	2022					
	2019	38%	64%	-26%	58%	-20%
Cohort Comparison		-22%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	25%	60%	-35%	56%	-31%
Cohort Comparison		-38%				
06	2022					
	2019	31%	58%	-27%	54%	-23%
Cohort Comparison		-25%				
07	2022					
	2019	36%	56%	-20%	52%	-16%
Cohort Comparison		-31%				
08	2022					
	2019	30%	60%	-30%	56%	-26%
Cohort Comparison		-36%				

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	51%	67%	-16%	62%	-11%
Cohort Comparison		0%				
04	2022					
	2019	47%	69%	-22%	64%	-17%
Cohort Comparison		-51%				
05	2022					
	2019	27%	65%	-38%	60%	-33%
Cohort Comparison		-47%				
06	2022					
	2019	17%	58%	-41%	55%	-38%
Cohort Comparison		-27%				
07	2022					
	2019	43%	53%	-10%	54%	-11%
Cohort Comparison		-17%				
08	2022					
	2019	7%	40%	-33%	46%	-39%
Cohort Comparison		-43%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	33%	53%	-20%	53%	-20%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-33%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	30%	43%	-13%	48%	-18%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	66%	73%	-7%	71%	-5%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	79%	63%	16%	61%	18%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

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	15	53	55	17	36	35	13	47			
ELL	26	55	56	25	42	43	25	59			
BLK	26	54	48	17	42	42	17	33			
HSP	34	59	61	29	51	54	30	57	73		
WHT	43			57							
FRL	31	58	57	25	47	47	25	51	69		
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	12	18	23	12	9	9	16				
ELL	12	26	38	17	17	21	11	33			
BLK	21	31	36	14	19	24	28	26			
HSP	22	26	27	20	17	20	22	49	82		
WHT	40			40							
FRL	22	27	31	18	18	23	25	39	88		
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	17	35	42	24	41	42	21	30			
ELL	21	36	25	38	43	43	29	42			
BLK	25	45	47	24	36	37	20	70			
HSP	35	47	36	47	46	43	46	63	93		
MUL	7	30		14	40						
WHT	35	50		41	50						
FRL	30	45	42	36	42	42	33	62	89		

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	43
Total Points Earned for the Federal Index	458
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	42
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	35
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	49
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	50
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	45
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?

All FSA ELA Subgroup ELA Achievement data increased by a minimum of 3 percentage points.
 All FSA ELA Subgroup Learning Gains increased by a minimum of 23 percentage points.
 All FSA ELA Subgroup Learning Gains L25 increased by a minimum of 12 percentage points.
 All FSA Math Subgroup Achievement data increased by a minimum of 3 percentage points.
 All FSA Math Learning Gains increased by a minimum of 23 percentage points.
 All FSA Math Learning Gains L25 data increased by a minimum of 18 percentage points.
 All Subgroup Statewide Science Assessment Achievement increased except for SWD which decreased by 3 percentage points and FRL which remained stagnant.
 All Subgroup Social Studies Achievement (Civics EOC) increased by a minimum of 7 percentage points.
 All Subgroup MS Acceleration increased by a minimum of 9 percentage points.

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

All MS Acceleration subgroups decreased by at least 9 percentage points. White students decreased by 9 percentage points and FRL students decreased by 19 percentage points.
 All student achievement and learning gains increased by a minimum of 9 percentage points except for Math Achievement which increased by 6 percentage points and Science which increased by 1 percentage point.

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

For the last 2 years, math and science have shown a trend of deficiency and weaknesses. We have struggled with consistency in providing support to some teachers. Classroom instruction does not meet the depth of the standard and prerequisite knowledge of some teachers. In addition, we have a large number of new teachers. To address these concerns, we have established a model classroom which will be utilized for collaborative planning and for pullout instruction. Push in support will also be provided. We are using the recommended ETO framework for math which includes beginning with exploration.

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

ELA Learning Gains increased from 28 percentage points in 2021 to 57 percentage points on the 2022 FSA.

ELA Learning Gains L25 increased from 32 percentage points in 2021 to 57 percentage points on the 2022 FSA.

Math Learning Gains increased from 18 percentage points in 2021 to 48 percentage points on the 2022 FSA.

Math Learning Gains L25 increased from 23 percentage points to 49 percentage points on the 2022 FSA.

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

Consistent differentiated instruction in ELA and Mathematics. In addition, a new intervention curriculum was introduced which addressed gaps in instruction for ELA. An increase in rigor was added to the ELA curriculum pushing students to increase mastery of content. Model classrooms are being added to ELA, math, and science. Push in and pull-out support is being increased in ELA, math, and science.

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

Anchor charts will be created during collaborative planning in all content areas. Paraphrasing strategies will be utilized in all content areas. In addition, we will enhance Instructional Support/Coaching and Leadership Visibility and Accessibility as well as Shared Leadership.

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.

During content area collaborative planning teachers will be provided with professional development related to the creation of anchor charts and paraphrasing. In addition, on November 8, 2022, we will be hosting a STEM based professional development. Coach Teacher Collaborations and coaching support will be provided throughout the school year.

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

We will be hiring additional reading tutors in the primary grades. In terms of extended learning opportunities, we will be providing academic support in reading and mathematics for our 3rd-5th grade students through our Mighty MAVS afterschool program. We will also be providing academic support for our 6th -8th grade students in our FIU All Stars program. In addition, we plan to offer Winter Break Academy, Spring Break Academy and Saturday Academy as well as morning tutoring for our ELL students if funds are allotted.

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 Instructional Coaching/Professional Learning

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

According to the 2022 FSA proficiency data, ELA proficiency increased from 22 percent proficient in 2021 to 31 percent proficient in 2022. Math proficiency increased from 19 percent proficient in 2021 to 25 percent proficient in 2022. Science proficiency increased from 25 percent proficient in 2021 to 26 percent proficient in 2022. Social Studies acceleration increased from 39 percent proficient in 2021 to 49 percent proficient in 2022. Middle School Acceleration decreased from 88 percent proficient in 2021 to 73 percent proficient in 2022.

Specifically, according to the 2022 FSA proficiency data, 11 percent of 5th grade students and 19 percent of 6th grade students are proficient in mathematics. In terms of Science 17 percent of 5th grade students are proficient. Based on the data and in order to meet state/district level criteria it is imperative that all instructional coaches are strategically providing teachers with support. Therefore, we will focus on Instructional Support/Coaching to address our deficiencies.

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

With the implementation of the Instructional Support/Coaching strategy an additional 10% of the 3rd-8th grade students in ELA, Math, Science and Social Studies will increase proficiency by the 2023 state assessment.

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

The administrative team will participate in grade/content level collaborative planning sessions to ensure that planning, modeling, and data disaggregation occurs on a weekly basis. In addition, the administrative team will conduct weekly walkthroughs to ensure that support and coach/teacher collaborations are consistently taking place.

Person responsible for monitoring outcome:

Calondria Williams (pr0073@dadeschools.net)

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

Within the targeted element of Instructional Coaching/Professional Learning, our school will focus on the evidence-based strategy of: Instructional Support/Coaching. Instructional Support/Coaching allows coaches to collaborate with teachers to increase proficiency by providing support to improve instruction. Coach Teacher Collaborations focus on strategic support to improve teacher performance and achieve proficiency goals.

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

The Instructional Support/Coaching strategy was chosen to ensure that teachers are supported in planning, modeling, and making decisions using data. Additionally, Coach Teacher Collaborations will be conducted to provide a deeper level of support for some teachers. Targeted instructional decisions will occur as a result of the coaching support being given to teachers. The expected outcome will result in increased scores that will assist in the school closing the gap in proficiency scores.

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

Action Steps to Implement

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

8/22-The Instructional Coaches will develop a collaborative schedule for grade level/content level planning. As a result, structured meeting times will be identified to ensure proficiency goals are at the forefront and allow coaches to speak to data that should drive instruction.

Person Responsible Dana Baugh (dbaugh@dadechools.net)

8/22-The Instructional Coaches will create a model classroom that can be used for planning modeling lessons and pulling out student groups for instruction. As a result, teachers will create learning environments that are similar to the model classrooms for optimal learning conditions.

Person Responsible Calondria Williams (pr0073@dadeschools.net)

8/22-10/14-Weekly grade level planning sessions will occur with an agenda. As a result, coaches will meet with teachers once a week, for embedded modeled lessons and close looks at on-going progress monitoring data. The focus for planning will be modeling and data disaggregation which will be addressed on the agenda monthly.

Person Responsible Calondria Williams (pr0073@dadeschools.net)

8/22-10/14-The administrative team will attend grade level collaborative planning sessions weekly. They will participate in the grade level collaborative planning sessions to ensure that planning, modeling and data disaggregation occurs on a weekly basis.

Person Responsible Calondria Williams (pr0073@dadeschools.net)

10/31-12/16-The School Leadership Team will continue recruitment efforts to cover open instructional positions. As a result, we will grow closer toward our goal of releasing our transformational coaches from teaching responsibilities to provide consistent planning and support.

Person Responsible Calondria Williams (pr0073@dadeschools.net)

10/31-12/16-The Administrative Team will develop a plan for planning outside of the school day for teachers willing to stay after school. As a result, consistent planning will occur for specific teachers.

Person Responsible Calondria Williams (pr0073@dadeschools.net)

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

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

According to the 2022 FSA subgroup data, two subgroups did not meet the 41 percent threshold for the federal index Students with disabilities and Black/African American students. Students with disabilities earned a 32 percent federal index. Black/African American students earned a 35 percent federal index. Based on this data, we want to continue to provide scaffolded rigorous instruction to all subgroups by utilizing anchor charts.

Measurable

Outcome:

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

With the implementation of anchor charts, an additional 9 percent of Students with Disabilities and Black/African American students will score at grade level or above in ELA and Mathematics by the 2022-2023 state assessment.

Monitoring:

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

The administrative team will attend collaborative planning to ensure anchor charts will be discussed and created for use in grade level collaborative planning. The Anchor Charts will meet the level of rigor of instruction called for in pacing guides and will allow scaffolding of knowledge for the struggling subgroups in all content areas.

Person responsible for monitoring outcome:

Dana Baugh (dbaugh@dadechools.net)

Evidence-based

Strategy:

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

Anchor Charts serve as physical evidence of the learning process. The anchor charts will serve as instructional guides and reminders to students of standards and skills being taught. These anchor charts will be placed in strategic locations in the classroom to remind students of what has been taught.

Rationale for Evidence-based

Strategy:

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

Determining if teachers are using Anchor Charts to scaffold and drive instruction is an observable practice. Teachers will have the opportunity to create Anchor Charts in planning and bring the created artifact back to the classroom to embed into instruction. This visual practice can be seen by administration and the instructional coaches upon entering the classroom and can be monitored as being used during instruction.

Action Steps to Implement

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

8/22-9/9-The Instructional Coaches will provide professional development to teachers on the creation and use of anchor charts during collaborative planning. Teachers will gain an understanding of the importance and use of the anchor charts.

Person Responsible Calondria Williams (pr0073@dadeschools.net)

8/22-10/14-Instructional Coaches will work with teachers to determine the Anchor Charts to be used in the upcoming block of instruction. Teachers will review the pacing guide to determine which topics should be portrayed on anchor charts. As a result, teachers will preview pacing guides and determine which topics should be portrayed on anchor charts to ensure student mastery.

Person Responsible Calondria Williams (pr0073@dadeschools.net)

8/22-10/14-The Instructional Coaches will create or provide a visual of the Anchor Charts to be created during planning. This will provide teachers with a model and allow them to have a visual representation of what is expected.

Person Responsible Calondria Williams (pr0073@dadeschools.net)

8/22-10/14-The Leadership Team will conduct weekly walkthroughs. This will allow the team to observe the display and use of Anchor Charts during instruction.

Person Responsible Calondria Williams (pr0073@dadeschools.net)

10/31-12/16-During collaborative planning we will plan for student interaction with the anchor charts to confirm knowledge and understanding. This will provide teachers with a guide to foster student interaction.

Person Responsible Calondria Williams (pr0073@dadeschools.net)

10/31-12/16-The School Leadership Team will conduct classroom walkthroughs to ensure student interaction with anchor charts and alignment. This will allow the team to monitor interaction and alignment.

Person Responsible Calondria Williams (pr0073@dadeschools.net)

#3. Positive Culture and Environment specifically relating to Leadership Visibility and Accessibility**Area of Focus****Description and****Rationale:**

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

According to the 2021-2022 School Student Climate Survey 13 percent of students agreed/strongly agreed with the statement "Students in my school usually follow school rules" in comparison to 24 percent in 2020-2021. This indicates an 11 percentage point decrease. This data indicates that there is a significant need for leadership visibility and accessibility.

Measurable**Outcome:**

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

Upon implementation of Leadership Visibility and Accessibility, an increase of 10 percent of students that agree/strongly agree with the statement students don't follow rules by the 2022-2023 Staff and Students Climate Survey.

Monitoring:

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

The Leadership Team will meet with curriculum council monthly to garner feedback from grade levels regarding leadership visibility and accessibility. In addition, the Leadership Team will gather feedback from team members during weekly grade level planning. Feedback will be discussed during weekly leadership meetings.

Person

responsible for monitoring outcome:

Calondria Williams (pr0073@dadeschools.net)

Evidence-based Strategy:

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

Leadership Visibility and Accessibility will play a large role in the overall school culture for both staff and students. The physical appearance of the leadership team will exhibit the vested interest of the members of the team and assist in the promotion of school goals. In addition, this will assist in shaping the culture of our school for both staff and students by the mere presence of the leadership team. This will inspire and motivate team members and students alike by the evident engagement of the leadership team.

Rationale for Evidence-based Strategy:

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

Leadership visibility and accessibility will ensure effective monitoring of teaching and learning, and discipline issues are reduced. In addition, this will allow the leadership team to daily inspect, direct, and correct.

Action Steps to Implement

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

8/22-10/14-Leadership Team members will conduct daily walkthroughs to monitor the implementation of content-based classroom systems and procedures. As a result, students and teachers will have the opportunity to see administrators daily.

Person Responsible Calondria Williams (pr0073@dadeschools.net)

8/22-10/14-Leadership Team members will be located in strategic locations during arrival to welcome students and staff in the building. This will provide an opportunity for leadership team members to be accessible to teachers and students.

Person Responsible Steven Rojas (302288@dadechools.net)

8/22-10/14-Leadership Team members will attend weekly collaborative planning sessions. As a result, leaders will be able to discuss instructional expectations with teachers.

Person Responsible Calondria Williams (pr0073@dadeschools.net)

9/6-10/14-Leadership Team members will schedule monthly dates to serve lunch in the school cafeteria. As a result, leadership members will be easily visible and accessible for students.

Person Responsible Calondria Williams (pr0073@dadeschools.net)

10/31-12/16-The School Leadership Team will review the DAS Updates during weekly Leadership Team Meetings. As a result, the SLT will create targeted look fors.

Person Responsible Calondria Williams (pr0073@dadeschools.net)

10/31-12/16-Based on the targeted look fors discussed during the SLT, The Leadership Team will develop a walkthrough calendar focusing on targeted look fors. As a result, the SLT can ensure teachers are on track and make adjustments as needed.

Person Responsible Calondria Williams (pr0073@dadeschools.net)

#4. Transformational Leadership specifically relating to Leadership Development

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

According to the 2021-2022 School Climate Staff Survey, 19 percent of teachers agreed/strongly agreed with the statement "I like working at my school" in comparison to 51 percent in 2020-2021. This indicates a decrease of 32 percentage points. In addition, School Climate Staff Survey results indicated 35 percent of staff agreed/strongly agreed with the statement "I feel my ideas are listened to and considered" in comparison to 41 percent in 2020-2021. This indicates a 6 percentage point decrease. This data reveals that we need to engage more of the team with shared leadership.

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

If we successfully implement Shared Leadership, an additional 10 percent of staff members will agree/strongly agree with the statement: I feel my ideas are listened to and considered, and an additional 15 percent will agree/strongly agree with the statement: I like working at my school, by the 2022-2023 staff school climate survey by June 2023.

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

Teachers will volunteer to serve as teacher leaders. Shared teams of teacher leaders will be established and met with on a regular basis by the leadership team to delegate responsibility. In addition, in the meetings staff will have discussions and garner input. The beginning of the next meeting will begin with a discussion of concerns from the previous meeting and possible solutions.

Person responsible for monitoring outcome:

Calondria Williams (pr0073@dadeschools.net)

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

In the Targeted Element of Leadership Development, we will focus on the evidence-based strategy of Shared Leadership. By identifying key teacher leaders across grade levels and content areas, we will integrate the concept of shared leadership schoolwide. Teacher leaders will provide feedback to the Leadership Team monthly.

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

We selected Shared Leadership to focus on the need for all faculty and staff members to be engaged and have a vested interests in the school and all programs and initiatives. This will ensure that everyone has a collective goal, shared responsibility, and accountability.

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

Action Steps to Implement

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

8/22-All new teachers will be assigned a teacher mentor. As a result, new teachers will have an identified support system.

Person Responsible Dana Baugh (dbaugh@dadechools.net)

9/6-10/14-Members of the Curriculum Council will be identified and met with. As a result, teacher leaders will gain an understanding of the expectations of the position of teacher leader.

Person Responsible Calondria Williams (pr0073@dadeschools.net)

9/6-10/14-Teacher leaders will facilitate grade level/content area meetings. As a result, this will build the capacity of teacher leaders.

Person Responsible Calondria Williams (pr0073@dadeschools.net)

9/6-10/14-New teachers will participate in monthly new teacher meetings facilitated by Teacher Leaders. As a result, new teachers will feel a sense of community, gain knowledge and insight.

Person Responsible Dana Baugh (dbaugh@dadeschools.net)

10/31-12/16-The Leadership Team will meet with mentors and mentees to identify expectations, roles, and responsibilities. As a result, new teachers will receive the targeted support.

Person Responsible Dana Baugh (dbaugh@dadeschools.net)

10/31-12/16-Monthly professional development sessions will be held targeting specific new teacher support topics. This will allow teachers to gain knowledge related to targeted topics to increase their confidence and success in the classroom.

Person Responsible Dana Baugh (dbaugh@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 median percentile in ELA, kindergarten students scored in the 42nd percentile, 1st grade students scored in the 20th percentile and 2nd grade students scored in the 13th percentile. Based on this data paraphrasing is the strategy which will be used to target proficiency.

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

According to the 2022 FSA proficiency data, 29 percent of 3rd grade students, 40 percent of 4th grade students and 26 percent of 5th grade students were proficient in ELA. Based on this data paraphrasing is the strategy which will be used to target proficiency.

Measurable Outcomes:

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

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

With the implementation of paraphrasing, an additional 10 percent of K-2nd grade students will score at grade level or above in ELA by the 2023 state assessment.

Grades 3-5: Measureable Outcome(s)

With the implementation of paraphrasing, an additional 10 percent of 3rd-5th grade students will score at grade level or above in ELA by the 2023 state assessment.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

During weekly collaborative planning, Instructional Coaches and teachers will review ELA weekly assessments, iReady data on personal and teacher-assigned lessons and use data to determine students' progress in comprehension literacy and informational texts. The Leadership Team and Literacy Team will meet on a regular basis to review progress monitoring data and to develop strategies for improvement.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Baugh, Dana, dbaugh@dadechools.net

Evidence-based Practices/Programs:

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

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

The paraphrasing strategy will accommodate all levels of reading learners to improve reading comprehension. Instructional Delivery will be standard based aligned to paraphrasing and summarizing to the B.E.S.T. Standards in whole group instruction. Students will use student-friendly created Anchor Charts as an effective learning tool to guide them through the steps of paraphrasing. Students will also use graphic organizers generated from questioning techniques that will allow effective summarizing.

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?

According to the 2022 FSA proficiency data, 29 percent of 3rd grade students, 41 percent of 4th grade students and 26 percent of 5th grade students were proficient in ELA. The paraphrasing strategy allows students to share what they know in their own words. Students' ability to explain what they learned will assist in establishing proficiency. Based on the data the paraphrasing strategy will be implemented to improve proficiency.

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
9/9-The Administrative Team will establish a Literacy Leadership Team. The Literacy Leadership Team will be responsible for literacy initiatives inclusive of monitoring and improving student proficiency.	Baugh, Dana, dbaugh@dadechools.net
9/6-10/14-Using B.E.S.T. Benchmark R.3.2 - Paraphrasing and Summarizing professional learning will be the focus of Instructional planning and instructional delivery where end products will be evident.	Baugh, Dana, dbaugh@dadechools.net
9/30-10/14-Teachers and Instructional Coaches will meet to identify students who showed low performance in Reading for the PM1 assessment and plan strategies for improvement.	Baugh, Dana, dbaugh@dadechools.net
9/6-10/14-The Literacy Transformational Coaches will provide coaching support related to paraphrasing in their respective grade levels to ensure effective implementation of this strategy.	Baugh, Dana, dbaugh@dadechools.net
10/31-12/16-During collaborative planning teachers will plan for how to deliver paraphrased instruction. As a result, paraphrased instruction should be evident during instruction.	Baugh, Dana, dbaugh@dadeschools.net
10/31-12/16-Teachers will develop graphic organizers to be used by students for paraphrasing or summarizing during instruction. As a result, students will become more familiar and comfortable with paraphrasing and summarizing.	Baugh, Dana, dbaugh@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.

The school address building a positive school culture and environment by implementing a clear vision that fosters a positive learning community for all stakeholders. This includes the school-wide HOUSE system established for students and staff. Each staff member will be assigned a specific HOUSE. Students will be assigned the same HOUSE as their homeroom teacher. Throughout the school year students and staff will participate in various activities and collect HOUSE points for their respective house. This system engages both staff and students towards building community and achieving goals through team challenges and positive reinforcement. Administration and the Leadership Team will create and implement a clear vision that is visible throughout the building and reinforced daily and touched upon at faculty meetings. By having this schoolwide it provides ample opportunities for all stakeholders to feel supported within the domains of academic progression and professional learning opportunities that are based solely on teacher needs by content area. Given these opportunities creates a strong team that upholds the beliefs and shares the same goals of the school and staff will come together during and after school. With all the opportunities mentioned it will foster equity amongst staff, students, and external entities that will engage our classrooms with high levels of rigorous learning.

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

The stakeholders that will be involved in building and promoting a positive school culture and environment will include the Principal, Assistant Principals, Instructional Coaches, Grade Level Chairpersons, and our Student Services team. Building capacity of staff and students, monitoring academic success and concerns, school initiatives, and ensuring that collaborative planning are taking place will be overseen by the Principal. Establishing a positive environment of trust and equity will allow for pertinent information to be shared with teachers in order to guide/assist with professional development support that will aide their craft will be overseen by the Assistant Principals. The Assistant Principals will also oversee and monitor staff attendance as it relates to staff morale, and they will ensure that all data findings be presented in a timely manner. Instructional coaches will assist each subject area with instructional pacing and support will be given to everyone and corrective feedback will be given to all stakeholders who share the schools vision and mission.