

Miami-Dade County Public Schools

Lakeview Elementary School



2022-23 Schoolwide Improvement Plan

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Lakeview Elementary School

1290 NW 115TH ST, Miami, FL 33167

<http://lve.dadeschools.net>

Demographics

Principal: Marie Bleus R

Start Date for this Principal: 7/19/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students Economically Disadvantaged Students
School Grades History	2021-22: C (48%) 2018-19: C (52%) 2017-18: B (55%)
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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<http://lve.dadeschools.net>

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

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

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SIP Authority

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Lakeview Elementary is committed to meeting each student at his/her academic, social-emotional, and technological level. Through building and developing our staff capacity, we aim to empower our students to set personal goals and commit to the pursuit of high academic attainment, engage the support of family and community in this endeavor, and sustain in our students an insatiable desire for knowledge and skills, a well-rounded future and a productive career.

Provide the school's vision statement.

The vision of Lakeview Elementary School is to provide all students from grades Pre-K through 5 a high-quality education based on the Florida State Standards, create and maintain an educational setting that encourages creativity and support collaborative learning opportunity through the use of technology, and instill in them the core values that will help them reach their fullest potential in order to succeed in this globally competitive economy.

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
Bleus, Marie R	Principal	The principal of the school, Dr. Marie R. Bleus oversees the overall implementation of the School Improvement plan. She convenes Curriculum and Leadership Team meetings to ensure compliance with District and State mandated guidelines. The principal also supports the delivery of sound pedagogical practices in line with the mission and vision of the school. Dr. Marie Bleus also initiates efforts to make parents an integral part of their children's education.
Hallman, Anjanette	Assistant Principal	As the Assistant Principal of the school, Dr. Anjanette Hallman plays a integral role in analyzing the school's overall data to ensure that the delivery of instruction responds and address the students areas of deficiencies. The Assistant Principal coordinates the administration of school climate surveys, the implementation of the MTSS process, the administration of Districts and State mandated assessments, and support teachers with assertive discipline to maximize student learning.
Clark, Trisha A.	Instructional Coach	The literacy coach provides both direction and assistance to teachers in implementing a solid research-based reading program that is aligned with the state's standards, the district's adopted curriculum, and the unique needs of our student body. The literacy coach utilizes coaching cycles as well as focused and meaningful collaborative planning sessions to ensure the school's reading program is a success.
Ambrose, Odilson	Instructional Coach	The mathematics and science coach supports our teachers in understanding the correlation of skillful lesson planning to the captivation of student attention and engagement during delivery. The mathematics and science coach assists teachers in the integration of instructional strategies that will increase students' knowledge and skills across content.
Hutchinson, Daria	Instructional Technology	As the school's instructional technology leader, Ms. Daria Hutchinson will support the faculty by providing leadership and technical expertise in areas are deemed to be deficient. The instructional technology leader will conduct staff development to assist the school in general in making a smooth and coordinated transition into full technology integration.

Demographic Information

Principal start date

Friday 7/19/2019, Marie Bleus R

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.*

1

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.*

30

Total number of teacher positions allocated to the school

17

Total number of students enrolled at the school

360

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	35	66	61	61	52	61	0	0	0	0	0	0	0	336
Attendance below 90 percent	7	13	6	5	7	9	0	0	0	0	0	0	0	47
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	4	18	15	4	14	0	0	0	0	0	0	0	55
Course failure in Math	0	3	8	7	8	17	0	0	0	0	0	0	0	43
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	10	13	23	0	0	0	0	0	0	0	46
Level 1 on 2022 statewide FSA Math assessment	0	0	0	3	17	18	0	0	0	0	0	0	0	38
Number of students with a substantial reading deficiency	0	4	18	25	17	37	0	0	0	0	0	0	0	101

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	17	24	30	24	46	0	0	0	0	0	0	0	141

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	9	13	0	0	0	0	0	0	0	0	0	23
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Tuesday 7/26/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	71	53	68	62	61	53	0	0	0	0	0	0	0	368
Attendance below 90 percent	7	11	14	20	13	13	0	0	0	0	0	0	0	78
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	6	9	12	6	2	0	0	0	0	0	0	0	35
Course failure in Math	0	5	4	6	6	16	0	0	0	0	0	0	0	37
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	8	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	6	0	0	0	0	0	0	0	6
Number of students with a substantial reading deficiency	2	19	42	38	20	22	0	0	0	0	0	0	0	143
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	6	9	10	8	14	0	0	0	0	0	0	0	48

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	6	9	8	1	1	0	0	0	0	0	0	0	27
Students retained two or more times	0	0	0	3	2	4	0	0	0	0	0	0	0	9

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	71	53	68	62	61	53	0	0	0	0	0	0	0	368
Attendance below 90 percent	7	11	14	20	13	13	0	0	0	0	0	0	0	78
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	6	9	12	6	2	0	0	0	0	0	0	0	35
Course failure in Math	0	5	4	6	6	16	0	0	0	0	0	0	0	37
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	8	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	6	0	0	0	0	0	0	0	6
Number of students with a substantial reading deficiency	2	19	42	38	20	22	0	0	0	0	0	0	0	143
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	6	9	10	8	14	0	0	0	0	0	0	0	48

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	6	9	8	1	1	0	0	0	0	0	0	0	27
Students retained two or more times	0	0	0	3	2	4	0	0	0	0	0	0	0	9

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	35%	62%	56%				48%	62%	57%
ELA Learning Gains	54%						56%	62%	58%
ELA Lowest 25th Percentile	52%						37%	58%	53%
Math Achievement	39%	58%	50%				60%	69%	63%
Math Learning Gains	61%						60%	66%	62%
Math Lowest 25th Percentile	63%						56%	55%	51%
Science Achievement	30%	64%	59%				50%	55%	53%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	36%	60%	-24%	58%	-22%
Cohort Comparison		0%				
04	2022					
	2019	52%	64%	-12%	58%	-6%
Cohort Comparison		-36%				
05	2022					
	2019	42%	60%	-18%	56%	-14%
Cohort Comparison		-52%				

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	48%	67%	-19%	62%	-14%
Cohort Comparison		0%				
04	2022					
	2019	55%	69%	-14%	64%	-9%
Cohort Comparison		-48%				
05	2022					
	2019	60%	65%	-5%	60%	0%
Cohort Comparison		-55%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	46%	53%	-7%	53%	-7%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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	10	33		27	74		31				
ELL	30	47	47	43	55	57	30				
BLK	36	56	50	39	62	67	31				
HSP	32	50		40	58						
FRL	35	54	52	39	61	63	30				
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	7	27		17	45						
ELL	27	45		38	39		22				
BLK	34	43	46	33	25	46	21				
HSP	18	10		30	50		20				
FRL	31	39	43	33	29	53	20				
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	12	44	45	24	41						
ELL	44	44	25	53	56	63	45				
BLK	50	59	38	56	58	57	43				
HSP	38	44		70	64		69				
FRL	48	57	37	60	60	60	51				

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	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	59
Total Points Earned for the Federal Index	393

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
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	46
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	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	47
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

Multiracial Students	
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	49
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?

According to 2022-2023 i-Ready diagnostic periods 1 and 3, the number of Tier 3 students has decreased in ELA across all grade levels. The FSA data also support that trend when comparing FSA results from 2021 to 2022. Lakeview Elementary once again has demonstrated improvement in student learning across all the seven accountability measures. Nonetheless, a review of FSA data over the course of three years shows that ELA continues to be our weakest area of performance. While score increase is a positive trend for ELA, there are areas for improvement as it relates to Mathematics. Math proficiency for our ELL subgroup decreased by 15 percentage points from 2019 to 2021. However, students in the ELL subgroup were able to increase proficiency by five percentage points, bringing proficiency for this subgroup to 43% during the 2022 school year. When analyzing math proficiency for our black subgroup, data revealed that math proficiency for students in our black subgroup decreased by 17 percentage points from 2019 to 2022. This is an indication that Lakeview Elementary School must continue to use research-based strategies to strengthen our mathematics program. This indicates a need for improvement in both ELA and mathematics.

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

All assessments used to measure student proficiency in core content areas point to English Language Arts as the subject with the greatest need for improvement. This deficiency stems from the fact that English Language Learners (ELL) students make up 42 percent of the school population. As such,

almost half of our students struggle with reading fluency and comprehension skills. This reality can be traced across i-Ready data, unit assessment data as well FSA data. According to 2022 FSA subgroup data, the SWD subgroup struggles with reading more than the other subgroups, with only 10% in ELA. Though our ELL subgroup had 30% proficiency in ELA Ach. for the 2022 school year, performance is lower than that of the BLK subgroup (36%), HSP subgroup (32%), and FRL subgroup (35%). All subgroups fall below 50%. According to 2022 FSA subgroup data in mathematics, the SWD subgroup struggles more than the other subgroups, with 27% proficiency. When comparing math performance by subgroups BLK students (39%) and FRL students (39%), these two subgroups are also areas of concern, both falling below 40% in mathematics achievement. ELA Ach. and Mathematics Ach. are our greatest opportunities for improvement.

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

The contributing factors emanate primarily from the student's language deficiency, caused by a lack of exposure to academic language and vocabulary from home. Other contributing factors can be attributed to the teachers' capacity to remediate these deficiencies and scaffold the instructional process to assist the students in closing the gaps. The new actions that would need to be implemented are: ensuring that teachers have access to high-quality professional developments, using various research-based strategies, making the Pre-K program a more integral part of developing early literacy in our students, and providing greater support at the Kindergarten level.

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

The most improvement was made in ELA was made by the students in the Lowest Quartile, the L25. Based on the 2019 FSA results, on 37 percent of students in the L25 subgroup made Learning Gains compared to 52 percent in 2022. Whereas in Mathematics, the increase in that same category jumped from 56 percent to 63.

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

The contributing factors to this improvement were the robust implementation of Tier 3 intervention in Reading from first through fifth grade and the integration of incentives program and recognition activities that encourage and motivate our most fragile students to continue to strive for academic progress.

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

Learning will be accelerated through the systematic implementation of targeted remediation of the lowest standard in every grade level after the administration of each Unit or Topic assessment during DI. These standards will also be identified during collaborative planning, at which time specific remedial strategies will be selected. That acceleration will further be enhanced by extending DI time from 30 mins to 45 minutes.

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.

Lakeview Elementary will continue to support all teachers through In-house professional development sessions based on our areas of focus: Data Analyzation (September 2022 ongoing), Differentiated Small Group Instruction (October 2022 ongoing), and Standards-Based Instruction (November 2022 ongoing). While some of these PD sessions will be targeted and specific in nature, it is also our intent to conduct book studies, professional learning communities, and the staff to continue to expand their learning

through other avenues offered by the district as well as other organizations such as BEACON Education and ASCD to name a few. Our book study will begin in October 2022 and run through May 2023.

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

The design to be implemented during the 2022-2023 school year shall serve as a blueprint for academic success in the years ahead. At the end of each school, during the SIP Reflection period, the school faculty will be invited to reflect on the process and identify areas for improvement. It is also worth noting that the re-allocation of the Media Specialist position will help re-establish the Media Center will be re-established as the school's hub of learning! Additionally, we offer extended learning opportunities to our students: Title III ELL Tutoring, BIG Ideas, R.I.S.E, and aftercare are all offered after school Monday - Friday. Later in the school year, Saturday school will be offered.

Areas of Focus

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

:

#1. 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 2021-2022 FSA proficiency data in Math: 27% of SWD students are proficient, 43% of ELL students are proficient, 39% of BLK students are proficient, 40% of HSP students are proficient, and 39% of FRL students are proficient. According to 2021-2022 FSA proficiency data in ELA: 10% of SWD students are proficient, 30% of ELL students are proficient, 36% of BLK students are proficient, 32% of HSP students are proficient, and 35% of FRL students are proficient. Based on this data, we see a need to strengthen all tiers of instruction as well as intervention in both reading and math.

Measurable**Outcome:**

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

With the implementation of targeted differentiated instruction, an additional 10% of students from each subgroup will score at or above grade level on PM 3 of the 2022-2023 statewide assessment (F.A.S.T.) in June 2023.

Monitoring:

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

Each teacher will assess student learning following each differentiated small group instruction lesson in both reading and math. Student scores will be analyzed during collaborative planning, and students will be regrouped and retaught accordingly.

Person responsible for monitoring outcome:

Marie R Bleus (pr2821@dadeschools.net)

Evidence-based**Strategy:**

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

We will focus on the evidence-based strategy of Differentiation. Differentiation will ensure that the needs of all subgroups are met. This will allow us to reteach for proficiency as needed and provide enrichment for those who have mastered the benchmark/standard.

Rationale for Evidence-based

Strategy: Explain the rationale for selecting this specific strategy.

Differentiation will ensure that teachers are monitoring student progress regularly, identifying learning gaps, and addressing needs. Additionally, students who are proficient in grade-level benchmarks/standards will be identified and receive enrichment.

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.

We will provide professional development for teachers on the effective implementation of targeted differentiated instruction that is based on student data (9/6/22-10/14/22).

Person Responsible Marie R Bleus (pr2821@dadeschools.net)

We will follow up with teachers during collaborative planning as well as classroom visits to ensure differentiated instruction is taking place daily and implemented with fidelity (9/6/22-10/14/22).

Person Responsible Marie R Bleus (pr2821@dadeschools.net)

A portion of collaborative planning sessions will be designated to discuss students' responses to small group differentiated instruction. This discussion will include analyzation of ongoing progress monitoring results, student progress or the lack of it, and the next steps (9/6/22-10/14/22).

Person Responsible Marie R Bleus (pr2821@dadeschools.net)

Teachers in all subject areas will create a print-rich classroom environment to support learning for all subgroups of students but especially those acquiring the English language (9/6/22-20/14/22).

1. Word walls relevant to the subject/s taught will be visible in each classroom.
2. Anchor charts for benchmarks/standards of focus will be posted in each classroom.

Person Responsible Marie R Bleus (pr2821@dadeschools.net)

During planning, quality resources will be selected based on the needs of each group. Lessons will be previewed so that instruction at the teacher led center will be meaningful and well delivered.

Person Responsible Marie R Bleus (pr2821@dadeschools.net)

The leadership team will support teachers and make adjustments to schedules ensuring that all teachers are able to get to differentiated instruction.

Person Responsible Marie R Bleus (pr2821@dadeschools.net)

#2. Instructional Practice specifically relating to Collaborative Planning**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 2021-2022 Florida Standards Assessment proficiency data in ELA, 27% of our 3rd-grade students are proficient, 47% of our 4th-grade students are proficient, and 31% of our 5th-grade students are proficient. According to 2021-2022 Florida Standards Assessment proficiency data in Math, 33% of our 3rd-grade students are proficient, 55% of our 4th-grade students are proficient, and 23% of our 5th-grade students are proficient. Although student proficiency increased overall by four percentage points in ELA and six percentage points in math when compared to FSA results from the 2020-2021 school year to the 2021-2022 school year, there are still opportunities for improvement in standards-aligned whole group instruction, small group differentiated instruction, and analyzation of data in both reading and mathematics.

Measurable Outcome:**State the specific****measurable outcome the school plans to achieve.**

This should be a data based, objective outcome.

With the implementation of well-structured and focused collaborative planning sessions focusing on improvement in standards-aligned whole group instruction, small group differentiated instruction, and analyzation of data in both reading and mathematics, an additional 20% of students will be proficient on the 2022-2023 statewide assessment (F.A.S.T.) in both ELA and mathematics in June 2023.

Monitoring:**Describe**

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

At least one member of the leadership team will facilitate each collaborative planning session to ensure it is well structured, focused on improvement in standards-aligned whole group instruction, small group differentiated instruction, and analyzation of data in both reading and mathematics and aligned with our academic goals. The curriculum team will designate time each week to discuss the productiveness of each collaborative planning session and develop a plan to address areas of improvement.

Person responsible for monitoring outcome:

Anjanette Hallman (ahallman@dadeschools.net)

Evidence-based**Strategy:**

Describe the evidence-based strategy being

Within the targeted element of collaborative planning, our school will focus on Establishing and Implementing Instructional Frameworks, Standards Aligned Instruction, and Differentiated Instruction.

**implemented
for this Area
of Focus.**

**Rationale for
Evidence-
based**

Strategy:

Explain the

**rationale for
selecting**

**this specific
strategy.**

**Describe the
resources/**

criteria used

for selecting

this

strategy.

Establishing and implementing instructional frameworks will maximize the use of instructional time and ensure bell-to-bell instruction in all classrooms. Focusing on standards-aligned instruction in both whole group and differentiated small group instruction will promote student proficiency through Tier 1 instruction as well as Tier 2 and Tier 3 instruction for those lacking prerequisite skills.

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.

Establishing and Implementing Instructional Frameworks for Whole Instruction and Differentiated Small Group Instruction (9/6/22-10/14/22)

1. Set expectations with teachers during collaborative planning.
2. Conduct ongoing walkthroughs.
3. Provide immediate feedback.

Person

Responsible Anjanette Hallman (ahallman@dadeschools.net)

Standards Aligned Instruction (9/6/22-10/14/22)

1. Unpack standards during collaboration, so teachers understand the demand of benchmarks/standards to be taught and the content limit of each.

Person

Responsible Anjanette Hallman (ahallman@dadeschools.net)

Analyze Data (9/6/22-10/14/22)

1. Meet with each teacher beginning the week of 9/6/22 to analyze student data.
(Math - Topic 1 Assessment, ELA - i-Ready Historical Data Report & Unit 1 Weeks 1-2 Assessment)
2. Group based on students' needs.

Person

Responsible Anjanette Hallman (ahallman@dadeschools.net)

Differentiated Instruction (9/6/22-10/14/22)

1. Select standards-aligned resources (Math - i-Ready: Teacher Toolbox, ELA - B.E.S.T. Literature Library Lessons & i-Ready: Magnetic Learning Lessons).
2. Teachers utilize resources during differentiated small group instruction to conduct center rotations.
3. At the closure of the lesson, teachers will assess student progress.

Person

Responsible Anjanette Hallman (ahallman@dadeschools.net)

During collaborative planning, the transformation coach and teachers will develop a framework for the differentiated small group instructional block, which will include the start and end times for each group rotation.

Person Responsible Anjanette Hallman (ahallman@dadeschools.net)

The transformation coach will model the transition from whole group instruction to differentiated small group instruction for teachers needing the support.

Person Responsible Anjanette Hallman (ahallman@dadeschools.net)

#3. Positive Culture and Environment specifically relating to Student and Staff Attendance (Celebrating Success)

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 data from Early Warning Systems, 78 students had attendance below 90%. Attendance data from 2020-2021 states that 82 students had attendance below 90%. This shows that for the 2021-2022 school year, 4 fewer students had attendance below 90%. Although this is an improvement, it is marginal. This data shows a need for improvement in this area.

Measurable

Outcome:

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

If we are effective in celebrating teacher and student attendance, it will encourage all to reach the goals established. As a result, Early Warning Systems attendance data for the 2022-2023 school year will reflect 50 or fewer students with attendance below 90%.

Monitoring:

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

The leadership team will monitor student and staff attendance. Attendance will be checked weekly but celebrated each month. Follow-up phone calls will be made to guardians/parents of students who are not in attendance regularly.

Person responsible for monitoring outcome:

Marie R Bleus (pr2821@dadeschools.net)

Evidence-based

Strategy:

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

We will focus on Attendance Initiatives and Celebrating Successes by closely monitoring absences and addressing concerns as they arise. In addition, incentives for students and teachers with perfect attendance will be awarded monthly. Student academic success will also be monitored as assessments are completed. Students who earn 70% or higher will receive an incentive.

Rationale for Evidence-based

Strategy:

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

We believe that encouragement and motivation can play a role in attendance and therefore plan to celebrate the success of both teachers and students. We want to encourage our teachers and students to always put forth the maximum effort and take accountability for their role in our school's success. With this strategy, the leadership team will be able to give special recognition to those who meet the established goals for academics and attendance.

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.

Implement a System of Recognition for Perfect Attendance (9/6/22-10/14/22)

1. We will celebrate perfect attendance for teachers at our monthly faculty meetings. Teachers with perfect

attendance will spin our reward wheel and receive the prize indicated.

2. We will celebrate perfect attendance for students with a monthly dance.

Person Responsible Marie R Bleus (pr2821@dadeschools.net)

Implement a System of Recognition for Student Academic Achievement (9/6/22-10/14/22)

1. Gold: Students who score 90% or higher on topic assessments (math) and/or progress monitoring assessments (reading) will be recognized by Dr. Bleus and will receive a reward.
2. Silver: Students who score within the 80% range on topic assessments (math) and/or progress monitoring assessments (reading) will be recognized by Dr. Hallman and will receive a reward.
3. Bronze: Students who score within the 70% range on topic assessments (math) and/or progress monitoring assessments (reading) will be recognized by Mr. Ambroise or Ms. Clark (by subject area) and will receive a reward.

Person Responsible Marie R Bleus (pr2821@dadeschools.net)

Create a System of Recognition for Positive Behavior to enhance Academic Achievement (9/6/22-10/14/22)

1. The leadership team will establish criteria for distributing Dolphin Dollars to students.
2. Determine student incentives.
3. Determine the number of Dolphin Dollars needed for the incentive.

Person Responsible Marie R Bleus (pr2821@dadeschools.net)

Communicate the Dolphin Dollar Incentive System to Staff and Students and Implement so that will enhance/increase student Behavior and Academic Achievement (9/6/22-10/14/22)

1. Distribute Dolphin Dollars to teachers.
2. Communicate expectations to teachers and students.

Person Responsible Marie R Bleus (pr2821@dadeschools.net)

The leadership team will plan our first Perfect Attendance Dance for students.

Person Responsible Marie R Bleus (pr2821@dadeschools.net)

The guidance counselor will spearhead the grand opening of the Dolphin Store where students can spend their money earned for behaving appropriately.

Person Responsible Marie R Bleus (pr2821@dadeschools.net)

#4. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs**Area of Focus****Description and****Rationale:**

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

When responding to the following question (How often does your administrator provide you with feedback to improve student outcomes?) from the 2021-2022 School Climate Survey results for staff:
50% of the staff stated they receive feedback on a monthly or quarterly basis. This data reveals a need to provide feedback on a more consistent basis.

Measurable**Outcome:**

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

With the implementation of targeted walkthroughs, an additional 30% of teachers will respond that they receive more frequent feedback from administrators as evidenced in the 2022-2023 School Climate Survey results in June 2023.

Monitoring:

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

During our weekly curriculum team meetings, we will discuss observations from walkthroughs. From there we will develop a plan of support for those needing assistance.

Person

responsible for monitoring outcome:

Marie R Bleus (pr2821@dadeschools.net)

Evidence-based**Strategy:**

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

We will focus on the evidence-based strategy of Consistent Developmental Feedback. With the implementation of this strategy, we will provide clear goals/ expectations and progress towards each. Feedback will be provided regularly as a means of professional growth.

Rationale for**Evidence-based****Strategy:**

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

We decided to focus on Consistent Developmental Feedback to address a need identified in last school year's School Climate Survey for staff. The data reveals that 50% of staff receive feedback on a monthly and quarterly basis. With this strategy, the leadership team will be able to provide consistent feedback that includes clear expectations, progress towards our goals, and a description of the behavior and support that will be provided. Feedback will be provided regularly as a means of professional growth.

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.

Create Walkthrough Schedule

This will be created weekly from 9/6/22 -10/14/22.

Person Responsible Anjanette Hallman (ahallman@dadeschools.net)

Create Walkthrough Tool that Includes Targeted "Look Fors" and provide immediate feedback to teachers during the walkthroughs.

This will be created by 9/2/22 and utilized through 10/14/22.

Person Responsible Anjanette Hallman (ahallman@dadeschools.net)

Communicate "Look Fors" and feedback Formally During Collaborative Planning

This will take place from 9/6/22-10/14/22.

Person Responsible Anjanette Hallman (ahallman@dadeschools.net)

Remind Teachers of "Look Fors" in Weekly Bulletin with specific feedback to highlight teachers in our "Kudos" section to honor the successful implementation of the weekly look-fors.

This will take place weekly from 9/6/22-10/14/22.

Person Responsible Anjanette Hallman (ahallman@dadeschools.net)

The leadership team will create a uniform feedback form to provide immediate and specific feedback (glows and grows).

Person Responsible Anjanette Hallman (ahallman@dadeschools.net)

The leadership team will utilize the feedback tool created.

Person Responsible Anjanette Hallman (ahallman@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 2022-2023 SAT-10 results, the median percentiles are as follows for each grade level: Kindergarten- 49th percentile, First Grade - 22nd percentile, and Second Grade - 46th percentile. This data shows a need to strengthen our primary ELA program. We will focus on student acquisition of foundational reading skills. This will ensure that students are proficient in the basic skills needed to be successful in grades 3-5.

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

According to 2022-2023 FSA proficiency data for ELA, 27% of our third graders are proficient, 47% of our fourth graders are proficient, and 31% of our 5th graders are proficient. This data shows our students lack the fluency, vocabulary, and comprehension skills needed to demonstrate proficiency in reading.

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 proper implementation of our Reading Horizons Discovery intervention program, at least 50% of students in grades K-2 will demonstrate proficiency on the end-of-the-year STAR Reading assessment in June 2023.

Grades 3-5: Measureable Outcome(s)

With proper implementation of standards-based instruction, 50% or more of students will grades 3-5 will demonstrate proficiency on the 2022-2023 statewide assessment (F.A.S.T) in June 2023.

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.

Student acquisition of foundational skills in grades K-2 will be closely monitored through the use of Reading Horizons Discovery skill checks. Additionally, progress towards goals established during differentiated instruction will be monitored as lessons are complete. Information from both assessments will be utilized during planning to make well-informed instructional decisions about the next steps.

Student proficiency on grade level benchmarks in grades 3-5 will be monitored regularly through the use of Tier 1 assessments (McGraw Hill Wonders Progress Monitoring Assessments) and assessments used to gauge student progress towards goals established for differentiated small group instruction. Information from both assessments will be utilized during collaborative planning to make well-informed decisions about the next steps.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Bleus, Marie, mbleus@dadeschools.net

Evidence-based Practices/Programs:

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

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

In order to achieve our goal, we will focus on the evidence-based practices of On-Going Progress Monitoring, Data Driven Instruction, and Standards-Based Collaborative Planning. Implementing these practices will provide teachers with the information and guidance needed to move all students to proficiency or higher in ELA.

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?

From analyzation of our school's data, it is evident that our students are not reaching grade level proficiency by the end of each school year. In order to increase the number of proficient readers, we must have systems in place for the early identification of struggling readers and monitoring of their progress throughout the year. Additionally, instruction must be strongly aligned with grade-level standards as well as prerequisite standards for those with learning gaps.

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
<p>Assessment</p> <ol style="list-style-type: none"> 1. Progress monitoring assessments will be ongoing in Tier 1, Tier 2, Tier 3, and differentiated small group instruction. 2. Time during collaborative planning sessions will be designated to analyzation of current student data. 3. Students will be regrouped accordingly. 4. Standards aligned resources will be gathered (i-Ready: Magnetic Learning lessons, B.E.S.T. Literature Library lessons etc.) 5. Lessons will be implemented, and the cycle will continue. 	<p>Bleus, Marie, mbleus@dadeschools.net</p>
<p>Professional Learning</p> <ol style="list-style-type: none"> 1. The curriculum team will decide topics of focus for professional learning. 2. The curriculum team will schedule dates for each professional development session. 3. The reading coach will propose the professional development course/s in the system through PDMS. 4. Professional development sessions will be held as scheduled. 	<p>Bleus, Marie, mbleus@dadeschools.net</p>
<p>Literacy Coaching</p> <ol style="list-style-type: none"> 1. During weekly curriculum team meeting, administration will provide guidance regarding academic goals and our progress toward each (observations from walkthroughs, student data). 2. The reading coach will address the identified areas through coaching cycles and coaching support. 3. The reading coach will address the identified areas during collaborative planning. 	<p>Bleus, Marie R, pr2821@dadeschools.net</p>
<p>Literacy Leadership</p> <ol style="list-style-type: none"> 1. The curriculum team will establish "Look Fors" for ELA instruction/classrooms. 2. The administrative team will conduct weekly walkthroughs to monitor implementation of areas of focus. 3. The curriculum team will meet to discuss progress toward our ELA goals and plan for next steps to ensure solid standards-based instruction and research based best practices are implemented in each classroom. 	<p>Bleus, Marie, mbleus@dadeschools.net</p>
<p>The leadership team will meet to select a book for our Book Study.</p>	<p>Bleus, Marie, mbleus@dadeschools.net</p>
<p>The PD liaison will propose the book study on PDMS and schedule our first meeting.</p>	<p>Bleus, Marie, mbleus@dadeschools.net</p>

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.

Lakeview Elementary school is steadily building and solidifying a strong school culture planned to maintain a positive environment among teachers, staff and student by strengthening relationships, engaging learning environment, and addressing the social-emotional wellness of our students. In order to build that positive school culture and render school pride a contagious state of mind, our young dolphins sing our school song proudly every morning allowing the lyrics to touch their hearts and minds setting the grounds for academic success each day. At Lakeview Elementary, we believe that celebrating success of students and staff is essential. Accomplishments and collaboration are emphasized continuously through verbal feedback, encouraging notes, and a variety of incentives. Moreover, we foster high expectations using a growth mindset. Members of our staff model dedication, hard-work, open-mindedness and risk-taking. They take every challenge as an opportunity to learn and grow. Our students observe and imitate these characteristics regularly. In addition, we ensure the social and emotional wellness of our students by maintaining a pattern of supportive interactions which foster positive staff and student relationships. The leadership team, the school counselor, the mental health counselor, and all teachers support and nurture the relationships with our students. We also encourage family and community engagement to promote open communication and positive school-home relationships. We host events, such as meet-and-greet night, Open House, and STEM night to encourage parent involvement. Bullying and harassment complaints are addressed immediately for the purpose of deterring such practices and fostering physical and emotional safety. With the implementation of all these ideas we have created an atmosphere deemed pleasant and conducive to instilling Dolphin pride and inciting confidence in being part of Lakeview Elementary School brand.

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

The primary stakeholders involved in taking the lead to promoting a positive culture and environment are the principal, assistant principal, instructional coach, teacher leaders, and counselors. These individuals, also known as the leadership team, epitomize partnership and collaboration. Their examples set the basis for a cohesive staff and student body. The principal has the task of monitoring and overseeing all school initiatives and addressing concerns of morale. She implements team building and morale boosting activities regularly to foster an adequate environment. The assistant principal monitors mentorship programs for new teachers and works closely with the principal to ensure all concerns are addressed promptly and effectively. The instructional coaches and teacher leaders exemplify teamwork by fostering an open communication line between the leadership team and other stakeholders. They provide and respond to feedback from other stakeholders. All leadership team members are responsible for making diligent efforts

to
connect and build relationships with students, parents, families, and staff.