

Miami-Dade County Public Schools

# Lorah Park Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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# Lorah Park Elementary School

5160 NW 31ST AVE, Miami, FL 33142

<http://lpe.dadeschools.net>

## School Board Approval

This plan was approved by the Dade County School Board on 10/11/2023.

## SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

### Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

### Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

### Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

## 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 Department 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.

## I. School Information

### School Mission and Vision

#### **Provide the school's mission statement.**

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

#### **Provide the school's vision statement.**

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

### School Leadership Team, Stakeholder Involvement and SIP Monitoring

#### **School Leadership Team**

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Andrews, TaShimba	Principal	<p>Serve as the instructional and operational leader of the school by providing a clear vision and overarching goals for learning for all students; ensuring a safe, secure, and orderly learning environment; and cultivating a school culture of inclusiveness that leads to strong relationships with diverse stakeholders that includes the leadership team, teachers, students, PTA, and community partners. Lead efforts in data analysis to assess progress, facilitate resource allocation, provide guidance and professional development for staff, and foster open communication with teachers, parents, students, and the community. By maintaining a comprehensive view of the school's improvement journey, the principal ensures effective execution of strategies, addresses challenges, and drives continuous enhancement, ultimately advancing the school's overall performance and educational outcomes.</p>
Diaz, LaGloria	Math Coach	<p>Coordinate and monitor teacher planning to support the development of rigorous standard-Based math lessons. Utilize the coaching model (planning, demonstrating, and providing feedback) with the implementation of evidenced-based math instructional strategies to improve students' academic success. Meet weekly with principal/ assistant principal to develop the weekly coaching calendar, reflect on the impact of coaching support provided and prioritize future support as evidenced through the coaching log. Provide on-site embedded professional learning opportunities aligned to the math needs of students based upon student assessment data. Spend a minimum of 80 percent of the work week in direct contact with math classroom teachers to improve instructional delivery. Assist administration in the interpretation of student math assessment data to prioritize support. Assist the classroom teacher in the interpretation of student math assessment data and support the teacher in planning appropriate math lessons to support the academic needs of students. Support the coordination and monitoring of math intervention services to identified students. Participate in professional development for Transformation Coaches and implement instructional practices with school-site personnel to improve student outcomes in math. Perform other duties comparable to the above or assigned by the principal/ assistant principal.</p>
Sosa, Mercedes	Reading Coach	<p>Coordinate and monitor teacher planning to support the development of rigorous standard-Based literacy lessons. Utilize the coaching model (planning, demonstrating, and providing feedback) with the implementation of evidenced-based literacy instructional strategies to improve students' academic success. Meet weekly with principal/ assistant principal to develop the weekly coaching calendar, reflect on the impact of coaching support provided and prioritize future support as evidenced through the coaching log. Provide on-site embedded professional learning opportunities aligned to the literacy needs of students based upon student assessment data. Spend a minimum of 80 percent of the work week in direct contact with literacy classroom teachers to improve instructional delivery. Assist administration in the interpretation of student literacy assessment data to prioritize support. Assist the classroom teacher in the interpretation of student literacy assessment data and support the teacher</p>

Name	Position Title	Job Duties and Responsibilities
		<p>in planning appropriate literacy lessons to support the academic needs of students. Support the coordination and monitoring of literacy intervention services to identified students. Participate in professional development for Transformation Coaches and implement instructional practices with school-site personnel to improve student outcomes in literacy. Perform other duties comparable to the above or assigned by the principal/ assistant principal.</p>
<p>Malik, Aquilah</p>	<p>Reading Coach</p>	<p>Coordinate and monitor teacher planning to support the development of rigorous standard-based literacy lessons. Utilize the coaching model (planning, demonstrating, and providing feedback) with the implementation of evidenced-based literacy instructional strategies to improve students' academic success. Meet weekly with principal/ assistant principal to develop the weekly coaching calendar, reflect on the impact of coaching support provided and prioritize future support as evidenced through the coaching log. Provide on-site embedded professional learning opportunities aligned to the literacy needs of students based upon student assessment data. Spend a minimum of 80 percent of the work week in direct contact with literacy classroom teachers to improve instructional delivery. Assist administration in the interpretation of student literacy assessment data to prioritize support. Assist the classroom teacher in the interpretation of student literacy assessment data and support the teacher in planning appropriate literacy lessons to support the academic needs of students. Support the coordination and monitoring of literacy intervention services to identified students. Participate in professional development for Transformation Coaches and implement instructional practices with school-site personnel to improve student outcomes in literacy. Perform other duties comparable to the above or assigned by the principal/ assistant principal.</p>
<p>Woods-Dominguez, Danita</p>	<p>Assistant Principal</p>	<p>Assist the principal SIP monitoring, facilitate collaboration among stakeholders, support the implementation of the School Improvement Plan (SIP), analyzes data for progress evaluation, and ensures alignment between the SIP and the school's vision. She will also track progress, allocate resources, provide support, and address challenges, all while maintaining transparent communication with the principal, teachers, parents, students, and the community. Through data-driven decision-making, regular feedback collection, and problem-solving, the assistant principal ensures that the SIP's strategies are effectively executed, contributing to the school's continuous improvement and the achievement of desired outcomes.</p>

**Stakeholder Involvement and SIP Development**

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.



The school leadership team meets weekly to discuss strategies and progress towards SIP goals. SIP goals are also reviewed monthly with instructional staff during faculty meetings and other stakeholders during the Educational Excellence School Academic Committee meetings. Discussions during these meetings provide feedback and next steps in the SIP development progress.

**SIP Monitoring**

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

As it pertains to regularly monitoring the effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, we will revisit the plan quarterly to review student progress on biweekly district assessments. We will also review the plan following each administration of FAST and make adjustments as necessary, to ensure continuous improvement.

**Demographic Data**  
Only ESSA identification and school grade history updated 3/11/2024

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	98%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	100%
<b>Charter School</b>	No
<b>RAISE School</b>	Yes
<b>ESSA Identification</b> *updated as of 3/11/2024	ATSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: I
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

**Early Warning Systems**

**Using 2022-23 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	
Absent 10% or more days	0	6	8	13	6	3	0	0	0	36
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	2	10	12	11	0	0	0	35
Course failure in Math	0	0	0	3	2	0	0	0	0	5
Level 1 on statewide ELA assessment	0	0	0	19	17	13	0	0	0	49
Level 1 on statewide Math assessment	0	0	0	12	17	15	0	0	0	44
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	9	15	37	22	15	0	0	0	98
	0	0	0	0	0	0	0	0	0	

**Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	20	16	16	0	0	0	52

**Using the table above, complete the table below with the number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	19	0	0	0	0	0	19
Students retained two or more times	0	0	0	3	0	0	1	0	0	4

**Prior Year (2022-23) As Initially Reported (pre-populated)**

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	8	13	13	7	10	0	0	0	51
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	2	11	3	0	0	0	0	16
Course failure in Math	0	0	6	9	8	4	0	0	0	27
Level 1 on statewide ELA assessment	0	0	0	11	8	9	0	0	0	28
Level 1 on statewide Math assessment	0	0	0	8	11	16	0	0	0	35
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	5	33	6	8	0	0	0	52

**The number of students by current grade level that had two or more early warning indicators:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	2	13	9	12	0	0	0	36

**The number of students identified retained:**

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

**Prior Year (2022-23) Updated (pre-populated)**

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	8	13	13	7	10	0	0	0	51
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	2	11	3	0	0	0	0	16
Course failure in Math	0	0	6	9	8	4	0	0	0	27
Level 1 on statewide ELA assessment	0	0	0	11	8	9	0	0	0	28
Level 1 on statewide Math assessment	0	0	0	8	11	16	0	0	0	35
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	5	33	6	8	0	0	0	52

**The number of students by current grade level that had two or more early warning indicators:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	2	13	9	12	0	0	0	36

**The number of students identified retained:**

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

**II. Needs Assessment/Data Review**

**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

**On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.**

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	36	60	53	42	62	56	30		
ELA Learning Gains				76			21		
ELA Lowest 25th Percentile				53					
Math Achievement*	30	66	59	35	58	50	14		
Math Learning Gains				63			11		
Math Lowest 25th Percentile				60					
Science Achievement*	62	58	54	34	64	59	12		
Social Studies Achievement*					71	64			
Middle School Acceleration					63	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress	42	63	59	42			71		

*\* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

**ESSA School-Level Data Review (pre-populated)**

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	39
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	195
Total Components for the Federal Index	5

2021-22 ESSA Federal Index	
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	405
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

**ESSA Subgroup Data Review (pre-populated)**

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	7	Yes	2	2
ELL	31	Yes	1	1
AMI				
ASN				
BLK	32	Yes	1	
HSP	51			
MUL				
PAC				
WHT				
FRL	39	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	26	Yes	1	1
ELL	59			
AMI				
ASN				
BLK	52			
HSP	63			
MUL				
PAC				
WHT				
FRL	52			

**Accountability Components by Subgroup**

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	36			30			62					42
SWD	11			11							3	
ELL	32			36							4	42
AMI												
ASN												
BLK	32			25			50				4	
HSP	48			45			90				5	39
MUL												
PAC												
WHT												
FRL	34			29			59				5	47

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	42	76	53	35	63	60	34					42
SWD	6	55		13	30							
ELL	56	75		47	75							42
AMI												
ASN												
BLK	39	76	62	33	60	58	36					
HSP	63	77		53	77							45
MUL												
PAC												
WHT												
FRL	43	76	53	36	65	64	34					43

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	30	21		14	11		12					71
SWD	9	15		10	8		0					
ELL	29			31								71
AMI												
ASN												
BLK	30	20		11	7		11					
HSP	29			31								71
MUL												
PAC												
WHT												
FRL	31	22		15	11		12					70

**Grade Level Data Review– State Assessments (pre-populated)**

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	42%	56%	-14%	54%	-12%
04	2023 - Spring	42%	58%	-16%	58%	-16%
03	2023 - Spring	20%	52%	-32%	50%	-30%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	25%	63%	-38%	59%	-34%
04	2023 - Spring	19%	64%	-45%	61%	-42%
05	2023 - Spring	47%	58%	-11%	55%	-8%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	58%	50%	8%	51%	7%

### III. Planning for Improvement

**Data Analysis/Reflection**  
 Answer the following reflection prompts after examining any/all relevant school data sources.

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

The data component that showed the lowest performance was Mathematics with an overall proficiency of 30% in grades 3rd - 5th. Grades 3 students performed at 30% proficiency and Grade 4 students performed at 20% proficiency. Contributing factors include a 4th grade teacher novice to teaching a 60 minute math block and he experienced grave difficulty with classroom management. Additional factors include teacher inconsistency in 3rd grade, large class size, SWD Ratio, low performing retainees, late hire novice teacher & new to teaching math.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

The data component that showed the greatest decline from the prior year was ELA Proficiency which declined from 42% to 36%: Grade 3 students performed at 21% proficiency which was 31 percentage points less than grade 4 and 27 percentage points less than grade 5. Contributing factors include teacher inconsistency in 3rd grade, large class size, SWD Ratio, low performing retainees.,inconsistent data tracking in grades 3 and 5, misaligned and inconsistent DI in grades 3 and 5.



**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

Based on the provided information, the data component with the greatest gap when compared to the state average is Math, with a difference of 28. This gap pertains to the 3rd and 4th grade math performance. The factors contributing to this gap are multifaceted. Inconsistent intervention was observed with the 3rd-grade retainees which impacted their foundational math skills. Large class sizes also hindered teachers' ability to provide individualized support and attention to each student. Teacher inconsistency in implementing effective math teaching strategies also contributed to the gap. To address this gap, it's essential to consider targeted interventions for early math support, reducing class sizes for more personalized instruction, providing consistent professional development for teachers, and ensuring a smooth transition between grade levels with effective DI practices. Monitoring progress and adjusting interventions based on data trends will be crucial to closing this gap over time.

**Which data component showed the most improvement? What new actions did your school take in this area?**

The data component that showed the most improvement is science. The teacher is a former science coach with extensive knowledge of the content, students participated in weekly essential labs, daily lessons were aligned to the standards and the teacher provided consistent differentiated instruction based on topic assessment data.

**Reflecting on the EWS data from Part I, identify one or two potential areas of concern.**

Upon careful reflection of the EWS data from Part I, two areas of concern have emerged. Firstly, there is a significant increase in the number of students in grades 3 - 5 who scored at Level 1 on the 2023 FAST ELA assessment, with a worrisome 21 student increase in ELA and an unfortunate uptick of 9 students scoring at Level 1 in Mathematics. These trends raise concerns about the academic performance and learning needs of these students, necessitating a focused and targeted approach to address their challenges and ensure their academic growth.

**Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.**

When asked to rank the highest priorities for school improvement during this school year, I would say teacher recruitment and retention, grade 3 literacy, grade 4 math, literacy performance for students with disabilities, and positive school culture.

**Area of Focus**

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

**#1. Instructional Practice specifically relating to Differentiation****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 FAST PM3 data, 20% of 4th grade students were proficient in math as compared to the state average of 58% and district average of 62%. The data point was identified as a critical need based on the following contributing factors: 1. Systems and routines 2. Inconsistent data tracking 3. Differentiated instruction 4. Classroom management .

As a result, we will implement the targeted element of differentiation to ensure instruction is aligned to state benchmarks, student grouping is fluid, and implementation is consistently monitored.

**Measurable Outcome:**

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

If we successfully implement the evidenced-based strategy Differentiation, then teachers will use a systematic approach of instruction, assessment, analysis, and actions to increase overall math proficiency from 30% to 35% and maintain ELA proficiency at 36%.

**Monitoring:**

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

This area of focus will be monitored through the coach's collaborative planning agenda, and end products/ CFU; and the teacher's lesson plans with identifiable DI rotations, data-aligned curriculum, and student leveled work products. Coaches and teachers will work collaboratively to disaggregate OPM and topic assessment data to adjust instructional lessons and provide fluidity to grouping. Administrators will participate in collaborative planning, conduct observations and targeted walkthroughs to ensure fidelity of implementation and consistency.

**Person responsible for monitoring outcome:**

LaGloria Diaz (mrs.diaz@dadeschools.net)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Differentiation is a philosophy for effective teaching that involves providing students with different avenues to learning (often in the same classroom) in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability. Lessons require varying levels of complexity with reading, writing, thinking, problem-solving, and speaking.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Differentiation is being implemented to remediate state benchmarks and mitigate learning loss. Resources are calibrated based on data derived from topic assessment/ OPMs to determine the instructional needs of students. Students get the opportunity to collaborate in pairs and in small groups facilitated by the teacher. Groups fluctuate according to the skill, topic, or benchmarks requiring remediation. Coaches assist teachers with disaggregating data, regrouping students, and differentiating assignments. Teachers assign and use DI folders to confirm connections between teacher instruction and student learning. Through differentiation, we work towards closing the achievement gap by increasing proficiency. This strategy provides an opportunity for all learners to receive the appropriate intervention.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

Yes

**Action Steps to Implement**

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

Instructional Staff will receive professional development on the use of the differentiation strategy. Teachers will be provided with the knowledge, resources, and techniques to effectively incorporate differentiation strategies into their instructional routine.

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

**By When:** October 26, 2023

Transformation coaches will support teachers during collaborative planning to develop lesson plans that are aligned to differentiation based on missed opportunities to demonstrate proficiency and mastery on district assessments.

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

**By When:** October 26, 2023

Transformational coaches, will provide support and model planned differentiation lessons.

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

**By When:** October 26, 2023

## #2. Instructional Practice specifically relating to ELA

### Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Third grade ELA proficiency was identified as an area of critical need after reviewing 2 -year trend data that revealed this population consistently performed significantly lower than their 4th and 5th grade counterparts. Students' proficiency in 3rd grade was remained stagnant with performance at 20% on the spring 2022 ELA state assessment and 21% on the spring 2022 spring assessment, a difference of 1 percentage point. Tier I instruction, intervention planning and instructional delivery did not result in an increase in proficient 3rd grade students. Therefore, we will strategically develop, explicitly deliver, and systematically build scaffolds into 3rd grade ELA instruction.

### Measurable Outcome:

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

If we successfully develop, deliver, and monitor Tier 1 instruction through the ELA evidenced-based strategy Close Reading then our ELA proficient students will increase performance on district assessments and increase from 21% on the 2023 spring administration of FAST to 23% on the 2024 administration of FAST.

### Monitoring:

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

Literacy coaches will ensure the implementation of the evidenced - based Close Read strategy using a structured approach that involves observation, collaboration, feedback, and ongoing support. The literacy coaches will PLAN: assist teachers in developing close reading questions COLLABORATE: engage in discussions with teachers to understand the goals and challenges of implementing the strategy MODEL: demonstrate effective literacy techniques in classrooms. CO-TEACH: teachers will share responsibilities while teaching collaboratively implementing the close read strategy. OBSERVE: use note taking/note making strategy to observe teachers during instructional delivery. FEEDBACK: provide constructive feedback to teachers based on observations and data, highlighting strengths and suggesting areas for improvement. DATA COLLECTION: gather data on how teachers are incorporating the strategy, student engagement, and effectiveness of the strategy. By consistently applying these strategies, a literacy coach helps ensure that effective literacy practices are integrated into the classroom, leading to improved student reading skills and overall engagement.

### Person responsible for monitoring outcome:

Aquilah Malik (315447@dadeschools.net)

### Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Close Reading refers to approaching a variety of texts of sufficient complexity through a methodical examination to uncover layers of meaning that lead to deeper comprehension. How a text is written is as important as the content itself in understanding the author's meaning. Deriving meaning from a close reading of a text requires attention to how the text makes meaning through imagery, word choices, and sentence structure as well as how the central idea, tone, and voice are revealed through the choices of detail and language.

### Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The close reading process is a methodical approach that demands an analysis of a text, fostering comprehension, critical thinking, and interpretation skills. Students delve into the content, language,

structure, and context of the text, to gain deeper meanings and insights. This process serves as a cornerstone, enabling students to build essential skills for increased comprehension and critical thinking. These skills are expected to enhance academic performance from PM 1 to PM 3.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

Yes

**Action Steps to Implement**

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

Instructional Staff will receive professional development on the integration of the close reading strategy. The workshop will teach instructors how to enhance students critical thinking and deep understanding of complex texts skills. Participants will: 1. Understanding Close Reading and grasp its purpose and benefits. 2. Explore multiple readings, text-based questions, and annotation techniques. 3. Formulate text-dependent questions. 4. Master techniques for active reading. 5. Scaffold learning by supporting diverse student skill levels. 6. Facilitate discussions that engages and focuses conversations.

**Person Responsible:** TaShimba Andrews (pr3041@dadeschools.net)

**By When:** October 26, 2023

Transformation coaches will support teachers during collaborative planning to develop lesson plans that include the close reading process during instruction for all tiers.

**Person Responsible:** Aquilah Malik (315447@dadeschools.net)

**By When:** October 26, 2023

Transformational coaches, will provide support and model planned close reading lessons.

**Person Responsible:** Mercedes Sosa (260348@dadeschools.net)

**By When:** August 26, 2023

### #3. ESSA Subgroup specifically relating to Students with Disabilities

#### Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the data obtained from the Federal Index, the Students with Disabilities subgroup falls below the 41% threshold. Although this subgroup increased in literacy proficiency from 6% proficiency in 2022 to 9% in 2023, it remains an area of concern because it is 12% lower than the ELL subgroup, 22% lower than the Hispanic subgroup, and 23% lower than the black subgroup. As a result, the special education and general education teachers will specifically focus on the BDA (Before-During-After) strategy to meet the learners' instructional needs.

#### Measurable Outcome:

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

If we successfully implement the evidenced based practice of the BDA (Before-During-After) strategy in reading and mathematics, then measurable outcomes will include observed integration of BDA elements during instruction, tangible student work showcasing the BDA application, improved ELA comprehension, and systematic operations to solve mathematical problems. SWD will perform at or above 12% in ELA and Math on the 2024 PM3 Administration of FAST.

#### Monitoring:

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

The assistant principal will monitor the application of the BDA (Before-During-After) strategy in reading and mathematics by conducting classroom observations, reviewing student work artifacts, analyzing data on student engagement and progress, providing feedback and professional development, fostering collaborative discussions among teachers, and assessing student assessment results.

#### Person responsible for monitoring outcome:

Danita Woods-Dominguez (dwdominguez@dadeschools.net)

#### Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

This process engages students in the use of active reading strategies before, during, and after reading. Before reading, students preview text to set a purpose for reading. Students annotate based on the main characteristics of the genre. Skimming is a strategic, selective reading method in which students focus on the main ideas of a text. This technique can also be used when students are searching for supporting evidence to respond to comprehension questions. Additionally, students utilize vocabulary strategies to determine the meaning of unknown words which will further enhance their understanding. After reading, students dissect the questions and answers carefully, as well as search the text for appropriate evidence if need be. The Paraphrasing Strategy is designed to help students focus on the most important information in a passage and to improve students' recall of main ideas and specific facts.

#### Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Teaching the BDA (Before-During-After) reading strategies to special education students in reading and mathematics is beneficial due to their adaptable and consistent structure. These strategies offer transferable skills like active engagement, metacognition, and visual support, aiding comprehension and problem-solving across subjects. By fostering inclusivity and confidence, the BDA approach equips special education students with tools to navigate both textual content and mathematical problems effectively. This cross-disciplinary strategy not only streamlines learning but also promotes a holistic development of skills crucial for success in diverse academic contexts.

### **Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

### **Will this evidence-based intervention be funded with UniSIG?**

Yes

### **Action Steps to Implement**

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

Instructional Staff will receive professional development on the use of the Before-During-After (BDA) strategy. Teachers will be provided with the knowledge, resources, and techniques to effectively incorporate the BDA strategies into their instructional routine.

**Person Responsible:** Aquilah Malik (315447@dadeschools.net)

**By When:** October 26, 2023

Beginning the week of October 30th, during collaborative planning, transformational coaches will work with teachers to ensure the BDA strategy is being used for SWD and visible in the lesson plan. All teachers teach inclusion classes and will become familiar with inclusive strategies.

**Person Responsible:** Aquilah Malik (315447@dadeschools.net)

**By When:** By November 3, 2023

Transformational coaches will continue to model the implementation of the Before-During-After Strategy for the SWD subgroup. During the lesson, students will be required to annotate (take notes) based on the main characteristics of the genre and use the skimming process strategically to select the main ideas of a text. Support will be embedded throughout the instruction as needed.

**Person Responsible:** Mercedes Sosa (260348@dadeschools.net)

**By When:** October 26, 2023

#### #4. Positive Culture and Environment specifically relating to Other

##### Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

A review of the school's climate survey indicates that 42% of surveyed staff replied with neutral, disagree or strongly disagree to the following 3 statements - I like working at my school; I feel staff morale is high at my school; and The Overall climate or atmosphere at my school is positive and helps students learn. As a result we will embrace our school's theme of "Passport to Positive Culture". We are dedicated to fostering a welcoming and inclusive environment for students, teachers, and stakeholders. As part of our strategy to recruit and retain teachers and create a positive environment while enhancing student engagement, we are implementing team-building activities that align with our theme. These activities, facilitated by the leadership team, will serve as unique "passport stamps" on our journey towards a positive school culture. By participating in these social events, both staff and students will have the opportunity to build connections, share experiences, and cultivate a sense of unity. This collective effort, inspired by our theme, will contribute to creating an atmosphere where everyone feels valued, empowered, and motivated to contribute positively to our school community.

##### Measurable Outcome:

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

If we successfully implement "Passport to Positive Culture", one specific measurable outcome that the school plans to achieve through the initiative is a 10% increase in teacher retention rates and a 20% decrease in student attrition rates over the academic year. This data-based objective outcome will be measured by comparing the number of teachers who choose to remain at the school from one year to the next and tracking the reduction in student withdrawals. The implementation of team-building activities and social events as part of the initiative will contribute to creating an environment where teachers feel genuinely appreciated and included. This positive atmosphere will not only lead to increased teacher satisfaction but also foster a sense of belonging and commitment among students. By tapping into incentives and activities that align with students' interests, we aim to strengthen their bond with the school community. The measurable outcome reflects the impact of our efforts in building a positive culture, resulting in improved teacher retention and student engagement.

##### Monitoring:

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

The principal will oversee the implementation of the leadership's team-building activities by employing a variety of monitoring methods. This includes observing sessions for engagement and interaction, administering surveys to assess perceptions of school culture, and facilitating feedback sessions. Attendance rates and participation in activities will be tracked, while changes in behavior and incident reports will be analyzed. Additionally, anecdotal evidence and qualitative feedback from staff and students will provide insights into the impact of team-building. The principal's evidence of a positive culture shift will encompass increased participation and satisfaction in activities, improved survey scores, reduced conflicts, heightened engagement, and observable improvements in communication and relationships. This blend of quantitative and qualitative data will offer a comprehensive evaluation of the influence of team-building activities on the desired positive culture transformation.

##### Person responsible for monitoring outcome:

TaShimba Andrews (pr3041@dadeschools.net)

##### Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)



The Legendary Lorah Park Elementary excitedly adopts Team Building Activities as an evidenced-based strategy, aligning with our "Passport to Positive Culture" theme, inspired by Chick-fil-A's exemplary training. We infuse our theme, inspired by Chick-fil-A's exemplary training, adopting their customer service practices for stakeholders and staff. This food chain's proven approach, focusing on exceptional service, yielded impressive returns cultivating positive experiences. Our goal is to replicate this success by individually identifying four key areas of focus that contribute to our positive culture. Displaying these guiding principles as stamps in our Passports, this initiative underscores our commitment to a valued, appreciated, and empowered atmosphere.

#### **Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Using evidence-based intervention such as team-building activities is crucial for improving a positive culture within an educational environment. Research has consistently shown that well-designed team-building initiatives have a significant impact on fostering collaboration, communication, and a sense of belonging among staff and students. By implementing evidence-based practices like team-building, which have been shown to yield positive outcomes, schools can effectively enhance relationships, reduce conflicts, and create a supportive atmosphere that contributes to higher levels of engagement and satisfaction. This approach ensures that efforts are guided by proven strategies, increasing the likelihood of success in achieving the desired positive culture.

#### **Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

#### **Will this evidence-based intervention be funded with UniSIG?**

Yes

#### **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.

During the opening of schools meeting conduct team building sessions to identify characteristics of a positive culture in an organization. Explore companies that consistently exhibits successful customer services practices leading to a positive organizational culture. Using self reflection staff members will identify 4 personal practices that will be demonstrated throughout the year to enhance overall positive culture of the school.

**Person Responsible:** TaShimba Andrews (pr3041@dadeschools.net)

**By When:** August 16, 2023

During the opening of schools student assembly, administration will conduct team building sessions to identify characteristics of a positive culture in an organization. Students will explore companies that consistently exhibit successful customer services practices leading to a positive organizational culture. Using self reflection students will identify 4 personal practices that will be demonstrated throughout the year to enhance overall positive culture of the school.

**Person Responsible:** TaShimba Andrews (pr3041@dadeschools.net)

**By When:** October 26, 2023

Staff and students will create a crest using the school's mascot and the 4 personal practices that will be demonstrated throughout the year to enhance the overall positive culture of the school. Crests will be displayed throughout the building to create accountability among the Legendary Lorah Park school family.

**Person Responsible:** Danita Woods-Dominguez (dwdominguez@dadeschools.net)

**By When:** October 26, 2023

**#5. -- Select below -- specifically relating to**

**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

**Measurable Outcome:**

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

**Monitoring:**

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

**Person responsible for monitoring outcome:**

[no one identified]

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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.

***No action steps were entered for this area of focus***

**CSI, TSI and ATSI Resource Review**

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The process to review school improvement funding allocations at Legendary Lorah Park Elementary, specifically for schools identified as ATSI, TSI, or CSI, is meticulous and collaborative, aligning with ESSA 1111(d)(1)(B)(4) and (d)(2)(C). This process ensures that resources are effectively and equitably distributed based on identified needs. At the annual Title I meeting, the Community Involvement Specialist gathers input from parents, teachers, and community members to inform funding decisions. Monthly EESAC (Educational Excellence School Advisory Council) meetings serve as a platform for stakeholders to discuss allocation strategies, assess progress, and adjust resource distribution as required. Engagement through PTA meetings and faculty meetings further enriches the dialogue, ensuring diverse perspectives are considered. The Area(s) of Focus, interventions, and activities within the School Improvement Plan (SIP) are aligned with identified needs and inform resource allocation decisions. By fostering a collaborative, transparent, and data-driven

approach, Legendary Lorah Park Elementary ensures that funds are optimally distributed to maximize impact and support the school's improvement efforts.

## Reading Achievement Initiative for Scholastic Excellence (RAISE)

### Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

### Grades K-2: Instructional Practice specifically relating to Reading/ELA

Based on 2023 end of year i-Ready diagnostic data, 22% of students were performing at grade level and 78% of our students in Kindergarten through 2nd grade were working below grade level. Of the 78%, 57% are just one grade level below. This means this group would benefit from targeted instruction.

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

Based on the 2023 state assessment data, only 21% of our 3rd grade students were proficient in reading, 52% of our 4th grade students were proficient in reading, and 48% of our 5th grade students were proficient in reading. Overall, in grades 3-5, 36% of students were proficient in reading. Therefore, there is a critical need to delve into instructional strategies that promote scaffolds to navigate rigorous text for students who are working below grade level. We also have a large number of bubble students who made significant gains and would benefit from a strategy that allowed them to experience success with meeting the breadth and depth of the grade level benchmarks.

### 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 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 Measurable Outcomes

If we successfully implement the evidenced-based strategy Differentiated Instruction, then teachers will use a systematic approach of instruction, assessment, analysis, and actions to increase overall proficiency in grades K-2 ELA from 22% to 30% on grade level.

### **Grades 3-5 Measurable Outcomes**

If we successfully implement the evidenced-based strategy SQ3R, then teachers will use a systematic approach to comprehension. Teachers will clearly include the strategy in lesson plans, completed student work products will reflect SQ3R, improved student data trends on district assessments, explicit teacher feedback, and records teacher participation in professional development related to the SQ3R strategy. These methods ensure effective strategy integration and student engagement. The implementation of this strategy will increase the overall proficiency in 3rd grade ELA by at least 5% to 26% proficiency.

## **Monitoring**

### **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 impact student achievement outcomes.

The literacy coach will monitor the SQ3R strategy implementation by observing classrooms, co-teaching, analyzing student data, reviewing lesson plans, engaging in reflective conversations with teachers, and reviewing student work folders. This area of focus will be further be monitored through the coach's collaborative planning agenda, and end products; and the teacher's lesson plans with identifiable DI rotations, data-aligned curriculum, and student leveled work products. Administrators will conduct observations and walkthroughs to ensure fidelity of implementation and consistency.

### **Person Responsible for Monitoring Outcome**

Select the person responsible for monitoring this outcome.

Sosa, Mercedes, 260348@dadeschools.net

## **Evidence-based Practices/Programs**

### **Description:**

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

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

SQ3R is a reading comprehension method named for its five steps: survey, question, read, recite, and review. Follow these steps to learn how to glean as much information as possible

The evidence-based strategy SQ3R is being implemented across grades to achieve measurable outcomes in reading comprehension. SQ3R demonstrates a significant effect on improving student outcomes by promoting active reading engagement. The identified practice aligns with Florida's definition

of evidence-based, as it shows a promising level of evidence. This evidence-based practice is congruent with the district's K-12 Comprehensive Evidence-based Reading Plan, ensuring continuity in instructional approaches. Furthermore, SQ3R aligns with Florida's B.E.S.T. ELA Standards by enhancing students' skills in reading, comprehension, and critical thinking. Monitoring of SQ3R involves classroom observations, student assessments, and data analysis to ensure its ongoing effectiveness in fostering improved reading outcomes in line with evidence-based standards and the district's reading plan.

**Rationale:**

Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

Using the SQ3R strategy with 3rd-grade students functioning significantly below grade level is highly effective. SQ3R's structured approach breaks down reading into manageable steps, engaging students in surveying, questioning, active reading, recitation, and review. This method activates prior knowledge, fosters critical thinking, and promotes active comprehension. By encouraging vocabulary acquisition, comprehension monitoring, and metacognition, SQ3R supports struggling readers in interacting meaningfully with challenging texts. As a scaffold for skill development, it enhances confidence, gradually improving their reading abilities and overall comprehension while maintaining their engagement and interest.

**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
Instructional Staff will receive professional development on the use of the SQ3R. Teachers will be provided with the knowledge, resources, and techniques to effectively incorporate the SQ3R strategies into their instructional routine.	Sosa, Mercedes, 260348@dadeschools.net
Beginning the week of October 30th, during collaborative planning, transformational coaches will work with teachers to ensure the BDA strategy is being used for SWD and visible in the lesson plan. All teachers teach inclusion classes and will become familiar with inclusive strategies.	Sosa, Mercedes, 260348@dadeschools.net
Transformational coaches will continue to model the implementation of the SQ3R for the SWD subgroup. Teachers will teach students how to survey, question, read, recite, and review. Follow these steps to learn how to glean as much information as possible. Support will be embedded throughout the instruction as needed.	Sosa, Mercedes, 260348@dadeschools.net

## Title I Requirements

### Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

**Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))**

List the school's webpage\* where the SIP is made publicly available.

To fulfill the requirements of ESSA 1114(b)(4), a comprehensive plan will be implemented to share and disseminate the School Improvement Plan (SIP) progress. This involves regular communication with parents through accessible channels such as the main office kiosk, school website and social media outlets, hard copy in the parent resource room and main office, and school-wide assemblies. The information will be presented in a clear and jargon-free manner, utilizing plain language and translation services if needed, to ensure parents can understand their child's school improvement efforts, including goals, strategies, assessments, and achievements. This transparent and inclusive approach aims to engage parents as partners in enhancing their child's educational experience and overall success.

**Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.**

List the school's webpage\* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The Legendary Lorah Park Elementary is committed to cultivating strong, positive relationships with parents, families, and community stakeholders by implementing an inclusive Family Engagement Plan that aligns with our mission. This plan includes regular communication through workshops, and interactive, school wide assemblies, and parent-teacher conferences to keep parents informed of their child's progress and involved in their education. We prioritize open dialogue and active participation in school events, and we seek to understand and address the diverse needs of our students and their families. By fostering collaboration and sharing resources, we aim to create a supportive educational community that enhances student success. Our Family Engagement Plan is available on our school's webpage [www.lorahparkeagles.org](http://www.lorahparkeagles.org), ensuring transparency and accessibility for all stakeholders in accordance with ESSA 1116(b-g) guidelines.

**Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)**

The school is dedicated to enhancing the academic program through a multifaceted approach outlined in Part II of the School Improvement Plan (SIP). The Area of Focus prioritized for improvement includes strengthening reading comprehension skills. To achieve this, we will allocate additional resources to targeted interventions, such as small group instruction and literacy-focused professional development for teachers. We will also extend learning time through after-school tutoring and enrichment programs, creating opportunities for students to delve deeper into subjects of interest. Moreover, our curriculum will be enriched and accelerated through the incorporation of advanced coursework and creative projects that challenge and engage students at varying skill levels. Through these efforts, we aim to create a

more robust academic experience that fosters holistic student development and achievement in alignment with ESSA 1114(b)(7)ii) requirements.

**If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))**

The development of this plan is intricately coordinated and integrated with various Federal, State, and local services, resources, and programs to create a comprehensive and holistic approach to student success. Collaboration occurs through cross-agency communication and shared goals. ESSA-supported initiatives, including targeted support and improvement activities (CSI and TSI), align with our strategies to ensure synergy. We implement the districts Values Matter initiative and adhere to the M-DCPS Elementary Code of Student Conduct program to foster a safe and secure learning environment. Nutrition programs support student well-being by provide free breakfast and lunch to all students, and our plan acknowledges the connection between nutrition and academic performance. Collaboration with the Project Upstart transition program addresses students' stability, while VPK programs bolster family engagement and lifelong learning. This orchestrated approach leverages diverse resources and services to create a robust, supportive environment, amplifying the impact of our plan in compliance with ESSA 1114(b)(5).

#### **Optional Component(s) of the Schoolwide Program Plan**

Include descriptions for any additional strategies that will be incorporated into the plan.

**Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))**

The school is dedicated to providing comprehensive support services that promote students' well-being and skills beyond academic subjects, in accordance with ESSA 1114(b)(7)(iii)(I). Individual and group counseling is facilitated by the schools guidance counselor and a certified mental health counselor is available weekly to address social and emotional needs. Mental health services ensure consistent access to professional support. Specialized support services are tailored to meet diverse needs, offering interventions for various challenges. Our mentoring programs, including the 5000 Role Models for boys and Heiresses to The Throne for girls, foster positive role models and personal growth. Through these strategies, we cultivate a supportive environment that enhances students' emotional resilience, interpersonal skills, and overall personal development, ultimately contributing to their holistic success and well-being.

**Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))**

The Legendary Lorah Park's approach to career awareness and postsecondary preparation, aligned with ESSA 1114(b)(7)(iii)(II), includes a multifaceted strategy. Career Day introduces students to various professions, fostering curiosity and understanding of potential career paths. Through exploration in social sciences, students delve into topics related to human society and culture, broadening their awareness of real-world contexts. Additionally, the Future Bound program, aimed at kindergarten students, promotes financial literacy by enabling them to open bank accounts as a step toward preparing for higher education. Collectively, these initiatives create a comprehensive framework that builds awareness, skills, and pathways toward successful postsecondary opportunities and workforce readiness.

**Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).**

At the Legendary Lorah Park Elementary, a schoolwide tiered model is meticulously implemented to prevent and address problem behavior that aligns with the M-DCPS Elementary Code of Student Conduct and the Individuals with Disabilities Education Act (IDEA), as mandated by ESSA 1114(b)(7)(iii)(III). This model employs a multi-tiered approach, incorporating positive behavior interventions and supports (PBIS) at Tier 1, targeted interventions at Tier 2, and intensive support at Tier 3. This approach ensures a structured and inclusive learning environment for all students, while individualized education plans (IEPs) and early intervening services cater to students with disabilities. Through collaborative efforts and integration with schoolwide activities, Legendary Lorah Park nurtures a comprehensive and supportive atmosphere that addresses diverse behavioral needs while promoting academic excellence.

**Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))**

From the perspective of Title I, Legendary Lorah Park Elementary is committed to enhancing instruction and optimizing data utilization through a comprehensive approach of robust professional learning and focused activities within the 2023-2024 academic year. These activities encompass differentiated instruction, close reading, the Before-During-and-After (BDA) strategy, SQ3, and fostering a positive school culture. To elevate teaching practices, continuous professional development is provided to teachers, paraprofessionals, and school personnel, tailored to the diverse needs of our student body. Workshops emphasize evidence-based teaching strategies, personalized instructional methods, and effective data analysis to shape classroom approaches. Concurrently, our efforts in recruiting and retaining effective educators prioritize mentorship programs, collaborative teaching frameworks, and incentives designed to align with our high-need school. These initiatives collectively cultivate a dynamic learning atmosphere, arming our staff with essential tools and support to elevate instruction, harness the potential of academic assessment data, and cultivate a dedicated and proficient teaching workforce in alignment with ESSA 1114(b)(7)(iii)(IV).

**Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))**

The Legendary Lorah Park employs a range of strategies to facilitate a smooth transition for preschool students in the VPK program to our elementary school program, aligning with ESSA 1114(b)(7)(iii)(V). First, we establish strong communication channels between our preschoolers by including them in our school wide activities and ensure that our teacher shares relevant information with parents about their child's developmental progress, needs, and strengths. Orientation sessions are organized for incoming preschool students and their families, allowing them to familiarize themselves with the school environment, meet teachers, and learn about the curriculum. We implement a gradual entry process, allowing preschoolers to acclimate to their new surroundings at their own pace. Additionally, we prioritize individualized support through differentiated instruction, small group activities, and social-emotional learning to address diverse needs. Our school culture fosters a welcoming atmosphere, where caring relationships are nurtured, promoting a sense of belonging. These strategies collectively facilitate a seamless transition, ensuring preschool children at Legendary Lorah Park feel comfortable, supported, and ready to embark on their elementary school journey.

## Budget to Support Areas of Focus



**Part VII: Budget to Support Areas of Focus**

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Instructional Practice: Differentiation	\$0.00
2	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
3	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
4	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
5	III.B.	Area of Focus: -- Select below --:	\$0.00
<b>Total:</b>			<b>\$0.00</b>

**Budget Approval**

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No