

Miami-Dade County Public Schools

# LORAH PARK ELEMENTARY SCHOOL



## 2024-25 Schoolwide Improvement Plan

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## School Board Approval

This plan has not yet been approved by the Dade County School Board.

## 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:

<b>ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)</b>
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
<b>TARGETED SUPPORT AND IMPROVEMENT (TSI)</b>
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
<b>COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)</b>
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> <li>1. Have an overall Federal Index below 41%;</li> <li>2. Have a graduation rate at or below 67%;</li> <li>3. Have a school grade of D or F; or</li> <li>4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.</li> </ol>

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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

# I. School Information

## A. School Mission and Vision

### Provide the school's mission statement

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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

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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.

## B. School Leadership Team

### School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

### Leadership Team Member #1

#### Employee's Name

TaShimba Andrews

#### Position Title

Principal

#### Job Duties and Responsibilities

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- **School Leadership:** Provide overall leadership and vision for the school, setting goals and ensuring alignment with district policies and educational standards.
- **Staff Supervision:** Manage and evaluate staff performance, fostering a positive work environment and supporting professional growth.

- **Community Engagement:** Build strong relationships with parents, students, and the community to create a supportive and inclusive school culture.

## Leadership Team Member #2

### Employee's Name

Valencia Woodbine

### Position Title

Assistant Principal

### Job Duties and Responsibilities

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- **School Operations:** Oversee daily school operations, including scheduling, discipline, and staff management, to ensure a smooth and efficient learning environment.
- **Instructional Leadership:** Support teachers by providing guidance, conducting classroom observations, and facilitating professional development to improve teaching practices.
- **Student Achievement:** Collaborate with teachers and staff to analyze student performance data, implement interventions, and monitor progress to enhance overall student success.

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## Leadership Team Member #3

### Employee's Name

Mercedes Sosa

### Position Title

Reading Coach

### Job Duties and Responsibilities

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**Teacher Support:** Help teachers plan and improve reading instruction through modeling, co-

teaching, and providing professional development.

**Data Review:** Collaborate with teachers to analyze student reading data and develop targeted strategies to boost literacy.

**Resource Sharing:** Provide teachers with effective reading materials and strategies to enhance classroom instruction.

## Leadership Team Member #4

### Employee's Name

Meshonika Green

### Position Title

Guidance Counselor

### Job Duties and Responsibilities

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**Student Support:** Provide individual and group counseling to help students with academic, social, and emotional challenges.

**Academic Guidance:** Assist students in setting academic goals and developing plans for success.

**Crisis Intervention:** Respond to and manage student crises, offering support and connecting students with additional resources if needed.

## Leadership Team Member #5

### Employee's Name

Unique Watkins

### Position Title

Math Coach

### Job Duties and Responsibilities

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**Support Teachers:** Help teachers plan and improve math lessons through modeling, co-teaching, and professional development.

**Analyze Data:** Work with teachers to review student math performance and create plans to boost achievement.

**Provide Resources:** Share and manage math materials that align with standards to enhance classroom instruction.

## C. Stakeholder Involvement and Monitoring

### 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. (ESEA 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 toward SIP goals. SIP goals are reviewed monthly with instructional staff during faculty meetings and other stakeholders during the Educational Excellence School Academic Committee meetings. Members of the EESAC includes: The President, Mr. Khilnani; Parent, Rosa Beckwell; Parent, Ashley Joseph; Parent, Sharnlise Ginton; Student, Taraji Wilkerson; and Community/Business Partner, Terry Wright. Discussions during these meetings provide feedback and discuss the next steps in the SIP development process.

### 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

Monitoring the School Improvement Plan (SIP) for effective implementation and impact on increasing student achievement, especially for those with the greatest achievement gap, is crucial for ensuring continuous improvement. The school will employ a systematic approach to track the progress of the SIP throughout the academic year and the various phases of the SIP. Regular data collection and analysis will be conducted during each phase to assess the effectiveness of the strategies and interventions outlined in the plan. This will involve multiple methods, such as formative and summative assessments, standardized tests, classroom observations, and feedback from teachers and staff. As part of the monitoring process, the school leadership team and relevant stakeholders will meet regularly to review the data and assess the SIP's impact on student achievement. If any strategies are found to be ineffective or not producing the desired outcomes, the team will promptly identify the reasons and make necessary adjustments. This might involve seeking additional professional development opportunities for teachers, reallocating resources, or modifying instructional approaches. By consistently monitoring the SIP's progress, analyzing data, engaging stakeholders, and revising the plan as needed, the school will create a dynamic and responsive framework for fostering student achievement and narrowing the achievement gap. This process of continuous



improvement will drive positive outcomes and ensure that the school remains focused on its mission to provide an equitable and high-quality education for all students.

## D. Demographic Data

<b>2024-25 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>ELEMENTARY</b> <b>PK-5</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2023-24 TITLE I SCHOOL STATUS</b>	<b>YES</b>
<b>2023-24 MINORITY RATE</b>	<b>98.6%</b>
<b>2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>100.0%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>YES</b>
<b>2023-24 ESSA IDENTIFICATION</b> *UPDATED AS OF 7/25/2024	<b>TSI</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2023-24 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD)*</b> <b>ENGLISH LANGUAGE LEARNERS (ELL)</b> <b>BLACK/AFRICAN AMERICAN STUDENTS (BLK)</b> <b>HISPANIC STUDENTS (HSP)</b> <b>ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2023-24: C</b> <b>2022-23: C*</b> <b>2021-22: C</b> <b>2020-21:</b> <b>2019-20: C</b>

## E. Early Warning Systems

### 1. Grades K-8

#### Current Year 2024-25

Using 2023-24 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 school days		3	2	7	3	6				21
One or more suspensions		0	0	0	2	1				3
Course failure in English Language Arts (ELA)			2	4	3	12				21
Course failure in Math				4	2	2				8
Level 1 on statewide ELA assessment				10	10	13				33
Level 1 on statewide Math assessment				8	7	14				29
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		4	13	24						41
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		3	3	13	6					25

#### Current Year 2024-25

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		1	5	18	11	17				52

#### Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year			1	10						11
Students retained two or more times		0	0	0	2	0				2

**Prior Year (2023-24) As Last 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 school days		6	8	13	6	3				36
One or more suspensions										0
Course failure in ELA			2	10	12	11				35
Course failure in Math				3	2					5
Level 1 on statewide ELA assessment				19	17	13				49
Level 1 on statewide Math assessment				12	17	15				44
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		9	15	37						98

**Prior Year (2023-24) As Last Reported (pre-populated)**

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				20	16	16				52

**Prior Year (2023-24) As Last Reported (pre-populated)**

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year				19						19
Students retained two or more times				3			1			4

## 2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

## **II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))**

## A. ESSA School, District, State Comparison

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.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	37	63	57	36	60	53	42	62	56
ELA Grade 3 Achievement **	37	63	58	25	60	53			
ELA Learning Gains	49	64	60				76		
ELA Learning Gains Lowest 25%	53	62	57				53		
Math Achievement *	42	69	62	30	66	59	35	58	50
Math Learning Gains	57	65	62				63		
Math Learning Gains Lowest 25%	61	58	52				60		
Science Achievement *	46	61	57	62	58	54	34	64	59
Social Studies Achievement *								71	64
Graduation Rate								53	50
Middle School Acceleration								63	52
College and Career Readiness									80
ELP Progress	75	64	61	31	63	59	42		

\*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.

\*\*Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

## B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL FPPI – All Students	51%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	457
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
51%	39%	51%	27%		51%	

\* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.



## C. ESSA Subgroup Data Review (pre-populated)

2023-24 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%
Students With Disabilities	21%	Yes	3	3
English Language Learners	48%	No		
Black/African American Students	47%	No		
Hispanic Students	55%	No		
Economically Disadvantaged Students	50%	No		
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%
Students With Disabilities	7%	Yes	2	2
English Language Learners	31%	Yes	1	1

## 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%
Black/African American Students	32%	Yes	1	
Hispanic Students	51%	No		
Economically Disadvantaged Students	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%
Students With Disabilities	26%	Yes	1	1
English Language Learners	59%	No		
Native American Students				
Asian Students				
Black/African American Students	52%	No		

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%
Hispanic Students	63%	No		
Multiracial Students				
Pacific Islander Students				
White Students				
Economically Disadvantaged Students	52%	No		

D. 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)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	37%	37%	49%	53%	42%	57%	61%	46%					75%
Students With Disabilities	5%		38%		0%	40%							
English Language Learners	18%		40%		47%	60%							75%
Black/African American Students	38%	40%	53%		38%	54%	54%	50%					
Hispanic Students	32%		42%		59%	68%							74%
Economically Disadvantaged Students	36%	34%	46%	40%	42%	59%	75%	53%					64%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 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%	25%			30%			62%					31%
Students With Disabilities	11%	0%			11%								
English Language Learners	32%	14%			36%								42%
Black/African American Students	32%	21%			25%			50%					
Hispanic Students	48%	35%			45%			90%					39%
Economically Disadvantaged Students	34%	24%			29%			59%					47%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 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%
Students With Disabilities	6%		55%		13%	30%							
English Language Learners	56%		75%		47%	75%							42%
Native American Students													
Asian Students													
Black/African American Students	39%		76%	62%	33%	60%	58%	36%					
Hispanic Students	63%		77%		53%	77%							45%
Multiracial Students													
Pacific Islander Students													
White Students													
Economically Disadvantaged Students	43%		76%	53%	36%	65%	64%	34%					43%

## E. 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.

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	35%	56%	-21%	55%	-20%
Ela	4	36%	55%	-19%	53%	-17%
Ela	5	32%	56%	-24%	55%	-23%
Math	3	48%	65%	-17%	60%	-12%
Math	4	41%	62%	-21%	58%	-17%
Math	5	19%	59%	-40%	56%	-37%
Science	5	38%	53%	-15%	53%	-15%

### III. Planning for Improvement

#### A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

##### Most Improvement

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

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The data component that showed the most improvement was math. Last year, according to the 2022-23 FAST Assessment, math proficiency was at 30%. This year, math proficiency increased to 37%, indicating a 7% improvement.

Several new actions contributed to this increase: 1. Math teachers consistently collaborated with the math coach and CSS through common planning, support sessions, and coaching cycles. This practice ensured that instructional strategies were aligned and effective.

2. 3rd-grade math saw a tremendous increase in proficiency. The teacher targeted students for extended learning opportunities as early as October and provided consistent instruction. She used a very engaging teaching style, developed amazing relationships with students, and incentivized them to achieve established goals.

3. Due to a shortage of teachers and the need for targeted interventions, the master schedule was adjusted. High-performing math students in 4th and 5th grades were strategically grouped with a veteran math teacher to maintain performance among proficient students.

4. Low-performing math students in 4th and 5th grades received targeted instruction from the novice math teacher and received in-class support from the math coach daily. This focused approach helped address specific learning gaps and improve overall proficiency and learning gains.

##### Lowest Performance

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 according to the FAST 2023-24 results is English Language Arts (ELA). While all data components averaged similarly, with math at 37% and science at 38% proficiency, ELA was slightly lower at 35% proficiency. A noticeable trend is that all three data points are close, with a 3% difference, indicating that students across all subject areas at Lorah Park Elementary are averaging in the mid-high 30% range for proficiency. Another noticeable point is that despite ELA having the lowest performance on the 2023-24 FAST assessment, there was a 1% increase in ELA proficiency from last year, indicating an upward trajectory.



**Contributing Factors:**

1. Grades K-1st did not fully implement DI and Intervention.
2. Evidence of explicit instructions was minimal in grades K-2nd, which affected the acquisition of foundational skills.
3. 3rd grade ELA students had an interventionist for a month, then a substitute teacher through February. A certified teacher was hired in March.
4. 4th grade Math had a substitute teacher until January when an out-of-field new teacher was hired.
5. 5th grade ELA had a TFA until October. The substitute teacher took over from October to the end of the year.
6. The literacy coach was new to coaching and to Lorah Park, which may have affected the timely and effective implementation of systems, routines, and resources.

**Greatest Decline**

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 is science. According to the 2022-23 FAST Assessment, science proficiency was at 58% and regressed to 38% on the 2023-24 Science FAST Assessment. This indicates a significant 20% decline in proficiency from the prior year.

Several factors contributed to this decline:

1. The cohort of students consistently performed lower than other cohorts from one year to the next. Trending data shows that this cohort has consistently performed below their grade level counterparts in reading and math since 2nd grade and is primarily composed of Level 1 readers.
2. Before this school year, these students received minimal science instruction, which contributed to their lack of foundational knowledge and skills in the subject.

There has been little academic progress within this cohort over the years, further impacting their ability to perform well in science.

**Greatest Gap**

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.

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The data component that showed the greatest gap when compared to the state average was 5th-grade math. According to the 2023-24 FAST assessment, 5th grade math at Lorah Park scored 19% proficiency, while the state average was 59%. This results in a significant 40% gap between Lorah Park's 5th grade math data and the state average.

Several factors contributed to this gap:

1. The 2023-24 cohort of students has been low performing for several years. This group is predominantly composed of Level 1 readers, which affects their overall academic performance, including in math.
2. Although there were strides in math progress with this cohort, the improvements was not sufficient to close the achievement gap with the state average.
3. Low-performing math students received instruction from a novice teacher. Despite the support from the math coach, the inexperience of the teacher may have contributed to the gap in performance.

### **EWS Areas of Concern**

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

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When analyzing the Early Warning System (EWS) data, significant areas of concern emerge:

#### **1. Enrollment:**

Last year, Lorah Park's enrollment was 222 students. For the 2024-25 school year, the is at 154 students. The consistently declining population is due to unique school boundaries that prevent bus transportation from the city of Hialeah to the neighborhood of Brownsville because the addresses do not meet the minimum distance requirement of 2 miles. Transfer surveys list the requested school as closer to their job or lack of transportation. This decline in student numbers could impact funding, resource allocation, and the overall school environment.

#### **2. Teacher Retention:**

The Staff Retention report indicates that only 20% of teachers with 1-10 years of teaching experience at Lorah Park are remain at the school from year to year. This turnover rate poses a challenge in maintaining instructional consistency and quality, which can adversely affect student performance and teacher efficacy.

### 3. Staff Attendance:

The staff attendance data report shows that 46% of the staff missed between 0.5-5 days of school, compared to 26% in the district and other tiered schools. High absenteeism rates among staff can disrupt the continuity of instruction and negatively impact student learning and overall school operations.

### Highest Priorities

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

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1. Enrollment
2. Science
3. ELA (Implementation of explicit instruction during the whole group, Implementation of DI with fidelity, Intervention with fidelity, Weekly follow-ups with the teachers, and certified teachers in each grade level)
4. Math (Implementation of explicit instruction during whole group , Implementation of DI with fidelity, Weekly follow-ups with the teachers, certified teachers in each grade level)
5. Staff Attendance

## B. Area(s) of Focus (Instructional Practices)

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

### Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

### ESSA Subgroups specifically relating to Students With Disabilities (SWD)

#### Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to data from the Federal Index, the Students with Disabilities subgroup remains below the 41% threshold, even though it increased from 7% to 21% in the Federal Percent of Points Index from 2023 to 2024. This subgroup is still an area of concern, especially when compared to other subgroups in this category: English Language Learners at 48%, Black/African American students at 47%, Hispanic students at 55%, and Economically Disadvantaged students at 50%. The challenges faced by Students with Disabilities are further highlighted by the absence of the ESE teacher for the 2023-24 school year, which hindered specific and targeted interventions for this subgroup. As a result of these findings, our targeted element will be addressing the needs of Students with Disabilities.

#### Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With the implementation of Differentiated Instruction, Lorah Park Elementary students with disabilities will see a 5% increase in the federal index percent category by the 2025 ESSA reporting.

#### Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The targeted element of Students with Disabilities will be closely monitored through the effective implementation of differentiated instruction. Students will be grouped based on 2024 FAST PM3 data, as well as 2024-25 FAST PM1 and PM2 data, along with results from progress monitoring exams. These assessments will be tracked and monitored to evaluate the progress of Students with Disabilities.

In teacher-led stations during DI, instructors will tailor and scaffold lessons to address each student's

specific needs, aiming to boost proficiency. The leadership team, consisting of Principal Andrews and Assistant Principal Woodbine, will conduct teacher-to-administrative data chats following the PM1 and PM2 assessments to assess the effectiveness of Differentiated Instruction for this subgroup.

**Person responsible for monitoring outcome**

Valencia Woodbine

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different 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. Research demonstrates this method benefits a wide range of students.

**Rationale:**

Differentiated instruction is expected to significantly contribute to overall school improvement and the subgroup students with disabilities by addressing individual student needs, improving engagement, and being driven by data findings from FAST PM1 and PM2 assessments as well as bi weekly progress monitoring assessments. Lorah Park drilled down to this specific intervention based on our analysis of low proficiency rates of students with disabilities and identified contributing factors, such as not having an ese teacher for the 2023-24 school year. The anticipated outcome of implementing this intervention is a notable improvement in proficiency levels with students with disabilities, achieved by tailoring instruction to individual needs, providing appropriate scaffolding, and closely monitoring progress, which should lead to higher proficiency rates in subsequent assessments, thereby contributing to our school's overall academic advancement.

**Tier of Evidence-based Intervention:**

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Data Analysis and Differentiated Instruction Professional Development session

**Person Monitoring:**

Assistant Principal, Valencia Woodbine

**By When/Frequency:**

9/4/2024

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

During the opening of the school meeting and the first faculty meeting, all Lorah Park Elementary teachers and interventionists will receive comprehensive training on analyzing data for student grouping and implementing differentiated instruction. The professional development will also emphasize utilizing ETO DI resources to tier instruction effectively, with a particular focus on addressing the individual needs of Students with Disabilities. Assistant Principal Woodbine and Principal Andrews will closely monitor the implementation of these action steps by conducting regular classroom observations, reviewing DI plans, and holding follow-up data chats with teachers to assess progress and provide ongoing support.

### **Action Step #2**

Tiered Grouping and Differentiated Instruction Implementation for Grades 3-5

**Person Monitoring:**

Valencia Woodbine

**By When/Frequency:**

September 27, 2024- ongoing

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Grade 3-5 teachers will group students based on 2024 Pm3 and 2024 PM1 data into Tier 1, Tier 2, or Tier 3 models, ensuring that each group receives the appropriate instructional resources aligned with their tier during teacher-led differentiated instruction. The students' tiers will be identified by a color-coded sticker on their DI folders, making it easy to track and tailor instruction to their specific needs. This action step will be monitored through the use of fluid grouping charts posted in the classroom and regular classroom observations by the leadership team, including Assistant Principal Woodbine and Principal Andrews, to ensure that teachers are effectively grouping students based on PM3 and PM1 data and utilizing the appropriate tiered resources during differentiated instruction. Additionally, DI folders will be reviewed periodically to verify the correct use of color-coded stickers for tier identification and to assess the alignment of instructional strategies with student needs.

### **Action Step #3**

Teacher-to Students Data Chats

**Person Monitoring:**

Valencia Woodbine

**By When/Frequency:**

september 27, 2024- Ongoing

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

following the completion of the PM1 Reading assessment, teachers will participate in teacher-to-student data chats. These sessions will be essential for reviewing assessment results, analyzing student performance, and identifying strengths and areas for improvement. Special attention will be given to tracking the progress of Students with Disabilities, ensuring that effective strategies are developed to support their learning journey and help them achieve proficiency. This action step will be monitored and evidenced by completed student data chat forms for each student in their DI folder, along with regular classroom observations during DI sessions. The administration will conduct follow-up meetings with teachers to discuss the implementation of targeted strategies and review any adjustments made based on the data. Additionally, progress monitoring data will be regularly analyzed to assess the impact of these strategies on student performance, with a specific focus on ensuring that Students with Disabilities are making the necessary gains toward proficiency.

## **Area of Focus #2**

Address the school's highest priorities based on any/all relevant data sources.

**Instructional Practice specifically relating to Science**

### **Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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Based on the 2024 SSA Science data, 5th-grade students demonstrated a proficiency rate of 38% in Science, a significant 20 percentage point decrease from the 58% proficiency rate in 2023. This decline, along with identified contributing factors, highlights substantial challenges in Science for this cohort of students, who have consistently performed lower than their grade-level peers in both reading and math since 2nd grade and are primarily composed of Level 1 readers. Additionally, these students received minimal science instruction before this school year, leading to gaps in foundational knowledge and skills. As a result, we will implement a targeted element in the area of Science to address these issues.

### **Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

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With the implementation of Intervention, an additional 5% of 5th-grade students will score at grade level or above on the 2025 Spring Science SSA.

### **Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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Interventions in 5th-grade science at Lorah Park Elementary will focus on building a solid foundation in science skills and vocabulary for all students. Utilizing resources provided by ETO, Tier 2 and Tier 3 students will receive targeted support, with intervention folders tracking their progress. Additionally, Tier 1 students will participate in science enrichment activities designed to deepen their understanding and extend their learning. The effectiveness of both interventions and enrichment will be monitored through bi-weekly progress assessments, with data tracked to ensure that all students are developing the essential science skills needed for success.

### **Person responsible for monitoring outcome**

TaShimba Andrews

### **Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

### **Description of Intervention #1:**

Intervention is a strategy used to teach a new skill, build fluency in a skill, or encourage a child to



apply an existing skill to new situations or settings.

**Rationale:**

The significant decline in 5th grade science proficiency from 58% in 2023 to 38% in 2024 highlights a critical need for targeted interventions. By implementing evidence-based intervention strategies, we aim to address the foundational gaps in science skills and vocabulary that have contributed to this drop in performance. Interventions will be tailored to meet the specific needs of students at different proficiency levels, with Tier 2 and Tier 3 students receiving focused support to build essential skills, while Tier 1 students engage in enrichment activities to deepen their understanding. These interventions will be regularly monitored through bi-weekly assessments, ensuring that instructional strategies are responsive and effective. By systematically addressing students' learning needs, we anticipate a significant improvement in proficiency rates on the 2025 SSA assessment, restoring and surpassing previous levels of achievement.

**Tier of Evidence-based Intervention:**

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Implement Targeted Science Interventions for Tier 2 and Tier 3 Students

**Person Monitoring:**

TaShimba Andrews

**By When/Frequency:**

September 27, 2024

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Teachers will use data from the 2024 SSA assessment to identify students in Tier 2 and Tier 3 who require targeted interventions. These students will be grouped according to their specific needs, and they will receive focused instruction on foundational science skills and vocabulary using evidence-based resources provided by ETO. Progress will be tracked through bi-weekly progress monitoring assessments, with results recorded in individual student intervention folders. The leadership team will conduct regular reviews of these folders and observe intervention sessions to ensure fidelity of implementation. Adjustments will be made as needed based on the progress data.

**Action Step #2**

Conduct Student-to-Teacher Data Chats

**Person Monitoring:**

TaShimba Andrews

**By When/Frequency:**

September 27, 2024-Ongoing

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

After the completion of the baseline benchmark science assessment, teachers will hold individual data chats with students to inform them of their current performance levels. During these conversations, teachers and students will collaborate to create a personalized action plan, identifying specific benchmarks that require remediation through targeted interventions. Teachers will document the outcomes of each student-to-teacher data chat, including the identified areas for remediation and the personalized action plan, with these records being placed in the student's intervention folder as



evidence. The leadership team will periodically review these intervention folders to ensure that data chat forms are being consistently completed and that actionable plans are being effectively implemented. Progress will be revisited in subsequent data chats to adjust plans as needed based on ongoing assessment results.

### **Action Step #3**

Weekly Common Planning for Alignment of Interventions and Resources

**Person Monitoring:**

TaShimba Andrews

**By When/Frequency:**

August 15, 2024-Ongoing

### **Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

The 5th-grade science teacher will participate in weekly common planning sessions with the curriculum support specialist and Assistant Principal Woodbine. These sessions will focus on ensuring that all interventions provide students with access to master benchmark-aligned learning and assessments. During common planning, the team will collaboratively identify and select appropriate resources, ensuring that all intervention materials are aligned with the specific needs of each tier (Tier 1, Tier 2, and Tier 3). The effectiveness of these planning sessions will be monitored through the review of lesson plans, intervention materials, and assessment results. The assistant principal will observe intervention sessions to ensure that the selected resources are being used effectively and are aligned with the intended benchmarks. Additionally, student progress will be tracked to confirm that the interventions are leading to mastery of the targeted benchmarks.

### **Area of Focus #3**

Address the school's highest priorities based on any/all relevant data sources.

### **Instructional Practice specifically relating to ELA required by RAISE (specific questions)**

#### **Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the 2024 FAST PM3 data, ELA proficiency was 34%, down from 35% in 2023 and 43% in 2022, with all three years falling below 50%. The focus on English Language Arts (ELA) has been identified as a critical need at Lorah Park Elementary due to the consistent decline in proficiency rates over the past three years. This decline has been exacerbated by the instability caused by transient teachers and the absence of a dedicated ELA teacher in 3rd grade for the past two years and in 5th grade for the 2024 school year, where substitute teachers were used to try to maintain instruction. These factors have significantly hindered student learning, making ELA the targeted area of focus, as required by RAISE, to address these gaps and improve student outcomes.

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

According to the K-2 2024 STAR Reading results, Kindergarten proficiency at Lorah Park Elementary was 35% compared to the district average of 47%, 1st-grade proficiency was only 8% compared to

the district's 43%, and 2nd-grade proficiency was 29% compared to the district's 43%. This data, combined with contributing factors such as veteran teachers who may be resistant to adopting new strategies to improve student outcomes, a consistent lack of collaborative planning, and insufficient explicit teaching in the primary grades, highlights K-2 as a critical area of concern. Addressing these issues is essential to improving early literacy and ensuring long-term academic success for students.

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

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According to the 2024 FAST results, 3rd-grade proficiency at Lorah Park Elementary was 21%, 4th-grade was 48%, and 5th-grade was 45%, all falling below the district's overall proficiency rate of 53%. English Language Arts (ELA) is a significant concern, particularly given the absence of dedicated 3rd and 5th-grade teachers during the 2023-24 school year, which contributed to a decline in proficiency scores. Addressing this issue is crucial to improving ELA outcomes and closing the gap with district averages.

### **Grades K-2: Measurable Outcome(s)**

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With the implementation of standard-based collaborative planning, Lorah Park students in grades k-2 will see a 5% increase in student scores by the 2025 Spring Star Assessment.

### **Grades 3-5: Measurable Outcome(s)**

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With the implementation of standard-based collaborative planning, Lorah Park students in grades 3-5 will see a 5% increase in student scores by the 2025 Spring FAST PM3 assessment.

### **Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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The Area of Focus will be closely monitored by the administration team through active participation in weekly common planning sessions, where they will collaborate with teachers to ensure that lesson plans, activities, and daily end products are aligned with state standards. Regular classroom visits will be conducted to observe the implementation of these plans, ensuring that instructional practices effectively target the identified areas of need, particularly in English Language Arts. During common planning, teachers who teach the same subject will have the opportunity to share best practices, address challenges, and discuss the specific needs of their students. This ongoing, collaborative approach will allow for real-time adjustments to instruction based on student progress, ultimately leading to improved student achievement outcomes. The consistent oversight and support from the administration will ensure that the focus remains on driving academic growth and closing proficiency gaps across grade levels.

### **Person responsible for monitoring outcome**

Mercedes Sosa

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

Standards-Based Collaborative Planning refers to any period of time that is scheduled during the school day for multiple teachers, or teams of teachers, to work together. Its primary purpose is to bring teachers together to learn from one another and collaborate on projects that will lead to improvements in standards-aligned lesson quality, instructional effectiveness, and student achievement. Standards-Based lessons should include detailed objectives, activities, and assessments that evaluate students on the aligned standards-based content. Collaborative Planning improves collaboration among teachers and promotes learning, insights, and constructive feedback that occur during professional discussions among teachers. Standards-based lessons, units, materials, and resources are improved when teachers work on them collaboratively.

**Rationale:**

Standard-based collaborative planning for grades K-5 has been selected as a key strategy to improve student outcomes at Lorah Park Elementary because it fosters a unified approach to instruction that is aligned with state standards. By bringing teachers together regularly to collaborate on lesson planning, share effective instructional strategies, and analyze student data, we ensure that all students receive consistent, high-quality instruction across grade levels. This approach not only helps to address gaps in learning but also promotes the use of evidence-based practices tailored to meet the diverse needs of our students. Collaborative planning provides a platform for teachers to support one another in refining their teaching methods, overcoming challenges, and ensuring that all lessons are designed to build on previous learning while preparing students for future academic success. The alignment of instructional activities with standards through this collaborative process is critical for driving significant improvements in student achievement.

**Tier of Evidence-based Intervention:**

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Professional Development on Standards-Based Learning

**Person Monitoring:**

Mercedes Sosa

**By When/Frequency:**

September 27, 2024

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

The instructional coach will conduct a comprehensive professional development session for all teachers focused on standards-based learning. This training will cover the essential elements of understanding and interpreting state standards, including how to unpack the standards to determine their depth and complexity. Teachers will learn how to design lessons that are rigorously aligned with

these standards, ensuring that their instructional practices meet the required depth of knowledge and limitations set by the state. The professional development will also include practical strategies for integrating standards into daily instruction, creating assessments that accurately measure student understanding of the standards, and using data to adjust instruction to meet student needs. The impact of this professional development will be monitored through several methods. First, lesson plans will be reviewed to ensure they reflect a clear alignment with the standards and incorporate the strategies discussed in the training. Additionally, the instructional coach and administrative team will conduct classroom observations to assess how effectively the teachers are implementing standards-based instruction in real-time. Feedback from these observations will be provided to teachers to support continuous improvement. Further, student performance data will be analyzed to determine if there are improvements in meeting standards-based outcomes, which will guide any necessary adjustments in instruction or further professional development needs. Regular follow-up sessions will be scheduled to reinforce the training and address any ongoing challenges teachers may encounter in implementing standards-based learning.

**Action Step #2**

Weekly Common Planning Sessions for Standards-Based Lesson Development

**Person Monitoring:**

Mercedes Sosa

**By When/Frequency:**

August 15, 2024- Ongoing

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Teachers will attend weekly common planning sessions with the instructional coach, curriculum support specialist, and Assistant Principal Woodbine. During these sessions, the team will collaborate to develop standards-based lessons that meet the depth and rigor required by the state standards. The focus will be on ensuring that all lessons are aligned with the standards' expectations and designed to effectively address the learning needs of all students. The effectiveness of these planning sessions will be monitored through the review of lesson plans and the alignment of classroom instruction with the developed lessons. The leadership team will conduct regular classroom observations to ensure that the lessons are being implemented as planned and that they are meeting the required standards. Feedback will be provided to teachers to refine and improve the lesson plans as needed, ensuring continuous alignment with the standards and improving student outcomes.

**Action Step #3**

Ongoing Data Chats and Progress Monitoring to Ensure Standards Mastery

**Person Monitoring:**

Mercedes Sosa

**By When/Frequency:**

September 27, 2024-Ongoing

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Teachers will participate in ongoing data chats with the instructional coach, curriculum support specialist, and Assistant Principal Woodbine to analyze student performance data regularly. These data chats will focus on reviewing student progress in mastering the standards and identifying any gaps in learning. Teachers will use this data to adjust their instructional strategies and interventions to ensure students are meeting the required standards. During these sessions, teachers will also collaborate to develop targeted plans for students who are struggling, ensuring that the instruction remains aligned with standards-based learning objectives. The effectiveness of this action step will be monitored by tracking the outcomes of the data chats, including how student performance data is used to inform instruction. The leadership team will review student progress reports, classroom assessments, and benchmark data to ensure that teachers are making data-driven adjustments to their lessons. Additionally, follow-up observations will assess how the instructional shifts based on

data are being implemented in the classroom. Regular check-ins with teachers will ensure that progress is consistently monitored and instructional interventions are aligned with standards-based learning, resulting in improved student mastery of the standards.

## IV. Positive Culture and Environment

### Area of Focus #1

Teacher Attendance

#### Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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Based on the Attendance data and Early Warning Indicators, analysis of staff attendance during the 2023-24 school year reveals that 13% of staff had no absences, 44% were absent between 0-5 days, 25% were absent between 5-10 days, and 19% were absent for more than 10 days. This is in comparison to last year, where 13% had no absences, 44% were absent between 0-5 days, 25% were absent between 5-10 days, and 19% were absent for more than 10 days. Given these findings, the focal point of attention for the targeted element will be Teacher Attendance.

#### Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

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Through the adoption of attendance initiatives, a projected reduction of 5% in staff absences is anticipated across the categories of 0-5 days absent, 5-10 days absent, and more than 10 days absent, as measured in the upcoming school climate survey reporting.

#### Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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Attendance initiatives for staff will be closely monitored through a combination of data collection, regular analysis, and feedback mechanisms. Attendance records will be consistently tracked and compared to baseline data to measure the impact of implemented initiatives. Additionally, staff feedback and input will be sought through surveys or discussions to gauge their perception of the initiatives' effectiveness and gather suggestions for improvements. Ongoing assessment and adjustments based on quantitative and qualitative data will ensure that the attendance initiatives remain relevant and produce positive outcomes for staff attendance.

#### Person responsible for monitoring outcome

Meshonika Green

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

Strategic Attendance Initiatives involve close monitoring and reporting of teacher absences and incentives for teachers with perfect attendance.

**Rationale:**

Implementing teacher attendance initiatives at Lorah Park Elementary aligns perfectly with our needs by addressing the issue of teacher absenteeism that can disrupt the learning environment and affect student outcomes. These initiatives serve to create a more consistent and stable teaching environment, which directly benefits our students' education. By introducing incentives and rewards tied to teacher attendance, we incentivize and recognize the commitment and dedication of our educators. This, in turn, fosters a culture of accountability and responsibility, ultimately improving teacher attendance and enhancing the overall educational experience for our students while aligning with our school's mission to provide a high-quality education.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

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

No

**Action Steps to Implement:**

**Action Step #1**

Establish the Teacher Attendance Initiative Committee

**Person Monitoring:**

Meshonika Green

**By When/Frequency:**

August 30, 2024- Ongoing

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

The Teacher Attendance Initiative Committee will be created with the goal of improving staff attendance at Lorah Park Elementary. The committee's first task will be to develop a comprehensive survey to gather feedback from staff members about the challenges they face related to attendance and to explore potential solutions. The survey will be designed to capture a wide range of insights, including personal and professional factors that impact attendance, as well as suggestions for initiatives that could support better attendance habits.

**Action Step #2**

Implement a Staff Attendance Recognition Program

**Person Monitoring:**

Meshonika Green

**By When/Frequency:**

September 27, 2024- Ongoing

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

A recognition program will be established to reward staff members who demonstrate excellent attendance each month. This program may include issuing certificates, providing small rewards such



as gift cards or special privileges, and offering public acknowledgment during staff meetings or in school-wide communications. The goal is to motivate staff by recognizing their commitment to maintaining strong attendance, thereby fostering a positive school culture and encouraging others to follow suit.

**Action Step #3**

Launch the "Race to 100" Attendance Incentive Program

**Person Monitoring:**

Meshonika Green

**By When/Frequency:**

September 27, 2024- Every Quarter

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

The Teacher Attendance Initiative Committee will launch the "Race to 100" program, an incentive-based initiative designed to encourage perfect attendance among staff. Teachers who maintain a flawless attendance record of 100% during the first designated period (e.g., the first quarter ) will be entered into a raffle for a chance to win a \$100 prize. This program aims to motivate teachers to prioritize attendance and create a sense of friendly competition within the school.

## V. Title I Requirements (optional)

### A. Schoolwide Program Plan (SWP)

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 ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

#### Dissemination Methods

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. (ESEA 1114(b)(4))

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

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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.

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

#### Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

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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.

### **Plans to Strengthen the Academic Program**

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 II of the SIP. (ESEA Section 1114(b)(7)ii))

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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.

### **How Plan is Developed**

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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

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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 providing 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).

## **B. Component(s) of the Schoolwide Program Plan**

### **Components of the Schoolwide Program Plan, as applicable**

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

#### **Improving Student's Skills Outside the Academic Subject Areas**

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. (ESEA 1114(b)(7)(iii)(I))

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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.

#### **Preparing for Postsecondary Opportunities and the Workforce**

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. (ESEA 1114(b)(7)(iii)(II))

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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.

#### **Addressing Problem Behavior and Early Intervening Services**

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

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Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

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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.

### **Professional Learning and Other Activities**

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. (ESEA section 11149b)(7)(iii)(V)).

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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 2024-2025 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).

### **Strategies to Assist Preschool Children**

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

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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.

## VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

### Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

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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.

### Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

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To address the identified needs at Legendary Lorah Park Elementary, specific resources will be allocated based on data-driven decisions and collaborative input. For example, the school will prioritize funding for targeted interventions in English Language Arts (ELA) to address the declining proficiency rates, as evidenced by recent FAST assessment data. Resources such as instructional materials, professional development for teachers, and additional support staff will be deployed to enhance ELA instruction across grades K-5. The plan includes a timeline where key interventions and resource allocations will be implemented by the end of the first quarter, with continuous monitoring through monthly EESAC and faculty meetings to assess progress and make necessary adjustments. This strategic approach ensures that resources are effectively aligned with the school's areas of focus, driving improvements in student outcomes and overall school performance.

## VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

**No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00