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Henry E.S. Reeves K 8 Center

2005 NW 111TH ST, Miami, FL 33167

<http://henryreeves.dadeschools.net/>

Demographics

Principal: Julian Gibbs E

Start Date for this Principal: 7/1/2005

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students* Economically Disadvantaged Students
School Grades History	2018-19: B (56%) 2017-18: B (56%) 2016-17: B (56%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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Henry E.S. Reeves K 8 Center

2005 NW 111TH ST, Miami, FL 33167

<http://henryreeves.dadeschools.net/>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Combination School KG-8</p>	<p>2020-21 Title I School</p> <p>Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>92%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>100%</p>

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

School Board Approval

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

SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our goal at Henry E.S. Reeves K - 8 Center is to create a school where high motivation, technological sophistication and creativity contribute to strong student academic performance. Our school will serve the diverse needs of students and foster an environment enriching the quality of life for every member of our school community. Henry E. S. Reeves K-8 Center is a state-of-the-art school in terms of technology, educator accountability, and incentives for teaching success.

Provide the school's vision statement.

Henry E.S. Reeves K - 8 Center is to be a model for quality public education. In being that model, we will provide a rigorous academic environment that targets literacy in reading, writing, and math across all content areas. As a result, our students will perform at a high academic level throughout their educational career. We believe, in order to achieve this end, we must develop the whole child by including ethical decisions and appropriate interactions in a social context as a life-long learner. Finally, we have an expectation for all members of our community to be actively involved in the development of our children.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Fortich, Jessica	Assistant Principal	<p>Serving in the capacity of governing agent, the assistant principal bears the responsibility of the overall operation of the MTSS/Rtl and the school. This position will share the existing commonalities for this team, and facilitate meetings and interactions that transpire. Roles also include: imparting the purpose and vision for accessing and using data-based decisionmaking, evaluate the MTSS/Rtl skills of school personnel, monitor and supervise the proper implementation of intervention as well as ensure that a meticulous record keeping system is in place, provide professional development to support MTSS/Rtl implementation, and maintain an open channel of communication with parents and stakeholders as it relates to school-based MTSS/Rtl functions, plans and projects.</p>
Gibbs, Julian	Principal	<p>Serving in the capacity of governing agent, the principal bears the responsibility of the overall operation of the MTSS/Rtl and the school. This position will share the existing commonalities for this team, and facilitate meetings and interactions that transpire. Roles also include: imparting the purpose and vision for accessing and using data-based decision-making, evaluate the MTSS/Rtl skills of school personnel, monitor and supervise the proper implementation of intervention as well as ensure that a meticulous record keeping system is in place, provide professional development to support MTSS/Rtl implementation, and maintain an open channel of communication with parents and stakeholders as it relates to school-based MTSS/Rtl functions, plans and projects.</p>
Andre, Juliette	School Counselor	<p>Ms. Andre provides academic counseling to students and assists them with social development and wellbeing. She assists family with services through the Project Up Start program and ESE Services. The counselor supports the leadership team with day to day implementations.</p>
Martinez, Selines	Reading Coach	<p>The literacy instructional coach collaborates with teachers in grades 3-5 to familiarize them with the instructional curriculum, visits classrooms offering feedback and methods/strategies to improve instruction thereby positively impacting student achievement. Models lessons as</p>

Name	Position Title	Job Duties and Responsibilities
		<p>necessary to guide instruction, provides assistance with the literacy program, co-plans lessons with teachers, analyzes students' end products, interprets assessment data for the purpose of assisting teachers in using results for instructional decision making, conducts individual and group discussions with teachers about instruction and learning, plans and conducts professional development workshops, creates presentations for teachers, assists with assessing students and the effective implementation of Tier 1, Tier 2, and Tier 3 intervention plans.</p>
Burkes, Makiba	Teacher, K-12	Ms. Burkes provides support to teachers with curriculum resources and teaches students robotics using Legos. In addition she supports the leadership by reviewing middle school student progress and day-to-day implementations.
Forbes, Gloria	Teacher, K-12	Ms. Forbes is responsible for teaching Kindergarten students Math, Reading, Science, and Social Science. She is also the Kindergarten team leader, which serves as the liaison between the leadership team and the grade level teachers.
Carter, Chequila	Teacher, K-12	Ms. Carter is responsible for teaching literacy to first grade students and serves as the team leader, which serves as the liaison between the leadership team and the grade level teachers.
Ambeau, Jasmin	Teacher, K-12	Dr. Ambeau provides services to the gifted students and teaches Speech and Debate to Middle School Students. She also serves as the 2nd grade team leader, which serves as the liaison between the leadership team and the grade level teachers.
Stanley, Travita	Teacher, K-12	Ms. Stanley is responsible for teaching Math and Science to third grade students and is the third grade team leader, which serves as the liaison between the leadership team and the grade level teachers.
Taylor, Aaron	Teacher, K-12	Mr. Taylor provides gifted services, teaches creative writing, and serves as the 4th grade team leader, which serves as the liaison between the leadership team and the grade level teachers.
Saunders, Dexter	Teacher, K-12	Mr. Saunders teaches Math and Science to our 5th grade students and serves as the 5th grade team leader, which serves as the liaison between the leadership team and the grade level teachers.

Name	Position Title	Job Duties and Responsibilities
Maloy, Angel	Teacher, K-12	Ms. Maloy teaches English Language Arts to 6th grade students and serves as the 6th grade team leader, which serves as the liaison between the leadership team and the grade level teachers.
Jackson, Panitra	Teacher, ESE	Ms. Jackson provides support facilitation to our middle grades ESE students, teaches intensive reading, and serves as the 7th grade team leader, which serves as the liaison between the leadership team and the grade level teachers.
Tucker, Jonathan	Teacher, K-12	Mr. Tucker teaches Science to the 8th grade students and serves as the 8th grade team leader, which serves as the liaison between the leadership team and the grade level teachers.
Parker, Alexis	Teacher, Career/ Technical	Ms. Parker teaches the career and technical education courses and serves as the Specials team leader, which serves as the liaison between the leadership team and the special area teachers.
Scavella, Jodye	Assistant Principal	<p>Serving in the capacity of governing agent, the assistant principal bears the responsibility of the overall operation of the MTSS/Rtl and the school. This position will share the existing commonalities for this team, and facilitate meetings and interactions that transpire. Roles also include: imparting the purpose and vision for accessing and using data-based decisionmaking, evaluate the MTSS/Rtl skills of school personnel, monitor and supervise the proper implementation of intervention as well as ensure that a meticulous record keeping system is in place, provide professional development to support MTSS/Rtl implementation, and maintain an open channel of communication with parents and stakeholders as it relates to school-based MTSS/Rtl functions, plans and projects.</p>
Taylor, Kysha	Assistant Principal	<p>Serving in the capacity of governing agent, the assistant principal bears the responsibility of the overall operation of the MTSS/Rtl and the school. This position will share the existing commonalities for this team, and facilitate meetings and interactions that transpire. Roles also include: imparting the purpose and vision for accessing and using data-based decisionmaking, evaluate the MTSS/Rtl skills of school personnel, monitor and supervise the proper implementation of intervention as well as ensure that a meticulous record</p>

Name	Position Title	Job Duties and Responsibilities
Simmons, Angela	School Counselor	<p>keeping system is in place, provide professional development to support MTSS/Rtl implementation, and maintain an open channel of communication with parents and stakeholders as it relates to school-based MTSS/Rtl functions, plans and projects.</p> <p>Ms. Simmons provides academic counseling to students and assists them with social development and wellbeing. She assists family with services through the Project Up Start program and ESE Services. The counselor supports the leadership team with day to day implementations.</p>

Demographic Information

Principal start date

Friday 7/1/2005, Julian Gibbs E

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Total number of teacher positions allocated to the school

39

Total number of students enrolled at the school

840

Identify the number of instructional staff who left the school during the 2020-21 school year.

0

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

4

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	10	81	84	88	95	129	94	103	81	0	0	0	0	765
Attendance below 90 percent	3	31	49	46	39	52	49	55	47	0	0	0	0	371
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	3	12	5	8	5	35	20	0	0	0	0	88
Course failure in Math	0	0	3	3	3	9	2	20	26	0	0	0	0	66
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	16	18	17	14	0	0	0	0	65
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	7	14	23	19	0	0	0	0	63
Number of students with a substantial reading deficiency	0	23	44	57	37	47	47	55	56	0	0	0	0	366

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	3	8	6	17	21	40	40	0	0	0	0	135

The number of students identified as retainees:

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

Date this data was collected or last updated

Monday 7/19/2021

2020-21 - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

2020-21 - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	91	97	96	122	139	110	114	91	0	0	0	0	0	860
Attendance below 90 percent	32	49	46	46	54	39	52	49	0	0	0	0	0	367
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	3	12	8	9	4	36	20	0	0	0	0	0	92
Course failure in Math	0	3	3	3	9	1	20	27	0	0	0	0	0	66
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	16	20	17	15	0	0	0	0	0	68
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	7	15	20	23	0	0	0	0	0	65

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	3	8	6	17	21	40	40	0	0	0	0	0	135

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				47%	63%	61%	54%	62%	60%
ELA Learning Gains				62%	61%	59%	56%	61%	57%
ELA Lowest 25th Percentile				65%	57%	54%	42%	57%	52%
Math Achievement				68%	67%	62%	73%	65%	61%

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
Math Learning Gains				66%	63%	59%	67%	61%	58%
Math Lowest 25th Percentile				53%	56%	52%	61%	55%	52%
Science Achievement				28%	56%	56%	40%	57%	57%
Social Studies Achievement					80%	78%		79%	77%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	41%	60%	-19%	58%	-17%
Cohort Comparison						
04	2021					
	2019	55%	64%	-9%	58%	-3%
Cohort Comparison		-41%				
05	2021					
	2019	44%	60%	-16%	56%	-12%
Cohort Comparison		-55%				
06	2021					
	2019					
Cohort Comparison		-44%				
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	62%	67%	-5%	62%	0%
Cohort Comparison						
04	2021					
	2019	77%	69%	8%	64%	13%
Cohort Comparison		-62%				
05	2021					
	2019	59%	65%	-6%	60%	-1%
Cohort Comparison		-77%				
06	2021					
	2019					
Cohort Comparison		-59%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	24%	53%	-29%	53%	-29%
Cohort Comparison						
08	2021					
	2019					
Cohort Comparison		-24%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

iReady data AP1, AP2, AP3 and Science Mid-Year Assessment.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	33.90	44.1	51.7
	Economically Disadvantaged	33.9	42.9	52.6
	Students With Disabilities	0	0	0
	English Language Learners	14.3	0	16.7
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	31.5	31.6	45.0
	Economically Disadvantaged	33.3	43.9	27.9
	Students With Disabilities	0	0	0
	English Language Learners	20.0	0	16.7

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	34.7	30.6	37.8
	Economically Disadvantaged	33.8	29.6	37.0
	Students With Disabilities	30	20	30
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	29.0	24.2	23.3
	Economically Disadvantaged	27.9	23.1	22.2
	Students With Disabilities	44.4	12.5	9.1
	English Language Learners	0	0	0
	Grade 3			
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	33.0	50.5	56.4
	Economically Disadvantaged	33.7	50.5	55.7
	Students With Disabilities	0	25	25
	English Language Learners	0	0	16.7
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	16.1	34.4	37.9
	Economically Disadvantaged	16.1	34.4	38.2
	Students With Disabilities	0	0	0
	English Language Learners	0	0	12.5

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	26.3	39.3	42.9
	Economically Disadvantaged	26.2	36.6	41.6
	Students With Disabilities	0	0	0
	English Language Learners	14.3	13.6	13.6
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	13.0	35.8	50.0
	Economically Disadvantaged	11.3	32.7	48.0
	Students With Disabilities	0	18.2	28.6
	English Language Learners	0	0	0
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	39.2	34.9	46.3
	Economically Disadvantaged	37.7	33.3	44.9
	Students With Disabilities	8.3	0	16.7
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	22.5	31.9	49.4
	Economically Disadvantaged	20.3	31.4	48.1
	Students With Disabilities	0	0	36.4
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	7.0	0
	Economically Disadvantaged	0	6.0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	28.2	27.9	41.5
	Economically Disadvantaged	25.3	28.4	39.7
	Students With Disabilities	4.8	9.1	20
	English Language Learners	16.7	14.3	12.5
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	25.8	34.1	46.2
	Economically Disadvantaged	26.2	33.8	43.8
	Students With Disabilities	5.9	4.5	14.3
	English Language Learners	28.6	14.3	28.6
	Number/% Proficiency	Fall	Winter	Spring
Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	35.1	18.8	22.4
	Economically Disadvantaged	33.3	18.8	22.2
	Students With Disabilities	10.0	27.3	11.1
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	11.3	18.6	30.4
	Economically Disadvantaged	12.1	18.5	30.8
	Students With Disabilities	0	10.0	11.1
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	0	31.0	0
	Economically Disadvantaged	0	32.0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	8.0	0
	Number/% Proficiency	Fall	Winter	Spring

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	10	24	34	9	20	26		9			
ELL	39	49	58	33	13	23	17	46			
BLK	35	35	29	26	18	31	20	39			
HSP	38	44	58	29	13	20	13	27			
FRL	35	37	39	26	17	28	19	38			
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	13	52	58	29	68	72	25				
ELL	56	76	70	78	63		12				
BLK	47	62	63	69	68	59	27				
HSP	50	58	70	63	52	36	36				
FRL	46	61	67	68	67	57	29				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	9	32	31	26	52	47					
ELL	53	46	36	77	74						
BLK	53	55	41	73	66	58	37				
HSP	63	62		73	71		60				
FRL	54	56	43	73	66	60	39				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	31
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	39
Total Points Earned for the Federal Index	278
Total Components for the Federal Index	9
Percent Tested	97%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	17
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	35
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	30
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	31
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	31
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

2019 data findings:

The school to district comparison, the 2019 data map shows an increase in the Achievement gap widening from 3rd to 5th grade in Math.

ELA Subgroups Learning gains increased for SWD, Black and ELL by at least 7 percentage points. ELA Subgroups Achievement for SWD and ELL increased by at least 3 percentage points. The other subgroups decreased by at least 10 percentage points.

ELA Learning Gains L25 increased 23 percentage points.

All Math Subgroups overall Learning Gains increased by at least 1 percentage point except for ELL decreased 11 percentage points.

Science Subgroups Achievement levels decreased by at least 10 percentage points.

2021 data findings:

In ELA all grade levels improved from the Fall progress monitoring assessment to the Spring monitoring assessment by at least 2 percentage points except in 7th grade, which regressed by 12.7 percentage points.

In Math all grade levels improved from the Fall progress monitoring assessment to the Spring monitoring assessment by at least 2 percentage points except in 2nd grade, which regressed by 5.7 percentage points. However, the 2021 FSA data did not reflect the trends above and showed a regression in proficiency across all content areas; ELA regressed 12 percentage points, Math regressed 45 percentage points, and Science regressed 9 percentage points from the 2019 to 2021 FSA administration.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

2019 data findings:

The majority of our Science Subgroups Achievement decreased by at least 10 percentage points. Students with Free and Reduced lunch decreased by 10 percentage points, black students decreased by 10 percentage points and Hispanic students decreased by 24 percentage points.

2021 data findings:

One of the areas demonstrating greatest need are Kindergarten ESE students who demonstrated a significant regression in reading from Fall 66.7% to Spring 33.3%. In addition, the percent proficient of students on the 2021 ELA FSA decreased 12 percentage points from the 2019 administration. The percent proficient in 2021 was 34% in comparison to 46% in 2019.

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

For the last 3 years, we have been focused on implementing standards-based instruction in all classrooms. We will continue to support this while incorporating data-driven instruction to help meet the needs of our black, Hispanic, and free and reduced lunch subgroups. We will also develop teachers using strategies that focus on scaffolding and intervention for lower performing students to help them access grade level content. We will be strategic with aligning resources and include OPM in our data chats.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

ELA Learning Gains increased for SWD, Black, FRL and ELL students. SWD from 32 percentage points in 2018 to 52 percentage points on the 2019 FSA. Black from 55 percentage points in 2018 to 62 percentage points on the 2019 FSA. FRL from 56 percentage points in 2018 to 61 percentage points on the 2019 FSA. ELL from 46 percentage points in 2018 to 76 percentage points on the 2019 FSA. In 2021, all students in ELA showed a growth of at least 7 percentage points, except 7th grade, when comparing i-Ready AP1 to AP3 data.

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

We created a collaborative planning schedule that allotted time to plan for DI. Administrators will attend collaborative planning sessions and contribute to conversations with individual departments to carefully align resources.

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

Data-driven Instruction, Differentiated Instruction, Extended Learning Opportunities, Standards-Based Collaborative Planning, Interventions- RTI, and Ongoing attendance monitoring.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The PLST will develop whole group sessions and job-embedded sessions on using data to drive instruction (September/21), Aligning resources to small group instruction (October/21), Tackling OPM data (November/December/21), adjusting as data becomes available (2/22) and continuous data chats with individualized feedback and next steps (ongoing). Coaching cycles will also be implemented individually with teachers to support specific needs (ongoing).

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

Collaborative planning will be scheduled and a member of the Leadership Team will attend to ensure fidelity to the strategies being implemented school-wide that are aligned to the goals. Extended Learning opportunities will be provided with tutoring and interventions such as Saturday Academies, special camps and STEM-based clubs.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale: Based on the data review, our school will implement the Targeted Element of Standards-aligned instruction. We selected the overarching area of Standards-aligned instruction based on our findings that demonstrated the greatest regression in Math FSA achievement. In 2019, 66% of the students were proficient in comparison to 25% in 2021. Therefore, regressing 41 percentage points. As a result, we must improve our ability to align our instruction to the state standards. We will provide the scaffolding necessary for the all students to access grade-level content in order to move towards proficiency.

Measurable Outcome: If we successfully implement Standards-aligned instruction, then our students will increase proficiency by a minimum of 15 percentage points as evidenced by the 2022 Florida State Assessments. Students will demonstrate mastery of lesson objectives through their work samples, end products, formative and summative assessments. Teachers will deliver planned lessons to guide students through the demands of the identified standards and learning targets.

Monitoring: The Leadership Team will conduct quarterly data chats, assist teachers with identifying standards in need for improvement, continue to follow-up with regular walkthroughs and instructional rounds to ensure quality instruction is taking place. Administrators will review bi-weekly lesson plans for indication of standards-aligned instruction. Data Analysis of formative assessments will be reviewed monthly to observe progress.

Person responsible for monitoring outcome: Julian Gibbs (pr4491@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Standards-aligned instruction, our school will focus on the evidence-based strategy of: Standards-aligned Instruction. This will assist in accelerating learning for all of our subgroups(Black, English Language Learners, Students with Disabilities, and Low Socio-Economic students). As it is an approach to instruction to meet the complexity level of the standards. Standards-aligned instruction will be monitored through lesson plans, walk-throughs, and district assessments.

Rationale for Evidence-based Strategy: Standards-aligned Instruction will ensure that teachers are using relevant instructional resources and curriculum to plan lessons that are aligned to state standards. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

Action Steps to Implement

9/15/21 Grade level team leaders will identify specific B.E.S.T standards to plan for monthly meetings. As a result team leaders will create a calendar with monthly meeting scheduled.

Person Responsible Julian Gibbs (pr4491@dadeschools.net)

9/15/21-10/11/21 Grade level teams will meet on a monthly basis to share best practices related to the new BEST standards. As a result, teachers will develop classroom lessons aligned to the new B.E.S.T standards .

Person Responsible Julian Gibbs (pr4491@dadeschools.net)

9/15/21 - 10/11/21 Content area teachers will meet, on a quarterly basis, to engage in vertical planning and review of standards progression. As a result, teachers will develop classroom lessons aligned to the standards progression of B.E.S.T. standards.

Person Responsible Julian Gibbs (pr4491@dadeschools.net)

8/30/21-10/11/21 Teachers will engage in quarterly data chats with the administrative team. As a result, teachers will plan for interventions and reteaching of standards in need of improvement.

Person Responsible Julian Gibbs (pr4491@dadeschools.net)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Based on the data review, our school will specifically target ELA since less than 50% of the students were proficient on the 2021 FSA. On the 2021 FSA, 66% of the students were below proficiency levels of 3-5. In addition, students in K-3, by the Spring administration of iReady diagnostic, were more than 50 percent proficient for the exception of 2nd grade which was below at 37.8%.

Measurable Outcome: If we successfully implement the new ELA B.E.S.T. Standards and align instruction to standards then our students will increase proficiency by a minimum of 5 percentage points as evidenced by the 2022 State Assessments. Students will demonstrate mastery of lesson objectives through their work samples, end products, formative and summative assessments.

Teachers will deliver planned lessons to guide students through the demands of the identified standards and learning targets.

Monitoring: The Leadership Team will conduct quarterly data chats, assist teachers with identifying relevant professional development, continue to follow-up with regular walkthroughs and instructional rounds to ensure quality instruction is taking place.

Person responsible for monitoring outcome: Julian Gibbs (pr4491@dadeschools.net)

Evidence-based Strategy: Our school will focus on the implementation of ELA B.E.S.T standards to align instruction accordingly. This will assist in accelerating learning for all of our subgroups. Successful implementation of the ELA B.E.S.T. standards will be monitored through lesson plans, walk-throughs, and progress monitoring assessments embedded in the ELA curriculum.

Rationale for Evidence-based Strategy: ELA B.E.S.T. standards will ensure that teachers are using relevant instructional resources and curriculum to plan lessons that are aligned to state standards. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

Action Steps to Implement

8/30/21 - 10/11/21 Teachers will engage in ongoing professional development regarding the new ELA B.E.S.T. standards and curriculum resources. As a result teachers will plan lessons that align to ELA B.E.S.T. standards.

Person Responsible Julian Gibbs (pr4491@dadeschools.net)

8/30/21 - 10/11/21 Teachers will administer district and progress monitoring assessments (i.e. baseline assessment (secondary), progress monitoring curriculum embedded assessments, and iReady Diagnostic Assessments) to monitor progress. As a result, teachers will engage in data chats with students and the administrative team.

Person Responsible Jessica Fortich (jfortich@dadeschools.net)

8/30/21 - 10/11/21 Teachers will disaggregate district assessment data and make instructional adjustments as needed. As a result, teachers will differentiate instruction as driven by the data.

Person Responsible Julian Gibbs (pr4491@dadeschools.net)

8/30/21 - 10/11/21 Teachers will share information of ELA B.E.S.T standards professional development in monthly grade level team meetings. As a result, teachers will be able to plan lessons aligned to the ELA B.E.S.T standards.

Person Responsible Julian Gibbs (pr4491@dadeschools.net)

#3. Leadership specifically relating to Walkthroughs

Area of Focus Description and Rationale: Based on qualitative data from the School Climate survey and the SIP survey and review of the Core Leadership Competencies, we want to use the Targeted Element of Walkthroughs. Teachers in the building felt they needed more feedback through targeted walkthroughs. Therefore we want to develop a routine to increase the amount of walkthroughs with the intention of providing feedback regarding student achievements and outcomes.

Measurable Outcome: If we successfully implement the Targeted Element of walkthroughs, our teachers will be provided with qualitative feedback to increase student achievement. This will be realized through teachers participating in administrative chats and leadership team meetings. The frequency of monthly walkthroughs will increase by 10 percentage points.

Monitoring: The Leadership Team will create a calendar of monthly walkthroughs to be completed together. Teachers will then engage in administrative chats and leadership team meetings to share feedback and make adjustments to instruction as needed. This initiative will be evident through walkthrough logs and teacher feedback on the SIP Climate survey. To ensure we are on the right track, teachers who receive feedback will share the knowledge they have and implemented during faculty meetings.

Person responsible for monitoring outcome: Julian Gibbs (pr4491@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of walkthroughs, we will focus on the evidence-based strategy of: Managing Data Systems & Processes. This strategy involves setting expectations and practices around the ongoing examination of data to evaluate the effectiveness of instruction to improve student outcomes. Some strategies to improve Managing Data Systems and Processes include monthly walkthroughs and meetings with stakeholders to review data and provide feedback.

Rationale for Evidence-based Strategy: By increasing the frequency of our walkthroughs, teachers will receive qualitative feedback to increase student achievement. Teachers will also be able to analyze data with the administrative team and make adjustments to instruction as needed.

Action Steps to Implement

9/15/21 The Administrative team will strategically create a monthly map assignment of walkthroughs.

Person Responsible Julian Gibbs (pr4491@dadeschools.net)

9/15/21 - 10/11/21 Administration will conduct monthly walk throughs to monitor B.E.S.T standards instructional alignment and use of district adopted resources and curriculum. As a result, teachers will be receive feedback.

Person Responsible Julian Gibbs (pr4491@dadeschools.net)

9/15/21 - 10/11/21 The administrative team will meet to debrief monthly walk-throughs. As a result, the administrative team will be able to make strategic decisions and identify teachers needing support.

Person Responsible Julian Gibbs (pr4491@dadeschools.net)

9/15/21 - 10/11/21 The administrative team will meet with teachers to provide feedback on highlights and areas in need of improvement as observed during the monthly walk-throughs.

Person Responsible Julian Gibbs (pr4491@dadeschools.net)

#4. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale: Based on the data review, our school will implement the Targeted Element of Student Attendance. Through our data review, we noticed the students who struggle with daily attendance are also the students who are not meeting expectations for learning gains as well as proficiency. In addition, many of our L25 students have had reoccurring attendance issues. We recognize the need to tailor our attendance initiatives and improve in making connections with families and the community to ensure attendance is consistently high.

Measurable Outcome: If we successfully implement the Targeted Element of Student Attendance, our students will receive quality instruction that will contribute to improved student outcomes. With consistent student incentives, our attendance will increase 10 percentage points by June 2022.

Monitoring: The Leadership Team will work to connect with families who struggle with attendance and identify the root cause for absences and create a plan of action to ensure students are able to be present daily. The Leadership Team will reward and encourage attendance efforts. We will plan regular student incentives to promote consistent student attendance. Teachers will monitor their daily attendance and submit corrections as needed. To ensure we are meeting the outcome above, this data will be discussed during data chats with teachers and students and parental contact will be made when necessary.

Person responsible for monitoring outcome: Julian Gibbs (pr4491@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Student Attendance, our school will focus on the evidence-based strategy of: Attendance Initiatives. Attendance Initiatives will assist in narrowing the absence gap amongst our students. Student absences will be monitored on a weekly basis to prevent a pattern of excessive absences.

Rationale for Evidence-based Strategy: Attendance Initiatives will assist in decreasing the number of student absences. The initiatives will provide the Leadership Team with a systematic approach to identify attendance issues, remediation, and rewards.

Action Steps to Implement

8/30/21 - 10/11/21 The top three homerooms showing the most improved attendance each quarter will be recognized with an incentive reward (i.e., doughnut party, ice cream party, movie party). As a result, student attendance will show improvement.

Person Responsible Julian Gibbs (pr4491@dadeschools.net)

8/30/21 - 10/11/21 Students with perfect attendance will receive an incentive reward (doughnut party, ice cream party, 30 minutes play time in the Wii Lab, etc.) at the end of each quarter. As a result, students will be motivated to attend school and maintain good attendance.

Person Responsible Julian Gibbs (pr4491@dadeschools.net)

8/30/21 - 10/11/21 Students with 5 or more consecutive absences will be identified for attendance intervention and parent communication. As a result, students will receive support and resources to ensure they are in school.

Person Responsible Julian Gibbs (pr4491@dadeschools.net)

8/30/21 - 10/11/21 Classes with perfect attendance for the week will receive a shout out on Friday afternoons announcements.

Person Responsible Julian Gibbs (pr4491@dadeschools.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

The school will focus on violent incidents by increasing hallway supervision, having the counselors push in to classrooms with Social Emotional Learning lessons, and identifying students in need of behavior intervention. As a result, the school violent incidents will go from 7 incidents to 3 incidents. The administrative team will use MTSS data from Power Bi to monitor the progress of student behavior.

Part IV: Positive Culture & Environment

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

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

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

Our strengths within School Culture are in Relationships, Physical & Emotional Safety and Support, Care, and Connections. Our school creates experiences throughout the year to engage with parents and families and ensures they have necessary information to support their children. We provide opportunities for both staff and students to provide ongoing feedback and suggestions to school leaders and we schedule informal conferences with staff and students to garner information about their educational/professional experience at our school. We continue to build our skill-set in ensuring our classrooms are highly engaging and foster the highest level of engagement and learning.

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

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principals, Instructional Coaches, Teacher Leaders and Counselors (our School Leadership Team). The Principal's role is to monitor and oversee all the school's initiatives and respond to concerns with morale by planning Team-building and morale boosting activities. The Assistant Principals will monitor the mentorship

programs and assist in ensuring all information is shared with stakeholders in a timely manner. Teacher leaders and instructional coaches assist in providing and responding to feedback from stakeholders. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families.