

Miami-Dade County Public Schools

Carrie P. Meek/Westview K 8 Center



2021-22 Schoolwide Improvement Plan

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Carrie P. Meek/Westview K 8 Center

2101 NW 127TH ST, Miami, FL 33167

<http://stingerterritory.dadeschools.net/>**Demographics****Principal: Tommy Richardson A**

Start Date for this Principal: 7/1/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
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: C (51%) 2017-18: C (49%) 2016-17: C (51%)
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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<http://stingerterritory.dadeschools.net/>

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-8	Yes	94%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	100%

School Grades History

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

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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.

The mission of Carrie P. Meek/Westview K-8 Center is to collaborate with parents, teachers, faculty, students, and the community to provide an atmosphere conducive to the facilitation of learning in a safe environment. To focus our resources to equip students with skills and character that will serve as building blocks to become effective leaders and to educate every student with respect; maximizing their strengths and working collaboratively to overcome their challenges. We are committed to moving forward and as Henry Ford stated, "If everyone is moving forward together, then success takes care of itself."

Provide the school's vision statement.

The vision of Carrie P. Meek/Westview K-8 Center is to create an environment where all students and parents are valued and respected by every staff member. We envision a school where educational leaders foster a healthy relationship between the school and the home. A place where everyone is working collaboratively to set high standards for our students and to guide them on a path towards success. We seek to provide innovative programs to enhance and strengthen our curriculum and to promote the skills needed by the 21st century learner.

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
Woods, Marchel	Principal	<p>As the Principal:</p> <ul style="list-style-type: none"> - Sets performance objectives for all stakeholders (teachers, students, parents...etc) - Monitors and implements all academic protocols and focuses on increased student achievement gains for continuous school improvement -Identifies school level objectives each year and develops a plan for their attainment -Monitors and implements all cultural protocols and identifies ways to develop an action plan to enhance staff and student morale -Monitors and implements school policies and safety protocols which focuses on increased student achievement gains for continuous school improvement -Identifies school level objectives each year and develops a plan for their attainment -Works collaboratively with the Educational Excellence School Advisory Councils (EESAC) to identify school wide needs and implements plans to meet identified needs which support the School Improvement process -Arranges and conducts in-service activities and meetings • Responsible for the implementation and the determination of the effects of the individualized professional development plan for all instructional personnel that is linked to improved student performance
	Assistant Principal	<p>As the Assistant Principal:</p> <ul style="list-style-type: none"> - Assist the principal in setting performance objectives for all stakeholders (teachers, students, parents...etc) - Monitors and implements all academic and cultural protocols - Monitors and implements school policies and safety protocols -Monitors and implements school policies and safety protocols which focuses on increased student achievement gains for continuous school improvement -Assist the principal in Identifying school level objectives each year and develops a plan for their attainment -Works collaboratively with the Educational Excellence School Advisory Councils (EESAC) to identify school wide needs and implements plans to meet identified needs which support the School Improvement process -Arranges and conducts in-service activities and meetings • Assist the Principal with the implementation and the determination of the effects of the individualized professional development plan for all instructional personnel that is linked to improved student performance
Herring, Wanda	Teacher, ESE	<p>As the ESE Program Coordinator:</p> <ul style="list-style-type: none"> -Monitor and ensure instruction is provided for Exceptional Student Education (ESE). -Ensure school policies and regulations are followed at all times for ESE

Name	Position Title	Job Duties and Responsibilities
		<p>students.</p> <p>-Maintain a healthy and supportive environment for all ESE students.</p>
Jones, Redina	Teacher, K-12	<p>As the School Assessment Coordinator:</p> <ul style="list-style-type: none"> - Coordinates all school-wide assessments and monitors school-wide data and it's completion - Facilitates policies and procedures as well as schedules
Louis, Ingrid	Instructional Coach	<p>As the Reading Instructional Coach:</p> <ul style="list-style-type: none"> -Build teachers capacity (Coaching support and cycles) -Provide consistently collaborative planning with teachers -Provide professional development and/or trainings that enables teachers to think reflectively about improve student learning and implementing various instructional programs and practices -Serves as a liaison between the teachers and administrators
Smith, Artavia	Teacher, K-12	<p>As the Teacher Leader:</p> <ul style="list-style-type: none"> -Teach students based on Florida Standards and BEST -Plan, prepare and deliver lessons in Whole Group, DI and Intervention -Encourage student participation in lessons and in other school-related activities -Adapt teaching methods and materials to meet the interests and learning styles of students -Create, assign and grade various assessments for students, including tests, quizzes, essays and projects
Murillo, Jennifer	Teacher, ESE	<p>As the Teacher Leader:</p> <ul style="list-style-type: none"> -Teach students based on Florida Standards and BEST -Plan, prepare and deliver lessons in Whole Group, DI and Intervention -Encourage student participation in lessons and in other school-related activities -Adapting teaching methods and materials to meet the interests and learning styles of students -Creating, assigning and grading various assessments for students, including tests, quizzes, essays and projects
Alexandre, Alexandra	Math Coach	<p>As the Math Instructional Coach:</p> <ul style="list-style-type: none"> -Build teacher capacity (Coaching support and cycles) -Lead collaborative planning for teachers -Provide professional development and/or trainings that enables teachers to think reflectively about improve student learning and implementing various instructional programs and practices -Serves as a liaison between the teachers and administrators

Name	Position Title	Job Duties and Responsibilities
Barnes, LaToya	Science Coach	<p>As the Science Instructional Coach:</p> <ul style="list-style-type: none"> -Build teachers capacity (Coaching support and cycles) -Provide consistently collaborative planning with teachers -Provide professional development and/or trainings that enables teachers to think reflectively about improve student learning and implementing various instructional programs and practices -Serves as a liaison between the teachers and administrators

Demographic Information

Principal start date

Saturday 7/1/2017, Tommy Richardson A

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.*

6

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.*

34

Total number of teacher positions allocated to the school

23

Total number of students enrolled at the school

547

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.

0

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	35	63	53	57	54	63	65	64	52	0	0	0	0	506	
Attendance below 90 percent	11	23	14	12	15	23	17	28	19	0	0	0	0	162	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	1	7	19	8	16	3	1	1	0	0	0	0	56	
Course failure in Math	0	2	4	2	6	13	2	4	0	0	0	0	0	33	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	2	6	11	18	15	0	0	0	0	52	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	2	6	11	15	12	0	0	0	0	46	
Number of students with a substantial reading deficiency	0	17	21	47	27	25	37	49	28	0	0	0	0	251	

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	2	5	12	7	18	10	20	11	0	0	0	0	85	

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	2	3	8	2	0	0	0	0	0	0	0	0	15	
Students retained two or more times	0	1	1	0	3	2	1	0	0	0	0	0	0	8	

Date this data was collected or last updated

Wednesday 7/21/2021

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	67	58	59	72	71	69	76	62	72	0	0	0	0	606	
Attendance below 90 percent	21	13	13	15	25	17	28	20	31	0	0	0	0	183	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	5	16	12	18	2	1	1	3	0	0	0	0	58	
Course failure in Math	0	3	5	4	15	2	4	0	0	0	0	0	0	33	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	8	11	19	15	22	0	0	0	0	75	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	8	10	16	12	20	0	0	0	0	66	

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	4	8	12	20	9	21	11	21	0	0	0	0	106	

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	2	3	8	2	0	0	0	0	0	0	0	0	15	
Students retained two or more times	0	1	1	1	4	1	0	0	2	0	0	0	0	10	

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				40%	63%	61%	33%	62%	60%
ELA Learning Gains				47%	61%	59%	45%	61%	57%
ELA Lowest 25th Percentile				41%	57%	54%	45%	57%	52%
Math Achievement				47%	67%	62%	41%	65%	61%

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
Math Learning Gains				52%	63%	59%	40%	61%	58%
Math Lowest 25th Percentile				46%	56%	52%	36%	55%	52%
Science Achievement				36%	56%	56%	41%	57%	57%
Social Studies Achievement				68%	80%	78%	80%	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	34%	64%	-30%	58%	-24%
Cohort Comparison		-41%				
05	2021					
	2019	35%	60%	-25%	56%	-21%
Cohort Comparison		-34%				
06	2021					
	2019	33%	58%	-25%	54%	-21%
Cohort Comparison		-35%				
07	2021					
	2019	24%	56%	-32%	52%	-28%
Cohort Comparison		-33%				
08	2021					
	2019	34%	60%	-26%	56%	-22%
Cohort Comparison		-24%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	50%	67%	-17%	62%	-12%
Cohort Comparison						
04	2021					
	2019	48%	69%	-21%	64%	-16%
Cohort Comparison		-50%				
05	2021					
	2019	32%	65%	-33%	60%	-28%
Cohort Comparison		-48%				
06	2021					
	2019	40%	58%	-18%	55%	-15%
Cohort Comparison		-32%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2021					
	2019	35%	53%	-18%	54%	-19%
Cohort Comparison		-40%				
08	2021					
	2019	29%	40%	-11%	46%	-17%
Cohort Comparison		-35%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	33%	53%	-20%	53%	-20%
Cohort Comparison						
08	2021					
	2019	28%	43%	-15%	48%	-20%
Cohort Comparison		-33%				

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	67%	73%	-6%	71%	-4%
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	83%	63%	20%	61%	22%

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.

I-Ready: AP1 (Fall), AP2 (Winter), AP3 (Spring)

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	35.6%	37.8%	57.8%
	Economically Disadvantaged	34.9%	37.2%	58.1%
	Students With Disabilities			20.0%
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	29.5%	46.7%	73.3%
	Economically Disadvantaged	31.0%	48.8%	76.7%
	Students With Disabilities		20%	60%
	English Language Learners			

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	25.0%	34.0%	30.4%
	Economically Disadvantaged	25.0%	34.0%	30.4%
	Students With Disabilities	14.3%	12.5%	12.5%
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	14.6%	21.3%	34.8%
	Economically Disadvantaged	14.6%	21.3%	34.8%
	Students With Disabilities		12.5%	
	English Language Learners			
Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	28.8%	44.1%	42.1%
	Economically Disadvantaged	27.6%	44.8%	42.9%
	Students With Disabilities	23.8%	9.5%	10.5%
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	7.4%	30.5%	29.8%
	Economically Disadvantaged	7.4%	31%	30.4%
	Students With Disabilities		4.8%	
	English Language Learners			

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	26.8%	24.1%	25.9%
	Economically Disadvantaged	24.5%	23.6%	25.5%
	Students With Disabilities	11.1%	10%	15%
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	16.4%	22.4%	41.4%
	Economically Disadvantaged	13.5%	18.2%	40%
	Students With Disabilities	20%	20%	20%
	English Language Learners			
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	21.1%	22.4%	31.6%
	Economically Disadvantaged	21.8%	21.4%	30.9%
	Students With Disabilities	11.8%	5.9%	5.9%
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	12.7%	19.3%	27.8%
	Economically Disadvantaged	11.3%	18.2%	26.9%
	Students With Disabilities			11.8%
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students		16%	
	Economically Disadvantaged		17%	
	Students With Disabilities		0%	
	English Language Learners			

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	14.5%	17.9%	20.8%
	Economically Disadvantaged	14.5%	17.9%	20.8%
	Students With Disabilities	7.1%	13.3%	14.3%
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	13.7%	18.9%	24%
	Economically Disadvantaged	13.7%	18.9%	24%
	Students With Disabilities			
	English Language Learners	14.3%		14.3%
Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	48.6%	33.3%	50%
	Economically Disadvantaged	48.6%	30.3%	48.1%
	Students With Disabilities		14.3%	
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	33.3%	45.7%	36.7%
	Economically Disadvantaged	36.1%	46.9%	33.3%
	Students With Disabilities		16.7%	20%
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students		58.3%	
	Economically Disadvantaged		60%	
	Students With Disabilities		40%	
	English Language Learners		0%	

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	31.5%	40.4%	46.3%
	Economically Disadvantaged	33.3%	42.6%	49%
	Students With Disabilities		7.1%	13.3%
	English Language Learners		16.7%	20%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	22.6%	32.1%	31.4%
	Economically Disadvantaged	23.5%	34%	33.3%
	Students With Disabilities	15.4%	14.3%	15.4%
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students		33%	
	Economically Disadvantaged		31%	
	Students With Disabilities		33%	
	English Language Learners		17%	

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	34	42	38	39	37	27	33				
ELL	33	43	33	31	24		33				
BLK	34	33	36	26	21	34	34	47	53		
HSP	42	35	23	38	25		52				
FRL	35	33	33	28	21	29	38	45	48		
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	34	43	39	37	50	47	27	50			
ELL	41	45	31	50	67	58	36	71			
BLK	37	46	38	45	50	41	33	62	85		
HSP	50	53	56	59	63	63	56	88			
FRL	40	48	41	48	53	47	37	67	81		

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	18	34	34	22	28	21	19				
ELL	30	45	46	40	36	37	25				
BLK	32	46	48	41	39	34	40	80	76		
HSP	37	44	36	42	44		45				
FRL	33	45	44	41	40	36	40	81	75		

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	36
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	359
Total Components for the Federal Index	10
Percent Tested	92%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
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	34
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	35
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	38
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	35
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?

In comparing the 2018-2019 FSA Data to the 2019-2020 FSA Data, the following data revealed:

The ELA proficient students increased proficiency levels by at least 5 percentage points in each subgroup. In terms of mathematics, the overall learning gains increased in all subgroups. In addition, there was a decrease in the L25 learning gains in ELA within the Black, ELL and Free and Reduced Lunch (FRL) student population. With regards to our Science Achievement levels, our Black and Free and Reduced Lunch students showed decreased levels by at least 3 percentage points.

In comparing the 2019-2020 FSA data to the 2020-2021 FSA data, the following data revealed:

The ELA data decreased by at least 4 percentage points across all areas. ELA proficiency decreased 4 percentage points, ELA learning gains decreased 14 percentage points, and ELA L25s decreased 7 percentage points. In addition, the Math data decreased by at least 15 percentage points across all areas. Math proficiency decreased 14 percentage points, Math learning gains decreased 30 percentage points, and Math L25s decreased 15 percentage points.

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

In comparing the 2018-2019 FSA Data to the 2019-2020 FSA Data, the following data revealed:

In the ELA L25 Subgroup, Students with Free and Reduced lunch decreased by 3 percentage points, Black students decreased by 10 percentage points and ELL students decreased by 15 percentage points.

In comparing the progress monitoring data from the 2020-2021 Winter and Spring administration in ELA increased in all grade levels with the exception 3rd grade. The progress monitoring data in math from the 2020-2021 Winter and Spring administration decreased in 3 different grade levels (3rd, 7th, and 8th grade). Our greatest need for improvement according to the data is in the area of middle school mathematics.

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 three years, we have focused on implementing Florida standards-based instruction in all classrooms. We will continue to focus on this while incorporating student engagement and data-driven instruction to help meet the needs of our L25 subgroups. Additionally, teachers will include using strategies that focus on scaffolding instruction and provide effective interventions for lower performing students to help them access grade level content. We will also be strategic with aligning resources to the curriculum and closely monitor student OPM data.

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

In comparing the 2018-2019 FSA Data to the 2019-2020 FSA Data, the following data revealed:

ELA Achievement increased from 33 percentage points in 2018 to 40 percentage points on the 2019 FSA.

Math Learning Gains increased from 40 percentage points in 2018 to 52 percentage points on the

2019 FSA.

In comparing the 2020-2021 progress monitoring data from the Winter to Spring administration in ELA, the greatest area of improvement came in the 7th grade as there was a 17 percentage point increase in proficiency. In Math, the greatest area of improvement came in the 4th grade as there was an 18 percentage point increase from the 2020-2021 Winter to Spring administration.

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

Administrators and teachers attended weekly collaborative planning sessions lead by instructional coaches which focused on DI Planning and Data Driven Instruction. Instructional coaches and teachers developed Instructional Focus Calendars to keep with recommended lesson pacing and aligned lesson content to target students' deficiencies.

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

The strategies that will be implemented to accelerate learning include data-driven instruction, differentiated instruction, extended learning opportunities, standards-based collaborative planning, and interventions.

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.

Professional development opportunities that will be provided at the school to support teachers and leaders will focus on data driven instruction, ongoing progress monitoring and differentiated instruction. In addition, targeted coaching cycles will be provided to meet the individual needs of our teachers to improve instructional planning and lesson delivery.

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 weekly and members from the SWD and ELL teams will attend. Extended learning opportunities will include after school tutoring and Saturday Academy as well as push-in and pull out services provided by ESE Support Facilitators and interventionist to remediate deficient standards.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale: Based on the data review, our school will implement the targeted element of student engagement. We selected the overarching area of student engagement based on our findings that demonstrated that Math proficiency decreased from 47% in 2019 to 28% in 2021; Math learning gains decreased from 52% in 2019 to 22% in 2021 and Math L25 decreased from 46% in 2019 to 31% in 2021 on the FSA. Instructional delivery and student engagement will help our faculty address our student learning needs.

Measurable Outcome: If we successfully implement engagement strategies daily, then 48% of our L25 students in math will make learning gains and 40% of our math students will make learning gains on the 2022 state assessment.

Monitoring: Administration will conduct classroom walkthroughs to observe how teachers implement instructional strategies (collaboration, cooperative learning groups, and scaffolding) that engage their learners in authentic learning.

Person responsible for monitoring outcome: Marchel Woods (mdwoods@dadeschools.net)

Evidence-based Strategy: Within the targeted element of student engagement, our school will focus on the evidence-based strategy of collaboration. Students will be engaged through collaboration via dialogue, cooperative learning groups, project based learning, etc... Collaboration will also provide an avenue for self-monitoring. When students understand the expectations and the next steps for progress, they will become more engaged in the school work and increase student achievement.

Rationale for Evidence-based Strategy: Collaboration will provide students with opportunity for self-reflection. Collaboration will ensure that students are having meaningful conversation that promote higher level critical thinking skills and improved student academic performance.

Action Steps to Implement

During weekly collaborative planning sessions, the coaches will assist teachers in planning lessons using strategies that promote student engagement. If needed, coaches will work with their respective Curriculum Support Specialists and attend coach collaboratories to assist them with identifying specific strategies that can be utilized to help teachers.

Person Responsible Michael Rivera (254847@dadeschools.net)

Administration will attend collaborative planning sessions to monitor how the engagement strategies will be implemented during instructional delivery and conduct classroom walkthroughs to observe the implementation of collaborative strategies discussed during common planning that promotes student engagement.

Person Responsible Marchel Woods (mdwoods@dadeschools.net)

Teachers will attend professional development opportunities to help them build their engagement skills and strategies. These skills and strategies will help students increase their attention and focus, motivate them to practice higher-level critical thinking skills, and promote meaningful learning experiences.

Person Responsible Marchel Woods (mdwoods@dadeschools.net)

During weekly Leadership Team Meetings, administration will share findings of classroom walkthroughs with the team by evaluating product reviews (i.e. project base assignments, Class Assignments, and etc...) and identify teachers in need of a additional support with student engagement strategies.

Person Responsible Michael Rivera (254847@dadeschools.net)

Administration will purchase additional resources to support engagement strategies in the classrooms.

Person Responsible Marchel Woods (mdwoods@dadeschools.net)

Coaches will model how to utilize new additional resources in collaborative planning to support engaging instruction.

Person Responsible Michael Rivera (254847@dadeschools.net)

#2. Instructional Practice specifically relating to Differentiation

Area of Focus
Description and Rationale: Based on the data review, our school will implement the targeted element of differentiation. We selected the area of differentiation based on our findings that demonstrate that the L25 learning gains decreased in 3 subgroups (ELL, Black and FRL students).

Measurable Outcome: If we successfully implement differentiation, then our ELL learning gains in the L25 will increase by a minimum of 10 percentage points as evidenced by the 2022 state assessments.

Monitoring: Coaches will focus on DI lesson planning using frameworks, resources alignment, and lesson modeling to assist teachers with effective DI implementation. Coaches will review student artifacts in collaborative planning to ensure that differentiated instruction is occurring. Administration will review students DI folders to ensure alignment between data and resources during classroom walkthroughs. Furthermore, coaches will review the progress of instructional groups in iReady and discuss outcomes with teachers during collaborative planning sessions.

Person responsible for monitoring outcome: Marchel Woods (mdwoods@dadeschools.net)

Evidence-based Strategy: Within the targeted element of differentiated instruction, our school will focus on evidence-based strategy of: data- driven instruction. Differentiated instruction will be implemented to remediate targeted standards.

Rationale for Evidence-based Strategy: Data-driven instruction will ensure that teachers are using appropriate and current data to plan for differentiated instruction. Teachers will frequently make adjustments as new data becomes available.

Action Steps to Implement

Instructional coaches will focus on instructional planning, lesson delivery and modeling to assist teachers in creating explicit lesson plans for their DI rotations and delivering effective instruction to meet the needs of all learners.

Person Responsible Michael Rivera (254847@dadeschools.net)

Administration will conduct walkthroughs to review teacher instructional delivery and student DI folders. They will ensure that the resources being used are aligned to the standard and that students display evidence of reading and mathematical strategies needed to fulfill the standard. Student feedback should be provided so students across DI lessons and OPMs can self-assess their progress.

Person Responsible Marchel Woods (mdwoods@dadeschools.net)

Coaches will conduct product reviews and review student artifacts during collaborative planning to ensure that differentiated instruction is occurring. Targeted feedback will be provided to ensure that data is being strategically used to group students; different levels of student resources are being used to meet the needs of all students and OPMs are being conducted and data is being recorded with fidelity.

Person Responsible Michael Rivera (254847@dadeschools.net)

The leadership team will monitor iReady reports to identify how teachers are implementing the technological component within their DI groups. Student passing and usage rates will be shared with teachers on a weekly basis so they can track their students' progress.

Person Responsible Michael Rivera (254847@dadeschools.net)

Administration will ensure that DI lesson plans are available and are aligned to data that students should be remediating.

Person Responsible Marchel Woods (mdwoods@dadeschools.net)

DI cover sheets will be included in DI folders. These cover sheets will identify student levels and outline what the teacher and students will be covering during the two week remediation period.

Person Responsible Michael Rivera (254847@dadeschools.net)

#3. Culture & Environment specifically relating to Equity & Diversity

Area of Focus Description and Rationale:	Based on the SIP 2021 data review, our school will implement the Targeted Element of Equity & Diversity. Historically, more than 40% of our student population receives services through our ESE department. In iReady ELA for 5th grade, the ese students did not increase from AP1 to AP3. Furthermore, to address the new changes in ESE (particularly in grades K-2) we will provide our students with a more inclusive learning environment. We selected the area of differentiation based on our findings that demonstrate that ELA AP2 and AP3 assessment scores did not increase from AP1.
Measurable Outcome:	If we successfully implement the targeted element of Equity & Diversity, our SPED students will show growth in I-Ready reading by 15% by June 2022 using AP3 assessment data. Our teachers will focus on using strategies for inclusion and providing accommodations outlined on their IEP.
Monitoring:	The administration team will conduct walkthroughs utilizing a checklist to ensure "Inclusion" strategies are being implemented and observe the overall learning environment and the teachers knowledge of learners.
Person responsible for monitoring outcome:	Wanda Herring (wherring12@dadeschools.net)
Evidence-based Strategy:	Within the targeted element of Equity and Diversity, our school will focus on the evidence-based strategy of inclusion. The inclusion strategy ensures that the teachers addresses the needs of students with a variety of backgrounds, learning modalities, and abilities. These strategies contribute to an overall inclusive learning environment in which students feel equally valued.
Rationale for Evidence-based Strategy:	Inclusive education values diversity and the unique contributions each student brings to the classroom. In a truly inclusive setting, every child feels safe and has a sense of belonging. An inclusive classroom climate where appropriate accommodations are implemented allows where all students to feel supported intellectually and academically therefore allowing for increased engagement and student achievement.

Action Steps to Implement

Professional development will be provided to general education teachers that focus on effective strategies for an inclusive classroom.

Person Responsible Wanda Herring (wherring12@dadeschools.net)

During collaborative planning sessions, instructional coaches and ESE department will work closely with teachers to provide and model inclusion strategies that will be implemented during whole group instruction and DI.

Person Responsible Redina Jones (mrs.hall@dadeschools.net)

The administrative team will conduct walkthroughs utilizing a checklist to ensure inclusion strategies such as universal design for learning and the effective framework of instruction are being implemented during lesson delivery.

Person Responsible Marchel Woods (mdwoods@dadeschools.net)

After administrative walkthroughs, the administrative team will discuss observations and provide feedback to the transformational coaches and the ESE Department Chair. Coaching cycles will be initiated for teachers who display opportunities to improve the use of inclusion strategies in the classroom.

Person Responsible Marchel Woods (mdwoods@dadeschools.net)

Teachers will include different forms of media within their instructional delivery to meet the needs of all learners.

Person Responsible Marchel Woods (mdwoods@dadeschools.net)

Coaches will support teachers in maintaining print rich environments that include anchor charts that support current lessons.

Person Responsible Michael Rivera (254847@dadeschools.net)

#4. Leadership specifically relating to Specific Teacher Feedback

Area of Focus Description and Rationale:	Based on 2020- 2021 school climate survey, teachers expressed they received minimal timely feedback from the leadership team following walkthroughs.
Measurable Outcome:	Teachers will receive feedback no later than 3 school days after the walkthrough has been conducted.
Monitoring:	The leadership team will create a digital template "Walkthrough Log" to monitor specific teacher feedback.
Person responsible for monitoring outcome:	Marchel Woods (mdwoods@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Instructional Leadership Team, our school will focus on the evidence-based strategy of: feedback. The leadership team will provide consistent developmental feedback to teachers after walkthroughs are conducted.
Rationale for Evidence-based Strategy:	Providing teachers with specific feedback will allow them to make necessary adjustments to their lessons and instructional delivery. Ongoing feedback promotes teacher awareness and allows teachers to reflect on their professional growth to improve their instructional practice. Teacher feedback is a vital component for quality instruction.

Action Steps to Implement

Instructional Personnel will receive feedback no later than 3 school days after walkthroughs have been conducted.

Person Responsible Marchel Woods (mdwoods@dadeschools.net)

The leadership team will create a digital template.

Person Responsible Marchel Woods (mdwoods@dadeschools.net)

The "Follow up Walkthrough Log" will be used to monitor specific teacher feedback.

Person Responsible Michael Rivera (254847@dadeschools.net)

Instructional Personnel will have an opportunity to meet with the observer to discuss areas of strength and opportunities for professional growth.

Person Responsible Marchel Woods (mdwoods@dadeschools.net)

Administration will provide teacher incentives to recognize teachers who continue to improve and implement the recommendations provided by administration.

Person Responsible Michael Rivera (254847@dadeschools.net)

Administration will provide instructional coaches with feedback regarding their coaching calendars, CTC's and collaborative planning sessions.

Person Responsible Marchel Woods (mdwoods@dadeschools.net)

#5. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Based on the data review, our school will implement the targeted element of intervention. We selected the overarching area of intervention based on our findings that demonstrated that ELA proficiency decreased from 40% in 2019 to 36% in 2021; ELA learning gains decreased from 47% in 2019 to 33% in 2021 and ELA L25 decreased from 41% in 2019 to 33% in 2021 on the FSA. Targeted interventions will help our faculty address mitigating learning losses for our students.
Measurable Outcome:	If we successfully implement effective interventions daily, then 42% of our students will be proficient, 45% of our L25 students in ELA will make learning gains and 48% of our ELA students will make learning gains on the 2022 state assessment.
Monitoring:	Coaches will participate in professional development to learn how to implement reading interventions effectively. Coaches will focus on lesson planning and data disaggregation in collaborative planning to develop targeted small groups to assist teachers with interventions. Administration will conduct walkthroughs to ensure that interventions are being conducted with fidelity.
Person responsible for monitoring outcome:	Marchel Woods (mdwoods@dadeschools.net)
Evidence-based Strategy:	Within the targeted element of intervention, our school will focus on evidence-based strategy of effective curriculum and resource utilization. The use of effective curriculum and resources will be used to remediate targeted standards.
Rationale for Evidence-based Strategy:	Effective curriculum and resource utilization will provide teachers with the opportunity to build prior knowledge, increase student motivation and interest, and scaffold instruction. Teachers will use District approved curriculum, state aligned standards, pacing guides, task cards, leveled readers, and research based strategies to provide students with effective interventions to improve educational outcomes.

Action Steps to Implement

During monthly coaching collaboratories, the coaches will learn how to implement the reading framework using the BEST standards. Curriculum Support Specialists will work with the coaches to assist them with implementing specific strategies that can be utilized to help teachers deliver effective small group instruction.

Person Responsible Michael Rivera (254847@dadeschools.net)

Coaches will assist teachers identify formative data to strategically group students within intervention groups. Teachers will monitor student data and adjust groups according to data trends.

Person Responsible Michael Rivera (254847@dadeschools.net)

Administration will attend collaborative planning sessions to monitor how the coaches and teachers utilize the curriculum and resources to deliver effective interventions and conduct classroom walkthroughs to observe the implementation of interventions.

Person Responsible Marchel Woods (mdwoods@dadeschools.net)

Administration will provide peer to peer observation opportunities for teachers to view best practices during intervention either within our school or outside of our school.

Person Responsible Marchel Woods (mdwoods@dadeschools.net)

Instructional coaches will model the daily core 4 areas for teachers that require additional assistance for intervention delivery.

Person Responsible Redina Jones (mrs.hall@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.

Based on the Safe Schools for Alex data, Carrie P Meek will monitor student and staff reported conflicts in order to prevent verbal and physical altercations.

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.

The school addresses a positive school culture and environment by building strong relationships with parents and the community throughout the school year. Our school specifically recognizes parents that participate in many of the school activities that support the academic student learning. In addition, the staff are celebrated during faculty meetings, staff outings in order to build morale. Furthermore, we engage students in activities that celebrate their success academically and through classroom incentives provided by classroom teachers and staff.

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 ensure that the school culture initiatives are carried out with vigor and resolve and to monitor the implementation of those initiatives on a monthly basis in order to build team morale with all stakeholders. The Assistant Principal's role is to create a positive school culture and environment by

engaging in activities that will promote a healthy, and positive learning community. Additionally, this can be done by establishing positive relationships with faculty, staff, students and parents and community stakeholders. In addition, teacher leaders role is to plan, prepare, and deliver lessons in whole group, differentiated instruction and intervention. Also, teacher leaders encourage student participation in lessons and other school activities. The instructional coaches assist in providing meaningful collaborative planning with teachers and provide ongoing coaching cycles and support. All stakeholders are responsible for building and maintaining positive relationships with students, parents and families.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Student Engagement	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Differentiation	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity	\$0.00
4	III.A.	Areas of Focus: Leadership: Specific Teacher Feedback	\$0.00
5	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
Total:			\$0.00