

Miami-Dade County Public Schools

# West Homestead K 8 Center



2021-22 Schoolwide Improvement Plan

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## West Homestead K 8 Center

1550 SW 6TH ST, Homestead, FL 33030

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

### Demographics

**Principal: Carl Robinson**

Start Date for this Principal: 7/19/2016

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School PK-7
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	85%
<b>2020-21 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: C (52%) 2017-18: B (55%) 2016-17: D (40%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### 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](http://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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## West Homestead K 8 Center

1550 SW 6TH ST, Homestead, FL 33030

<http://whe.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-7	Yes	98%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

### School Grades History

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

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### SIP Authority

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<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 West Homestead K-8 Center is to increase student achievement while strengthening core values and skills necessary to become productive citizens.

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

West Homestead K-8 Center's vision is to prepare our students to successfully compete in all facets of the 21st century learning environment and workforce.

### 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
Burth, Earl	Principal	The role of a principal is to provide strategic direction in the school system. Principals develop standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff and oversee facilities.
Galera, Peter	Assistant Principal	Assistant principals deal with the issues of school management, student activities and services, community relations, personnel, and curriculum instruction. They coordinate with principals and board members to assist in defining and enforcing school policies and guidelines for students, staff, and faculty.
Herrera Rivero, Ofelia	Instructional Coach	The Transformation Math Coach (K-8) will provide direct instructional services related to improving and supporting classroom instruction at schools that receive support from the District's Turnaround Office. Emphasis will be on utilizing the coaching model to support teachers in effective evidenced-based instructional strategies that will improve students' academic success.
Kroger, Shari	Instructional Coach	The Transformation Reading Coach (Grades 6-8) will provide direct instructional services related to improving and supporting classroom instruction at schools that receive support from the District's Turnaround Office. Emphasis will be on utilizing the coaching model to support teachers in effective evidenced-based instructional strategies that will improve students' academic success.
Lenard, Chrissy	Instructional Coach	The Transformation Science Coach (K-8) will provide direct instructional services related to improving and supporting classroom instruction at schools that receive support from the District's Turnaround Office. Emphasis will be on utilizing the coaching model to support teachers in effective evidenced-based instructional strategies that will improve students' academic success. Science
Escoto, Tetyana	Instructional Coach	The Transformation Reading Coach (K-5) will provide direct instructional services related to improving and supporting classroom instruction at schools that receive support from the District's Turnaround Office. Emphasis will be on utilizing the coaching model to support teachers in effective evidenced-based instructional strategies that will improve students' academic success. In addition, the instructional coach will plan and schedule Intervention, assist in data tracking and conduct data chats.
Novoa, Argelia	Teacher, PreK	Teaching children about core concepts, such as numbers, letters, shapes, and colors. Using creative, hands-on methods of learning, such as artistic expression, free play, and storytelling. Planning a curriculum that addresses early childhood education requirements. Encouraging and monitoring social interactions between children.

Name	Position Title	Job Duties and Responsibilities
		<p>Instilling a sense of respect and discipline, so that children work effectively in a classroom setting.</p> <p>Supervising children outside of class time, such as during lunch, out on the playground, or on field trips.</p> <p>Making sure that the classroom is clean, safe, and well-organized.</p> <p>Setting up the materials and workspaces required for class activities.</p> <p>Communicating with parents to learn more about each child's life outside the classroom.</p> <p>Creating reports to inform parents about their children's progress at school.</p>

## Demographic Information

### Principal start date

Tuesday 7/19/2016, Carl Robinson

**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.*

14

**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.*

36

**Total number of teacher positions allocated to the school**

56

**Total number of students enrolled at the school**

832

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

13

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

3

### 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	33	67	86	117	101	104	100	93	76	0	0	0	0	777
Attendance below 90 percent	5	16	29	53	38	43	37	59	25	0	0	0	0	305
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	1	26	18	14	10	20	18	0	0	0	0	107
Course failure in Math	0	0	0	22	8	17	12	3	1	0	0	0	0	63
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	18	25	27	18	0	0	0	0	88
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	13	23	30	9	0	0	0	0	75
Number of students with a substantial reading deficiency	0	26	71	96	65	77	66	78	51	0	0	0	0	530

#### 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	0	43	17	25	31	38	22	0	0	0	0	176

#### 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	26	1	0	1	1	1	0	0	0	0	30
Students retained two or more times	0	0	0	2	0	2	2	4	0	0	0	0	0	10

#### Date this data was collected or last updated

Wednesday 6/30/2021

#### 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	69	90	103	140	112	111	111	87	65	0	0	0	0	888
Attendance below 90 percent	17	28	41	54	44	39	62	27	23	0	0	0	0	335
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	16	28	16	9	20	18	2	0	0	0	0	109
Course failure in Math	0	0	20	10	16	12	3	1	1	0	0	0	0	63
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	18	24	28	18	30	0	0	0	0	118
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	13	22	32	9	28	0	0	0	0	104

**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	22	38	26	32	39	22	30	0	0	0	0	209

**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	26	1	0	1	1	1	0	0	0	30
Students retained two or more times		0	0	0	2	2	2	4	0	1	0	0	0	11

**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				29%	63%	61%	24%	62%	60%
ELA Learning Gains				47%	61%	59%	51%	61%	57%
ELA Lowest 25th Percentile				42%	57%	54%	56%	57%	52%
Math Achievement				48%	67%	62%	48%	65%	61%

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
Math Learning Gains				56%	63%	59%	65%	61%	58%
Math Lowest 25th Percentile				55%	56%	52%	60%	55%	52%
Science Achievement				42%	56%	56%	31%	57%	57%
Social Studies Achievement				67%	80%	78%	59%	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	27%	60%	-33%	58%	-31%
Cohort Comparison						
04	2021					
	2019	22%	64%	-42%	58%	-36%
Cohort Comparison		-27%				
05	2021					
	2019	32%	60%	-28%	56%	-24%
Cohort Comparison		-22%				
06	2021					
	2019	13%	58%	-45%	54%	-41%
Cohort Comparison		-32%				
07	2021					
	2019	31%	56%	-25%	52%	-21%
Cohort Comparison		-13%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	45%	67%	-22%	62%	-17%
Cohort Comparison						
04	2021					
	2019	44%	69%	-25%	64%	-20%
Cohort Comparison		-45%				
05	2021					
	2019	55%	65%	-10%	60%	-5%
Cohort Comparison		-44%				
06	2021					
	2019	24%	58%	-34%	55%	-31%
Cohort Comparison		-55%				
07	2021					
	2019	37%	53%	-16%	54%	-17%
Cohort Comparison		-24%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	44%	53%	-9%	53%	-9%
Cohort Comparison						

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	59%	73%	-14%	71%	-12%
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	100%	63%	37%	61%	39%
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.**

The progress monitoring tool that will be used is i-Ready Data AP1 for Fall, AP2 for Winter, and AP3 for Spring, for grades 3-8, Mid-Year 5th and 8th grade Science and 7th grade Civics.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	14	8	13
	Economically Disadvantaged	13	9	13
	Students With Disabilities			
	English Language Learners	12		
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	13	10	31
	Economically Disadvantaged	13	10	31
	Students With Disabilities			
	English Language Learners	9	9	24
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	12	18	16
	Economically Disadvantaged	12	18	16
	Students With Disabilities		17	
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	12	11	27
	Economically Disadvantaged	12	11	27
	Students With Disabilities			17
	English Language Learners			5

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	12	20	34
	Economically Disadvantaged	12	20	34
	Students With Disabilities	14	7	15
	English Language Learners	5	5	5
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	4	10	27
	Economically Disadvantaged	4	10	27
	Students With Disabilities			15
	English Language Learners		5	10
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	6	9	19
	Economically Disadvantaged	6	9	19
	Students With Disabilities	5	5	11
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	7	21	46
	Economically Disadvantaged	7	21	46
	Students With Disabilities	5	11	42
	English Language Learners			11

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	15	16	28
	Economically Disadvantaged	15	16	28
	Students With Disabilities		10	10
	English Language Learners			4
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	13	23	40
	Economically Disadvantaged	13	23	40
	Students With Disabilities		10	10
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students		6	
	Economically Disadvantaged		6	
	Students With Disabilities		0	
	English Language Learners		0	
Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	10	7	26
	Economically Disadvantaged	9	6	25
	Students With Disabilities	14	29	43
	English Language Learners			9
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	10	24	22
	Economically Disadvantaged	10	24	22
	Students With Disabilities	14	14	14
	English Language Learners	3	6	9

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	24	29	35
	Economically Disadvantaged	24	31	38
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	16	28	37
	Economically Disadvantaged	16	29	38
	Students With Disabilities		33	29
	English Language Learners		5	17
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students		62	
	Economically Disadvantaged		63	
	Students With Disabilities		29	
	English Language Learners		15	

## 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	13	31	20	15	25	20					
ELL	20	36	30	28	39	51	22	48			
BLK	22	29		24	29		17	44			
HSP	24	37	27	31	41	48	26	50	80		
FRL	24	36	29	29	38	45	24	47	81		
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	9	58	73	27	47	64	7				
ELL	25	43	38	49	56	57	47	57			
BLK	34	55	64	42	60	53	31	85			
HSP	28	45	38	51	54	54	44	63			
FRL	29	47	42	49	56	54	43	68	77		



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	16	38		44	60	38	20	70			
ELL	20	50	49	50	67	61	11	46			
BLK	28	57	80	43	59	62	39	50			
HSP	22	50	51	52	68	60	27	62	100		
FRL	24	51	55	49	65	60	31	60	100		

### 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	38
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	25
Total Points Earned for the Federal Index	377
Total Components for the Federal Index	10
Percent Tested	95%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	19
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	33
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	28
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	39
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	38
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:

All ELA Subgroups Achievement increased except for SWD which decreased by 7 percentage points. All Math Subgroups Achievement decreased except for ED which remained the same. The Subgroup SWD had the largest decrease of 17 percentage points.

2021 Data Findings

In Math, the ELL Subgroup Achievement decreased 21 percentage points. Also in Math, the ED Subgroup Achievement decreased eight percentage points. The Subgroup SWD had no change in Math.

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

2019 Data Findings:

The majority of our ELA subgroups Learning Gains L25s decreased by at least 11 percentage points. English Language Learners decreased by 11 percentage points, Blacks decreased by 16 percentage points, Hispanics decreased by 13 percentage points and Students with Free/Reduced Lunch decreased by 13 percentage points.

2021 Data Findings:

All Subgroups decreased in the number of proficiency in Math except for SWD which had an increase of five percentage points. ALL Subgroups decreased on the ELA, SWD decreased eight percentage points, ELL decreased by 15 percentage points and ED subgroup decreased by 25 percentage points.

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

2019 Data Findings:

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 ESE and ELL 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.

2021 Data Findings:

We will continue to support this while incorporating data-driven instruction to help meet the needs of our ESE and ELL subgroups. We will also develop teachers using online tools and strategies that focus on scaffolding and intervention. instructional Coaches 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?

2019 Data Findings:

Subgroups SWD ELA Learning Gains increased 20 percentage points (38-58). Math Learning Gains among the Students With Disabilities (SWD) L25% increased from 38 percentage points in 2018 to 64 percentage points on the 2019 FSA ELL Science increased from 11 percent proficient to 47 percent.

2021 Data Findings:

Algebra was the only area of improvement with 87% proficiency, which is an 8% gain from the 2019 data.

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

**2019 Data Findings:**

We created a collaborative planning schedule that allotted time to plan for DI which allowed for group in targeted subgroups. Administrators will now attend weekly collaborative planning sessions and contribute to conversations with individual departments to carefully align resources.

**2021 Data Findings:**

ESE students participating in extended learning opportunities helped keep learning loss from increasing. We will continue to create a collaborative planning schedule that allows time to plan for DI. Administrators will attend weekly collaborative planning sessions and contribute to conversations with individual departments to carefully align resources, in addition to walk-throughs to ensure all lessons plans are being taught with fidelity.

**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

**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 (Faculty Meetings). Coaching cycles will also be implemented individually with teachers to support specific needs (ongoing) and continuous data chats with individualized feedback and next steps (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 weekly 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 before and after school tutoring and interventions as well as Saturday Academies and Spring Break Academy

## Part III: Planning for Improvement

### Areas of Focus:

**#1. Instructional Practice specifically relating to ELA**

<b>Area of Focus Description and Rationale:</b>	Based on the data review, our school will implement the Targeted Element of ELA based on the findings that demonstrated 23% proficiency in grades 3-5 on the 2021 FSA ELA as compared to 28% on the 2029 FSA ELA. Tier 1 instruction, in both planning and delivery, did not result in an increase in proficient students. Therefore, we will strategically develop, explicitly deliver, and systematically monitor tier 1 instruction.
<b>Measurable Outcome:</b>	If we successfully develop, deliver, and monitor Tier 1 instruction, then our ELA Proficient students will increase by a minimum of 5 percentage points as evidenced by the 2022 State Assessments.
<b>Monitoring:</b>	The Leadership team will participate in weekly professional collaboration sessions, following up with targeted walk-throughs that monitor the alignment of planning to instructional delivery. Explicit feedback will be provided weekly and instructional shifts in planning will occur, based on feedback. Transformation coaches will collaboratively plan with teachers, utilizing instructional resources that define the expectation of the standards. Collection of observational data and explicit feedback will be utilized to adjust planning and instruction. Data analysis of assessments, as well as the review of student work, will be utilized to track progress and determine the effectiveness of instructional delivery and planning.
<b>Person responsible for monitoring outcome:</b>	Earl Burth (burthe@dadeschools.net)
<b>Evidence-based Strategy:</b>	Within the Targeted Element of ELA, our school will focus on the evidence-based strategy of: Standards-Based Collaborative Planning. Standards based professional collaboration sessions brings teachers together to learn from each other and share best practices. These collaborations will result in improved lesson quality, instructional effectiveness, and student achievement. Standards based collaborative planning will be monitored by observation of developed instruction, product reviews, and progress monitoring performance.
<b>Rationale for Evidence-based Strategy:</b>	Standards-Based Collaborative Planning will ensure teachers plan rigorous lessons aligned to standards that translate into effective delivery. Continual feedback related to delivery, product effectiveness, and assessment performance will guide shifts, tier teachers for Coach/Teacher Collaboration, enhancements in instructional delivery, and student performance.

**Action Steps to Implement**

1. 8/31-10/11 Transformational Coaches will conduct professional collaboration sessions. Teachers will participate in weekly collaborative sessions, with a focus on standards aligned instruction, resulting in an explicit lesson plan that scaffolds instruction.

**Person Responsible** Peter Galera (pgalera@dadeschools.net)

2. 8/31 – 10/11 Instructional delivery will include a stated purpose, daily learning target, and end product, to ensure that what was planned for is delivered.

**Person Responsible** Isabel Hernandez (hernandez@adeschools.net)

3. 8/31 – 10/11 Data analysis of progress monitoring assessments, including product review, will be conducted bi-weekly to assess the delivery of content on student performance.

**Person Responsible** Earl Burth (burthe@dadeschools.net)

4. 8/31-10/11 Administration will conduct walk-throughs to ensure lessons are being implemented with fidelity.

**Person Responsible** Earl Burth (burthe@dadeschools.net)

1. 11/1-12/17 School Leadership team will meet to conduct Data Chats. Once all data points have been discussed and analyzed, Administration will meet with teachers to discuss their individual data and how instruction will be adjusted to target low standards and meet the students' needs.

**Person Responsible** Earl Burth (burthe@dadeschools.net)

2. 11/1-12/7 After Administration meets with the teachers, they will conduct data chats with their students and students will monitor their progress through student data trackers. Teachers will also monitor classroom data with data trackers for each of their periods/subjects.

**Person Responsible** Earl Burth (burthe@dadeschools.net)

**#2. Instructional Practice specifically relating to Differentiation**

<b>Area of Focus Description and Rationale:</b>	After reviewing attendance data and reading data for all students from 2020-2021 school year, we are anticipating a decrease in Reading proficiency for the 2021-2022 school year.
<b>Measurable Outcome:</b>	If we successfully implement Differentiation, then our rising students will reach 25% proficiency as evidenced by the 2022 FSA Reading Assessment.
<b>Monitoring:</b>	Area of focus will be monitored through common planning and the implementation of activities during instructional time are delivered with fidelity. Improvements will be seen through D.I. data and OPMs. Administration will conduct walk-thrus to ensure lessons created during common planning are delivered with fidelity and are differentiated.
<b>Person responsible for monitoring outcome:</b>	Earl Burth (burthe@dadeschools.net)
<b>Evidence-based Strategy:</b>	Differentiated Instruction will be incorporated using but not limited to interactive journals, interactive word walls, exposure to diverse texts, visual stimuli, incorporation into daily dialogue, etc. associated with the content being taught should be incorporated into effective lessons. Data driven instruction will ensure students' needs are met.
<b>Rationale for Evidence-based Strategy:</b>	Within the Targeted Element of Differentiation, our school will focus on the evidence-based strategy of: Vocabulary Instruction. Vocabulary instruction will assist in accelerating the learning gains of our students as it is a systematic approach of instruction to meet the students' needs. Differentiated Vocabulary Instruction will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

**Action Steps to Implement**

1. 8/31-10/11 CSS/Administration support will meet with ELA teachers to plan on the use the Frayer Model to introduce vocabulary.

**Person Responsible** Peter Galera (pgalera@dadeschools.net)

2. 8/31-10/11 The teachers will identify key words within the unit, that will assist all subgroups of students understand the concepts being taught and the acquisition and use of academic vocabulary.

**Person Responsible** Shari Kroger (skroger@dadeschools.net)

3. 8/31-10/11 Differentiate the various types of word walls to include instructional and ELL strategies. Some examples of word walls are images, cognate, and/or definitions.

**Person Responsible** Shari Kroger (skroger@dadeschools.net)

4. 8/31-10/11 Implement a virtual gallery walk-thru, sharing vocabulary terms from different word walls.

**Person Responsible** Peter Galera (pgalera@dadeschools.net)

1. 11/1-12/17 Literacy Coaches will meet, plan and if needed, model for teachers on the appropriate implementation and monitoring of independent reading log expectation.

**Person Responsible** Peter Galera (pgalera@dadeschools.net)

2. 11/1-12/17 During independent reading/D.I. Rotation, students will complete reading logs by answering targeted questions to guide and aide in comprehension of content being read.

**Person Responsible** Shari Kroger (skroger@dadeschools.net)



**#3. Culture & Environment specifically relating to Student Attendance**

<b>Area of Focus Description and Rationale:</b>	Based on 2020-2021 attendance, 49% of the students had 16 or more absences. Because of this, there was a significant loss of learning due to not attending school.
<b>Measurable Outcome:</b>	If we focus on student attendance incentives, then our outcome should result in a decrease of 10 percentage points of students with 16 or more absences.
<b>Monitoring:</b>	Our truancy Support Specialist will contact parents at the third absence. To facilitate the increase of student attendance, various activities/events will be implemented. Weekly and monthly attendance tracking to mitigate possible truancy issues.
<b>Person responsible for monitoring outcome:</b>	Isabel Hernandez (hernandez@dadeschools.net)
<b>Evidence-based Strategy:</b>	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.
<b>Rationale for Evidence-based Strategy:</b>	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**

1. Leadership Team will meet to discuss attendance incentive opportunities, i.e. ice cream, pizza, outdoor dance. As a result of this incentive, student attendance will improve and thus help improve the learning gap. August 26th.

**Person Responsible** Earl Burth (burthe@dadeschools.net)

2. Teachers will track attendance and meet with the school counselor, as needed, for students with multiple absences. As result, we will be able to target specific students that need additional support with their attendance. Ongoing

**Person Responsible** Isabel Hernandez (hernandez@dadeschools.net)

3. Daily attendance "flowers" will be placed on teacher's doors with 100 percent attendance leading to the monthly contest prize. September 8th.

**Person Responsible** Isabel Hernandez (hernandez@dadeschools.net)

4. During faculty meetings, teachers will share best practices on engaging and maintaining a high attendance rate which will create buy-in from all community stakeholders to increase attendance. September 29th.

**Person Responsible** Earl Burth (burthe@dadeschools.net)

1. 11/1-12/17 Teachers will be trained on the correct method on writing a referral for excessive absences.

**Person Responsible** Peter Galera (pgalera@dadeschools.net)

2. 11/1-12/17 Office staff will verify attendance bulletin with teachers on a daily basis to ensure correct attendance mark is given.

**Person Responsible** Isabel Hernandez (hernandez@adeschools.net)

**#4. Leadership specifically relating to Specific Teacher Feedback**

<b>Area of Focus Description and Rationale:</b>	Based on qualitative data from the school climate survey, SIP survey, and review of the core leadership competencies, the area focus for leadership will be the targeted element of specific teacher feedback. Thirty percent of the teachers felt neutral or disagree with staff morale being high. By involving them in school-wide initiatives and allowing them the opportunity to share out their concerns and best practices, overall staff morale will be positively impacted.
<b>Measurable Outcome:</b>	If we successfully implement the Specific Teacher Feedback, our teachers will be provided the opportunity to contribute to school-wide decisions through faculty meetings. This will be realized through teachers participating in the logistical elements of meetings, presenting ideas to solve issues that arise, etc. The percentage of teachers in leadership roles will increase by at least 5% during the 2021-2022 school year.
<b>Monitoring:</b>	The Leadership Team will identify specific staff members that are experts in areas that will serve as leads with new initiatives and development. By involving teachers, we hope to create an environment of shared leadership. This initiative will be evident by teacher leaders providing support and development to their colleagues in various areas. To ensure we are on the right track, teachers who receive support will share the knowledge they have gained during faculty meetings.
<b>Person responsible for monitoring outcome:</b>	Earl Burth (burthe@dadeschools.net)
<b>Evidence-based Strategy:</b>	Within the Targeted Element of Instructional Leadership Team, we will focus on the evidence-based strategy of: Involving Staff in Important Decisions. By creating an "Experts in My Building" list and involving teachers in the decision making process, we hope to increase the feeling of shared leadership. Experts in the building will provide a summary of support to the Leadership Team on a monthly basis to ensure we are on the right track to meeting the outcome above.
<b>Rationale for Evidence-based Strategy:</b>	Involving staff in important decisions by surveying teacher for feedback will ensure that all teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new feedback becomes available.

**Action Steps to Implement**

1. School leadership team will meet to discuss and list classroom "look-fors" to ensure effective teaching is taking place. September 1st.

**Person Responsible** Earl Burth (burthe@dadeschools.net)

2. Instructional Coaches will disseminate information to classroom teachers and elicit from them other classroom "look-fors" that are pertinent to student learning which will lead to professional learning growth. September 9th.

**Person Responsible** Chrissy Lenard (c\_lenard@dadeschools.net)

3. Administration will conduct formal and informal observations and provide immediate feedback to the teacher. Administrator leaving feedback will be in communication with the teacher within a day. This immediate feedback will allow teachers to make changes to instructional practice and improve staff morale. September 10th.

**Person Responsible** Earl Burth (burthe@dadeschools.net)

4. After administration has conducted the feedback meeting, Instructional Coaches will begin the coach teacher collaboration cycle based on administrative input which will result in an improvement in the use of best practices. September 13th.

**Person Responsible** Earl Burth (burthe@dadeschools.net)

1. 11/1-12/17 Teachers that have implemented classroom "look-fors" may register their classroom as a "model room" to be used as teacher walk-throughs.

**Person Responsible** Tetyana Escoto (tescoto@dadeschools.net)

2. 11/1-12/17 "Model rooms" will be used for new teachers to visit for firsthand look and guidance ,as well as a tool for modeling during CTC.

**Person Responsible** Shari Kroger (skroger@dadeschools.net)

**#5. Instructional Practice specifically relating to Student Engagement**

<b>Area of Focus Description and Rationale:</b>	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 Learning Gains for the L25 subgroup were decreasing. After reviewing 2021 FSA data, learning gains on the FSA ELA was 30% and the L25 at 23%. These are decreases as compared to the 2019 data which had 47% and 42% respectively. We will provide the scaffolding necessary for the L25 subgroup to access grade-level content in order to make learning gains and move towards proficiency.
<b>Measurable Outcome:</b>	If we successfully improve Student Engagement using the blended learning strategies, then our L25 students will increase by a minimum of 10 percentage points for Learning gains and L25 as evidenced by the 2022 State Assessments.
<b>Monitoring:</b>	Area of focus will be monitored through common planning and the implementation of activities using strategies of blended learning during instructional time. Administration will conduct walk-throughs to ensure lessons created during common planning are delivered with fidelity ensuring the needs of the L25 students are met.
<b>Person responsible for monitoring outcome:</b>	Earl Burth (burthe@dadeschools.net)
<b>Evidence-based Strategy:</b>	The evidence-based strategy to be implemented is Blended Learning. Students will work in a traditional classroom setting, while also independently completing online components of the course inside and outside of the classroom. The classroom will be transformed into a hands-on, differentiated, and personalized learning experience.
<b>Rationale for Evidence-based Strategy:</b>	Seventy-five percent of our learners are students of a second language. The strategy listed above will target those ELL and Non-ELL L25 students and facilitate the acquisition of the English language and/or key vocabulary knowledge.

**Action Steps to Implement**

8/31-10/11 1. Transformational Coaches will conduct in-house PD on the use of Nearpod for use in future blended lessons.

**Person Responsible** Peter Galera (pgalera@dadeschools.net)

8/31-10/11 Instructional Coaches will meet with teachers during common planning and create lessons based on this tool. teachers will implement the plan or request assistance for the Transformational Coach on conducting the lesson

**Person Responsible** Isabel Hernandez (hernandez@i@dadeschools.net)

8/31-10/11 Transformational Coaches will model the use of the interactive tool, for teachers who have requested assistance, to improve student engagement

**Person Responsible** Earl Burth (burthe@dadeschools.net)

8/31-10/11 Teachers will use the interactive tool to improve student engagement.

**Person Responsible** Earl Burth (burthe@dadeschools.net)

1. 11/1-12/17 Literacy Coaches will meet and plan with teachers to implement collaborative reading strategies, such as buddy reading, echo reading and "turn-n-talk".

**Person Responsible** Tetyana Escoto (tescoto@dadeschools.net)

2. 11/1-12/17 School-wide "quick writes" will be implemented throughout daily instruction as an opportunity for students to demonstrate comprehension/mastery and as a method of social-emotional check-in.

**Person Responsible** Shari Kroger (skroger@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, our primary area of focus we be to monitor the number of harassment incidents. Our secondary area of focus will be the incidences of tobacco use. PBIS team will monitor early warning of harassment cases and provide suggestions and support for prevention.**

### 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. Staff are provided opportunities to take part in Team-Building activities where we come together to share success and provide opportunities for staff to provide ongoing feedback and suggestions to school leaders. We also ensure information is provided to all stakeholder through faculty meetings and our Schoology page for staff and groups set up by department to connect with one another consistently. 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.

## Part V: Budget

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

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