Dr. Henry W. Mack/West Little River K 8 Center

2021-22 Schoolwide Improvement Plan

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Dr. Henry W. Mack/West Little River K 8 Center

2450 NW 84TH ST, Miami, FL 33147

http://wlre.dadeschools.net

Demographics

Principal: April Thompson Williams M

Start Date for this Principal: 6/15/2021

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 (46%) 2017-18: C (46%) 2016-17: C (47%)
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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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	91%

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	C

School Board Approval

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SIP Authority

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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 Dr. Henry W. Mack/ West Little River K-8 Center is believing that all students can accomplish a high level of academic achievement, while building life-long learners to compete in the global world. We accept the challenge to guide our students toward academic excellence and social emotional growth through education.

Provide the school's vision statement.

Dr. Henry W. Mack/West Little River K-8 Center is committed to providing educational excellence for all students. We believe that every student will reach their highest academic potential with the support of all stakeholders, including staff, parents, the community and business partners.

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
Thompson-Williams, April	Principal	Dr. April Thompson-Williams, Principal: Instructional Leader that provides a common vision for school instruction, with the use of data-based decision-making. She supports school staff by communicating the Response-to-Intervention (RtI) process, building school culture, setting clear expectations and goals, shares leadership responsibilities, and communicates schoolwide initiatives with parents and stakeholders.
Alexandre, Tania	Reading Coach	Literacy coach for elementary that demonstrates foundational knowledge and understanding of how students read, analyze, and comprehend texts. She understand how and why some students struggle, ensure that when new curricular materials are obtained teachers receive professional development, and monitor fidelity of use of curricular materials and strategies. Supports implementation of the school's intervention plans and provides early services for students identified with early warning indicators. Assists teachers with creating intervention groups and implementation of research-based curriculum and strategies. Also, she consistently monitors student progress, analyzes data with teachers and regroups students for intervention. She also participates in the design and delivery of meaningful professional development and provides support to teachers to build their capacity..
Vazquez, Ashley	Teacher, K-12	Middle school Science teacher charged with providing input on schoolwide goals. She provides a perspective for team decision making based on data trends throughout the science content area. Communicates with leadership team and school staff regarding science curricula and how to improve student achievement.
Sowerby, Tenille	Teacher, K-12	Middle school Reading teacher charged with providing input on schoolwide goals. She provides a perspective for team decision making based on data trends throughout the ELA content area. Communicates with leadership team and school staff regarding reading curricula and how to improve student achievement..
Ray, Crystal	Teacher, PreK	VPK teacher charged with providing input on schoolwide goals. She provides a perspective for team decision making based on data trends in the area of early childhood education . Communicates with leadership team and school staff regarding ways to improve student achievement..
Riddick, Xavier	Assistant Principal	Instructional Leader who identifies strategies for staff and team members in Mathematics, Science, ESE and ELL. He determines effective processes to involve all members and facilitates communication within the school with leadership team and staff. Other duties include: providing information about core instruction in the above mentioned core classes,

Name	Position Title	Job Duties and Responsibilities
		participating in student data collection, supporting delivery and implementation of instructional strategies and intervention.
Robinson, Dale	Math Coach	Content specialist providing knowledge and understanding of how students learn problem solving and mathematics content. She understands how and why some students struggle, ensures that when new curricular materials are obtained teachers receive professional development, and monitor fidelity of use of curricular materials and strategies. Supports implementation of the school's intervention plans and provides early services for students identified with early warning indicators. Assists in the design and implementation of progress monitoring, data collection, and data analysis. Participates in the design and delivery of professional development and serves the schools' professional development liaison.
Lewis, Mary	Science Coach	Content specialist providing knowledge and understanding of how students learn problem solving and science content. She understands how and why some students struggle, ensures that when new curricular materials are obtained teachers receive professional development, and monitor fidelity of use of curricular materials and strategies. Supports implementation of the school's intervention plans and provides early services for students identified with early warning indicators. Assists in the design and implementation of progress monitoring, data collection, and data analysis.

Demographic Information

Principal start date
Tuesday 6/15/2021, April Thompson Williams M

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.*
5

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.*
12

Total number of teacher positions allocated to the school
27

Total number of students enrolled at the school
384

Identify the number of instructional staff who left the school during the 2020-21 school year.
5

Identify the number of instructional staff who joined the school during the 2021-22 school year.
6

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	13	39	42	38	39	49	48	33	38	0	0	0	0	339
Attendance below 90 percent	2	19	16	12	13	17	20	5	13	0	0	0	0	117
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	5	5	11	36	16	0	1	0	0	0	0	74
Course failure in Math	0	0	3	1	6	22	5	0	6	0	0	0	0	43
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	4	11	10	6	0	0	0	0	31
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	3	13	9	3	0	0	0	0	28
Number of students with a substantial reading deficiency	0	14	27	28	20	24	31	25	22	0	0	0	0	191

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	5	6	8	25	18	9	9	0	0	0	0	80

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	2	0	1	3	0	1	0	0	0	0	7
Students retained two or more times	0	0	0	1	0	1	3	1	0	0	0	0	0	6

Date this data was collected or last updated
Saturday 8/28/2021

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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	44	44	38	44	57	49	38	48	45	0	0	0	0	407
Attendance below 90 percent	19	16	11	14	16	19	8	14	24	0	0	0	0	141
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	4	5	12	35	14	3	2	0	0	0	0	0	75
Course failure in Math	0	2	1	6	21	3	3	6	4	0	0	0	0	46
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	4	11	10	7	17	0	0	0	0	49
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	3	12	10	5	11	0	0	0	0	41

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	4	4	9	24	16	12	10	18	0	0	0	0	97

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				34%	63%	61%	39%	62%	60%
ELA Learning Gains				40%	61%	59%	48%	61%	57%
ELA Lowest 25th Percentile				45%	57%	54%	39%	57%	52%
Math Achievement				43%	67%	62%	42%	65%	61%
Math Learning Gains				53%	63%	59%	43%	61%	58%
Math Lowest 25th Percentile				46%	56%	52%	40%	55%	52%
Science Achievement				37%	56%	56%	43%	57%	57%
Social Studies Achievement				57%	80%	78%	46%	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	36%	60%	-24%	58%	-22%
Cohort Comparison						
04	2021					
	2019	43%	64%	-21%	58%	-15%
Cohort Comparison		-36%				
05	2021					
	2019	35%	60%	-25%	56%	-21%
Cohort Comparison		-43%				
06	2021					
	2019	30%	58%	-28%	54%	-24%
Cohort Comparison		-35%				
07	2021					
	2019	20%	56%	-36%	52%	-32%
Cohort Comparison		-30%				
08	2021					
	2019	30%	60%	-30%	56%	-26%
Cohort Comparison		-20%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2021					
	2019	33%	67%	-34%	62%	-29%
Cohort Comparison						
04	2021					
	2019	55%	69%	-14%	64%	-9%
Cohort Comparison		-33%				
05	2021					
	2019	52%	65%	-13%	60%	-8%
Cohort Comparison		-55%				
06	2021					
	2019	24%	58%	-34%	55%	-31%
Cohort Comparison		-52%				
07	2021					
	2019	31%	53%	-22%	54%	-23%
Cohort Comparison		-24%				
08	2021					
	2019	24%	40%	-16%	46%	-22%
Cohort Comparison		-31%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2021					
	2019	38%	53%	-15%	53%	-15%
Cohort Comparison						
08	2021					
	2019	32%	43%	-11%	48%	-16%
Cohort Comparison		-38%				

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	58%	73%	-15%	71%	-13%

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	0%	63%	-63%	61%	-61%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	54%	-54%	57%	-57%

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 utilized to complle the below data for grades K-8 is iReady Data AP1 for Fall, AP2 for Winter, and AP3 for Spring

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	21.6	19.4	36.1
	Economically Disadvantaged	22.2	20.0	37.1
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	19.4	29.7	36.1
	Economically Disadvantaged	20.0	30.6	37.1
	Students With Disabilities			
	English Language Learners			

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	19.4	22.2	28.6
	Economically Disadvantaged	20.0	20.0	26.5
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	17.1	22.2	20.0
	Economically Disadvantaged	14.7	20.0	17.6
	Students With Disabilities			
	English Language Learners			

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	29.7	34.2	50.0
	Economically Disadvantaged	29.7	34.2	50.0
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	2.8	23.7	36.8
	Economically Disadvantaged	2.8	23.7	36.8
	Students With Disabilities			
	English Language Learners			

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	20.5	17.8	19.6
	Economically Disadvantaged	19.0	16.3	18.2
	Students With Disabilities	11.1		
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	11.1	13.6	26.8
	Economically Disadvantaged	9.3	11.9	25.6
	Students With Disabilities			14.3
	English Language Learners			

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	20.5	21.4	34.1
	Economically Disadvantaged	20.5	19.5	32.5
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	7.0	14.3	32.5
	Economically Disadvantaged	7.1	14.6	33.3
	Students With Disabilities			
	English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students		8.0	
	Economically Disadvantaged		5.0	
	Students With Disabilities		0.0	
	English Language Learners			

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	18.8	24.2	29.0
	Economically Disadvantaged	16.1	25.0	30.0
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	9.7	28.1	29.0
	Economically Disadvantaged	6.7	29.0	26.7
	Students With Disabilities			
	English Language Learners			

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	33.3	36.1	34.6
	Economically Disadvantaged	33.3	36.1	34.6
	Students With Disabilities	12.5	12.5	14.3
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	41.9	37.1	42.4
	Economically Disadvantaged	41.9	37.1	42.4
	Students With Disabilities	16.7	14.3	25.0
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students		68.0	
	Economically Disadvantaged		68.0	
	Students With Disabilities		25.0	
	English Language Learners			

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	43.3	34.4	31.3
	Economically Disadvantaged	42.9	33.3	26.7
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	29.0	25.0	15.4
	Economically Disadvantaged	27.6	23.3	12.0
	Students With Disabilities			
	English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students		21.0	
	Economically Disadvantaged		19.0	
	Students With Disabilities			
	English Language Learners			

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	5	29	44	12	21	27					
ELL	23	41	46	25	29	64	10				
BLK	23	30	25	19	17	16	25	46			
HSP	25	44	53	26	33	64	13	60			
FRL	23	35	38	20	22	36	20	50	71		
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	20	30	23	24	40						
ELL	40	54	50	47	64		50				
BLK	31	34	39	39	49	48	30	59			
HSP	41	52	54	51	60		59	50			
FRL	34	40	45	43	54	49	37	59	62		

	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
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups											
SWD	10	43	25	14	33	27					
ELL	45	43	23	53	41						
BLK	36	48	42	38	40	43	37	39	77		
HSP	44	48	33	52	50	33	63	62	73		
FRL	39	48	39	41	42	39	42	46	71		

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	35
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	26
Total Points Earned for the Federal Index	347
Total Components for the Federal Index	10
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	20
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	25
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	34
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

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

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

2019 data findings:
The school to district comparison shows an increase in the Achievement gap widening from 3rd to 8th grade in ELA and Math.
All ELA subgroups achievement increased except for Blacks, which decreased by 3 percentage points.
All ELA subgroups Learning Gains (LG) increased except for Blacks and SWD, which decreased by 6 percentage points.
All ELA subgroups L25 increase by at least 4 percentage points, except Blacks and SWD which increased by 6 percentage point.
All Math subgroups overall Learning Gains increased by 58 percentage points and L25 for Black subgroup increased by 5 percentage points and Free and Reduced Lunch increased by 10 percentage points.
Science subgroups achievement levels decreased for FRL by 5 percentage points.
Civics FRL subgroups achievement levels students increased by 13 percentage points and middle school acceleration decreased by 9 percentage points.

2021 data findings:
All ELA grades K through 3 students increased proficiency about average of 12 percentage points from the fall iReady Diagnostic to Spring Diagnostic.
All Mathematics K through 3rd grade students increased proficiency about average of 21 percentage points from the fall iReady Diagnostic to Spring iReady Diagnostics.
ELA subgroup ED K through 3rd grade students increased proficiency about average of 11 percentage points from the fall iReady Diagnostic to Spring iReaady Diagnostic.
Mathematics subgroup ED K through 3rd grade students increased proficiency about average of 19 percentage points from the fall iReady Diagnostic to Spring iReady Diagnostic.

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

2021 data findings:
Based on the data review, our school will implement the Targeted Element of ELA. We selected the overarching area of ELA based on our findings . Over the last two years, ELA proficiency dropped 12 percentage points. Tiers of 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 tiers of instruction.

In addition, we did not include the data for subgroups for 2021 because it is currently not available. Once data becomes available, we will update the SIP.

2019 Findings
The area that demonstrated the greatest need for improvement is in the ELA subgroup for Blacks which decreased on all content areas by 6 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?

The contributing factors to this need for improvement was evident by a 3 year schoolwide focus on implementing standards-based instruction and explicit instruction in all classrooms. The new action

steps taken to address this need will involve providing continued support while incorporating data-driven instruction to help meet the needs of our L25 subgroup. We will also develop teachers using strategies that focus on scaffolding, intervention for lower performing students to help them access grade level content.

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

2021 data findings:
Data for subgroups is not currently available. Once data becomes available, we will update the SIP.

ELA Learning Gains for ELL subgroup increased by 23 percentage points in 2018 to 2019 on FSA showing the most improvement. In the area of Civics, the Black subgroup increased by 20 percentage points showing the most improvement.

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

The contributing factors for this improvement include collaborative planning that allots time to plan for differentiated instruction. The new actions will include Administrators attending weekly collaborative planning sessions and provide ongoing meaningful feedback with individuals and departments regarding student and/or grade level progress. Also, there is a need for intervention; therefore, we will create fluid groups to meet the needs of each students.

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

The following strategies will need to be implemented in order to accelerate learning:

Data-driven Instruction
Differentiated Instruction
Extended Learning Opportunities
Standards-Based Collaborative Planning
Progress Monitoring
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 professional development opportunities that will be provided are outlined below:

The district will develop whole group sessions and job-embedded sessions for Reading Horizon Discovery (September/2021)

Aligning resources to small group instruction and disaggregating OPM data (October/2021)

Performance Matter/Disaggregating Data and ELL Training (November/December/2021),

iReady support: Adjusting groups as data becomes available (9/2021) and continuous data chats with individualized feedback and next steps (ongoing).

Coaching cycles will also be implemented on a one-to-one basis with teachers to support specific needs (ongoing).

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

Additional services will involve collaborative planning scheduled weekly and a member of the LT 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 Academy, Spring Break Academy, and STEM-based clubs.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Collaborative Planning	
Area of Focus Description and Rationale:	Based on the data review, our school will implement the Targeted Element of Collaborative Planning. We selected the overarching area of Collaborative Planning based on our findings that demonstrate an increase in substantial reading deficiency for students in grades 1 - 8. There is a need to address learning loss for students who did not meet proficiency in Reading. Through collaborative planning we will aim to develop clear, concise, and sequential lesson plans that addresses the academic needs of students in Tier 2 and Tier 3 in order to move towards proficiency.
Measurable Outcome:	If we successfully implement collaborative planning, then our L25 students will increase by a minimum of 20 percentage points as evidenced by the 2022 State Assessments.
Monitoring:	The Leadership Team will conduct quarterly data chats, adjust groups based on current data in real time, and follow-up with regular walkthroughs to ensure quality instruction is taking place. Administrators will review bi-weekly lesson plans for indication of differentiation for L25 students, in particular. Data analysis of formative assessments for L25 students will be reviewed monthly to observe progress. We will create an online tracker to monitor OPM data on a bi-weekly basis. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards. Extended day learning opportunities will be provided to those students who are not showing growth on OPMs
Person responsible for monitoring outcome:	April Thompson-Williams (pr5861@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Collaborative Planning, our school will focus on the evidence-based strategy of: Effective Planning Strategies. Data-driven instruction will assist in accelerating the learning gains of our L25 students as it is a systematic approach of instruction to meet the students' needs. Data-driven instruction will be monitored through the use of data trackers to drive instructional planning and data chats.
Rationale for Evidence-based Strategy:	Collaborative Planning 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

Provide professional development with the assistance of transformational coaches, CSS or district personnel and schedule weekly collaborative planning opportunities to develop lesson plans that reflect alignment of standards with research-based strategies. Lesson plans will be clear, concise and sequential in order to meet the needs of targeted L25 students.
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Person Responsible	Xavier Riddick (xriddick@dadeschools.net)

Teachers will utilize planning resources binders to collaboratively plan and provide professional development in unpacking and aligning Florida Standards and scaffold instruction for all content areas.

Person Responsible	Tania Alexandre (alexandret@dadeschools.net)

Transformational Coaches with assistance of CSS will collaboratively plan lessons with teachers that are aligned to the Florida Standards with emphasis on Intervention planning to address students in Tier 2 and Tier 3 groups in reading and math.

Person Responsible   Dale Robinson (robinson@dadeschools.net)

Administrators will consistently monitor collaborative planning sessions to ensure lesson plans are developed as an end product. Administrators will monitor with fidelity the delivery of instruction in order to progress monitor students in the L25. Administrators will provide continuous feedback and strategies for continued improvement.

Person Responsible   April Thompson-Williams (pr5861@dadeschools.net)

The Leadership team will consistently monitor and utilize end products to assess standards mastery.
(November 1 - December 17)

Person Responsible   April Thompson-Williams (pr5861@dadeschools.net)

Administration will monitor instruction effectively for content pacing and transitions.
(November 1 - December 17)

Person Responsible   April Thompson-Williams (pr5861@dadeschools.net)

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

Area of Focus Description and Rationale:	Based on the data review, our school will implement the Targeted Element of Standard-Aligned Instruction. We selected the overarching area of c based on our findings that demonstrate limited evidence of teachers delivering explicit instruction with scaffolding and checks for understanding. There is a need to address learning loss for students who did not meet proficiency in Reading and Math. Through the delivery of a standard-aligned lesson teachers will aim to deliver clear, concise, and sequential lessons that addresses the academic needs of students in Tier 2 and Tier 3 in order to increase on informal and formal assessments across all content areas.
Measurable Outcome:	If we successfully implement Standard-Aligned Instruction, 60 percent of students in grades 3-8 will increase in their overall average percent correct on informal and formal assessments by a minimum of 10 percent when compared to baseline assessments.
Monitoring:	The Leadership Team will progress monitor, disaggregate and analyze assessment data when reported for formal assessments. Administration, Transformational coaches, and/or CSS will follow-up with teacher's during collaborative planning and/or data chats to address areas to remediate. Teachers with the assistance of Transformational coaches will regroup students after each assessment to ensure students' individual targeted instructional needs are met. As a result of purposeful, explicit and engaging instruction student achievement will increase on informal and formal assessments across all content areas.
Person responsible for monitoring outcome:	Xavier Riddick (xriddick@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Standard-Aligned Instruction, our school will focus on the evidence-based strategy of Framework of Effective Instruction. Professional Learning will assist in improving in the area of instructional delivery and engagement. Professional Learning will be monitored through the use of district In-service surveys, sign-in sheets/ surveys, administrative walkthroughs and/or assessment data.
Rationale for Evidence-based Strategy:	Professional Learning will ensure that teachers are using relevant, recent, aligned, and current instructional materials and resources for all content areas in order to meet student academic needs. Teachers will continually make adjustments to their lesson plans, intervention and instructional delivery to improve student achievement.

Action Steps to Implement

Transformational coaches and CSS will provide a professional development on developing standards-based lesson plans that are clear, sequential and incorporate checks for understanding.

Person Responsible	Xavier Riddick (xriddick@dadeschools.net)

Transformational coaches and CSS will provide a professional development on delivering standards-based lesson plans that are clear, sequential and incorporate checks for understanding.

Person Responsible	Xavier Riddick (xriddick@dadeschools.net)

Transformational coaches will plan with teachers on delivering explicit lessons that implement steps and strategies to solve/ answer higher order thinking questions to scaffold instruction that meets the needs of all learners.

Person Responsible	Xavier Riddick (xriddick@dadeschools.net)

Leadership Team will disaggregate and analyze assessment data to drive instruction and revisit students targeted in schoolwide intervention plan and programs (Saturday Academy, Spring Break Academy, Push-in and Pull-out interventions). Administrators will continuously monitor instructional delivery by conducting daily walkthroughs as based on professional development. Administrators will provide timely feedback to teachers based on walkthroughs.

Person Responsible   April Thompson-Williams (pr5861@dadeschools.net)

Teachers will provide on-going timely and effective feedback to students. (November 1 - December 17)

Person Responsible   Xavier Riddick (xriddick@dadeschools.net)

Teachers will gather, evaluate, and create appropriate instructional materials.
(November 1 - December 17)

Person Responsible   Xavier Riddick (xriddick@dadeschools.net)

#3. Culture & Environment specifically relating to Positive Behavior Intervention and Supports	
Area of Focus Description and Rationale:	Based on the data review, our school will implement the Targeted Element of Positive Behavior Intervention and Support. We selected the overarching area of Positive Behavior Intervention based on our findings that demonstrated that 117 of students identified on the EWI count report. We will implement a mindfulness program entitled "Brain Power" to help develop students' social emotional competencies, create a sense of belonging and increase valuing of school.
Measurable Outcome:	If we successfully implement mindfulness towards positive behavior intervention, our students will receive quality SEL instruction that will contribute to improving the learning environment in connection with student outcomes. With consistent mindfulness curriculum-based instruction, 20% of students will strongly agree and 70% will agree that the classroom and school environment is a positive place to learn when administered the student climate survey May 2022.
Monitoring:	Brain Power will offer in-class training, professional developments for teachers and staff members to ensure that our students are emotionally supported. There have been 5 sessions put in place from August 2021 to November 2021 for the entire staff schoolwide. The leadership team has set up teacher-to-student coaching once a month to implement mindfulness curriculum-based instruction. The leadership team will create a tracking log to ensure the implementation of the Brain Power activities.
Person responsible for monitoring outcome:	Ashley Vazquez (334157@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of SEL, our school will focus on the evidence-based strategy of: Mindfulness. Mindfulness instructional practices that create a positive classroom and school wide environment will narrow the gap between academics and mental health. Mindfulness exercises will be conducted daily within the classroom and school wide, morning and afternoon
Rationale for Evidence-based Strategy:	Our mindfulness initiative will assist in decreasing the stress in the school environment and allow for a positive and safe place to learn. The leadership team through brain power will provide the school with mindfulness practices that can be implemented daily in the classroom and school wide which will be logged bi-weekly and collected by the leadership team.

Action Steps to Implement

Schedule a general meeting with faculty and staff centered around the schoolwide implementation of Mindfulness instructional practices designed to create a positive classroom and schoolwide environment. Introduce the schoolwide usage Brain Power curriculum.

Person Responsible	April Thompson-Williams (pr5861@dadeschools.net)

Create a schoolwide calendar of in-class training dates and professional development for students and staff. Students and staff will reflect in journals once a week of their experience.

Person Responsible	Dale Robinson (robinson@dadeschools.net)

The Leadership team will facilitate Brain Power sessions for each staff meeting throughout the year on a rotation. Staff will be assigned chapters within Brain Power book to read to improve their knowledge and awareness of mindfulness.

Person Responsible   Ashley Vazquez (334157@dadeschools.net)

The Leadership team will administor a post-survey to faculty and staff regarding the mindfulness instructional practices that create a positive classroom and school wide environment. The Leadership Team will utilize the results to reflect and improve on strategies for the following school year,

Person Responsible   Xavier Riddick (xriddick@dadeschools.net)

Staff surveys will be analyzed and results shared for mindfulness initiatives with recommendations. (November 1 - December 17)

Person Responsible   Xavier Riddick (xriddick@dadeschools.net)

The Leadership Team will conduct a book study with fidelity through the Professional Learning Community as part of the mindfulness initiatives. (November 1 - December 17)

Person Responsible   Xavier Riddick (xriddick@dadeschools.net)

#4. Leadership specifically relating to Leadership Development

Area of Focus Description and Rationale:	Based on the data review, our school will implement the Targeted Element of Leadership. We selected the overarching area of Leadership Development based on the 2021 professional development survey which reflected 26 % of the staff surveyed expressed Teacher-Driven Observation (Peer observation-visiting). We will provide the necessary professional learning opportunity to address the needs of teachers in order improve teacher quality.
Measurable Outcome:	If we successfully implement Leadership Development, 70% of staff when surveyed on the 2022 professional development survey will reflect that they participated in peer observation visits with designated MINT teacher.
Monitoring:	The Leadership Team will monitor the professional development opportunities provided by the district and follow-up with teacher's observation after attending meetings to ensure quality instruction is taking place. Administrators will review and encourage teachers to attend professional development and MINT sessions. The Professional Learning sessions will focus on areas selected by MINT participants. Participants in the MINT program will conduct a minimum of 2 peer observations within the school year.
Person responsible for monitoring outcome:	Xavier Riddick (xriddick@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Leadership Development, our school will focus on the evidence-based strategy of: Peer Observation-Visiting. The development of in-house Leadership will assist in improving teacher quality. Leadership Development will be monitored through the use of district In-service surveys and sign-in sheets/surveys.
Rationale for Evidence-based Strategy:	Professional Learning will ensure that teachers are using relevant, recent, aligned, and current trends 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

All first year, second year and new teacher to the building will be assigned a Mentor or Buddy for the 2021-2022 school year. All mentees will be notified of their Mentor by September 1, 2021

Person Responsible	Xavier Riddick (xriddick@dadeschools.net)

The PLST team will schedule and facilitate a minimum of 3 professional development MINT sessions for the 2021-2022 school year with commencing in September 2021.

Person Responsible	Xavier Riddick (xriddick@dadeschools.net)

All Mentee and Buddy Teachers will select 3 opportunities within the school year to conduct peer observation visits. Administration will ensure both Mentee and Mentor receive substitute coverage for selected dates. A calendar will be created and shared with all participants of the selected peer observation visits for the school year.

Person Responsible	Tania Alexandre (alexandret@dadeschools.net)

Administrators will monitor the improved teacher quality by conducting daily walkthroughs as based on professional development opportunities and peer observation visits. Administrators will provide timely feedback to teachers based on walkthroughs.

Person Responsible	April Thompson-Williams (pr5861@dadeschools.net)

Mentors and mentees will conduct learning walks and share best practices that can be used schoolwide.
(November 1 - December 17)

Person Responsible	Xavier Riddick (xriddick@dadeschools.net)

The PLST Team will provide mentee surveys for feedback on support provided and additional support needed.
(November 1 - December 17)

Person Responsible	Xavier Riddick (xriddick@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 ELA. We selected the overarching area of ELA based on our findings that demonstrated 19% proficiency in ELA for grades 3 – 5 on the 2021 FSA. We compared the current 2021 ELA FSA data of 20% proficiency to the 2019 FSA ELA proficiency of 34%. Over the last two years, ELA proficiency dropped 14 percentage points. 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.
Measurable Outcome:	If we successfully develop, deliver, and monitor Tier 1 instruction, then our ELA Proficient students will increase by a minimum of 10 percentage points as evidenced by the 2022 State Assessments.
Monitoring:	The Leadership team will participate in weekly collaborative planning, 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 bi-weekly progress monitoring assessments, as well as the review of products, will be utilized to track progress and determine the effectiveness of instructional delivery and planning.
Person responsible for monitoring outcome:	April Thompson-Williams (pr5861@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of ELA, our school will focus on the evidence-based strategy of: Standards-Based Collaborative Planning. Standards based collaborative planning brings teachers together to learn from each other and collaborate. 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.
Rationale for Evidence-based Strategy:	Standards-Based Collaborative Planning will ensure teachers plan rigorous and aligned lessons that translate into effective delivery. Continual feedback related to delivery, product effectiveness, and assessment performance will guide shifts and enhancements in instructional delivery and student performance.

Action Steps to Implement

8/31 – 10/11 Teachers will participate in weekly collaborative planning, with a focus on standards aligned instruction, resulting in an explicit lesson plan that scaffolds instruction.

Person Responsible	Tania Alexandre (alexandret@dadeschools.net)

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	Tania Alexandre (alexandret@dadeschools.net)

8/31 – 10/11 Product reviews, bi-weekly, will be conducted in collaborative planning for the purpose of assessing the impact of the instructional delivery.

Person Responsible   Tania Alexandre (alexandret@dadeschools.net)

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

Person Responsible   April Thompson-Williams (pr5861@dadeschools.net)

The PLST Team promotes accountability for the learning of students through progress monitoring. (November 1 - December 17)

Person Responsible   Xavier Riddick (xriddick@dadeschools.net)

Administration will monitor the implementation of the lesson plans by reviewing end products during collaborative planning sessions. (November 1 - December 17)

Person Responsible   April Thompson-Williams (pr5861@dadeschools.net)

Additional Schoolwide Improvement Priorities

Using the 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.

Dr. Henry W. Mack/West Little River K-8 Center when compared to discipline data across the state report 0.2 incidents per 100 students. This rate is less than the Statewide combination school rate of 1.6 incidents per 100 students. The school will continue to implement extracurricular activities and foster a positive school cutlure and climate to further decrease in the area of behavior and discipline.

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 goal of our school is to promote a positive culture and environment. This is accomplished by creating experiences where everyone is celebrated and supported. Incentives are provided for all stakeholders that participate in schoolwide initiatives and activities. The lines of communication are open for all stakeholders

to address concerns, provide feedback and receive support. Information is provided to stakeholders in a timely manner on multiple social media platforms. The goal is for students to come to an environment where the feel loved and safe. As a result the learning environment is engaging, nurturing and conducive to 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 Principal, Counselor, Mental Health Coordinator, Leadership Team, Gang Alternative, Mahogany Youth Corp, Young Musicians Unite, and SportsKonnect. The principal will oversee all of the school's programs and initiatives. The assistant principal will monitor activities related to mentorship, team building and agency services. The counselor and mental health coordinator will maintain positive student relationships and behavior as well as ensure information is communicated with stakeholders. Leadership team will provide support and respond to feedback. All agency stakeholders are responsible for building and maintaining relationships that will benefit all students, parents, families and the community.