

Miami-Dade County Public Schools

Henry S. West Laboratory School



2021-22 Schoolwide Improvement Plan

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Henry S. West Laboratory School

5300 CARILLO ST, Coral Gables, FL 33146

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

Demographics

Principal: Michelle Sanchez

Start Date for this Principal: 10/1/2006

| | |
|--|--|
| 2019-20 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | Combination School KG-8 |
| Primary Service Type (per MSID File) | K-12 General Education |
| 2020-21 Title I School | No |
| 2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 34% |
| 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 White Students Economically Disadvantaged Students |
| School Grades History | 2018-19: A (88%) 2017-18: A (90%) 2016-17: A (86%) |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Southeast |
| Regional Executive Director | LaShawn Russ-Porterfield |
| Turnaround Option/Cycle | N/A |
| Year | |
| Support Tier | |
| ESSA Status | |
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here . | |

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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Henry S. West Laboratory School

5300 CARILLO ST, Coral Gables, FL 33146

<http://westlab.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 KG-8 | No | 32% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 75% |

School Grades History

| Year | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|-------|---------|---------|---------|---------|
| Grade | | A | A | A |

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Henry S. West Laboratory School provides a learning environment in which all students are able to attain their maximum academic, social, and physical potential, thus enabling them to become interested learners and contributing members in a changing, multicultural society. Students are afforded the opportunity to capitalize on their inherent strengths through their participation in high level curricular and extracurricular activities. Individualized instruction and tutorial programs are provided as needed. Periodic evaluations, designed to diagnose and assess achievement, provide data for addressing needs and serve as a baseline for the School Improvement Plan. The West Laboratory School and University of Miami partnership enhance the educational opportunities for students.

Provide the school's vision statement.

Henry S. West Laboratory School will provide high quality education for all students and will pioneer the possibilities of change in the teaching and learning process. As a professional development school in conjunction with the stakeholders and the University of Miami, our vision is to prepare students to become life-long learners and productive citizens. As a clinical setting for aspiring teachers, the school will train and retrain teachers to meet the challenges of preparing students for the future.

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 |
|-------------------------|---------------------|---|
| Sanchez-Perez, Michelle | Principal | Serve as instructional leader for the District's first school of choice. Lead the school's transition from a traditional approach to curriculum, instruction and assessment to a school-wide approach that is aligned to the Florida Standards and integrates the Social Emotional Learning Competencies. Lead the school's partnership with the University of Miami to provide STEAM electives to middle grades students. Led the school's transition from an elementary to a K-8 school. |
| Sanchez, Michelle | Assistant Principal | Support the principal's vision and mission by supervising the execution of tasks that needed to be accomplished to ensure that the day to day operations ran smoothly (Master schedule, School Support Team, Discipline, Security/Custodial). Oversee instructional program Serve as LEA MTSS Coordinator |
| Gonzalez, C. Karelissa | Other | Empower teachers to deliver high-quality instruction utilizing standards-based curriculum. Participates in professional development and shares the content with school-wide personnel. Plans department meetings within the school. Promote rigor, relevance, and relationships in Mathematics classrooms. Encourage Mathematics rich classroom environment. |
| Rubio, Claudia | Other | Empower teachers to deliver high-quality instruction utilizing standards-based curriculum. Participates in professional development and shares the content with school-wide personnel. Plans department meetings within the school. Promote rigor, relevance, and relationships in Science classrooms. Encourage Science rich classroom environment. |
| | Other | Empower teachers to deliver high-quality instruction utilizing standards-based curriculum. Participates in professional development and shares the content with school-wide personnel. Plans department meetings within the school. Promote rigor, relevance, and relationships in English Language Arts classrooms. Encourage English Language Arts rich classroom environment. |

Demographic Information

Principal start date

Sunday 10/1/2006, Michelle Sanchez

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.*

18

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.*

8

Total number of teacher positions allocated to the school

25

Total number of students enrolled at the school

382

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

3

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

4

Demographic Data

Early Warning Systems

2021-22

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--|-------------|----|----|----|----|----|----|----|----|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 34 | 42 | 49 | 55 | 40 | 51 | 35 | 40 | 36 | 0 | 0 | 0 | 0 | 382 |
| Attendance below 90 percent | 2 | 0 | 2 | 1 | 0 | 3 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 9 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 2 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 6 |
| Course failure in Math | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 4 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| Number of students with a substantial reading deficiency | 0 | 2 | 3 | 3 | 0 | 0 | 2 | 2 | 4 | 0 | 0 | 0 | 0 | 16 |

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

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

The number of students identified as retainees:

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

Date this data was collected or last updated

Thursday 7/1/2021

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 | 36 | 51 | 57 | 42 | 51 | 51 | 43 | 38 | 40 | 0 | 0 | 0 | 0 | 409 |
| Attendance below 90 percent | 0 | 3 | 2 | 0 | 3 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 2 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |
| Course failure in Math | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 4 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |

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

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

The number of students identified as retainees:

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

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 | | | | 95% | 63% | 61% | 95% | 62% | 60% |
| ELA Learning Gains | | | | 76% | 61% | 59% | 82% | 61% | 57% |
| ELA Lowest 25th Percentile | | | | 80% | 57% | 54% | 79% | 57% | 52% |
| Math Achievement | | | | 95% | 67% | 62% | 97% | 65% | 61% |
| Math Learning Gains | | | | 84% | 63% | 59% | 91% | 61% | 58% |
| Math Lowest 25th Percentile | | | | 73% | 56% | 52% | 93% | 55% | 52% |
| Science Achievement | | | | 94% | 56% | 56% | 84% | 57% | 57% |
| Social Studies Achievement | | | | 100% | 80% | 78% | 100% | 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 | 98% | 60% | 38% | 58% | 40% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 93% | 64% | 29% | 58% | 35% |
| Cohort Comparison | | -98% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 94% | 60% | 34% | 56% | 38% |
| Cohort Comparison | | -93% | | | | |
| 06 | 2021 | | | | | |

| ELA | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| | 2019 | 97% | 58% | 39% | 54% | 43% |
| Cohort Comparison | | -94% | | | | |
| 07 | 2021 | | | | | |
| | 2019 | 94% | 56% | 38% | 52% | 42% |
| Cohort Comparison | | -97% | | | | |
| 08 | 2021 | | | | | |
| | 2019 | 97% | 60% | 37% | 56% | 41% |
| Cohort Comparison | | -94% | | | | |

| MATH | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2021 | | | | | |
| | 2019 | 95% | 67% | 28% | 62% | 33% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 98% | 69% | 29% | 64% | 34% |
| Cohort Comparison | | -95% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 94% | 65% | 29% | 60% | 34% |
| Cohort Comparison | | -98% | | | | |
| 06 | 2021 | | | | | |
| | 2019 | 92% | 58% | 34% | 55% | 37% |
| Cohort Comparison | | -94% | | | | |
| 07 | 2021 | | | | | |
| | 2019 | 97% | 53% | 44% | 54% | 43% |
| Cohort Comparison | | -92% | | | | |
| 08 | 2021 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | -97% | | | | |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2021 | | | | | |
| | 2019 | 94% | 53% | 41% | 53% | 41% |
| Cohort Comparison | | | | | | |
| 08 | 2021 | | | | | |
| | 2019 | 93% | 43% | 50% | 48% | 45% |
| Cohort Comparison | | -94% | | | | |

| 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 | 100% | 73% | 27% | 71% | 29% |
| 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 | 97% | 63% | 34% | 61% | 36% |
| 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.

i-Ready: AP1, AP2, and AP3

Science - Topic Assessments, Quarterly Assessments, Weekly Assessments

5th and 8th Science - Mid-year Assessment

Civics - Mid-year Assessment

Algebra - Mid-year Assessment

| Grade 1 | | | | |
|-----------------------|----------------------------|-------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 40% | 70% | 99% |
| | Economically Disadvantaged | 40% | 55% | 80% |
| | Students With Disabilities | n/a | n/a | n/a |
| | English Language Learners | 66% | 66.6% | 66.6% |
| | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 27% | 60% | 93% |
| | Economically Disadvantaged | 25% | 35% | 70% |
| | Students With Disabilities | n/a | n/a | n/a |
| | English Language Learners | 66.6% | 66.6% | 66.6% |
| | | | | |
| Grade 2 | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 68% | 95% | 95% |
| | Economically Disadvantaged | 57.1% | 85.7% | 92.9% |
| | Students With Disabilities | 0% | 0% | 0% |
| | English Language Learners | 0% | 0% | 100% |
| | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 32% | 82% | 86% |
| | Economically Disadvantaged | 28.6% | 64.3% | 85.7% |
| | Students With Disabilities | 0% | 50% | 50% |
| | English Language Learners | 0% | 0% | 100% |
| | | | | |

| Grade 3 | | | | |
|-----------------------|----------------------------|-------|--------|--------|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 91% | 96% | 98% |
| | Economically Disadvantaged | 78.6% | 85.7% | 100% |
| | Students With Disabilities | 50% | 50% | 50% |
| | English Language Learners | n/a | n/a | n/a |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 32% | 65% | 91% |
| | Economically Disadvantaged | 35.7% | 50% | 85.7% |
| | Students With Disabilities | 0% | 50% | 50% |
| | English Language Learners | n/a | n/a | n/a |
| Grade 4 | | | | |
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 70% | 75% | 88% |
| | Economically Disadvantaged | 58.8% | 88.2% | 87.5% |
| | Students With Disabilities | 0% | 100% | 100% |
| | English Language Learners | n/a | n/a | n/a |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 58% | 76% | 86% |
| | Economically Disadvantaged | 47.1% | 76.5% | 88.2% |
| | Students With Disabilities | n/a | n/a | n/a |
| | English Language Learners | n/a | n/a | n/a |

| Grade 5 | | | | |
|-----------------------|----------------------------|-------|--------|--------|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 70% | 85% | 91% |
| | Economically Disadvantaged | 42.9% | 78.6% | 69.2% |
| | Students With Disabilities | 33% | 66.6% | 66.6% |
| | English Language Learners | n/a | n/a | n/a |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 68% | 73% | 87% |
| | Economically Disadvantaged | 50% | 71.4% | 84.6% |
| | Students With Disabilities | 0% | 0% | 33% |
| | English Language Learners | n/a | n/a | n/a |
| Science | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | n/a | 64% | n/a |
| | Economically Disadvantaged | n/a | 57% | n/a |
| | Students With Disabilities | n/a | n/a | n/a |
| | English Language Learners | n/a | n/a | n/a |
| Grade 6 | | | | |
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 68% | 75% | 82% |
| | Economically Disadvantaged | 80% | 60% | 60% |
| | Students With Disabilities | 0% | 0% | 0% |
| | English Language Learners | n/a | n/a | n/a |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 63% | 79% | 87% |
| | Economically Disadvantaged | 37.5% | 70% | 100% |
| | Students With Disabilities | 0% | 0% | 0% |
| | English Language Learners | n/a | n/a | n/a |

| Grade 7 | | | | |
|-----------------------|----------------------------|-------|--------|--------|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 77% | 92% | 94% |
| | Economically Disadvantaged | 70.6% | 76.5% | 76.5% |
| | Students With Disabilities | 0% | 0% | 0% |
| | English Language Learners | n/a | n/a | n/a |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 46% | 75% | 86% |
| | Economically Disadvantaged | 52.9% | 64.7% | 82.4% |
| | Students With Disabilities | 0% | 0% | 0% |
| | English Language Learners | n/a | n/a | n/a |
| Civics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | n/a | 94% | n/a |
| | Economically Disadvantaged | n/a | 100 | n/a |
| | Students With Disabilities | 0% | 0% | 0% |
| | English Language Learners | n/a | n/a | n/a |

| Grade 8 | | | | |
|-----------------------|----------------------------|-------|--------|--------|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 78% | 90% | 94% |
| | Economically Disadvantaged | 83.3% | 83.3% | 83.3% |
| | Students With Disabilities | 0% | 0% | 0% |
| | English Language Learners | 0% | 0% | 0% |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 50% | n/a | n/a |
| | Economically Disadvantaged | 80% | n/a | 83.3% |
| | Students With Disabilities | 0% | 0% | 0% |
| | English Language Learners | 0% | 0% | 0% |
| Science | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | n/a | 61% | n/a |
| | Economically Disadvantaged | n/a | 67% | n/a |
| | Students With Disabilities | n/a | n/a | n/a |
| | English Language Learners | n/a | n/a | n/a |

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 | 70 | | | 30 | | | | | | | |
| ELL | 90 | 50 | | 86 | 70 | | | | | | |
| BLK | 100 | 80 | | 60 | 50 | | | | | | |
| HSP | 95 | 73 | 78 | 86 | 58 | 65 | 80 | 95 | 77 | | |
| WHT | 94 | 60 | | 92 | 66 | | 83 | | | | |
| FRL | 93 | 80 | 81 | 85 | 60 | 58 | 83 | 94 | | | |
| 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 | 88 | 69 | | 82 | 75 | | | | | | |
| ELL | 89 | 70 | | 89 | 80 | | | | | | |
| BLK | 88 | 60 | | 81 | 73 | | | | | | |
| HSP | 96 | 77 | 85 | 95 | 83 | 66 | 90 | 100 | 95 | | |

| 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 |
| WHT | 98 | 78 | 90 | 98 | 89 | 92 | 100 | | | | |
| FRL | 91 | 68 | 71 | 88 | 70 | 47 | 84 | | 90 | | |
| 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 | 76 | 54 | | 76 | 79 | | | | | | |
| BLK | 82 | 77 | | 89 | 85 | | | | | | |
| HSP | 96 | 82 | 82 | 98 | 93 | 97 | 85 | 100 | | | |
| WHT | 98 | 81 | | 98 | 86 | | 93 | | | | |
| FRL | 92 | 79 | 71 | 98 | 94 | 100 | 73 | 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 | 79 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 0 |
| Progress of English Language Learners in Achieving English Language Proficiency | |
| Total Points Earned for the Federal Index | 707 |
| Total Components for the Federal Index | 9 |
| Percent Tested | 97% |
| Subgroup Data | |
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 50 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | |
| English Language Learners | |
| Federal Index - English Language Learners | 74 |
| English Language Learners Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | |
| Native American Students | |
| Federal Index - Native American Students | |

| 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 | 73 |
| Black/African American Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | |
| Hispanic Students | |
| Federal Index - Hispanic Students | 79 |
| Hispanic Students Subgroup Below 41% in the Current Year? | NO |
| 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 | 79 |
| White Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years White Students Subgroup Below 32% | |
| Economically Disadvantaged Students | |
| Federal Index - Economically Disadvantaged Students | 79 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| 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?

At least 95% of all of our English Language Arts students were proficient, earning a level 3 or above from 2017-2019.

At least 95% of all of our Math students were proficient, earning a level 3 or above from 2017-2019.

One hundred percent of our Civics students were proficient, earning a level 3 or above since 2018.

According to the 2019-2020 i-Ready Reading, 93% of our students scored in the green, Tier 1, during AP3. This is a 10 percentage point increase as compared to the AP2 assessment in which 83% of our students scored in the green.

According to the 2019-2020 i-Ready Mathematics, 88% of our students scored in the green, Tier 1, during AP3. This is a 16 percentage point increase as compared to the AP2 assessment in which 72% of our students scored in the green.

According to the 2019-2020 i-Ready Mathematics, 93% of our first grade students scored in the green Tier 1, during AP3. This is a 30 percentage point increase as compared to the AP2 assessment in which 66% of our first graders scored in the green.

According to the 2021 FSA Math data, our learning gains decreased to 61% from 84% as compared to the 2019 FSA Math data, which is a 23% point decrease.

According to the 2021 FSA Math data, our lowest 25 decreased to 64% from 73% as compared to the 2019 FSA Math data, which is a 9% point decrease.

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

Ninety percent of our fifth grade students were proficient on the 2019 FSA as compared to the rest of our grade levels that experienced at least 92% or above.

According to the Academic Programs tab, accessed on PowerBI, the 2018 English Language Arts proficiency was 95%, the 2019 English Language Arts proficiency was 96%, and the 2020 English Language Arts Predicted Proficiency is 85%. This is a 11-percentage point decrease over a one-year period.

According to the Academic Programs tab, accessed on PowerBI, the 2018 Mathematics proficiency was 97%, the 2019 Mathematics was 95%, and the 2020 Mathematics Predicted Proficiency is 81%. This is a 16-percentage point decrease over a three-year period.

According to the Academic Programs tab, accessed on PowerBI, the 2018 4th grade English Language Arts proficiency was 96%, the 2019 English Language Arts proficiency was 93%, and the 2020 English Language Arts Predicted Proficiency is 83%. This is a 10-percentage point decrease over a one-year period.

The 2019-2020 School Climate Survey, accessed on PowerBI, indicated that 64% of staff strongly agreed with the statement: "I feel my ideas are listened to and considered." This is a 16 percentage point decrease as compared to the 2018-2019 School Climate Results that indicated it was 80%.

Based on the 2021 state assessment, our greatest need for improvement is in the area of Mathematics. Our Mathematics learning gains and lowest 25 decreased 23% points and 9% points respectively.

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

Henry S. West Laboratory School uses the data from a variety of early warning indicators to identify students at risk of not succeeding such as attendance, behavior and academic performance. Administration and teachers conduct ongoing progress monitoring and data chats to identify and help develop individualized plans for students in jeopardy of failing to ensure that all students have academic, social, and behavioral success. Furthermore, we have been focusing on student accountable talk and implemented standards-based instruction and grading in all classrooms across all grade levels.

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

Our fifth grade Science scores increased from 84% in 2018 to 93% in 2019, showing an increase of 9% points.

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

For the last several years, Henry S. West Laboratory School has been focusing on implementing standards-based instruction and grading in all classrooms. Additionally, we have been focusing on providing timely intervention. Students scoring below proficiency levels on standardized assessments are monitored and provided additional assistance in core subjects. Students identified as at risk in Reading receive an additional 30 minutes of Reading Intervention. Differentiated Instruction is provided at all grade levels for both Reading and Mathematics.

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

Standards-based instruction, standards-based grading, differentiated instruction, social-emotional learning, decision making, and fidelity to our intervention program will be implemented to accelerate learning. The process through which the school leadership identifies and aligns resources is through the school-based MTSS Leadership Team. The MTSS Leadership team monitors and adjusts the school's academic and EWS goals through data following the Continuous Improvement Plan Model (CIMS) process. The MTSS Leadership Team monitors the fidelity of the delivery of instruction and intervention. The MTSS Leadership Team provides levels of support and coordinates interventions for students based on data outcomes.

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.

Teachers were provided common planning time across grade levels and departments to encourage collaborative planning and instruction. Professional Learning Community meetings are scheduled monthly. During these monthly meetings the Reading, Mathematics and Science liaisons are provided an opportunity to update the instructional staff with the most current information. Additionally, teachers participated in Professional Development opportunities that were aligned to our school's goal.

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

To sustain improvement, Henry S. West Laboratory School will implement standards-based instruction, standards-based grading, differentiated instruction, and fidelity to our intervention program. Additionally, the school will implement the MTSS process through the school-based MTSS Leadership Team. The MTSS Leadership team will participate, monitor, and adjust the school's academic and EWS goals through data following the Continuous Improvement Plan Model (CIMS) process. Furthermore, the MTSS Leadership Team will monitor the fidelity of the delivery of

instruction and intervention while simultaneously providing levels of support and will coordinate interventions for students based on data outcomes.

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale: Based on the data review, Social emotional learning ensures that students acquire and effectively apply the knowledge, attitude, and skills necessary to understand and manage their emotions, set and achieve positive goals, show and feel empathy for others, establish and maintain positive relationships, make responsible decisions. This is an area of focus as the school feels that a student's social emotional well-being are of extreme importance especially with the current circumstances.

Measurable Outcome: We anticipate having a 10% decrease in "What Happened?" forms as it relates to behavior and social emotional needs.

Monitoring: The School Counselor will conduct weekly Character Education/Leadership classes with K-8 grades. The administrative team will develop a schedule that the School Counselor will follow and will conduct walk-throughs to ensure fidelity.

Person responsible for monitoring outcome: Michelle Sanchez-Perez (pr5831@dadeschools.net)

Evidence-based Strategy: Social and Emotional Learning (SEL) involves the processes through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (Casel 2013).

Rationale for Evidence-based Strategy: Lesson plans were selected as the evidence based strategy as the plans will delineate the topics covered and the activities completed. Additionally, the student created artifacts (i.e.: assignments, journal entries, pictures, etc.) will serve as evidence of student participation and completion.

Action Steps to Implement

August 31, 2021: The Administrative team will create the Character Education (Grades K-5) and Leadership (6 - 8) schedule. As a result, the School Counselor will be able to service all the students with fidelity.

Person Responsible Michelle Sanchez-Perez (pr5831@dadeschools.net)

August 31, 2021 - October 11, 2021: Administrative Team will review the School Counselor's lesson plans on a weekly basis. As a result, the plans will be aligned to Values Matter and the Student Services areas of focus.

Person Responsible Michelle Sanchez-Perez (pr5831@dadeschools.net)

August 31, 2021 - October 11, 2021: The Administrative Team will conduct walk-throughs to assess the delivery of the lessons and the engagement of the students. As a result, the administrative team will be able to informally assess the fidelity of the program.

Person Responsible Michelle Sanchez-Perez (pr5831@dadeschools.net)

August 31, 2021 - October 11, 2021: The Administrative Team will be provided with evidence of student artifacts. As a result, the administrative team will be able to gauge student understanding as evidenced by the artifacts that the students produce and the decrease in "What Happened?" forms.

Person Responsible Michelle Sanchez-Perez (pr5831@dadeschools.net)

November 1, 2021 - December 21, 2021: The Administrative Team will continue to review the School Counselor's lesson plans on a weekly basis to ensure the fidelity of the Character Education and Leadership classes. Lesson Plans will be aligned to Values Matter and the Student Services areas of focus.

Person Responsible Michelle Sanchez-Perez (pr5831@dadeschools.net)

November 1, 2021 - December 21, 2021: The Administrative Team will be provided with evidence of student artifacts from the Character Education and Leadership Classes and from the classroom teachers to ensure that Social Emotional Learning is being infused throughout the day.

Person Responsible Michelle Sanchez-Perez (pr5831@dadeschools.net)

January 31, 2022 - April 29, 2022: The Administrative Team will continue to review the School Counselor's lesson plans on a weekly basis to ensure the fidelity of the Character Education and Leadership classes. Lesson Plans will be aligned to Values Matter and the Student Services areas of focus.

Person Responsible Michelle Sanchez (michellemsanchez@dadeschools.net)

January 31, 2022 - April 29, 2022: The Administrative Team will be provided with evidence of student artifacts from the Character Education and Leadership Classes and from the classroom teachers to ensure that Social Emotional Learning is being infused throughout the day.

Person Responsible Michelle Sanchez (michellemsanchez@dadeschools.net)

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

Area of Focus Description and Rationale: Based on the data review, faculty will align learning to standards to ensure that a higher level of learning is attained, it will guide teachers in the process of assessment and will ultimately help keep them on track. Additionally, standards-based instruction will help guide the planning, implementation, and assessment of student learning.

Measurable Outcome: Standards-aligned instruction will be implemented school-wide. The intended outcome is that we would anticipate an increase in FSA learning gains in 5th and 8th grade to increase from 78% and 60% respectively, to at least 80% to bring those grade levels to par with our other grade levels.

Monitoring: The Administrative Team will conduct data chats, walk-throughs, and review lesson plans on a quarterly basis.

Person responsible for monitoring outcome: Michelle Sanchez-Perez (pr5831@dadeschools.net)

Evidence-based Strategy: Standards-Aligned Instruction refers to teachers executing lessons based on the standards/ learning targets and ensure that all student products and teaching techniques are aligned to the intended standards. Teachers will deliver planned lessons to guide students through the demands of the standards/learning targets. Students will show evidence of mastering the lesson objective/s through their work samples/tasks.

Rationale for Evidence-based Strategy: To increase learning gains, establishing and implementing Instructional Frameworks will occur school-wide. Lesson plans will be reviewed to ensure that plans and activities are on grade-level.

Action Steps to Implement

August 31, 2021: Professional Learning Community (PLC) meetings will take place in which the English Language, Mathematics, and Science departments will come to a consensus on common and agreed upon school-wide standards-based practices.

Person Responsible Michelle Sanchez-Perez (pr5831@dadeschools.net)

August 31, 2021: Curriculum Leaders will memorialize the agreements and send school-wide. As a result, the entire faculty will have the shared agreements to refer to throughout the school year.

Person Responsible Michelle Sanchez-Perez (pr5831@dadeschools.net)

August 31, 2021 - October 11, 2021: Administrative Team will conduct checks to ensure compliance. As a result, this will be evidenced by lesson plans that are aligned to the standards.

Person Responsible Michelle Sanchez-Perez (pr5831@dadeschools.net)

August 31, 2021 - October 11, 2021: The Administrative Team will look for evidence of artifacts in teacher lesson plans and their Gradebook. As a result, compliance will be ensured school-wide.

Person Responsible Michelle Sanchez-Perez (pr5831@dadeschools.net)

November 1, 2021 - December 21, 2021: Administrative Team will conduct checks to ensure compliance. As a result, this will be evidenced by lesson plans that are aligned to the standards.

Person Responsible Michelle Sanchez-Perez (pr5831@dadeschools.net)

November 1, 2021 - December 21, 2021: The Administrative Team will look for evidence of artifacts in teacher lesson plans and their Gradebook. As a result, compliance will be ensured school-wide.

Person Responsible Michelle Sanchez-Perez (pr5831@dadeschools.net)

January 31, 2022 - April 29, 2022: Administrative Team will conduct checks to ensure compliance. As a result, this will be evidenced by lesson plans that are aligned to the standards.

Person Responsible Michelle Sanchez (michellemichellemsanchez@dadeschools.net)

January 31, 2022 - April 29, 2022: The Administrative Team will look for evidence of artifacts in teacher lesson plans and their Gradebook. As a result, compliance will be ensured school-wide.

Person Responsible [no one identified]

#3. Leadership specifically relating to Leadership Development

| | |
|---|---|
| Area of Focus Description and Rationale: | Based on the qualitative data from the School Climate Surveys, we will focus on Leadership Development. Faculty and staff are integral members of the decision making process. Additionally, shared leadership is encouraged by the administrative team. Faculty and staff take on leadership roles when a subject matter in which they are experts arise. All team members share the responsibility for informal and formal leadership as we work towards common goals and practices. Furthermore, in house professional development is specifically tailored to the suggestions and needs of the staff. |
| Measurable Outcome: | The 2019-2020 School Climate Survey, accessed on PowerBI, indicated that 64% of staff strongly agreed with the statement: "I feel my ideas are listened to and considered." This is a 16 percentage point decrease as compared to the 2018-2019 School Climate Results that indicated it was 80%. This indicated that empowering teachers needed to be focused on as it relates to the decision making process. |
| Monitoring: | As a result trust, communication, conflict resolution, leadership, and planning will increase among the faculty and staff as evidenced by the commonality in their daily lesson plans and weekly collaboration and communication as evidenced by their communication log and webpage. |
| Person responsible for monitoring outcome: | Michelle Sanchez-Perez (pr5831@dadeschools.net) |
| Evidence-based Strategy: | Empowering Others involves providing stakeholders autonomy and agency in order to take action where necessary, problem solve, and implement best practices that will assist in meeting the needs of all students. Leaders should provide stakeholders lead roles in initiatives and activities, and identify the skills necessary to assist stakeholders in being successful in these roles. |
| Rationale for Evidence-based Strategy: | Empowering your team can create better lines of communication and help you be a more approachable leader. Modern leadership inspires confidence in a team member to approach their leader and ask questions, raise a query or share something that maybe isn't going well. This helps you get to know your team members as human beings, not just as the people you work with, and understand how to maximize their potential in your organization. It also means at a much earlier stage, which can ensure they don't turn into bigger problems down the track. |

Action Steps to Implement

August 31, 2021: A faculty meeting will take place in which all teachers will meet as a group and discuss needs and the school's culture. As a result, the faculty will decide on which area, or areas, should be focused on.

Person Responsible Michelle Sanchez-Perez (pr5831@dadeschools.net)

August 31, 2021: The Leadership Team will compile the information given by the teachers. As a result, all faculty members will have the information readily available to refer to throughout the school year.

Person Responsible Michelle Sanchez-Perez (pr5831@dadeschools.net)

August 31, 2021 - October 11, 2021: Administration is committed to providing team members time to meet on a monthly basis. As a result, the teachers' needs will be addressed, they will feel empowered within the school site, and a voice is given to them during the decision-making process.

Person Responsible Michelle Sanchez-Perez (pr5831@dadeschools.net)

August 31, 2021 - October 11, 2021: Teachers will serve on different committees throughout the school year. As a result, this will ensure they have input in school operational matters

Person Responsible Michelle Sanchez-Perez (pr5831@dadeschools.net)

November 1, 2021 - December 21, 2021: Administration is committed to providing team members time to meet on a monthly basis. As a result, the teachers' needs will be addressed, they will feel empowered within the school site, and a voice is given to them during the decision-making process.

Person Responsible Michelle Sanchez-Perez (pr5831@dadeschools.net)

November 1, 2021 - December 21, 2021: Teachers will serve on different committees throughout the school year. As a result, this will ensure that their voice is heard.

Person Responsible Michelle Sanchez-Perez (pr5831@dadeschools.net)

January 31, 2022 - April 29, 2022: Administration is committed to providing team members time to meet on a monthly basis. As a result, the teachers' needs will be addressed, they will feel empowered within the school site, and a voice is given to them during the decision-making process.

Person Responsible Michelle Sanchez (michellemsanchez@dadeschools.net)

January 31, 2022 - April 29, 2022: Teachers will serve on different committees throughout the school year. As a result, this will ensure they have input in school operational matters

Person Responsible Michelle Sanchez (michellemsanchez@dadeschools.net)

#4. Instructional Practice specifically relating to Differentiation

| | |
|---|---|
| Area of Focus | Differentiated Instruction is critical to meet the needs of all learners. Based on the data review our school will implement the targeted element of differentiation. We selected the overarching area of differentiation based on |
| Description and Rationale: | our findings that demonstrated a decrease in student growth. We are not meeting the unique needs of all learners therefore, it is evident that we must implement differentiation to meet the instructional needs of all students. |
| Measurable Outcome: | The intended outcome is to see a 10% proficiency increase in all grade levels and subgroups in English Language Arts, Mathematics, Science, and Civics. |
| Monitoring: | Walkthroughs, data chats, and the review of lesson plans will be used as monitoring tools. |
| Person responsible for monitoring outcome: | Michelle Sanchez-Perez (pr5831@dadeschools.net) |
| Evidence-based Strategy: | Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability. |
| Rationale for Evidence-based Strategy: | To increase both proficiency and learning gains, we intend to implement Differentiated Instruction school-wide. Lesson plans and work folders will be reviewed by the Administrative Team. |

Action Steps to Implement

August 31, 2021: Professional Development will take place in which all classroom teachers will be trained on Differentiated Instruction. As a result, all teachers will be provided with DI practices aligned to the school's vision.

Person Responsible Michelle Sanchez-Perez (pr5831@dadeschools.net)

August 31, 2021: The Professional Development team will compile the suggestions and best practices and send it school-wide. As a result, teachers will have a comprehensive list to refer to.

Person Responsible Michelle Sanchez-Perez (pr5831@dadeschools.net)

August 31, 2021 - October 11, 2021: The Administrative Team will conduct checks regarding the implementation of differentiated instruction. As a result, compliance will be ensured as evidenced by systems and structures being in place for differentiated instruction.

Person Responsible Michelle Sanchez-Perez (pr5831@dadeschools.net)

August 31, 2021 - October 11, 2021: The Administrative Team will check lesson plans and conduct walkthroughs to ensure compliance. As a result, the evidence gathered will serve to ensure that differentiated instruction is being implemented and that it occurs with fidelity.

Person Responsible Michelle Sanchez-Perez (pr5831@dadeschools.net)

November 1, 2021 - December 21, 2021: Professional Development regarding Differentiated Instruction (Part II) will take place on Friday, October 29, 2021. As a result, all classroom teachers will be trained on Differentiated Instruction, they will be aware of what it looks like, what it is not, and the different ways to do this within the classroom. Differentiated Instruction will be implemented school-wide across all content areas.

Person Responsible Michelle Sanchez-Perez (pr5831@dadeschools.net)

November 1, 2021 - December 21, 2021: The Administrative Team will check lesson plans and conduct walkthroughs to ensure compliance. As a result, the evidence gathered will serve to ensure that differentiated instruction is being implemented and that it occurs with fidelity.

Person Responsible Michelle Sanchez-Perez (pr5831@dadeschools.net)

January 31, 2022 - April 29, 2022: Best Practices regarding Differentiated Instruction that have been shared during department meetings will be implemented school-wide across all content areas.

Person Responsible Michelle Sanchez (michellemichellemsanchez@dadeschools.net)

January 31, 2022 - April 29, 2022: The Administrative Team will check lesson plans and conduct walkthroughs to ensure compliance. As a result, the evidence gathered will serve to ensure that differentiated instruction is being implemented and that it occurs with fidelity.

Person Responsible Michelle Sanchez (michellemichellemsanchez@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.

An area of concern is with our first grade students, currently second graders. They had the most amount of referrals at 58%. This is an area of concern as, when compared to our first and second graders, their referrals were at 29% and 23% respectfully. This is more than double. We anticipate that our school culture piece regarding the implementation of Social Emotional Learning will reduce that statistic.

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.

A positive school culture and environment is centered on relationships, quality instruction, and meaningful dialogue. Successes are celebrated, encouragement is provided, and support is given year round. This year, we have implemented "Spotting Success at Henry S. West Laboratory School" to acknowledge the contributions of our faculty and staff members. Additionally, mentor teachers (whether rookie or veteran) will be provided to teachers that are new to Henry S. West Laboratory School.

Additionally, our students' well being will be addressed through Social-Emotional Learning that will be provided school-wide. Furthermore, Henry S. West Laboratory will also acknowledge student through Values Matter and in individual teachers' classrooms through Do the Right Thing and Principal's Honor Roll.

A supportive and fulfilling environment will be met by addressing the learning conditions that would meet the needs of all students (i.e.: fidelity to MTSS process, intervention, and SEL classes).

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

Our stakeholders consist of the following:

EESAC
PTO
School Leadership Team
Student Council
Leo's Club
Social Committee
Coral Gables Police Department
University of Miami
FEA - Future Educators of America
School Counselor - Character Education, Leadership Classes, SEL

All stakeholders are involved in promoting a positive school culture and environment. Our Parent Teacher Organization (PTO) is extremely active within our school and our community as it relates to support, fund raising, and school activities. All of our stakeholders have a responsibility of making an effort to ensure that relationships are built with our students, faculty, staff, families, and community.

Part V: Budget

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

| | | | |
|--------|--------|---|--------|
| 1 | III.A. | Areas of Focus: Culture & Environment: Social Emotional Learning | \$0.00 |
| 2 | III.A. | Areas of Focus: Instructional Practice: Standards-aligned Instruction | \$0.00 |
| 3 | III.A. | Areas of Focus: Leadership: Leadership Development | \$0.00 |
| 4 | III.A. | Areas of Focus: Instructional Practice: Differentiation | \$0.00 |
| Total: | | | \$0.00 |