Campbell Drive K 8 Center

2021-22 Schoolwide Improvement Plan

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Campbell Drive K 8 Center

15790 SW 307TH ST, Homestead, FL 33033

http://campbelldrive.dadeschools.net/

Demographics

Principal: Kim Berkey M

Start Date for this Principal: 8/28/2021

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 (50%) 2017-18: C (49%) 2016-17: B (54%)
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	98%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	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 Campbell K-8 Center is to improve academic achievement for all learners at all grade levels through a shared responsibility of students, teachers, staff, parents, and community agencies.

Provide the school's vision statement.

Campbell Drive K-8 Center enriches the community through the conveyance of the multi-cultural heritage of our school population in providing the best possible educational experiences for our students and the surrounding community. We extend the services of the school to encompass the needs of the whole individual and to provide a center for a safe and nurturing environment.

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
Gutierrez, Peter	Assistant Principal	Assistant Principal maintains attendance records of students and notifies parents whenever a student is absent. Prepares summary attendance sheets, monthly attendance and class size reports; assists with data collection and preparation of FTE Reports and occasionally other reports as required. Assigns classes, prepares and transmits student records as requested and updates as applicable; registers and withdraws students. Types forms, memoranda, announcements, business correspondence and psychological reports. Responds to inquiries from parents and students regarding attendance, registration requirements and procedures, etc. Handles office correspondence, receives and routes telephone calls, maintains office records management system, and operates DSIS to access various MSA applications to enter, maintain, or retrieve information. Checks and monitors immunization status of children, handles routine student accident and plant security reports, and processes applications for free or reduced cost lunch program. May act as Principal's Secretary during the absence of same. Maintains office supplies, issues bus passes and arranges for special events and field trip transportation
Nuhfer, Julie	Instructional Coach	The Reading Coach directs instructional services related to literacy for students in grades K-8 and provides technical assistance to teachers implementing the K-12 Comprehensive Research-based Reading Plan (CRRP) at the school site. Emphasis will be on utilizing the coaching model (planning, demonstrating, and providing feedback) to facilitate the successful implementation of research-based literacy instruction. The Reading Coach provides a pivotal role in the success of the school's reading plan.
Tobiczyk, Valerie	Instructional Coach	The Mathematics Coach directs instructional services related to math for students in grades K-8 and provides technical assistance to teachers implementing mathematics instruction at the school site. Emphasis will be on utilizing the coaching model (planning, demonstrating, and providing feedback) to facilitate the successful implementation of research-based instruction. The Mathematics Coach provides a pivotal role in the success of the school's mathematics plan.
Snyder, Amy	Instructional Coach	The Science Coach directs instructional services related to science for students in grades K-8 and provides technical assistance to teachers implementing science instruction at the school site. Emphasis will be on utilizing the coaching model (planning, demonstrating, and providing feedback) to facilitate the successful implementation of research-based instruction. The Science Coach provides a pivotal role in the success of the school's science plan.
Hart, Chava	Assistant Principal	Assistant Principal maintains attendance records of students and notifies parents whenever a student is absent. Prepares summary attendance sheets, monthly attendance and class size reports; assists with data collection and preparation of FTE Reports and occasionally other reports as required. Assigns classes, prepares and transmits student records as requested and

Name	Position Title	Job Duties and Responsibilities
		updates as applicable; registers and withdraws students. Types forms, memoranda, announcements, business correspondence and psychological reports. Responds to inquiries from parents and students regarding attendance, registration requirements and procedures, etc. Handles office correspondence, receives and routes telephone calls, maintains office records management system, and operates DSIS to access various MSA applications to enter, maintain, or retrieve information. Checks and monitors immunization status of children, handles routine student accident and plant security reports, and processes applications for free or reduced cost lunch program. May act as Principal's Secretary during the absence of same. Maintains office supplies, issues bus passes and arranges for special events and field trip transportation

Demographic Information

Principal start date
Saturday 8/28/2021, Kim Berkey 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.*
22

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.*
41

Total number of teacher positions allocated to the school
75

Total number of students enrolled at the school
850

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.
0

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	47	81	90	133	72	120	105	112	90	0	0	0	0	850
Attendance below 90 percent	11	36	36	52	25	42	41	55	31	0	0	0	0	329
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	17	35	22	37	26	23	26	0	0	0	0	186
Course failure in Math	0	0	12	27	8	40	30	48	3	0	0	0	0	168
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	11	25	40	21	0	0	0	0	97
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	6	18	41	20	0	0	0	0	85
Number of students with a substantial reading deficiency	0	19	55	101	18	57	71	86	66	0	0	0	0	473

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	15	11	42	41	32	52	55	35	0	0	0	0	283

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	34	0	0	10	22	0	0	0	0	0	66
Students retained two or more times	0	0	0	5	0	1	9	14	3	0	0	0	0	32

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	90	100	109	114	128	111	108	123	115	0	0	0	0	998
Attendance below 90 percent	38	35	34	43	43	35	45	51	41	0	0	0	0	365
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	17	16	42	37	18	11	44	10	0	0	0	0	195
Course failure in Math	0	12	9	26	42	21	39	20	16	0	0	0	0	185
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	10	20	36	32	31	0	0	0	0	129
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	5	14	36	31	24	0	0	0	0	110

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	15	11	42	41	32	52	55	35	0	0	0	0	283

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	0	0	0	34	0	0	10	23	0	0	0	0	0	67
Students retained two or more times	0	0	0	5	1	5	9	12	5	0	0	0	0	37

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				37%	63%	61%	39%	62%	60%
ELA Learning Gains				45%	61%	59%	46%	61%	57%
ELA Lowest 25th Percentile				47%	57%	54%	48%	57%	52%
Math Achievement				51%	67%	62%	50%	65%	61%

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
Math Learning Gains				52%	63%	59%	45%	61%	58%
Math Lowest 25th Percentile				42%	56%	52%	44%	55%	52%
Science Achievement				30%	56%	56%	37%	57%	57%
Social Studies Achievement				59%	80%	78%	51%	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	32%	60%	-28%	58%	-26%
Cohort Comparison						
04	2021					
	2019	38%	64%	-26%	58%	-20%
Cohort Comparison		-32%				
05	2021					
	2019	34%	60%	-26%	56%	-22%
Cohort Comparison		-38%				
06	2021					
	2019	37%	58%	-21%	54%	-17%
Cohort Comparison		-34%				
07	2021					
	2019	31%	56%	-25%	52%	-21%
Cohort Comparison		-37%				
08	2021					
	2019	34%	60%	-26%	56%	-22%
Cohort Comparison		-31%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	62%	67%	-5%	62%	0%
Cohort Comparison						
04	2021					
	2019	48%	69%	-21%	64%	-16%
Cohort Comparison		-62%				
05	2021					
	2019	47%	65%	-18%	60%	-13%
Cohort Comparison		-48%				
06	2021					
	2019	41%	58%	-17%	55%	-14%
Cohort Comparison		-47%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2021					
	2019	39%	53%	-14%	54%	-15%
Cohort Comparison		-41%				
08	2021					
	2019	28%	40%	-12%	46%	-18%
Cohort Comparison		-39%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	32%	53%	-21%	53%	-21%
Cohort Comparison						
08	2021					
	2019	24%	43%	-19%	48%	-24%
Cohort Comparison		-32%				

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	56%	73%	-17%	71%	-15%
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	89%	63%	26%	61%	28%

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

Grade Level Data Review - Progress Monitoring Assessments

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

Grades K-8 will use i-Ready Data AP1 for fall, AP2 for winter, and AP3 for spring as well as Mid Year assessment data.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	27	28.1	39.3
	Economically Disadvantaged	25.6	26.7	37.2
	Students With Disabilities	25	12.5	12.5
	English Language Learners	9.1	9.1	18.2
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	22.7	18.2	39.3
	Economically Disadvantaged	23.5	16.5	38.4
	Students With Disabilities	0	25	0
	English Language Learners	18.2	9.1	36.4

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	27	29	38
	Economically Disadvantaged	13.3	28.1	37.8
	Students With Disabilities	7.7	30.8	38.5
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	14.3	14.4	23.1
	Economically Disadvantaged	14.6	14.8	22.5
	Students With Disabilities	23.1	16.7	15.4
	English Language Learners	0	0	0

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	24.7	40.2	47.9
	Economically Disadvantaged	24.5	39.4	48.4
	Students With Disabilities	18.8	13.3	40
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	11.2	22.9	36.2
	Economically Disadvantaged	10.5	22.6	36.3
	Students With Disabilities	12.5	20	37.5
	English Language Learners	0	16.7	16.7

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	12.2	22.4	24.3
	Economically Disadvantaged	10	20.7	22.7
	Students With Disabilities	5	4.8	15
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	15.5	20.2	36.2
	Economically Disadvantaged	16.2	19.3	34.2
	Students With Disabilities	10	14.3	30
	English Language Learners	0	0	0

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	13.7	21.6	28.9
	Economically Disadvantaged	14	22.1	29.5
	Students With Disabilities	7.7	7.4	7.4
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	11.3	23.7	14.7
	Economically Disadvantaged	11.6	24.2	42.6
	Students With Disabilities	11.1	18.5	7.1
	English Language Learners	0	0	0
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	9	0
	Economically Disadvantaged	0	10	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	26.1	23.6	32.6
	Economically Disadvantaged	26.1	23.6	32.6
	Students With Disabilities	7.7	14.3	7.4
	English Language Learners	0	0	9.1
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	16.1	26.1	29.4
	Economically Disadvantaged	16.1	26.1	29.4
	Students With Disabilities	7.1	7.1	7.1
	English Language Learners	5.6	16.7	5.6

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	24.5	25	21.8
	Economically Disadvantaged	24.5	25	21.8
	Students With Disabilities	7.4	11.1	16
	English Language Learners	9.1	8.3	8.3
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	22.6	19.8	23.2
	Economically Disadvantaged	22.6	19.8	23.2
	Students With Disabilities	10.7	11.1	11.5
	English Language Learners	8.3	0	25
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	36	0
	Economically Disadvantaged	0	36	0
	Students With Disabilities	0	16	0
	English Language Learners	0	10	0

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	31	35.6	31.8
	Economically Disadvantaged	28.6	33.3	30.1
	Students With Disabilities	7.7	12	12
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	22.8	29.5	27.3
	Economically Disadvantaged	20.2	27.1	25.9
	Students With Disabilities	0	4	4
	English Language Learners	12.5	0	0
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	15	0
	Economically Disadvantaged	0	16	0
	Students With Disabilities	0	13	0
	English Language Learners	0	0	0

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	11	21	26	13	23	26	7	7			
ELL	26	31	25	25	29	34	6	19			
BLK	19	31	12	21	21	23	15	40			
HSP	32	35	31	28	29	35	20	25	53		
FRL	28	33	25	26	26	31	17	29	48		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	21	39	44	32	46	32	19	47			
ELL	29	46	48	50	52	32	19	53			
BLK	32	43	56	41	48	53	23	48			
HSP	38	46	43	54	54	38	31	63	86		
FRL	36	45	47	50	51	42	29	57	88		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	16	34	39	25	38	38	15	33			
ELL	31	44	41	46	36	40	23	39			
BLK	28	45	57	36	36	37	23	39			
HSP	43	46	44	54	47	48	41	55	87		
FRL	39	46	49	49	45	44	37	51	77		

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	31
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	37
Total Points Earned for the Federal Index	306
Total Components for the Federal Index	10
Percent Tested	94%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	19
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	26
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	23
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	33
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	30
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?

School to district comparison shows an increase in the Achievement gap widening from 3rd to 8th grades in both in ELA and Math. The following 2020-2021 following data points were identified:
Kindergarten i-Ready AP3 data demonstrates that 73% of the students are working below grade level.
First grade i-Ready AP3 data demonstrates that 60.7% of the students are working below grade level.
Second grade i-Ready AP3 data demonstrates that 62% of the students are working below grade level.
All ELA achievement decreased by twelve percentage points from 37% to 29% proficiency.
All ELA learning gains decreased by thirteen percentage point from 46% to 33% proficiency.
All ELA learning gains in the L25 decreased by twenty three percentage points from 48% to 25% proficiency.
Third grade ELA achievement decreased by seven percentage points from 35% to 28% proficiency.
Fourth grade ELA achievement decreased by seven percentage points from 41% to 34% proficiency.
Fifth grade ELA achievement decreased by ten percentage points from 37% to 27% proficiency.
All Math achievement decreased by twenty five percentage points from 51% to 26% proficiency.
All Math learning gains decreased by twenty five percentage points from 52% to 27% proficiency.
All Math learning gains in the L25 decreased by eleven percentage points from 42% to 31% proficiency.
Science Achievement levels decreased by twelve percentage points from 30% to 18%.
Civics Achievement levels decreased by thirty one percentage points from 60% to 29%.
Algebra I Achievement levels decreased by thirty one percentage points from 88% to 51%.

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

The majority of ELA subgroups learning gains decreased by double digit percentage points. The majority of Science Subgroups data decreased by double digit 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?

For the last three years, we have been focused on implementing data desegregation and data driven instruction in all classrooms. We will continue to support this 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 instruction and provide intervention for lower performing students to help them access grade level content. We will be strategic with aligning resources with students' learning levels and implementing data chats to allow students to take control of their learning.

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

All Math subgroups showed learning gains of seven percentage points from 45% to 52% proficiency. In 2021, students in the Tier 1 ELA subgroup showed growth of 13% from 22% to 35% when comparing i-Reading AP1 to AP3 data.

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

We created a collaborative planning schedule that allotted time to plan for D.I.. Instructional coaches and Administrators attended weekly collaborative planning sessions and contributed to conversations with individual grade levels and departments to align resources.

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

The strategies that will need to be implemented in order to accelerate learning are Data-driven Instruction along with On-going Progress Monitoring aligned to Standards-Based Instruction; weekly Collaborative Planning sessions; and to execute the Intervention Plan with fidelity.

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

The PLST will develop whole group sessions and job-embedded sessions on using data to drive instruction (September/21), Schoology part 2 (October/21), and quarterly continuous data chats with individualized feedback. On-Going Coaching cycles will also be implemented individually with teachers to support specific needs.

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

Collaborative planning sessions will be 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 after school tutoring, targeted interventions, Spring Break Academy, and STEM-based clubs.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Based on the 2020-2021 ELA data, the data indicated that ELA subgroups achievement decreased by twelve percentage points from 37% to 29% proficiency, learning gains decreased by thirteen percentage point from 46% to 33% proficiency, and learning gains in the L25 decreased by twenty three percentage points from 48% to 25% proficiency. Additionally, Kindergarten i-Ready AP3 data demonstrates that 73% of the students are working below grade level. Conversely, First grade i-Ready AP3 data demonstrates that 60.7% of the students are working below grade level. Lastly, Second grade i-Ready AP3 data demonstrates that 62% of the students are working below grade level. As such, there is a need for an increased focus on meaningful collaborative planning with a specific focus on the use of data driven instruction and on-going progress monitoring to help bridge the instructional gap.
Measurable Outcome:	By implementing successful collaborative planning with a specific focus on the use of data driven instruction, then our overall achievement percentages in ELA and Mathematics will increase by a minimum of 10 percentage points on the 2022 FSA assessment.
Monitoring:	Instructional coaches and administration will participate in weekly collaborative planning sessions with a focus on the use of data driven instruction and on-going progress monitoring. Monthly data chats will be held with teachers to ensure the fidelity of data driven and on-going progress monitoring instructional practices.
Person responsible for monitoring outcome:	Peter Gutierrez (pbgutierrez@dadeschools.net)
Evidence-based Strategy:	Data driven decisional practices will be the primary strategy being targeted to ensure fidelity with adjusting instruction to analyze and adjust instruction to best meet the needs of the learners.
Rationale for Evidence-based Strategy:	By implementing this specific strategy of collaborative planning, then the expectation is that the overall achievement percentages in ELA and Mathematics will show a significant increase on the 2022 FSA assessment.

Action Steps to Implement

1 - 8/31 - 10/11 - Attend weekly collaborative planning sessions to assist in the development of data trackers and review on-going data points used to adjust weekly small group instruction.

Person Responsible	Stephanie Ortega (stephanieortega@dadeschools.net)

2 - 8/31 - 10/11 - Monthly data chats with teachers, students, and Instructional coaches. As a result, students and teachers will take ownership of their instruction and data.

Person Responsible	Peter Gutierrez (pbgutierrez@dadeschools.net)

3 - 8/31 - 10/11 - Teachers will develop lesson plans during common planning sessions. As a result, teachers will have student groups, appropriate resources, and lesson plans that reflect common planning.

Person Responsible	Stephanie Ortega (stephanieortega@dadeschools.net)

4 - 8/31 - 10/11 - Facilitate weekly collaborative planning meetings to provide teachers with an opportunity to collaborate and brainstorm challenges, needs, and shared best practices. Teachers will attend collaborative planning and take turns taking the lead and modeling explicit instruction during small groups.

Person Responsible Peter Gutierrez (pbgutierrez@dadeschools.net)

5 - 11/1-12/21 - Conduct parent meetings with parents of students in FSA Tested grade levels to specifically target and provide at home assistance for students to reinforce academic skills at home.

Person Responsible Kim Berkey (pr0651@dadeschools.net)

6 - 11/1 - 12/21 - Encourage and monitor attendance and participation by ELA teachers in the ELA Digital tools to enhance instruction of the Florida BEST Standards professional development sessions.

Person Responsible Stephanie Ortega (stephanieortega@dadeschools.net)

7 - 1/31 - 4/29 - Encourage and monitor attendance and participation by students in extra curricular after school tutorial services.

Person Responsible Peter Gutierrez (pbgutierrez@dadeschools.net)

8 - 1/31 - 4/29 - Encourage and monitor attendance and participation by students in the L25 in extra curricular Spring Break Academy tutorial services.

Person Responsible Kim Berkey (pr0651@dadeschools.net)

#2. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	Based on the 2020-2021 ELA data, the data indicated that ELA subgroups achievement decreased by twelve percentage points from 37% to 29% proficiency, learning gains decreased by thirteen percentage point from 46% to 33% proficiency, and learning gains in the L25 decreased by twenty three percentage points from 48% to 25% proficiency. As such, based on the data there is a need for a concentrated focus on standards aligned instruction in order to increase student achievement and teacher familiarity with the new BEST standards.
Measurable Outcome:	By implementing successful standards based instructional practices, then our overall achievement percentages in ELA and Mathematics will increase by a minimum of 10 percentage points on the 2022 FSA assessment.
Monitoring:	Instructional coaches and administration will concentrate on standards aligned instructional practices during collaborative planning sessions to ensure fidelity with the new BEST standards. Administration will monitor and collaborative planning sessions to ensure cohesive planning of the new BEST Standards.
Person responsible for monitoring outcome:	Peter Gutierrez (pbgutierrez@dadeschools.net)
Evidence-based Strategy:	On-going Progress Monitoring practices will be the primary strategy being targeted to ensure fidelity with adjusting instruction to analyze and adjust instruction to best meet the needs of the learners.
Rationale for Evidence-based Strategy:	By implementing this specific strategy of on-going progress monitoring, then the expectation is that the overall achievement percentages in ELA and Mathematics will increase on the 2022 FSA assessment.

Action Steps to Implement

1 - 8/31 - 10/11 - Provide professional development sessions on on-going progress monitoring practices to ensure fidelity with the process. As a result, teachers will best be able to utilize data to continually adjust instruction appropriately.

Person Responsible	Julie Nuhfer (jnuhfer@dadeschools.net)

2 - 8/31 - 10/11 - Professional development sessions with teachers on the new BEST standards and focusing best practices for planning and delivery. As a result teachers will be able to provide standards aligned instruction using the new BEST standards.

Person Responsible	Julie Nuhfer (jnuhfer@dadeschools.net)

3 - 8/31 - 10/11 - Teachers will develop lesson plans that include targeted small group instruction inclusive of using on-going progress monitoring practices. As a result, teachers will create, collect, and utilize resources to best meet students' needs.

Person Responsible	Stephanie Ortega (stephanieortega@dadeschools.net)

4 - 8/31 - 10/11 - Facilitate weekly collaborative planning meetings to provide teachers with an opportunity to collaborate and brainstorm challenges, needs, and shared best practices. As a result teachers will attend collaborative planning and take turns taking the lead and modeling best instructional practices.

| **Person Responsible** | Stephanie Ortega (stephanieortega@dadeschools.net) |

5 - 11/1 - 12/21 - Encourage and monitor attendance and participation by ELA teachers in upcoming ELA, BEST Standards, and FSA professional development sessions to assist in enhancing classroom instruction.

| **Person Responsible** | Julie Nuhfer (jnuhfer@dadeschools.net) |

6 -11/1 - 12/21 - Monthly data chats with teachers, students, and Instructional coaches. As a result, students and teachers will take ownership of their instruction and data.

| **Person Responsible** | Kim Berkey (pr0651@dadeschools.net) |

7 - 1/31 - 4/29 - Facilitate common planning sessions to ensure a specific focus on foundational skills aligned to the Horizons intervention program.

| **Person Responsible** | Stephanie Ortega (stephanieortega@dadeschools.net) |

8 - 1/31 - 4/29 - Continue to provide teachers with PD opportunities on foundational skills aligned to the McGraw Hill Wonders and Horizons intervention program.

| **Person Responsible** | Julie Nuhfer (jnuhfer@dadeschools.net) |

#3. Culture & Environment specifically relating to Parent Involvement	
Area of Focus Description and Rationale:	In reviewing the climate survey results there is a critical need for an increase in parental involvement and increased connections with families and the communities.
Measurable Outcome:	By implementing successful parental involvement opportunities such as trainings, professional development, and outside community resources (such as the Parent Academy), then our overall achievement percentages on the yearly climate survey should show a 10% increase on the 2022 survey results.
Monitoring:	On-going progress monitoring of parental involvement in monthly meetings and training opportunities will be monitored and reviewed. Phone calls, emails, school website updates, and social media will utilized and monitored to track usage and monthly reporting.
Person responsible for monitoring outcome:	Peter Gutierrez (pbgutierrez@dadeschools.net)
Evidence-based Strategy:	Connecting with Families and Community practices will be the primary strategy being targeted to ensure fidelity with an increase in participation and involvement on behalf of the parents to increase the percentage of parental involvement.
Rationale for Evidence-based Strategy:	By implementing successful parental involvement opportunities such as trainings, professional development, and outside community resources (such as the Parent Academy), then our overall achievement percentages on the yearly climate survey should show a 10% increase on the 2022 survey results.

Action Steps to Implement	

1 - 8/31 - 10/11 - Provide monthly parent training opportunities both in-house and via outside agencies. Enrollment sheets will be reviewed and tracked.

Person Responsible	Peter Gutierrez (pbgutierrez@dadeschools.net)

2 - 8/31 - 10/11 - Professional development sessions with parents focusing on new standards and best practices for working with your child from home. As a result, increased parental involvement should positively impact student achievement.

Person Responsible	Peter Gutierrez (pbgutierrez@dadeschools.net)

3 - 8/31 - 10/11 - On-going parent academy trainings via the parent academy. As a result, parental involvement should show an increase from the previous school year.

Person Responsible	Peter Gutierrez (pbgutierrez@dadeschools.net)

4 - 8/31 - 10/11 - Provide additional opportunities for parents to participate in DAC/PAC meetings. As a result, parental involvement in DAC/PAC meeting participation will show an increase from the previous school year.

Person Responsible	Peter Gutierrez (pbgutierrez@dadeschools.net)

5 - 11/1 - 12/21 - Provide additional opportunities for parents to participate in ESSAC meetings. As a result, parental involvement in ESSAC meeting participation will show an increase from the previous school year.

Person Responsible   Amy Snyder (a.yanes-snyder@dadeschools.net)

6 - 11/1 - 12/21 - Provide additional opportunities for parents to participate in informational meetings on best practices for reinforcing academic skills at home. As a result, parental involvement in informational meetings participation will show an increase from the previous school year.

Person Responsible   Peter Gutierrez (pbgutierrez@dadeschools.net)

7 - 1/31 - 4/29 - Provide parents with additional instructional resources such as parent informational meetings, extra curricular tutorial services, and Spring Break Academy.

Person Responsible   Kim Berkey (pr0651@dadeschools.net)

8 - 1/31 - 4/29 - Provide parents with additional instructional resources such as parent informational meetings specifically aligned to FSA, SAT, and EOC testing information and testing tips. .

Person Responsible   Peter Gutierrez (pbgutierrez@dadeschools.net)

#4. Leadership specifically relating to Managing Accountability Systems	
Area of Focus Description and Rationale:	In reviewing the climate survey results there is a critical need for an increase in the remediation opportunities for students via the use of intervention, tutoring, or additional remediation opportunities such as Spring Break Academy, Saturday Academy, etc.
Measurable Outcome:	By implementing successful intervention opportunities such as daily interventions, after school tutoring, Spring Break Academy, etc then our overall achievement percentages on the yearly climate survey should show a 10% increase on the 2022 survey results. Additionally student performance on the 2022 FSA administration should increase by 5% on both the ELA and Mathematics administration.
Monitoring:	Instructional coaches and administration will participate in weekly collaborative planning sessions with a focus on the use of on-going progress monitoring of interventions. Monthly data chats will be held with teachers to ensure the fidelity of on-going progress monitoring of interventions.
Person responsible for monitoring outcome:	Peter Gutierrez (pbgutierrez@dadeschools.net)
Evidence-based Strategy:	On-going Progress Monitoring practices will be the primary strategy being targeted to ensure fidelity with adjusting interventions to analyze and modify instruction to best meet the needs of the learners.
Rationale for Evidence-based Strategy:	By implementing this specific strategy of on-going progress monitoring of interventions, the expectation will be that constant monitoring of data will allow for the overall achievement percentages in ELA and Mathematics to increase on the 2022 FSA assessment as well as on the yearly climate survey.

Action Steps to Implement

1 -8/31 - 10/11 - Provide professional development sessions on best practices for the use of Interventions and monitoring practices to ensure fidelity with the process. As a result, interventions will show evidence of sufficient student progress.

Person Responsible	Julie Nuhfer (jnuhfer@dadeschools.net)

2 - 8/31-10/11 - Professional development sessions with teacher-led sessions on the intervention best practices and focusing best practices for planning and delivery. As a result, teacher capacity in implementing best practices will be increased.

Person Responsible	Stephanie Ortega (stephanieortega@dadeschools.net)

3 - 8/31 - 10/11 - Apply for grants to Implement after school intervention services to assist in closing the academic achievement gap. As a result, after school intervention programs will provide students will additional academic instruction.

Person Responsible	Peter Gutierrez (pbgutierrez@dadeschools.net)

4 - 8/31 - 10/11 - Monitor and track intervention data to ensure fidelity and growth of student achievement. As a result, intervention data will be used to adjust instruction as needed.

Person Responsible	Stephanie Ortega (stephanieortega@dadeschools.net)

5 - 11/1-12/21 - Implement after school Dragon Enrichment club to provide both academic support and enrichment opportunities for students.

Person Responsible	Peter Gutierrez (pbgutierrez@dadeschools.net)

6 - 11/1-12/21 - Implement before and after school tutorial services for students in grades 3rd through 8th grades to assist in bridging the achievement gap.

Person Responsible	Kim Berkey (pr0651@dadeschools.net)

7 - 1/31 - 4/29 - Implement Spring Break Academy for students in grades 3rd through 8th grades to assist in bridging the achievement gap.

Person Responsible	Kim Berkey (pr0651@dadeschools.net)

8 - 1/31 - 4/29 - Monitor and track i-Ready AP2 and MYA data to ensure fidelity and growth of student achievement. As a result, intervention data will be used to adjust instruction as needed.

Person Responsible	[no one identified]

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.

1 - Based on the data review, our school will implement the Targeted Element of Student Attendance. Through our data review, we noticed that 51% of students had 11 or more absences for the 2020-2021 school year, an 8% increase from the previous school year. Additionally, the data showed that students who struggle with daily attendance are also the students who are not meeting expectations for learning gains as well as proficiency. In addition, many of our L25 students have had reoccurring attendance issues. We recognize the need to tailor our attendance initiatives and improve in making connections with families and the community to ensure attendance is consistently high.

2 - If we successfully implement the Targeted Element of Student Attendance, our students will receive quality instruction that will contribute to improved student outcomes. With consistent student incentives, our attendance will increase 4 percentage points by June 2022.

3 - The Leadership Team will work to connect with families who struggle with attendance and identify the root cause for absences and create a plan of action to ensure students are able to be present daily. The Leadership Team will plan regular student incentives to promote consistent student attendance. The Leadership Team will identify opportunities for students who are absent due to illness to connect virtually to class instruction or have access to on-demand lessons. To ensure we are on track to meeting the outcome above, this data will be discussed during data chats with teachers and students and parental contact will be made when necessary.

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

Part IV: Positive Culture & Environment

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

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

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

Our strengths within school culture are in relationships, physical and emotional safety, and connections. Our school creates experiences throughout the year to engage with parents and families and to ensure they have information to support their children. The leadership team maintains an open door policy with parents and families to reduce attendance, curriculum, and disciplinary issues. We ensure information is provided to

all stakeholders through our weekly staff and monthly parent newsletter as well as to our staff through school Remind account. We continue to build our skill-set in ensuring our classroom and instruction are highly engaging through the use of weekly collaborative planning sessions.

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

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principals, Instructional Coaches, Counselors, and Teacher Leaders. The principal's role is to monitor and oversee all the school's initiatives and respond to concerns with morale by planning Team-building and morale boosting activities. The Assistant Principal will monitor the mentorship programs and assist in ensuring all information is shared with stakeholders in a timely manner. Instructional coaches and teacher leaders assist in providing and responding to feedback from stakeholders. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
2	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	$0.00
3	III.A.	Areas of Focus: Culture & Environment: Parent Involvement	$0.00
4	III.A.	Areas of Focus: Leadership: Managing Accountability Systems	$0.00
		Total:	**$0.00**