

Miami-Dade County Public Schools

Bob Graham Education Center



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	22
Positive Culture & Environment	31
Budget to Support Goals	31

Bob Graham Education Center

15901 NW 79TH AVE, Miami Lakes, FL 33016

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

Demographics

Principal: Yecenia Martinez Lopez M

Start Date for this Principal: 6/10/2013

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	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	72%
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 Asian Students Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (71%) 2017-18: A (68%) 2016-17: A (63%)
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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	22
Title I Requirements	0
Budget to Support Goals	31

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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	No	59%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

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

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SIP Authority

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The Bob Graham Education Center's Learning Community strives to provide the means for all of its students to meet with success both educationally and in all of life's endeavors.

Provide the school's vision statement.

Bob Graham Education Center strives to educate its students to achieve at least a year's academic growth and empower them to become lifelong learners and contributors to a global society.

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
Romero, Jenel	Assistant Principal	<p>Assist the principal in developing, maintaining, and using information systems to maintain data and track progress on school performance objectives and academic indicators. Supervise, report, and monitor student attendance and work with attendance clerks on truancy follow-up investigations. Ensure that students are adequately supervised during transition periods. Use appropriate and effective techniques to encourage community and parent involvement. Demonstrate awareness of school-community needs and initiate activities to meet those needs. Participate in professional development to improve skills related to job assignments. Conduct conferences on student and school issues with parents, students, and teachers. Promote a positive, caring and safe climate for learning.</p>
Bushman, Yariana	Teacher, ESE	<p>Ability to build good relationships with students, parents, teachers, and other service providers. Ability to work well with children from different backgrounds who have different abilities. Well-organized and self-driven to devise and adopt new techniques for teaching and keeping the class orderly. Ability to manage the classroom despite challenging behavior. Strong written and verbal communication skills. Compassionate, kind, and patient with kids. Strong attention to detail and an inquisitive mind to understand each student. Ability to track student data, have data chats and use data-driven and research-based instructional methods: schedule, draft, and conduct IEP meetings.</p>
Martinez Lopez, Yecenia	Principal	<p>Manage, evaluate, and supervise effective and clear procedures for the operation and functioning of the school consistent with the philosophy, mission, values, and goals of the school, including instructional programs, extracurricular activities, discipline. Establish a professional rapport with students and with staff that has their respect. Serve as a role model for students, demonstrating the importance and relevance of learning, accepting responsibility, and demonstrating pride in the education profession. Establish and promote high standards and expectations for all students and staff for academic performance and responsibility for behavior. Systems to ensure a safe and orderly climate, building maintenance, program evaluation, personnel management, office operations, and emergency procedures. Ensure compliance with all laws, district policies, and regulations. Establish the annual master schedule for instructional programs, ensuring sequential learning experiences for students consistent with the school's vision and mission statement and instructional goals. Supervise the school's instructional programs, evaluate lesson plans, and observe classes regularly to encourage the use of various instructional strategies and materials consistent with research on learning and child growth and development. Develop clearly understood procedures and provide regular drills for emergencies.</p>
Garaboa, Patricia	Teacher, ESE	<p>Ability to build good relationships with children, parents, teachers, and other service providers. Ability to work well with children from different backgrounds who have different abilities. Well-organized and self-driven to devise and adopt new techniques for teaching and keeping the class orderly. Ability to manage the classroom despite challenging behavior. Strong written and verbal</p>

Name	Position Title	Job Duties and Responsibilities
		communication skills. Compassionate, kind, and patient with kids. Strong attention to detail and an inquisitive mind to understand each student. Ability to track student data, have data chats and use data-driven and research-based instructional methods: schedule, draft, and conduct IEP meetings.
Hernandez, Liza	Teacher, K-12	Ability to develop lesson plans and successfully instruct students in theories, methods, and tasks. Ability to effectively communicate with others and clearly express complex ideas. Proficient active listening skills to understand and adapt to students' various learning needs. Knowledge of appropriate learning psychology, styles, and strategies. Strong public speaking and oral presentation skills. Excellent organization and time management skills. Advanced technology skills to track student attendance and grades and present creative lessons. Leadership skills and patience for working with students of all ages.
Hernandez, Elizabeth	Assistant Principal	MTSS Coordinator

Demographic Information

Principal start date

Monday 6/10/2013, Yecenia Martinez Lopez 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.*

67

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.*

28

Total number of teacher positions allocated to the school

84

Total number of students enrolled at the school

1,434

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

0

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

0

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	110	135	131	147	151	188	160	204	174	0	0	0	0	1400
Attendance below 90 percent	12	9	3	7	4	11	7	10	9	0	0	0	0	72
One or more suspensions	0	0	0	1	0	0	1	0	1	0	0	0	0	3
Course failure in ELA	4	0	3	1	0	2	1	0	6	0	0	0	0	17
Course failure in Math	1	0	0	0	0	1	0	0	3	0	0	0	0	5
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	4	9	18	16	11	0	0	0	0	58
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	2	17	25	17	12	0	0	0	0	73
Number of students with a substantial reading deficiency	0	12	33	39	26	30	55	67	61	0	0	0	0	323

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		2	0	0	4	2	4	17	19	7	0	0	0	55

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

Date this data was collected or last updated

Monday 7/19/2021

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	141	132	151	162	190	176	220	179	174	0	0	0	0	1525
Attendance below 90 percent	7	1	10	14	15	25	28	17	21	0	0	0	0	138
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	6	4	1	2	3	0	4	0	0	0	0	22
Course failure in Math	0	1	1	5	2	7	4	1	3	0	0	0	0	24
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	4	9	18	16	11	0	0	0	0	58
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	2	17	25	17	12	0	0	0	0	73

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		1	0	2	4	3	14	21	9	13	0	0	0	67

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		1	0	1	4	0	0	1	0	0	0	0	0	7
Students retained two or more times		0	0	0	0	0	1	1	1	0	0	0	0	3

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				74%	63%	61%	71%	62%	60%

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Learning Gains				69%	61%	59%	69%	61%	57%
ELA Lowest 25th Percentile				61%	57%	54%	64%	57%	52%
Math Achievement				79%	67%	62%	75%	65%	61%
Math Learning Gains				73%	63%	59%	72%	61%	58%
Math Lowest 25th Percentile				62%	56%	52%	57%	55%	52%
Science Achievement				55%	56%	56%	56%	57%	57%
Social Studies Achievement				93%	80%	78%	83%	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	78%	60%	18%	58%	20%
Cohort Comparison						
04	2021					
	2019	71%	64%	7%	58%	13%
Cohort Comparison		-78%				
05	2021					
	2019	63%	60%	3%	56%	7%
Cohort Comparison		-71%				
06	2021					
	2019	80%	58%	22%	54%	26%
Cohort Comparison		-63%				
07	2021					
	2019	72%	56%	16%	52%	20%
Cohort Comparison		-80%				
08	2021					
	2019	74%	60%	14%	56%	18%
Cohort Comparison		-72%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	79%	67%	12%	62%	17%
Cohort Comparison						
04	2021					
	2019	71%	69%	2%	64%	7%
Cohort Comparison		-79%				
05	2021					
	2019	68%	65%	3%	60%	8%
Cohort Comparison		-71%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	75%	58%	17%	55%	20%
Cohort Comparison		-68%				
07	2021					
	2019	85%	53%	32%	54%	31%
Cohort Comparison		-75%				
08	2021					
	2019	71%	40%	31%	46%	25%
Cohort Comparison		-85%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	49%	53%	-4%	53%	-4%
Cohort Comparison						
08	2021					
	2019	55%	43%	12%	48%	7%
Cohort Comparison		-49%				

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	92%	73%	19%	71%	21%
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	98%	63%	35%	61%	37%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	54%	46%	57%	43%

Grade Level Data Review - Progress Monitoring Assessments

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

The school will use ELA and mathematics iReady usage and data to monitor students in grades 3-8. For students in grades 5 and 8, the school will use District quarterly assessments, as well as, the FCAT science assessment to monitor student progress and learning gains. In grade 7, the school will monitor students taking the Civics EOC through District-based assessments on Performance Matters.

		Grade 1			
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		45.5	57	75.2
	Economically Disadvantaged		44.3	54.3	71.4
	Students With Disabilities		36.4	45.5	54.5
	English Language Learners		0	33.3	58.3
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		45	51.2	67.5
	Economically Disadvantaged		37.7	51.4	63.8
	Students With Disabilities		45.5	54.5	63.6
	English Language Learners		33.3	16.7	41.7

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	44.3	67.9	74.8
	Economically Disadvantaged	29	52.2	62.3
	Students With Disabilities	21.4	21.4	21.4
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	23.4	47.3	72.5
	Economically Disadvantaged	17.9	37.7	60.9
	Students With Disabilities	0	14.3	28.6
	English Language Learners	0	0	0

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	61	72.4	81.5
	Economically Disadvantaged	58.6	71.4	79.1
	Students With Disabilities	9.5	20	52.9
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	23.3	50.3	67.4
	Economically Disadvantaged	18.2	47.9	64.6
	Students With Disabilities	4.8	21.1	15.0
	English Language Learners	0	0	0

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	51.4	64.2	65.2
	Economically Disadvantaged	42.1	56.2	59.4
	Students With Disabilities	9.1	5.3	5.0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	29.1	42.1	66.2
	Economically Disadvantaged	28.7	35.5	60.4
	Students With Disabilities	9.1	4.5	15.8
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	43.3	56.9	59.7
	Economically Disadvantaged	34	39.8	47.3
	Students With Disabilities	0	6.3	18.8
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	35.2	46.3	65.6
	Economically Disadvantaged	25.3	36.2	55.8
	Students With Disabilities	0	0	18.8
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	31	0
	Economically Disadvantaged	0	18	0
	Students With Disabilities	0	13	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	43.8	53	59.2
	Economically Disadvantaged	39	44.9	50.4
	Students With Disabilities	20	20	36.8
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	35.4	50.5	65.5
	Economically Disadvantaged	30.4	44	60.2
	Students With Disabilities	16.7	15	31.6
	English Language Learners	0	0	0
	Grade 7			
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	50	57.1	66.1
	Economically Disadvantaged	40.2	52.2	57.7
	Students With Disabilities	12.5	16.7	21.7
	English Language Learners	0	0	37.5
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	44.4	55.2	65.7
	Economically Disadvantaged	41.4	45.4	58.6
	Students With Disabilities	8.3	0	19
	English Language Learners	12.5	12.5	12.5
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	0	78	0
	Economically Disadvantaged	0	70	0
	Students With Disabilities	0	69	0
	English Language Learners	0	43	0

Grade 8					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		63.3	62.3	62.3
	Economically Disadvantaged		57.4	55.6	59.8
	Students With Disabilities		14.3	15.8	25.0
	English Language Learners		0	0	0
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		51	49.1	53
	Economically Disadvantaged		48.9	39.7	49.2
	Students With Disabilities		5	15.8	26.3
	English Language Learners		0	0	0
		Number/% Proficiency	Fall	Winter	Spring
Science	All Students		0	24	0
	Economically Disadvantaged		0	18	0
	Students With Disabilities		0	13	0
	English Language Learners		0	0	0
		Number/% Proficiency	Fall	Winter	Spring

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	33	39	33	32	41	43	22	36			
ELL	60	56	45	52	44	38	43	65			
ASN	79	70		69	45						
BLK	74	71		59	36		27				
HSP	67	56	35	60	48	38	54	77	64		
WHT	68	33		67	64						
FRL	62	51	36	54	42	37	46	72	67		
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	45	51	45	51	64	53	41	65			
ELL	69	71	69	73	71	62	37	88	30		
ASN	79			93							

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
BLK	71	79		71	63		43				
HSP	74	68	60	79	74	63	55	93	76		
WHT	74	81		72	71		53				
FRL	67	68	66	72	69	60	42	89	62		

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	44	57	58	39	49	33	21	48			
ELL	57	65	65	64	68	61	22	68			
ASN	83	91		100	91						
BLK	54	63	73	60	60	29	31				
HSP	72	70	64	75	72	59	56	83	62		
WHT	67	52		89	70		73	86			
FRL	66	69	65	70	68	59	52	79	56		

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	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	60
Total Points Earned for the Federal Index	559
Total Components for the Federal Index	10
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
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	51
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
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	66
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	53
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	56
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	58
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	52
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?

2019 data findings:

The school to district comparison shows an increase in the achievement gap widening from 3rd to 8th grade in ELA and Math.

All ELA Subgroups Achievement increased.

All Math Subgroups showed an increase in Learning Gains across all grade levels.

Science Subgroups Achievement levels decreased by one percentage point.

2021 data Findings:

The school to district comparison shows an increase in the achievement gap widening from 3rd to 8th grade ELA and Math.

All ELA subgroups decreased except for white students that increased by 3 percentage points.

All Math subgroups overall leaning gains decreased by more then 10 percentage points except for whites that remained the same.

Science Subgroup's achievement levels increased by 2 percentage points in 5th grade and 5 percentage points in 8th grade.

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

2019: The majority of our ELA subgroups increased by at least 5 percentage points. Students with Free and Reduced lunch decreased by 10 percentage points, white students decreased by 20 percentage points

2021 data findings: The majority of our math subgroups Learning Gains decreased by at least 10 percentage points. Students with free and reduced lunch decreased by 3 percentage points, our black subgroup of students decreased by 14 percentage points, except for SWD that increased by 19 percentage points.

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

2019: For the last three years, we have been focused on implementing differentiated instruction in all classrooms. We will continue to support this while incorporating differentiated instruction to help meet the needs of our free and reduced lunch and white subgroups. We will also develop teachers using strategies that focus on scaffolding and intervention for lower-performing students to help them access grade-level content. We will be strategic with aligning resources and include OPM in our data chats.

2021 data finding: For the last three years, we have been focused on implementing differentiated instruction in all classrooms. We will continue to support this while incorporating differentiated instruction to help meet the needs of our free and reduced lunch and black subgroups. We will also develop teacher's skills, using strategies that focus on scaffolding and intervention for lower-performing students in order to help them access grade-level content. We will be strategic with aligning resources and include OPM in our data chats.

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

2019: ELA Learning Gains increased from 71 percentage points in 2018 to 74 percentage points on the 2019 FSA. Additionally, Social studies showed the most improvement, from 83% to 93%.

2021 data findings: ELA Learning Gains decreased from 74 percentage points in 2019 to 67 percentage points on 2021 FSA.

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

2019: We implemented monthly in-house PD sessions providing extensive training on differentiated instruction and using best practices across all subject areas in addition to core subjects.

2021 data finding: We implemented monthly in-house PD sessions providing extensive training on differentiated instruction and using best practices across all subject areas in addition to core subjects.

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

Data-driven instruction, differentiated instruction. Effective Curriculum and Resource Utilization, standards-based collaborative planning

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), Aligning resources to small group instruction (October/21), Tackling OPM data (November/December/21), making adjustments to groups as data becomes available (2/22). Continuous data chats with individualized feedback and next steps. 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 will be scheduled monthly and a member of the LT will attend to ensure fidelity to the strategies being implemented school-wide that are aligned to the goals. Extended Learning opportunities will be provided with before and after-school tutoring and interventions as well as Spring Break Academy and STEM-based clubs.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to B.E.S.T. Standards

Area of Focus	Based on the Power BI data review, our school will implement the target area of focus on B.E.S.T. Standards.
Description and Rationale:	According to the 2021 school data, ELA Learning Gains demonstrated an overall decrease across grade levels. We will continue providing the PDs and training necessary for all grade-level content areas in order to make learning gains and move towards proficiency.
Measurable Outcome:	If we successfully train our staff in using the B.E.S.T standards and curriculum, then our staff will show mastery as evidenced by the teacher lesson plans.
Monitoring:	The administration will monitor that the B.E.S.T standards are being implemented in the classroom as evidenced by teacher lesson plans.
Person responsible for monitoring outcome:	Yecenia Martinez Lopez (pr0091@dadeschools.net)
Evidence-based Strategy:	Within the target element of BEST standards, we will focus on the evidenced-based practice of Standards-Aligned Instruction. Our school will refer 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 target. Students will show evidence of mastering the lesson objective through their work samples/tasks.
Rationale for Evidence-based Strategy:	Standard-aligned instruction will ensure the B.E.S.T standards are being implemented with fidelity. The standards will be aligned to the Florida Standardized Assessments. Teachers will be effectively trained in executing lessons based on the standards/learning targets.

Action Steps to Implement

(8/31- 10/11) Teachers will attend district professional developments and in-house training on the B.E.S.T standards. As a result, teachers will be able to improve instructional delivery as evidenced by lesson plans.

Person Responsible Liza Hernandez (grunauer@dadeschools.net)

(8/31-10/11) Teachers will attend in-house training and P.D. on aligning student data to the B.E.S.T standards. As a result, teachers will be able to improve data-driven instructional practices as evidenced by data folders.

Person Responsible James Jackimczuk (jjack1@dadeschools.net)

(8/31-10/11) Teachers will attend grade-level monthly meetings. As a result, teachers will be able to collaboratively and plan using the B.E.S.T standards.

Person Responsible Elizabeth Hernandez (ecrespo@dadeschools.net)

(8/31-10/11) The administration will conduct initial walk-throughs. As a result, we will determine which teachers need support with DI implementation.

Person Responsible Yecenia Martinez Lopez (pr0091@dadeschools.net)

(11/1-12/21) Teachers will create meaningful lesson plans that include B.E.S.T. practices, focusing on the areas that were discussed in the professional development workshops that they attended during August through October.

Person Responsible Yecenia Martinez Lopez (pr0091@dadeschools.net)

(11/1-12/21) Teachers will attend data chats with administration, so that they may use the data to guide their teaching and Differentiated instruction groups.

Person Responsible James Jackimczuk (jjack1@dadeschools.net)

(01/31/22-4/29/22) Teachers will adjust DI groups based on the AP2 of Iready. Students may need to be moved according to new data gathered.

Person Responsible James Jackimczuk (jjack1@dadeschools.net)

(01/31/22-04/29/22) Administrators will continue to conduct weekly walkthroughs to ensure that teachers are doing DI with their students and are creating lesson plans based on B.E.S.T practices.

Person Responsible Yecenia Martinez Lopez (pr0091@dadeschools.net)

#2. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:	Based on our 2021 data review, our school will implement the Targeted Element of Differentiation. We selected the overarching area of Differentiation because we want to return to the learning gains achieved during the 2019 school year in both Math and ELA. Additionally, we see the decrease in learning gains across all subject areas in the 2021 school data review, when differentiation was difficult to implement with fidelity due to the limitations of distance learning. We will continue providing the scaffolding necessary for all grade-level content areas in order to make learning gains and move towards proficiency.
Measurable Outcome:	If 95% of the staff is trained on how to implement Differentiated Instruction in the classroom, then the staff will be effectively implementing the use of Differentiated Instruction in the classroom as evidenced by learning gains by on i-Ready AP 3 dagnostic.
Monitoring:	Differentiated Instruction will be monitored through walk-throughs, teacher observations, and i-Ready usage.
Person responsible for monitoring outcome:	Yecenia Martinez Lopez (pr0091@dadeschools.net)
Evidence-based Strategy:	Within the targeted element of differentiation, our school will focus on the evidenced-based strategy of data-driven instruction. 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:	Data-driven instruction will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to students' needs. Teachers will continuously make adjustments to their instruction, plans, and instructional delivery as new data comes available. According to the 2020-2021 Power BI data, students showed an increase in the iReady Diagnostic Assessment from Fall to Spring in the 3rd through 7th-grade levels. Although they are doing well, the data reveals there is still room for growth.

Action Steps to Implement

(8/31-10/11) Teachers will review the reports and DI tabs on iReady. As a result, the PLST will provide a follow-up DI Professional Development to assist the setup of DI groups.

Person Responsible Liza Hernandez (grunauerl@dadeschools.net)

(8/31-10/11) The administration will be conducting initial walk-throughs. As a result, we will be able to determine which teachers need support with DI implementation and provide support.

Person Responsible Yecenia Martinez Lopez (pr0091@dadeschools.net)

(8/31-10/11) Through "extra lessons" in iReady, teachers will target student needs. As a result, teachers will use this data to monitor student learning gains during DI.

Person Responsible James Jackimczuk (jjack1@dadeschools.net)

(8/31-10/11) The administrative team will conduct quarterly data chats to review topic assessment data. As a result, teachers will show an understanding of data-driven practices.

Person Responsible Jenel Romero (jenelromero@dadeschools.net)

(11/1-12/21) Iready data and FSA data will be given to each teacher. Teachers will then analyze the data, look for trends and use the data to form their DI groups that best meet their students' needs.

Person Responsible James Jackimczuk (jjack1@dadeschools.net)

(11/1-12-21) The school Leadership Team will be providing professional developments for teachers to disaggregate the data to determine student strengths and weaknesses. As a result, student data will be monitored with effectiveness through teacher-led small groups and interventions.

Person Responsible Yecenia Martinez Lopez (pr0091@dadeschools.net)

(01/31/22-04/29/22) Teachers will look at new data gathered from the AP2 Iready and make any adjustments that need to be made to their DI groups and to their lesson plans according to the results of the second Iready assessment.

Person Responsible James Jackimczuk (jjack1@dadeschools.net)

(01/31/22-04/29/22) Teachers will participate in monthly PD's focusing on DI and how to meet the needs of the individual student based on data collected from school wide assessments.

Person Responsible [no one identified]

#3. Leadership specifically relating to Instructional Leadership Team

Area of Focus Description and Rationale: Based on the School Culture SIP Survey, 30% of the staff feel that they are supported by their teacher leaders. We would like to improve this percentage to have 50% of our staff feel that they are supported. Our school will implement the targeted element of defining and communicating vision. We recognize the need to define and communicate our vision more effectively through school-wide weekly briefings, monthly staff meetings, and in-house professional development.

Measurable Outcome: If we define and communicate our vision more effectively then the school can take a course of action to ensure a collective vision as evidenced through school-wide weekly briefings, monthly staff meetings, and in-house professional development.

Monitoring: This Area of Focus will be monitored by the Leadership Team. Grade level chairpersons and content area department heads will provide meeting agendas and minutes to demonstrate teacher collaboration, data chats, and lesson planning. The leadership team will create consistent school-wide weekly briefings and monthly staff meetings.

Person responsible for monitoring outcome: Yecenia Martinez Lopez (pr0091@dadeschools.net)

Evidence-based Strategy: Within the targeted element of the Instructional Leadership Team, we will focus on the evidence-based strategy of; defining and communicating vision. By providing monthly professional developments, based on teachers' needs, the school is motivating the group's efforts and providing teachers to reflect on current practices. To ensure we are on the right track to meeting the above outcome, the leadership team will provide a reflective survey to ensure a collective vision.

Rationale for Evidence-based Strategy: Defining and communicating our school vision more effectively through school-wide weekly briefings, monthly staff meetings, and in-house professional development will help in defining the school's vision.

Action Steps to Implement

(8/31-10/11) The leadership team will define and communicate the school's vision. As a result, at the opening of schools meetings, the school leadership team will define and communicate the school's vision and discuss procedures for the school year.

Person Responsible Yecenia Martinez Lopez (pr0091@dadeschools.net)

(8/31-10/11) Grade level chairpersons and department heads will meet quarterly to discuss data from iReady, FSA, and Performance Matters topic assessments. As a result, teachers will have consistency in vision and feel supported by the leadership team.

Person Responsible James Jackimczuk (jjack1@dadeschools.net)

(8/31-10/11) The leadership team will provide the staff with monthly professional developments based on the Professional Development Needs Assessment Survey. As a result, teachers will reflect on current practices to carry out a well-defined vision collectively,

Person Responsible Jesus Mesa (jesusmesa@dadeschools.net)

(8/31-10/11) Grade level chairpersons and content area department heads will submit meeting minutes and agendas. As a result, collaboration and teamwork will be reflected in accordance with the school vision.

Person Responsible Elizabeth Hernandez (ecrespo@dadeschools.net)

(11/1-12/21) Administrators will attend department meetings to assure that department heads are communicating with their teams a common school wide goal for having a successful school year.

Person Responsible Yecenia Martinez Lopez (pr0091@dadeschools.net)

(11/1-12/21) The leadership team will continue to provide the staff with monthly professional developments based on the Professional Development Needs Assessment Survey. As a result, teachers will reflect on current practices to carry out a well-defined vision collectively,

Person Responsible Jenel Romero (jenelromero@dadeschools.net)

(01/31/22-04/29/22) Grade level chairpersons and content area department heads will continue to meet with their teams and submit meeting minutes and agendas to administration. As a result, collaboration and teamwork will be reflected in accordance with the school vision.

Person Responsible Yecenia Martinez Lopez (pr0091@dadeschools.net)

(01/31/22-04/29/22) During walkthroughs administrator will look to see evidence of collaborative planning amongst the grade levels and departments. This will show evidence of department meetings are being held and two -way communication is occurring, between the department heads and their team.

Person Responsible [no one identified]

#4. Culture & Environment specifically relating to Social Emotional Learning**Area of****Focus**

Based on the Power BI data review, our school will implement the target area of Social-Emotional Learning due to the student Climate Survey Responses for the 2020-2021 school year.

Description and**Rationale:****Measurable Outcome:**

If 80% of the staff are trained on how to effectively identify and implement the SEL learning activities embedded throughout the Curriculum Pacing Guides, then the staff will be effectively implementing the use of SEL strategies in the classroom as evidenced by teacher lesson plans and referrals to the mental health counselor.

Monitoring:

The leadership team will work to connect with students and teachers to identify the social-emotional needs of our population to create an action plan on how to integrate SEL strategies in any content area and daily instruction. The leadership team will monitor the implementation of SEL lessons by referring to teacher lesson plans and through walk-through observations. SEL is observed as the process 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. To ensure we are on the right track to meeting the action steps, the implementation of SEL strategies will be discussed during grade level and department meetings; additionally, the leadership team will monitor the referrals of students to the mental health counselor.

Person responsible for monitoring outcome:

Elizabeth Hernandez (ecrespo@dadeschools.net)

Evidence-based Strategy:

Within the target element of promoting the physical, emotional, and mental health of students within and beyond school, our school will focus on the evidence-based strategy of Social and Emotional Learning. Social and Emotional Learning will assist in effectively applying the knowledge, attitudes, and skills necessary to understand and manage student emotions. SEL will be monitored on a monthly basis to ensure fidelity.

Rationale for Evidence-based Strategy:

According to the School Culture Climate Survey, only 23% strongly agree with the statement, "The overall climate at my school is positive and helps me learn." Our school leadership teams feel this percentage should demonstrate an increase for the 2021-2022 school year.

Action Steps to Implement

(8/31-10/11) Teachers will be trained on developing and implementing Social-Emotional strategies. As a result, lessons will be incorporated into their content area lesson plans.

Person Responsible

Liza Hernandez (grunauerl@dadeschools.net)

(8/31-10/11) The administration conducting walk-throughs. As a result, we will determine which teachers need support with Social-Emotional Learning implementation.

Person Responsible

Jenel Romero (jenelromero@dadeschools.net)

(8/31-10/11) Teachers will attend monthly professional developments. As a result, teachers will be able to share and reflect on best practices implementing Social-Emotional Learning lessons.

Person Responsible Liza Hernandez (grunauerl@dadeschools.net)

(8/31-10/11) Teachers will implement "Do the Right Thing." As a result, teachers will select students monthly to promote the positive social-emotional health of students.

Person Responsible Patricia Garaboa (pgaraboa@dadeschools.net)

(11/1-12/21) On a monthly basis teachers will conduct one SEL activity in their classes to promote social emotional learning with their students.

Person Responsible Yecenia Martinez Lopez (pr0091@dadeschools.net)

(11/1-12/21) Administrators will continue to do walk-throughs and ensure teachers are adding SEL lesson to their lesson plans.

Person Responsible Yecenia Martinez Lopez (pr0091@dadeschools.net)

(01/31/22-04/29/22) A team of admnistrator, teachers and counselors worked together to create a wellness plan. This plan will be shared with the staff so that the goals stated in the plan can be put into action.

Person Responsible Jenel Romero (jenelromero@dadeschools.net)

(01/31/22-04/29/22) We will continue with the implementation of Do the Right Thing program. This program has helped raise the social-emotional health of our students.

Person Responsible Sara Najara (snajara@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.

The school's discipline data compared to the disciplined data across the state is lower than the rest of the state. In 2019, Bob Graham Education Center reported 0.6 incidents per 100 students. This rate is less than the Statewide combination school rate of 1.6 incidents per 100 students. The primary concern will focus on Drug/Public Order. To monitor this concern, we will implement the DARE program for elementary and middle school students. The Secondary concern will focus on Bullying/Harassment. The secondary concern will be monitored through the Social-Emotional Learning components embedded into content area lesson plans.

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 Safety and Leadership Support. The school creates virtual experiences and social media posts throughout the year to engage with parents and families and ensure they have the necessary information to support their children. Students are supported through mentorship programs such as our Teen Trendsetters, Best Buddies, and the National Junior, Elementary, and Spanish Honor Societies. We provide opportunities for both staff and students to provide ongoing feedback and suggestions to school leaders. We also ensure information is provided to all stakeholders through our weekly bulletin email and phone calls. We continue to build our skill-set in ensuring our classrooms are highly engaging and foster the highest level of engagement and learning.

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

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: B.E.S.T. Standards	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Differentiation	\$0.00
3	III.A.	Areas of Focus: Leadership: Instructional Leadership Team	\$0.00
4	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
Total:			\$0.00