Ruth K. Broad Bay Harbor K 8 Center

2021-22 Schoolwide Improvement Plan

Table of Contents

Ruth K. Broad Bay Harbor K 8 Center

1155 93RD ST, Bay Harbor Islands, FL 33154

http://rkbbhk8.dadeschools.net/index.htm

Demographics

Principal: Scott Saperstein H

Start Date for this Principal: 7/20/2017

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)	47%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (76%) 2017-18: A (77%) 2016-17: A (76%)
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	No	40%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	62%

School Grades History

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

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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.

It is our mission to provide a secure, innovative, and challenging environment that affords academic achievement and a technologically-rich program for our students to develop a strong, firm foundation from which to succeed and meet the challenges of the 21st century.

Provide the school's vision statement.

We are committed to being a community of life-long learners and caring individuals. Ruth K. Broad Bay Harbor K-8 Center emphasizes the importance of community! The primary focus is on building a community of learners, where the students' teachers, staff members, parents, and the entire community take the responsibility for the students' education. Every adult who works with the students at Ruth K. Broad Bay Harbor K-8 Center has the highest expectations for the students and the belief that each and every child can and will realize their potential. Staff members endeavor to make each child feel safe, secure, and special by providing a 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
Saperstein, Scott	Principal	Job duties and responsibilities include but are not limited to analyzing data using BI Reports, i-Ready, and Student Level Data Reports.
Sosa, Israel	Assistant Principal	Job duties and responsibilities include but are not limited to analyzing data using BI Reports, i-Ready, and Student Level Data Reports.
Garcia, Mercedes	Teacher, K-12	Job duties and responsibilities include but are not limited to analyzing data using BI Reports, i-Ready, and Student Level Data Reports.
Mora, Frances	Teacher, K-12	Job duties and responsibilities include but are not limited to analyzing data using BI Reports, i-Ready, and Student Level Data Reports.
isnady, blondine	Teacher, K-12	Job duties and responsibilities include but are not limited to analyzing data using BI Reports, i-Ready, and Student Level Data Reports.
Cuenca, Celida	School Counselor	Job duties and responsibilities include but are not limited to analyzing data using BI Reports, i-Ready, and Student Level Data Reports.
Torguet, Olga	Teacher, ESE	Job duties and responsibilities include but are not limited to analyzing data using BI Reports, i-Ready, and Student Level Data Reports.
Mitrani-Profeta, Elisa	Assistant Principal	Job duties and responsibilities include but are not limited to analyzing data using BI Reports, i-Ready, and Student Level Data Reports.

Demographic Information

Principal start date
Thursday 7/20/2017, Scott Saperstein H

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.*
42

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.*
27

Total number of teacher positions allocated to the school
68

Total number of students enrolled at the school
1,232

Identify the number of instructional staff who left the school during the 2020-21 school year.
4

Identify the number of instructional staff who joined the school during the 2021-22 school year.
2

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	97	114	114	132	141	139	155	160	143	0	0	0	0	1195
Attendance below 90 percent	7	7	2	7	3	10	10	17	16	0	0	0	0	79
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	3	4	4	0	3	9	6	0	0	0	0	30
Course failure in Math	0	1	1	0	4	4	10	13	6	0	0	0	0	39
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	2	16	11	15	0	0	0	0	44
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	0	12	12	9	0	0	0	34
Number of students with a substantial reading deficiency	3	7	15	28	16	14	39	32	32	0	0	0	0	186

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	2	2	3	3	4	13	17	8	0	0	0	0	53

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	6	2	1	7	2	0	1	7	0	0	0	0	0	26
Students retained two or more times	0	0	0	0	0	0	0	1	0	0	0	0	0	1

Date this data was collected or last updated
Wednesday 7/21/2021

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	132	125	134	157	147	177	166	166	176	0	0	0	0	1380
Attendance below 90 percent	6	4	6	5	10	8	15	22	19	0	0	0	0	95
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	3	3	4	2	2	3	15	1	0	0	0	0	33
Course failure in Math	0	2	0	2	6	9	9	14	1	0	0	0	0	43
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	2	15	12	16	6	0	0	0	0	51
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	1	12	10	10	3	0	0	0	0	36

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	1	3	1	4	6	12	12	17	3	0	0	0	0	59

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	6	2	1	7	2	0	2	8	0	0	0	0	0	28
Students retained two or more times	0	0	0	0	0	0	0	1	0	0	0	0	0	1

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				80%	63%	61%	81%	62%	60%
ELA Learning Gains				67%	61%	59%	72%	61%	57%
ELA Lowest 25th Percentile				55%	57%	54%	64%	57%	52%
Math Achievement				88%	67%	62%	89%	65%	61%
Math Learning Gains				80%	63%	59%	77%	61%	58%
Math Lowest 25th Percentile				72%	56%	52%	70%	55%	52%
Science Achievement				72%	56%	56%	77%	57%	57%
Social Studies Achievement				92%	80%	78%	92%	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	82%	60%	22%	58%	24%
Cohort Comparison						
04	2021					
	2019	76%	64%	12%	58%	18%
Cohort Comparison		-82%				
05	2021					
	2019	70%	60%	10%	56%	14%
Cohort Comparison		-76%				
06	2021					
	2019	77%	58%	19%	54%	23%
Cohort Comparison		-70%				
07	2021					
	2019	74%	56%	18%	52%	22%
Cohort Comparison		-77%				
08	2021					
	2019	79%	60%	19%	56%	23%
Cohort Comparison		-74%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	81%	67%	14%	62%	19%
Cohort Comparison						
04	2021					
	2019	82%	69%	13%	64%	18%
Cohort Comparison		-81%				
05	2021					
	2019	78%	65%	13%	60%	18%
Cohort Comparison		-82%				
06	2021					
	2019	90%	58%	32%	55%	35%
Cohort Comparison		-78%				
07	2021					
	2019	86%	53%	33%	54%	32%
Cohort Comparison		-90%				
08	2021					
	2019	70%	40%	30%	46%	24%
Cohort Comparison		-86%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	70%	53%	17%	53%	17%
Cohort Comparison						
08	2021					
	2019	60%	43%	17%	48%	12%
Cohort Comparison		-70%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	68%	32%	67%	33%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	90%	73%	17%	71%	19%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	63%	37%	61%	39%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	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.

iReady Data

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	57	72.6	86.8
	Economically Disadvantaged	39.5	64.3	85.7
	Students With Disabilities	80	60	60
	English Language Learners	12.5	25.0	37.5
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	55.7	51.9	81.9
	Economically Disadvantaged	57.1	38.1	78.
	Students With Disabilities	60.	20	60
	English Language Learners	25.	0	62.5

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	67.2	71.6	84.5
	Economically Disadvantaged	53.2	57.4	70.2
	Students With Disabilities	50.	60.	70.
	English Language Learners	33.3	0	50.
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	45.7	63.8	75.9
	Economically Disadvantaged	31.9	48.9	57.4
	Students With Disabilities	40.	50.	70.
	English Language Learners	33.3	33.3	50.

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	67.8	82.5	83.9
	Economically Disadvantaged	52.5	68.9	70.5
	Students With Disabilities	0	50.	68.8
	English Language Learners	0	53.9	46.2
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	38.5	62.9	81.8
	Economically Disadvantaged	19.7	49.2	65.6
	Students With Disabilities	0	37.5	56.3
	English Language Learners	0	0	69.2

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	53.8	66.7	68.2
	Economically Disadvantaged	45.8	66.1	61
	Students With Disabilities	0	0	46.2
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	46.2	57.6	81.1
	Economically Disadvantaged	49.2	74.6	47
	Students With Disabilities	0	0	61.5
	English Language Learners	0	0	0

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	52.6	64.9	70.8
	Economically Disadvantaged	43.9	60.6	62.1
	Students With Disabilities	40.	40.	53.3
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	52	59.7	80.5
	Economically Disadvantaged	47	57.6	72.7
	Students With Disabilities	0	40.	46.7
	English Language Learners	0	0	66.7
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	26.6	0
	Economically Disadvantaged	0	21.2	0
	Students With Disabilities	0	15.4	0
	English Language Learners	0	0	0

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	63.3	74	76.7
	Economically Disadvantaged	56.9	67.7	63.1
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	56	69.3	80.7
	Economically Disadvantaged	49.2	58.5	73.9
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	65.8	63.8	67.8
	Economically Disadvantaged	58.2	61.2	65.7
	Students With Disabilities	100.	0	85.7
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	59.7	70.5	73.8
	Economically Disadvantaged	58.2	62.7	68.7
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	0	83.4	0
	Economically Disadvantaged	0	79.4	0
	Students With Disabilities	0	46.2	0
	English Language Learners	0	77.8	0

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	72.2	76.	76.6
	Economically Disadvantaged	54.7	57.8	62.5
	Students With Disabilities	0	0	54.6
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	65.2	57.6	81
	Economically Disadvantaged	42.2	43.8	73.4
	Students With Disabilities	0	0	54.6
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	12.7	0
	Economically Disadvantaged	0	17.9	0
	Students With Disabilities	0	4.5	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	45	40	33	45	42	26	40	64			
ELL	56	67	63	63	56	52	32	68	52		
ASN	94			88							
BLK	72	80		56	50						
HSP	74	64	57	76	60	58	59	81	66		
WHT	81	68	59	79	59	58	68	88	72		
FRL	67	61	54	69	55	56	52	80	52		
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	52	61	50	63	75	73	47				
ELL	59	62	61	79	80	74	48	81	47		
ASN	85	73		100	82						

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	47	42		59	83	80					
HSP	79	67	57	87	80	69	68	91	79		
WHT	83	68	52	90	80	75	80	92	76		
FRL	69	63	53	83	77	67	61	88	63		
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	58	67	73	75	85	75	52				
ELL	58	62	58	80	73	72	60	94	50		
ASN	95	64		100	92						
BLK	69	57		54	57						
HSP	79	71	59	87	76	69	77	89	67		
WHT	85	74	70	91	78	71	78	98	73		
FRL	74	68	62	83	75	72	70	87	61		

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	69
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	81
Total Points Earned for the Federal Index	693
Total Components for the Federal Index	10
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	44
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	59
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	91
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	65
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	68
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	71
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	62
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?

The Language Arts trends emerging across grade levels, subgroups, and core content areas (on Power BI) between the years 2019 and 2021 ar as follows: ELA 2019: 80% - 2021: 77% (decrease of 3%) ELA LG 2019: 67% - 2021 66% (decrease of 1%) and ELA L25 2019: 55% - 2021: 60% (increase of 5%).

The Spring FSA ELA 3-5 Results by School as indicated in ARDA indicates in 2019 Percent in Levels 3-5 76%, in 2021 the Percent in Levels 3-5 show 76% indicating neutrality. The Spring FSA ELA 3-5 Results by School as indicated in ARDA indicates in 2019 Percent in Levels 3-5 76%, in 2021 the Percent in Levels 3-5 show 76%.

The Math trends emerging across grade levels, subgroups, and core content areas (on Power BI under the category of School Grade Components) between the years 2019 and 2021 show decreased data findings in all Math subgroups, are as follows: Math 2019: 88% - 2021: 77% (decrease of 11%) Math LG 2019: 80% - 2021 59% (decrease of 21%) and Math L25 2019: 72% - 2021-58% (decrease of 14%).

The Spring FSA Math 3-5 Results by School as indicated in ARDA indicates in 2019 Percent in Levels 3-5 83%, in 2021 the Percent in Levels 3-5 show 72% a difference of an 11% decrease.

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

Using the Spring FSA Math 3-5 Results by School as indicated in ARDA which indicates in 2019 Percent in Levels 3-5 83%, and in 2021 the Percent in Levels 3-5 show 72% a difference of an 11% decrease demonstrating the greatest need for improvement.

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

Low attendance numbers of MSO students was a contributing factor for this needs improvement, this will be improved with the complete face-to-face opening of our campus.

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

Most improvement was met by ELA L25 2019: 55% - 2021: 60% (increase of 5%).

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

With 326 MSO students and 899 Physical students, teachers became proficient in learning new ways to digitally communicate with their students (dual modality), learning and pivoting new Learning Management Systems (LMS) through PDs offered by the District.

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

In order to accelerate learning our teachers and students need to make the connection/transition again to face-to-face learning. Once that connection is established students will be aware of their teachers' expectations and the tools available to them in order to achieve their academic goals.

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.

With the tragic events that affected our community this summer our number one priority is to reach out to our school staff by adding PD's that will enrich their mental state. This will be achieved by adding school wide PDs concerning mindfulness activities that will also be used with our students.

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

Additional services that will be implemented to ensure sustainability of improvement in the next year and beyond is the a mix of mindfulness activities for our staff and students promoting a safe environment throughout the campus and academic programs to enrich our students' learning goals. This will be achieved by providing additional PDs to our teachers including LMS (Schoology) and Mindfulness. We will also continue to reach out to our parents and community thru Social Media and classroom teacher websites.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale:	The Language Arts trends emerging across grade levels, subgroups, and core content areas (on Power BI) between the years 2019 and 2021 ar as follows: ELA 2019: 80% - 2021: 77% (decrease of 3%) ELA LG 2019: 67% - 2021 66% (decrease of 1%) and ELA L25 2019: 55% - 2021: 60% (increase of 5%). The Spring FSA ELA 3-5 Results by School as indicated in ARDA indicates in 2019 Percent in Levels 3-5 76%, in 2021 the Percent in Levels 3-5 show 76% indicating neutrality. The Spring FSA ELA 3-5 Results by School as indicated in ARDA indicates in 2019 Percent in Levels 3-5 76%, in 2021 the Percent in Levels 3-5 show 76%. The Math trends emerging across grade levels, subgroups, and core content areas (on Power BI under the category of School Grade Components) between the years 2019 and 2021 show decreased data findings in all Math subgroups, are as follows: Math 2019: 88% - 2021: 77% (decrease of 11%) Math LG 2019: 80% - 2021 59% (decrease of 21%) and Math L25 2019: 72% - 2021-58% (decrease of 14%). The Spring FSA Math 3-5 Results by School as indicated in ARDA indicates in 2019 Percent in Levels 3-5 83%, in 2021 the Percent in Levels 3-5 show 72% a difference of an 11% decrease. This data is impactful because it indicates that our student population is in need of additional reinforcement in both ELA and Math subjects.
Measurable Outcome:	i-Ready Reports will be used as a measuring tool to monitor student progress. Classroom teachers will assign and closely monitor weekly Language Arts DI lessons making adjustments to the students' needs.
Monitoring:	Weekly, teachers will monitor students progress and make lesson adjustments as needed. Teachers will also empower students in their progress thru data chats. Administration will review i-Ready Reports during quarterly data chats with the teachers.
Person responsible for monitoring outcome:	Scott Saperstein (pr0241@dadeschools.net)
Evidence-based Strategy:	Data-Driven Decision Making is the evidence based strategy being implemented for this area of focus. The collection and analysis of i-Ready data will be the responsibility of the classroom teacher. The data will be shared with the students weekly.
Rationale for Evidence-based Strategy:	The use of i-Ready and data driven instruction has been a successful combination utilized by our teachers in the past. We will continue to monitor and make adjustments to students' individualized leaning, weekly.

Action Steps to Implement

8/20- Provide Professional Development for teachers on the effective implementation of differentiated instruction aligned to the school goals based on data. As a result, teachers will develop classroom formats that include small group instruction and student data driven contracts.

Person Responsible	Scott Saperstein (pr0241@dadeschools.net)

8/31-10/11-Teachers will develop lesson plans that are inclusive of DI. As a result, teachers will have student groups, appropriate resources, and lesson plans that reflect DI.

Person Responsible   Scott Saperstein (pr0241@dadeschools.net)

8/31-10/11- Facilitate weekly collaborative planning meetings providing teachers the opportunity for grade level collaboration, brainstorming challenges, needs, and shared best practices. Teachers will attend collaborative planning taking turns leading and modeling explicit instruction during small groups.

Person Responsible   Scott Saperstein (pr0241@dadeschools.net)

8/31-10/11- Teachers will collaboratively develop data trackers that can be used to track mini assessments aligned to weekly small group instruction. Teachers will use data trackers to monitor student progress and adjust as necessary,

Person Responsible   Scott Saperstein (pr0241@dadeschools.net)

11/1-12/21 - Teachers will re-evaluate student needs by analyzing the i-Ready Diagnosis 1. Teachers will hold student conferences to chart progress.

Person Responsible   Elisa Mitrani-Profeta (lpofeta@dadeschools.net)

11/1-12/21- Teachers will administer i Ready Growth Monitoring to students and track student progress. Adjusting lessons to their individual needs.

Person Responsible   Mercedes Garcia (mercedesgarcia@dadeschools.net)

1/31- 4/29 - Teachers will administer i Ready Growth Monitoring to students and track student progress. Adjusting lessons to their individual needs.

Person Responsible   Mercedes Garcia (mercedesgarcia@dadeschools.net)

1/31- 4/29 - Teachers will re-evaluate student needs by analyzing the i-Ready Diagnosis 2. Teachers will hold student conferences to chart progress.

Person Responsible   Mercedes Garcia (mercedesgarcia@dadeschools.net)

#2. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	Based on the data review our school will implement the social and emotional learning element for the student body. Through our data review, we noticed that 34% of our students stated that the school counselor and adults do not help them with their school and personal problems. We recognize the need to implement more social and emotional practices into our daily routines to help meet the needs of concern.
Measurable Outcome:	If we successfully implement the targeted social and emotional practices, our students will be able to feel more comfortable having their issues and needs met. With these consistent practices being implemented, the results of the student survey questions referring to adults and counselors helping the students with their issues will show an increase of 10 percentage points from the initial survey to the final survey.
Monitoring:	The leadership team will work with counselors and other stakeholders to meet the social and emotional concerns of our students and families. At the beginning of the school year during an onsite professional development, the student services personnel will provide a training to the teachers on how to identify students who potentially need social/emotional support and the referral process. The leadership team and student services will meet quarterly with students groups to address social/emotional topics. To ensure we are on track to meeting the outcome above, we will provide students with semi-annual surveys that reference questions on whether adults help them with their school and personal problems.
Person responsible for monitoring outcome:	Celida Cuenca (curlycuenca@dadeschools.net)
Evidence-based Strategy:	Within the targeted element of Social Emotional Learning, our school will focus on the evidence-based strategy of: Consistent Protocols to Maintain a Healthy and Safe School Environment. Consistent Protocols to Maintain a Healthy and Safe School Environment will assist in meeting the social/emotional needs of our students. Students will be monitored on an ongoing basis.
Rationale for Evidence-based Strategy:	Within the targeted element of Social Emotional Learning, our school will focus on the evidence-based strategy of: Social and Emotional Learning (SEL). Social and Emotional Learning (SEL) initiative will assist in meeting the needs of our students. The initiatives will provide the Leadership Team and Student Services with a targeted approach in meeting the students' emotional and social needs.
Action Steps to Implement	

9/1- Provide Professional Development for teachers on the effective implementation of on how to identify students who potentially need social/emotional support and the referral process.

Person Responsible	Celida Cuenca (curlycuenca@dadeschools.net)

8/31-10/11-Meet with student groups to address social/emotional topics, monthly.

Person Responsible	Celida Cuenca (curlycuenca@dadeschools.net)

8/31-10/11-Monitor the Protocols to Maintain a Healthy and Safe School Environment in reference to meet the social/emotional needs of our students, monthly.

Person Responsible	Celida Cuenca (curlycuenca@dadeschools.net)

8/31-10/11-Monthly, monitor the Social and Emotional Learning (SEL). Social and Emotional Learning (SEL) initiative in order to ensure we are meeting the needs of our students.

Person Responsible Celida Cuenca (curlycuenca@dadeschools.net)

11/1-12/21 - Couselors will continue to monitor the Protocols to Maintain a Healthy and Safe School Environment in reference to meet the social/emotional needs of our students, monthly.

Person Responsible Celida Cuenca (curlycuenca@dadeschools.net)

11/1-12/21 - As new student needs arise provide Professional Development for teachers on the effective implementation of on how to identify students who potentially need social/emotional support and the referral process.

Person Responsible Celida Cuenca (curlycuenca@dadeschools.net)

1/31 - 4/29 - Counselors will continue Social and Emotional Learning (SEL). Social and Emotional Learning (SEL) initiative in order to ensure we are meeting the needs of our students.

Person Responsible Celida Cuenca (curlycuenca@dadeschools.net)

1/31 - 4/29 - With the end of the school year approaching councelors will continue to monitor students emotional needs particularly working with students who are wil be repeating grades.

Person Responsible [no one identified]

#3. Leadership specifically relating to Leadership Development	
Area of Focus Description and Rationale:	Based on the qualitative data from the school climate and School Improvement Plan survey, we want to use the targeted element or Leadership Development. Based on data, teachers in the building feel overwhelmed and overloaded with work, therefore, we would like develop initiatives that would assist teachers destress so they feel less overwhelmed.
Measurable Outcome:	If we successfully implement the Targeted Element of Leadership Development, our Leadership Team will provide the teachers with opportunities to de-stress by offering ongoing mindfulness and tension release workshops, team building activities, and incentive programs. Through these ongoing practices, the in-house survey will show that there will be a 10% decrease of teachers feeling overwhelmed from the pre- and post- surveys.
Monitoring:	The Leadership Team will organize and plan various activities that target calming and relaxing state of mind. By making these activities available to teachers, they will be able to feel the support from the administrative team and they will be in a positive state of mind.
Person responsible for monitoring outcome:	Israel Sosa (irsosa@dadeschools.net)
Evidence-based Strategy:	Promoting the Morale and Performance of the Team: Promoting the Morale and Performance of the Team means that leaders check in with team members regularly and identify the need for boosting morale through incentive programs, rewards for positive performance, or other positive reinforcement. Motivational efforts are employed regualrly to ensure the morale remains high. Leaders also incorporate opportunities to elevate the team's morale during struggle or opportunities for improvement.
Rationale for Evidence-based Strategy:	Within the Targeted Element of Instructional Leadership team, we will focus on the evidenced based strategy: Promoting the Morale and Performance if the Team. By providing a variety of oppurtunities for teachers to de-stress we hope to increase a more positive state of mind amongst the staff and ensuring they are maximizing their potential with student learning.

Action Steps to Implement	

8/31-10/11-Monthly, establish team building activities, and incentive programs thru inhouse PDs Wednesdays.

Person Responsible	Celida Cuenca (curlycuenca@dadeschools.net)

8/31-10/11-Weekly, check in with team members and identify the need for boosting morale through incentive programs, rewards for positive performance, or other positive reinforcement.

Person Responsible	Celida Cuenca (curlycuenca@dadeschools.net)

8/31-10/11-Weekly, with the help of the PTA, provide a variety of opportunities for teachers to de-stress with the use of mindfulness activities.

Person Responsible	Celida Cuenca (curlycuenca@dadeschools.net)

8/31-10/11-Monthy, with the help of the PTA, evaluate the mindfulness program and make changes according to present needs.

Person Responsible	Celida Cuenca (curlycuenca@dadeschools.net)

11/1-12/21 -Continue to check in with team members and identify the need for boosting morale through incentive programs, rewards for positive performance, or other positive reinforcement - weekly.

Person Responsible	Celida Cuenca (curlycuenca@dadeschools.net)

11/1-12/21 - Continue the process of meeting with the help of the PTA, providing a variety of opportunities for teachers to de-stress with the use of mindfulness activities.

Person Responsible	Celida Cuenca (curlycuenca@dadeschools.net)

1/31-4/29 - Continue team building activities, and incentive programs thru inhouse PDs Wednesdays.

Person Responsible	Celida Cuenca (curlycuenca@dadeschools.net)

1/31-4/29 - Continue to check in with team members and identify the need for boosting morale through incentive programs, rewards for positive performance, or other positive reinforcement - weekly.

Person Responsible	Celida Cuenca (curlycuenca@dadeschools.net)

#4. -- Select below -- specifically relating to

Area of Focus Description and Rationale:

Measurable Outcome:

Monitoring:

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy:

Rationale for Evidence-based Strategy:

Action Steps to Implement

No action steps were entered for this area of focus

#5. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	The Math trends emerging across grade levels, subgroups, and core content areas (on Power BI under the category of School Grade Components) between the years 2019 and 2021 show decreased data findings in all Math subgroups, are as follows: Math 2019: 88% - 2021: 77% (decrease of 11%) Math LG 2019: 80% - 2021 59% (decrease of 21%) and Math L25 2019: 72% - 2021-58% (decrease of 14%). The Spring FSA Math 3-5 Results by School as indicated in ARDA indicates in 2019 Percent in Levels 3-5 83%, in 2021 the Percent in Levels 3-5 show 72% a difference of an 11% decrease. Increased i-Ready usage in Math and data driven instruction will increase student success in Math.
Measurable Outcome:	i-Ready Reports will be used as a measuring tool to monitor student progress. Classroom teachers will assign and closely monitor weekly Math DI lessons making adjustments to the students' needs.
Monitoring:	Weekly, teachers will monitor students progress and make lesson adjustments as needed. Teachers will also empower students in their progress thru data chats. Administration will review i-Ready Reports during quarterly data chats with the teachers.
Person responsible for monitoring outcome:	Scott Saperstein (pr0241@dadeschools.net)
Evidence-based Strategy:	Collaborative Learning/Structures is the evidence based strategy being implemented for this area of focus. This strategy will allow the students to work in groups of two or more, mutually searching for understanding, solutions or meanings. This evidence based strategy may be used physically or virtually.
Rationale for Evidence-based Strategy:	We believe that the decline of our students success in Math was due to the uncertainty they experienced during 2019 dealing with quarantine, therefore Collaborative Learning/ Structures will facilitate students learning since it may be used physically and virtually.

Action Steps to Implement

9/1- Provide Professional Development for teachers on the effective implementation of Collaborative Learning/Structures. As a result, teachers will develop classroom formats that includes small group instruction.

Person Responsible	Scott Saperstein (pr0241@dadeschools.net)

8/31-10/11-Teachers will develop lesson plans that include Collaborative Learning/Structures . As a result, teachers will have student groups, appropriate resources, and lesson plans that reflect Collaborative Learning/Structures .

Person Responsible	Scott Saperstein (pr0241@dadeschools.net)

8/31-10/11- Facilitate weekly collaborative planning meetings providing teachers the opportunity for grade level collaboration, brainstorming challenges, needs, and shared best practices. Teachers will attend collaborative planning taking turns leading and modeling explicit instruction during small groups.

Person Responsible	Scott Saperstein (pr0241@dadeschools.net)

8/31-10/11- Teachers will collaboratively develop data trackers that can be used to track mini assessments aligned to weekly small group instruction. Teachers will use data trackers to monitor student progress and adjust as necessary,

Person Responsible	Scott Saperstein (pr0241@dadeschools.net)

11/1-12/21 - Provide Professional Development for teachers on the effective implementation of Collaborative Learning/Structures. As a result, teachers will develop classroom formats that includes small group instruction.

Person Responsible	Israel Sosa (irsosa@dadeschools.net)

11/1-12/21-Teachers will re-evaluate student needs by analyzing the i-Ready Diagnosis 1. Teachers will hold student conferences to chart progress.

Person Responsible	Scott Saperstein (pr0241@dadeschools.net)

1/31 - 4/29 -Teachers will re-evaluate student needs by analyzing the i-Ready Diagnosis 2. Teachers will hold student conferences to chart progress.

Person Responsible	Scott Saperstein (pr0241@dadeschools.net)

1/31- 4/29 - Teachers will administer i Ready Growth Monitoring to students and track student progress. Adjusting lessons to their individual needs.

Person Responsible	Scott Saperstein (pr0241@dadeschools.net)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Ruth K Broad Bay Harbor reported .02 incidents per 100 students. When compared to all combination schools statewide, it falls into a very low category. The school ranked #12 out of 66 combination schools in Miami Dades county. Additionally, violent incidents ranked #30/66 in the county with 3 incidents of bullying reported. No property and drug incidents were reported ranking the school #1/66 in Miami Dade County.
We will continue to monitor and offer our students the social and emotional individual needs they require in order to make our school Bully-Free with the continued efforts of our mentoring program.

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.

Consistent Protocols to Maintain a Clean and Welcoming School Environment:
Consistent Protocols to Maintain a Clean and Welcoming School Environment promote healthy and well maintained environments. Unsanitary conditions attract insects, vermin, irritants and allergens found in dust and dirt which can have a negative impact on student health and school performance. Consistent Protocols to Maintain a Clean and Welcoming School Environment requires a holistic approach. It requires school administrators and educators to join together to create a learning environment that takes into consideration the language, cultures, and family structures of their students
Family Engagement
Family Engagement studies show that parent involvement is a major factor in student outcomes, including closing the achievement gap between various groups of students. Different families have different capacities for involvement, meaning schools should provide a range of ways for parents to be involved. Examples of Family Engagement activities include, but are not limited to, open houses, orientations, parent workshops, home visits, volunteer opportunities, and community events. The most important elements of a Family Engagement program are (1) creating genuine and collaborative relationships with families, (2) creating interactive sessions between staff and families, and (3) linking all interactions to learning to help build families' capacities in supporting their students' academic growth.

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

Parent involvement is limited in the culture we are currently living in therefore we will continue to serve our community as follows:

Administrative Team- promote a positive environment by providing staff with inhouse PDs.
Counselors- Assist students and families with individual needs from counceling to economic programs.
Teachers- Provide students with the differentiated instruction they need in order to fullfil their educational goals

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Differentiation	$0.00

2	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	$0.00
3	III.A.	Areas of Focus: Leadership: Leadership Development	$0.00
4	III.A.	Areas of Focus: -- Select below --:	$0.00
5	III.A.	Areas of Focus: Instructional Practice: Math	$0.00
		Total:	$0.00