

Miami-Dade County Public Schools

Madie Ives K 8 Preparatory Academy



2021-22 Schoolwide Improvement Plan

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Madie Ives K 8 Preparatory Academy

20770 NE 14TH AVE, North Miami Beach, FL 33179

<http://mies.dadeschools.net>

Demographics

Principal: Candid Gil

Start Date for this Principal: 7/26/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (57%) 2017-18: C (52%) 2016-17: B (60%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-8	Yes	86%
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		B	B	C

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<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.

Madie Ives K-8 Preparatory Academy prepares students for the future by emphasizing the importance of being functional, literate, and global thinkers. Our goal is to create productive, competent members of a diverse society. Utilizing resources that integrate effective telecommunications strategies, advances in technology, and programs that heighten student achievement and cultural sensitivity. Madie Ives students will become functioning members of an ever-evolving society.

Provide the school's vision statement.

Madie Ives K-8 Preparatory Academy and its stakeholders are dedicated to challenging and motivating all students to reach the highest possible levels of academic, personal, social, technological, and career development. The Madie Ives staff provides a variety of teaching strategies and methods, and the latest advances in technology for students to become productive, literate, and responsible citizens in our multicultural 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
Alba-Nunez, Monica	Assistant Principal	The following responsibilities as they relate to grades Pre-K- 4. Attendance, Cafeteria Coverage, Certification, Classroom Observations, Clerical Staff, Climate Survey, Curriculum Bulletin, Curriculum Calendar, Custodial , Staff, Discipline, ESE, Faculty Handbook, Field trips, Gradebook, Honor Roll, IPEGS, Lock Down Drills, Master Schedule, New Teacher Nesting, Open House, Opening of Schools, Parent/ Student Handbook, PTSA, Reading Initiative, School Improvement Process, Title I and Tutoring/ Interventions.
Julien , Edwige	Instructional Coach	Responsible for Advanced Academics. Activities Calendar, Activities/ Clubs, Community Service, Clubs, District Assessments, Fieldtrips, Fundraising, Graduation Ceremony, Honor Roll, Multicultural Events, Oversee Club Sponsors, State Assessments, Silver Knights, Testing, United Way Stud. Camp. and Volunteer Services
Ore, Guiliana	Reading Coach	Responsible for the following as related to Pre-K through 3: Advanced Academics, Activities Calendar, Activities/ Clubs, Community Service, Clubs, District Assessments, Fieldtrips, Fundraising, Graduation, Ceremony, Honor Roll, Multicultural Events, Oversee Club Sponsors, State Assessments, Silver Knights, Testing, United Way Stud. Camp and Volunteer Services
Peralta, Dawn	Teacher, PreK	Pre-Kindergarten teacher and department chair
Dubois, Valerie	School Counselor	Responsible for the following as it relates to grades 5-8. Articulation, Aspen Scheduler, Attendance Intervention College Exploration, College and Career Expo., Exit Interviews, FLVS, Homeless Liaison, Mental Health Awareness, Sandy Hook Promise, Schedule Changes, Subject Selection, Student Services, Truancy Packets and Trust Counseling
Daniels, Gerald	Other	Community Involvement Specialist responsible for bridging parents, community and the school together through a variety of activities.
Moore, LaShinda	Principal	Provide leadership in developing, implementing and supporting schoolwide efforts; encouraging positive school culture and addressing student academic and social-emotional needs.
Laster, Sharee	Reading Coach	Responsible for the following as it relates to 4th-8th grade: Advanced Academics, Activities Calendar, Activities/ Clubs, Community Service, Clubs, District Assessments, Fieldtrips, Fundraising, Graduation, Ceremony, Honor Roll, Multicultural Events, Oversee Club Sponsors, State Assessments, Silver Knights, Testing, United Way Stud. Camp and Volunteer Services

Name	Position Title	Job Duties and Responsibilities
Vega , Beatriz	ELL Compliance Specialist	Responsible for the following: Computer Lab RSVP, Dress code, ESOL, ESE-IEP and EPs, Gradebook Manager, Progress Reports, Property Control, Student IDs, Tablets/ Laptops and Textbook Inventory
Rivette, Claude	Assistant Principal	The following responsibilities as they relate to grades 5- 8. Attendance, Cafeteria Coverage, Certification, Classroom Observations, Clerical Staff, Climate Survey, Curriculum Bulletin, Curriculum Calendar, Custodial , Staff, Discipline, ESE, Faculty Handbook, Field trips, Gradebook, Honor Roll, IPEGS, Lock Down Drills, Master Schedule, New Teacher Nesting, Open House, Opening of Schools, Parent/ Student Handbook, PTSA, Reading Initiative, School Improvement Process, Title I and Tutoring/ Interventions.

Demographic Information

Principal start date

Monday 7/26/2021, Candid Gil

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.*

16

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.*

32

Total number of teacher positions allocated to the school

38

Total number of students enrolled at the school

903

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

1

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	49	79	111	120	84	123	108	120	101	0	0	0	0	895
Attendance below 90 percent	3	12	22	19	11	25	10	17	28	0	0	0	0	147
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	1	8	2	0	8	21	17	0	0	0	0	58
Course failure in Math	0	2	1	7	8	3	20	29	33	0	0	0	0	103
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	10	3	11	21	0	0	0	0	45
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	7	7	13	22	0	0	0	0	49
Number of students with a substantial reading deficiency	1	11	50	62	11	40	32	43	59	0	0	0	0	309
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	2	1	12	3	10	13	29	34	0	0	0	0	106	

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	3	2	16	1	0	0	0	0	0	0	0	0	28
Students retained two or more times	0	0	1	0	0	0	3	1	0	0	0	0	0	5

Date this data was collected or last updated

Wednesday 6/30/2021

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	92	118	121	104	134	127	128	111	122	0	0	0	0	1057
Attendance below 90 percent	13	23	16	15	26	10	18	27	14	0	0	0	0	162
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	3	9	0	8	22	17	7	0	0	0	0	68
Course failure in Math	0	3	3	13	3	21	29	34	11	0	0	0	0	117
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	10	3	12	21	17	0	0	0	0	63
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	7	7	14	22	13	0	0	0	0	63

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	3	4	13	10	13	30	34	14	0	0	0	0	123	

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	4	2	16	1	0	0	0	0	0	0	0	0	29
Students retained two or more times	0	0	1	0	0	3	1	0	0	0	0	0	0	5

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				58%	63%	61%	56%	62%	60%

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Learning Gains				57%	61%	59%	55%	61%	57%
ELA Lowest 25th Percentile				46%	57%	54%	50%	57%	52%
Math Achievement				63%	67%	62%	60%	65%	61%
Math Learning Gains				62%	63%	59%	51%	61%	58%
Math Lowest 25th Percentile				45%	56%	52%	39%	55%	52%
Science Achievement				45%	56%	56%	53%	57%	57%
Social Studies Achievement				78%	80%	78%		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	56%	60%	-4%	58%	-2%
Cohort Comparison						
04	2021					
	2019	63%	64%	-1%	58%	5%
Cohort Comparison		-56%				
05	2021					
	2019	56%	60%	-4%	56%	0%
Cohort Comparison		-63%				
06	2021					
	2019	54%	58%	-4%	54%	0%
Cohort Comparison		-56%				
07	2021					
	2019	55%	56%	-1%	52%	3%
Cohort Comparison		-54%				
08	2021					
	2019					
Cohort Comparison		-55%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	68%	67%	1%	62%	6%
Cohort Comparison						
04	2021					
	2019	71%	69%	2%	64%	7%
Cohort Comparison		-68%				
05	2021					
	2019	53%	65%	-12%	60%	-7%
Cohort Comparison		-71%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	57%	58%	-1%	55%	2%
Cohort Comparison		-53%				
07	2021					
	2019	51%	53%	-2%	54%	-3%
Cohort Comparison		-57%				
08	2021					
	2019					
Cohort Comparison		-51%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	44%	53%	-9%	53%	-9%
Cohort Comparison						
08	2021					
	2019					
Cohort Comparison		-44%				

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	77%	73%	4%	71%	6%
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					

Grade Level Data Review - Progress Monitoring Assessments

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

Power Bi

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	39.3%	42.5%	52.3%
	Economically Disadvantaged	40.4%	42.9%	52.5%
	Students With Disabilities	25%	8.3%	16.7%
	English Language Learners	33.4%	50%	33.3%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	29.8%	27.4%	42.1%
	Economically Disadvantaged	29.2%	26.5%	41.1%
	Students With Disabilities	16.7%	0%	0%
	English Language Learners	0%	33.3%	33.3%

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	50%	55.4%	57.4%
	Economically Disadvantaged	46%	53.5%	55.8%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	32.7%	44.6%	47.5%
	Economically Disadvantaged	34.9%	41.9%	45.3%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	0%
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	51.1%	62.4%	75.3%
	Economically Disadvantaged	49.4%%	61.6%	74.4%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	19.8%	41.9%	50.5%
	Economically Disadvantaged	19%	41.9%	50%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	0%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	32.1%	43.3%	42.9%
	Economically Disadvantaged	30.2%	41.7%	40.2%
	Students With Disabilities	16.7%	25%	25%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	21.7%	35.3%	41.7%
	Economically Disadvantaged	23.2%	34.3%	41.8%
	Students With Disabilities	0%	8.3%	30.0%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	35.2%	52.3%	57.8%
	Economically Disadvantaged	33.0%	52.0%	56.1%
	Students With Disabilities	16.7%	20.0%	16.7%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	29.6%	44.4%	63.3%
	Economically Disadvantaged	28.9%	43.3%	61.2%
	Students With Disabilities	33.3%	40.0%	33.3%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0%	14.0%	0%
	Economically Disadvantaged	0%	13.0%	0%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	42.6%	44.0%	46.9%
	Economically Disadvantaged	44.7%	42.3%	45.5%
	Students With Disabilities	16.7%	33.3%	16.7%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	43.8%	50.9%	50.9%
	Economically Disadvantaged	46%	50%	49.0%
	Students With Disabilities	33.3%	33.3%	33.3%
	English Language Learners	0%	0%	0%
Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	42.4%	43.9%	41.2%
	Economically Disadvantaged	36.8%	42.7%	38.6%
	Students With Disabilities	22.2%	30.0%	25.0%
	English Language Learners	20.0%	20.0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	25.0%	31.6%	28.0%
	Economically Disadvantaged	23.8%	30.4%	26.5%
	Students With Disabilities	20.0%	30.0%	22.2%
	English Language Learners	20.0%	20.0%	20.0%
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	0%	63.0%	0%
	Economically Disadvantaged	0%	59.0%	0%
	Students With Disabilities	0%	60.0%	0%
	English Language Learners	0%	40.0%	0%

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	39.4%	33.3%	31.4%
	Economically Disadvantaged	37.0%	29.8%	29.5%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	21.8%	30.0%	29.8%
	Economically Disadvantaged	21.5%	28.0%	28.4%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	0%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	0%	32.0%	0%
	Economically Disadvantaged	0%	34.0%	0%
	Students With Disabilities	0%	0%	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	13	24	21	11	23	23					
ELL	46	62	64	32	40	53	29	70			
BLK	46	41	35	34	26	27	26	52	47		
HSP	47	55	54	34	29	36	25	53	50		
WHT	68	91		47	55						
FRL	45	44	41	33	26	28	26	49	43		
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	18	59	50	23	41	38					
ELL	41	47	50	57	58	54	46	64			
BLK	59	59	47	63	62	40	40	79			
HSP	54	54	47	63	66	68	56	88			

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
WHT	53	33		74	60						
FRL	57	57	47	63	63	45	47	78			
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	12	45		18	27						
ELL	31	41	45	48	44	35					
BLK	55	52	50	58	47	34	49				
HSP	55	62	52	63	57	53	59				
WHT	67	54		73	69						
FRL	55	54	50	59	50	39	53				

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	40
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	49
Total Points Earned for the Federal Index	398
Total Components for the Federal Index	10
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	25
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	49
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	37
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	44
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	65
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	38
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

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

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

According to the review of the most recent FSA data, there has been a significant decrease in the number of students who are proficient in Reading in grades 3rd and 4th. The trend that emerged across these specific grade levels and core content area include the following: From 2019 to 2021, Reading proficiency in 3rd grade decreased from 56% to 48% and 4th grade decreased from 63% to 42%.

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

Based on progress Monitoring and 2019 state assessments Science and Middle grades Mathematics requires the greatest need for improvement. Based on the 2021 state assessment, Reading instruction in grades 3rd and 4th requires the greatest need for improvement. In addition, current i-Ready diagnostic data indicates 61% of 3rd grade students are one or more grade levels below and 71% of 4th grade students are one or more grade levels below.

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

The factor that contributed to this need for improvement was lack of regular and effective collaborative planning. The actions that need to be addressed for this improvement is weekly collaborative planning led by an Instructional Coach or other instructional leaders, consistent data chats with teachers and students based on weekly/bi-weekly assessments, and regular spiral reviews of skills taught. Differentiated instruction needs to be fully implemented and any supplemental resources must be grade level appropriate. Professional development on differentiated instruction and standards aligned instruction would be beneficial in making improvements.

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

Based on progress monitoring and 2019 state assessments ELA showed the most improvement. Overall proficiency increased from 2018 to 2019 from 54% to 57%. Based on Progress Monitoring in IReady grades K-6 showed an increase from AP1 to AP3.

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

The contributing factors to this improvement include using data to drive instruction. At Madie Ives K-8 the instructional staff meets collaboratively to analyze data and plan for data driven instruction. This helps to determine the needs of each student. Data allows us to fill in the gaps that students are missing as well as enrich students that are achieving above their grade level.

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

In order to accelerate learning students need to be engaged using technology to drive academic achievement. Teachers need to be provided with professional development and monthly data chats with teachers are needed to discuss iReady and district assessments.

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 following Professional development opportunities will include: Technology implementation, Schoology, Differentiated Instruction and effective planning.

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 next year and above are: Extended learning opportunities will include Before and after school tutoring, Intervention during school and Spring Break Academy.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Effective early reading instruction enables all children to develop fluency along with comprehension and application skills. Following a year of learning loss, students presented this school year with deficits in the area of Reading. After review of the 2021 FSA data, we have identified a critical need for an increased focus on our instructional practice specifically related to Reading as 52% of our students scored below a Level 3. In comparison to the 2019 school year's FSA data, there has been a significant increase in the achievement gap widening in 3rd-4th grade in Reading. From 2019 to 2021, Reading proficiency in 3rd grade decreased from 56% to 48% and 4th grade decreased from 63% to 42% indicating that less than 50% of the students in these grade levels are proficient in this subject area.
Measurable Outcome:	If we successfully implement Extended Learning Opportunities by way of our Making M.A.G.I.C. Happen After School Program to our low performing students, we will increase the percentage of 3rd and 4th grade students scoring level 3 or above by 4-5 percentage points as evidenced by the 2022 statewide, standardized English Language Arts Assessment.
Monitoring:	The improvement of instructional practices specifically related to Reading will be monitored through administrative classroom walkthroughs to ensure Reading instruction is explicit, standards aligned, rigorous, and grade level appropriate. Administrators and Teachers will also monitor Reading data using sources such as Unit Assessments and i-Ready Reading Diagnostic Data.
Person responsible for monitoring outcome:	Monica Alba-Nunez (malbanunez@dadeschools.net)
Evidence-based Strategy:	To achieve the desired outcome, this area of focus will be monitored through our Making M.A.G.I.C Happen After School Program. This is an after school enrichment program that will provide academic support and additional opportunities for students to build upon their strengths while developing their passions through various forms of visual and performing arts. The program will offer intensive interventions, academic enrichment, test preparation, and homework assistance. Social and emotional learning will also be a component of this academic after school program. Pre and post Assessments will be administered to measure student academic growth.
Rationale for Evidence-based Strategy:	The rationale for selecting this specific strategy is it aligns with the mandates outlined in the Every Student Succeeds Act as well as the Individuals with Disabilities Act. Educators are required to use the greatest extent possible to meet the academic and behavioral needs of all students. At Madie Ives K-8, we will provide learning opportunities outside of the traditional classroom setting for our low performing students. This will help increase student learning gains by providing an additional avenue for academic achievement as well as social and emotional growth.

Action Steps to Implement

9/8 - 9/20 The i-Ready Diagnostic assessment will be administered to all students.

Person Responsible Monica Alba-Nunez (malbanunez@dadeschools.net)

8/30 - 10/11 Data will be analyzed to identify those students in need of additional academic support through Extended Learning opportunities.

Person Responsible Monica Alba-Nunez (malbanunez@dadeschools.net)

8/30 - 10/11 The Leadership Team will ensure that the resources used during Extended Learning opportunities are standards aligned.

Person Responsible Monica Alba-Nunez (malbanunez@dadeschools.net)

8/30 - 10/11 Teachers will collaborate to share best practices to ensure instruction is effectively aligned to the developmental need of all learners.

Person Responsible Edwige Julien (ejulien@dadeschools.net)

11/1 - 12/17/21 Quarterly Data Chats to discuss differentiated instruction (DI), intervention and collaborative planning.

Person Responsible Monica Alba-Nunez (malbanunez@dadeschools.net)

11/1 - 12/17/21 - Conduct classroom walkthroughs during small group instruction (DI/Intervention).

Person Responsible Monica Alba-Nunez (malbanunez@dadeschools.net)

1/31-4/29/22 - Teachers will attend relevant Professional Developments and trainings that target reading instruction.

Person Responsible Sharee Laster (sharee.laster@dadeschools.net)

1/31-4/29/22 - Interventionist will be hired to support the reading intervention program. This will allow intervention groups to be smaller.

Person Responsible Guiliana Ore (guilianaore@dadeschools.net)

#2. Culture & Environment specifically relating to Community Involvement

Area of Focus	Through our data review, we noticed a lack of engagement and support from key stakeholders. Although we are a community school there are not many activities where the community plays a role in supporting school initiatives.
Description and Rationale:	
Measurable Outcome:	If we intentionally involve all members of our school community, our students will receive the emotional and academic support needed to be successful. With consistent implementation of activities provided by community members to include school counselors, the Community Involvement Specialist, Parent Teacher Association, and Student Council Members, there will be an increase in student engagement and academic success.
Monitoring:	The Leadership Team will create a Student Engagement Group comprised of faculty, students, and community members. The Student Engagement Group will plan and implement social/emotional and academic activities quarterly.
Person responsible for monitoring outcome:	LaShinda Moore (pr2581@dadeschools.net)
Evidence-based Strategy:	The evidence-based strategy being implemented for this area of focus includes the use of a school-wide monthly calendar, volunteer sign-up sheets, attendance log, and an end of year survey.
Rationale for Evidence-based Strategy:	The rationale for selecting this specific strategy is to bridge the gap in communication between the school and local community. This initiative will increase parent and community involvement which will positively impact student engagement.
Action Steps to Implement	
9/10 - 10/11 - We will conduct monthly meetings with stakeholders.	
Person Responsible	Monica Alba-Nunez (malbanunez@dadeschools.net)
8/30 - 10/11 Activities will be scheduled for the students with support from the community.	
Person Responsible	Gerald Daniels (gdaniels3@dadeschools.net)
8/30 -10/11 - Build relationships with parents and businesses in the community through activities planned with the Community Involvement Specialist.	
Person Responsible	Gerald Daniels (gdaniels3@dadeschools.net)
8/30-10/11 - EESAC will meet to discuss activities to be enforced throughout the school year.	
Person Responsible	Monica Alba-Nunez (malbanunez@dadeschools.net)
11/1 - 12/17/21 The Leadership Team will conduct quarterly data conversations with families of the students in the lowest 35% of our school population.	
Person Responsible	Sharee Laster (sharee.laster@dadeschools.net)

11/1 - 12/17/21 School clubs will organize and implement events to serve targeted members of our school community (Food drive for Thanksgiving, toy drive for the holidays).

Person Responsible Claude Rivette (239906@dadeschools.net)

1/31-4/29/22 - Weekly connect-ed phone calls will be made to keep parents informed of important school-wide events and updates to include testing, COVID protocols, etc.

Person Responsible LaShinda Moore (pr2581@dadeschools.net)

1/31-4/29/22 - Parents will receive resources such as the Read-at-Home plan and iReady family reports explaining how they can support instruction at home.

Person Responsible Sharee Laster (sharee.laster@dadeschools.net)

#3. Leadership specifically relating to Managing Accountability Systems

Area of Focus Description and Rationale: Based on data from the School Climate survey, there was a decrease in the number of teachers who felt their ideas were listened to and considered in school-wide decisions. This has negatively impacted school morale. This data reflects a critical need for the Leadership Team to improve in the area of managing accountability systems where teachers have the autonomy and responsibility necessary to achieve expected results.

Measurable Outcome: If we successfully implement Managing Accountability Systems, then 80% of the staff will feel as if they are being held accountable for goals they set. Madie Ives K-8 plans to achieve an increase in the percentage of teachers in leadership roles as evidenced by teachers' engagement during faculty meetings and participation in the planning/implementation of school-wide events.

Monitoring: This will be monitored by the number of teachers who facilitate during faculty meetings, clubs, and committees.

Person responsible for monitoring outcome: LaShinda Moore (pr2581@dadeschools.net)

Evidence-based Strategy: The evidence-based strategy being implemented for this area of focus will be Involving Staff in Important Decision Making. If staff has taken part in a decision, they are more committed to its success, so are more likely to work hard in support of that decision. Even when things go wrong, those who have been involved in making the decision are likely to work hard to make the necessary modifications.

Rationale for Evidence-based Strategy: Based on the results of the 2020 school climate survey, involving staff in important decision making will allow them to gain professional and personal stake in our school and it's overall success. This commitment will lead to members of the staff actively participating in various aspects of the school with a shared desire to see their efforts succeed.

Action Steps to Implement

8/30- 10/11 - The Leadership Team will regularly survey staff to get their feedback, and offering choices in ways to implement change using Microsoft forms.

Person Responsible LaShinda Moore (pr2581@dadeschools.net)

8/30 - 10/11 - The Leadership Team will meet with teachers to generate ideas and set goals. These common goals will aid in increasing teacher participation, facilitation, and positive staff morale.

Person Responsible LaShinda Moore (pr2581@dadeschools.net)

8/30 - 10/11 The School Improvement Process will be shared. Teachers will be given the opportunity to assist in developing action steps.

Person Responsible Sharee Laster (sharee.laster@dadeschools.net)

8/30 - 10/11 - Teachers will be given the opportunity to share best practices as well as updated information from Webinars and PD sessions during Faculty meetings.

Person Responsible LaShinda Moore (pr2581@dadeschools.net)

11/1 - 12/17/21 Teachers will be given more options to sponsor school clubs and lead extended learning opportunities for their students before and after school.

Person Responsible LaShinda Moore (pr2581@dadeschools.net)

11/1 - 12/17/21 The Leadership Team will empower teachers to access and monitor their student data with tools such as Power BI.

Person Responsible LaShinda Moore (pr2581@dadeschools.net)

1/31-4/29/22 - Pictures of best practices observed in teacher's classrooms will be shared on our school's online Padlet. This will empower teachers and foster a supportive environment.

Person Responsible LaShinda Moore (pr2581@dadeschools.net)

1/31-4/29/22 - Teachers will be given the opportunity to tutor their students on a flexible schedule before or after school.

Person Responsible LaShinda Moore (pr2581@dadeschools.net)

#4. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale: Student engagement was identified as a critical need from the data reviewed. It is essential that teachers use a variety of strategies to engage students in higher order thinking. The use of district wide technology programs will provide students with activities that relate to real life applications. Providing immediate feedback and goal setting will help students understand what is required for academic success.

Measurable Outcome: If we successfully implement student engagement, 85% of students will be actively engaged in classroom activities, schoolwide clubs and sports activities.

Monitoring: Student engagement will be monitored through classroom walkthroughs with an expectation to see student participation, technology being used, labs and interactive notebooks. Enrollment in clubs will be monitored by the activities sponsor during the club fair and followed up throughout the year.

Person responsible for monitoring outcome: LaShinda Moore (pr2581@dadeschools.net)

Evidence-based Strategy: The evidence based strategy being implemented for Student engagement is Differentiated Instruction. Differentiated Instruction is a practice that uses effective classroom management to promote student engagement through assessment of individual students' readiness and grouping students for instruction, using each student's zone of proximal development.

Rationale for Evidence-based Strategy: This specific strategy was selected to increase student engagement and academic achievement. Teachers who practice differentiated instruction in the classroom may: Design lessons based on students' learning styles, group students by shared interest, topic, or ability for assignments, assess students' learning using formative assessment and manage the classroom to create a safe and supportive environment.

Action Steps to Implement

9/22 - Professional development will be provided on Differentiated Instruction to all instructional staff.

Person Responsible Edwige Julien (ejulien@dadeschools.net)

8/30-10/11 - Teachers will collaboratively plan to develop lessons that incorporate differentiated instruction activities with student engagement in mind on a weekly basis.

Person Responsible Monica Alba-Nunez (malbanunez@dadeschools.net)

8/30-10/11 - Coaching support will be provided to teachers through modeled lessons on how to effectively implement Differentiated Instruction to increase student engagement during daily classroom instruction.

Person Responsible Monica Alba-Nunez (malbanunez@dadeschools.net)

8/30-10/11 - Administration will conduct walkthroughs to observe the use of differentiated instruction and provided feedback to teachers based on instructional delivery and student engagement.

Person Responsible Monica Alba-Nunez (malbanunez@dadeschools.net)

11/1 - 12/17/21 The Leadership Team will implement an i-ready incentive program to increase instructional usage in both reading and math.

Person Responsible Sharee Laster (sharee.laster@dadeschools.net)

11/1 - 12/17/21 Teachers will foster an emotionally safe classroom which will encourage student engagement.

Person Responsible Valerie Dubois (288952@dadeschools.net)

1/31-4/29/22 - Teachers will foster an environment that encourages students to be expressive and share their personal connections and experiences.

Person Responsible Sharee Laster (sharee.laster@dadeschools.net)

1/31-4/29/22 - Teachers will incorporate activities such as Think, Pair, Share which encourages student collaboration.

Person Responsible Sharee Laster (sharee.laster@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.

Based on the discipline data in Safe Schools Madie Ives K-8 is ranked 67 of 313 in the State for discipline incidents. The primary area of concern that we will closely monitor during the upcoming school year is bullying. School culture and environment will be monitored by the inclusion of Social Emotional Learning in the classroom, promotion of Growth Mindset, and participation in teacher and community sponsored clubs.

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.

At Madie Ives our school addresses building a positive school culture and environment by fostering inclusivity, effective communication, flexibility in scheduling, and by respecting diversity. Teachers all communicate using Class Dojo or Remind to provided consistency for parents with multiple children at our

school. All students are invited to join after school clubs based on their interest. To promote attendance students were recognized daily on the morning announcements to acknowledge students that are H.E.R.Os (Here Everyday Ready and On time) and incentives were provided. The guidance counselors and mental health coordinator provided classroom sessions to facilitate a lesson on Social and Emotional Learning. EESAC meeting were held to provide stakeholders the opportunity to give input on the school improvement process as well as approval of spending of funds in the EESAC budget.

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

Guidance Counselor - monitoring attendance using the Schoolwide attendance plan H.E.R.O (Here Everyday Ready and On time).

Instructional Coaches- using data to create incentive plans to increase iReady usage and passing rate.

Teachers- communicating with parents as needed to inform them of activities and student progress.

EESAC Chair- Keeping stakeholders informed of the School Improvement Process and developing schoolwide strategies to impact all students.

Administration- Communicating with all stakeholders via ConnectEd and email to ensure that schoolwide initiatives were being incorporated.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	7200	790-Miscellaneous Expenses	2581 - Madie Ives K 8 Preparatory Academy	General Fund	970.0	\$10,000.00
			<i>Notes: Hourly Interventionists for Reading and Math. Extended learning opportunities for grades 2-8 4x weekly.</i>			
2	III.A.	Areas of Focus: Culture & Environment: Community Involvement				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	1349		2581 - Madie Ives K 8 Preparatory Academy	Title, I Part A	970.0	\$10,000.00
			<i>Notes: Schoolwide activities will be planned to include the parents and the community to build a collaborative support team for students.</i>			
3	III.A.	Areas of Focus: Leadership: Managing Accountability Systems				\$0.00
4	III.A.	Areas of Focus: Instructional Practice: Student Engagement				\$8,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	7200	790-Miscellaneous Expenses	2581 - Madie Ives K 8 Preparatory Academy	General Fund	970.0	\$8,000.00
			<i>Notes: Schoolwide programs and incentives will be developed to increase student engagement. Theses initiatives will include iReady and attendance incentives.</i>			

Total:	\$28,000.00
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