

Miami-Dade County Public Schools

North County K 8 Center



2021-22 Schoolwide Improvement Plan

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North County K 8 Center

3250 NW 207TH ST, Miami Gardens, FL 33056

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

Demographics

Principal: Chanda Scott O

Start Date for this Principal: 8/9/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: B (59%) 2017-18: C (49%) 2016-17: B (57%)
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

<p>School Type and Grades Served (per MSID File)</p> <p>Combination School PK-8</p>	<p>2020-21 Title I School</p> <p>Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>98%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>99%</p>

School Grades History

	2020-21	2019-20	2018-19	2017-18
Year				
Grade		B	B	C

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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.

The mission of North County K-8 Center is to foster academic excellence by building literacy and creativity through purposeful and enriching instruction and by ensuring that each student is reaching his/her optimal potential to become a productive citizen in society.

Provide the school's vision statement.

North County K-8 Center is committed to promoting life-long learning in a caring, nurturing environment ensuring that our students develop the knowledge and skills needed to succeed in a global society.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Marrero, Aisha	Principal	Aisha Marrero, Principal: Provides a common vision for the implementation of schoolwide programs while maintaining a safe and secure learning environment, ensures continuous academic, mental and social growth of learners, provides resources to enhance school programs, and communicates with stakeholders regarding school-based plans and initiatives.
Jones, Alicia	Assistant Principal	Alicia Jones, Assistant Principal: Assists the principal with executing the vision for schoolwide programs, use data driven decision making to ensure continuous improvement, monitors the effectiveness of the Rtl process and interventions, ensure staff members receive support, through professional development opportunities and resources to build capacity and sustain growth, and maintains communication with stakeholders regarding the progress of goals, programs and initiatives.
Harrison, Lisa	Instructional Coach	Lisa Harrison, Instructional Coach: Ensures the academic programs are executed with fidelity, provides professional development and support to instructional staff to increase content knowledge and incorporate best practices to improve instructional delivery, coordinates and monitors the implementation of the intervention program, and utilizes data to make informed instructional decisions.
Green, Meshonika	School Counselor	Janeice Smith-Alexandre, Counselor/MTSS Coordinator: Oversees MTSS/ Rtl to address the needs of learners. Provides support in behavioral strategies that will minimize classroom distractions and increase student achievement. Ensures the effective implementation of social emotional learning activities.
Washington, Brandy	Teacher, K-12	Charles Abdella, Teacher/STEAM Coordinator: Provides professional development and support to instructional staff to increase content knowledge and incorporate best practices to improve instructional delivery. Utilizes data to make informed instructional decisions.

Demographic Information

Principal start date

Friday 8/9/2019, Chanda Scott O

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.*

3

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.*

18

Total number of teacher positions allocated to the school

24

Total number of students enrolled at the school

360

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

2

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	25	33	48	61	19	50	44	52	32	0	0	0	0	364
Attendance below 90 percent	8	13	23	26	9	15	16	24	13	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	0	9	8	1	11	21	12	5	0	0	0	0	67
Course failure in Math	0	1	5	2	1	23	20	16	4	0	0	0	0	72
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	25	19	12	22	12	11	0	0	0	0	101
Level 1 on 2019 statewide FSA Math assessment	0	0	0	30	29	25	35	11	15	0	0	0	0	145
Number of students with a substantial reading deficiency	2	9	38	44	3	16	21	37	19	0	0	0	0	189
	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	3	1	8	14	2	16	26	24	9	0	0	0	0	103

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	4	1	0	20	0	1	5	2	0	0	0	0	0	33
Students retained two or more times	0	0	0	3	0	2	2	4	1	0	0	0	0	12

Date this data was collected or last updated

Monday 7/19/2021

2020-21 - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	40	62	48	45	52	42	61	39	30	0	0	0	0	419
Attendance below 90 percent	15	25	16	19	15	13	26	15	14	0	0	0	0	158
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	9	4	5	11	18	15	6	7	0	0	0	0	75
Course failure in Math	0	6	0	3	23	16	19	6	3	0	0	0	0	76
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	3	7	16	8	5	0	0	0	0	39
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	3	11	22	8	4	0	0	0	0	48

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	3	9	2	14	15	23	27	11	9	0	0	0	0	113

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	4	1	0	20	0	1	5	2	0	0	0	0	0	33
Students retained two or more times	0	0	0	3	1	1	5	2	1	0	0	0	0	13

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				46%	63%	61%	43%	62%	60%
ELA Learning Gains				54%	61%	59%	55%	61%	57%
ELA Lowest 25th Percentile				45%	57%	54%	36%	57%	52%
Math Achievement				48%	67%	62%	39%	65%	61%
Math Learning Gains				61%	63%	59%	44%	61%	58%
Math Lowest 25th Percentile				49%	56%	52%	28%	55%	52%
Science Achievement				48%	56%	56%	61%	57%	57%
Social Studies Achievement				83%	80%	78%	74%	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	43%	60%	-17%	58%	-15%
Cohort Comparison						
04	2021					
	2019	43%	64%	-21%	58%	-15%
Cohort Comparison		-43%				
05	2021					
	2019	40%	60%	-20%	56%	-16%
Cohort Comparison		-43%				
06	2021					
	2019	45%	58%	-13%	54%	-9%
Cohort Comparison		-40%				
07	2021					
	2019	46%	56%	-10%	52%	-6%
Cohort Comparison		-45%				
08	2021					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	36%	60%	-24%	56%	-20%
Cohort Comparison		-46%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	44%	67%	-23%	62%	-18%
Cohort Comparison						
04	2021					
	2019	36%	69%	-33%	64%	-28%
Cohort Comparison		-44%				
05	2021					
	2019	48%	65%	-17%	60%	-12%
Cohort Comparison		-36%				
06	2021					
	2019	69%	58%	11%	55%	14%
Cohort Comparison		-48%				
07	2021					
	2019	34%	53%	-19%	54%	-20%
Cohort Comparison		-69%				
08	2021					
	2019	32%	40%	-8%	46%	-14%
Cohort Comparison		-34%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	42%	53%	-11%	53%	-11%
Cohort Comparison						
08	2021					
	2019	43%	43%	0%	48%	-5%
Cohort Comparison		-42%				

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	83%	73%	10%	71%	12%
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.

iReady is the progress monitoring tool used to compile the data for grades 1 -8. The district Mid-year Assessments will be used to compile the data for grade 7 Civics and grades 5 and 8 Science.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	22.7	15.9	27.3
	Economically Disadvantaged	23.3	16.3	27.9
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	15.9	23.3	20.5
	Economically Disadvantaged	16.3	23.8	20.9
	Students With Disabilities			
	English Language Learners			

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	25.6	30.8	38.5
	Economically Disadvantaged	23.7	28.9	36.8
	Students With Disabilities	20.0	20.0	
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	17.5	23.1	28.2
	Economically Disadvantaged	15.4	21.1	26.3
	Students With Disabilities			
	English Language Learners			

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	27.8	30.6	28.9
	Economically Disadvantaged	30.3	30.3	42.4
	Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	9.1	19.4	20.0
	Economically Disadvantaged	10.0	15.2	18.5
	Students With Disabilities English Language Learners			

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	20.9	37.2	40.5
	Economically Disadvantaged	20.9	37.2	40.5
	Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	18.2	25.0	29.5
	Economically Disadvantaged	18.2	25.0	29.5
	Students With Disabilities English Language Learners			

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	39.4	34.4	35.5
	Economically Disadvantaged	41.9	36.7	34.5
	Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	18.2	25.8	37.5
	Economically Disadvantaged	19.4	27.6	40.0
	Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students		5.0	
	Economically Disadvantaged		6.0	
	Students With Disabilities English Language Learners			

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	29.4	22.9	32.5
	Economically Disadvantaged	29.2	22.2	31.6
	Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	19.6	22.0	28.9
	Economically Disadvantaged	18.4	23.4	27.8
	Students With Disabilities English Language Learners			

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	33.3	30.0	26.9
	Economically Disadvantaged	35.7	32.1	29.2
	Students With Disabilities		16.7	
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	23.3	25.8	32.0
	Economically Disadvantaged	25.0	27.6	34.8
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students		61.0	
	Economically Disadvantaged		62.0	
	Students With Disabilities		29.0	
	English Language Learners			

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	30.8	29.6	37.5
	Economically Disadvantaged	26.1	20.8	33.3
	Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	7.1	24.0	22.7
	Economically Disadvantaged	4.0	21.7	25.0
	Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students		16.0	
	Economically Disadvantaged		13.0	
	Students With Disabilities English Language Learners			

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	9	24	29	3	25	33					
ELL	36	40		15							
BLK	28	33	29	13	11	16	24	69	13		
HSP	31										
FRL	29	33	30	13	9	11	22	64	15		
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	9	35	33	4	20	27					
ELL											
BLK	45	53	44	47	60	49	48	80	100		
HSP	58	80		58	64						
FRL	46	54	42	46	61	50	48	82	100		

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	5	40	30	14	41	38					
BLK	43	54	35	39	46	30	62	79	58		
FRL	43	55	36	38	44	28	60	74	64		

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	28
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	36
Total Points Earned for the Federal Index	282
Total Components for the Federal Index	10
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	21
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	32
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A

Asian Students	
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	26
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	16
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	26
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?

2019 data findings:

A comparison of the school to district data shows a decrease in proficiency from grades 3 to 8 in both ELA and Math.

All ELA subgroups Achievement decreased except for SWD which increased by 4 percentage points.

All ELA Subgroups Learning Gains decreased.

All ELA Subgroups Learning Gains L25 increased.

All Math subgroups Achievement decreased except for Black which increased by 8 percentage points.

All Math subgroups Learning Gains increased except for SWD which decreased by 21 percentage points.

All Math subgroups Learning Gains L25 increased except for SWD which decreased by 11 percentage points.

Science Subgroups Achievement decreased by 4 percentage points.

2021 data findings:

A comparison of 2019 and 2021 school data shows a decrease in proficiency from grades 3 to 8 in ELA, Math and Science.

ELA Achievement decreased by 17 percentage points from 46 to 29 percent.

ELA Learning Gains decreased by 20 percentage points from 54 to 34 percent.

ELA Learning Gains L25 decreased by 17 percentage points from 45 to 28 percent.

Math Achievement decreased by 35 percentage points from 48 to 13 percent.

Math Learning Gains decreased by 49 percentage points from 61 to 12 percent.

Math Learning Gains L25 decreased by 30 percentage points from 49 to 19 percent.

Science Achievement decreased by 23 percentage points from 48 to 25 percent.

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

2019 data findings:

Our Math SWD Subgroup Learning Gains decreased by 21 percentage points.

2021 data findings:

ELA and Math Achievement decreased by 17% and 35% respectively when compared to the 2019 FSA results.

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

2019 data findings:

The focus on implementing data driven instruction that is aligned to the standards contributed to improvement in student achievement. We will continue to implement data driven instruction while incorporating ongoing progress monitoring through the use of trackers to address the needs of all learners.

2021 data findings:

Last year the focus was implementing standards-based lessons by scaffolding instruction. Checks for understanding were incorporated to ensure that students understood the content. We will improve by providing explicit standards-based instruction, incorporate ongoing progress monitoring, trackers and data analysis during data chats to make informed instructional decisions and required adjustments to instruction.

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

2019 data findings:

Math Learning Gains increased from 44 percentage points in 2018 to 61 percentage points on the

2019 FSA.

2021 data findings:

In 2021, Math Achievement increased by 15 percentage points when comparing iReady AP1 to AP3 data.

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

2019 data findings:

The contributing factors for improvement included creating a collaborative planning schedule to increase content knowledge, infuse standards aligned resources and incorporate checks for understanding. The new actions that were taken in this area is implementing ongoing progress monitoring to address the needs of all learners.

2021 data findings:

The contributing factor for improvement was implementing collaborative planning schedule to provide opportunities to plan for scaffolding instruction and incorporating checks for understanding. The new actions that were taken in this area include administrators attending weekly collaborative planning sessions and conduct focused walkthroughs to monitor the effective delivery of lessons developed during collaborative planning sessions.

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

The strategies that will be implemented to accelerate learning include Standards Aligned Instruction, Ongoing Progress Monitoring, Differentiated Instruction, Collaborative Planning, Checks for Understanding, Interventions and Data Chats.

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.

Professional development opportunities that will be offered include analyzing/tracking/ interpreting data, data-driven instruction, interventions, aligning resources for standards-based instruction. Data Chats will be conducted quarterly. Coach teacher collaboration will also be implemented with teachers that need additional or follow-up support.

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

Collaborative planning will be scheduled weekly with the instructional coach. Interventions and differentiated instruction will occur during school to address the needs of learners. Extended Learning opportunities will be provided afterschool. Enrichment programs such as Chess and Music will also be offered to improve and sustain growth.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale: Based on the data review, our school will implement Collaborative Planning. Collaborative Planning was selected as an overarching area based on the findings that revealed proficiency for all students decreased in the areas of ELA and Math. A comparison of the 2019 and 2021 data reveals that ELA Achievement decreased by 17 percentage points from 46 to 29 percent. Math Achievement decreased by 35 percentage points from 48 to 13 percent. Tier 1 core instruction is not meeting the needs of all learners, therefore we must improve our ability to effectively plan and deliver standards-based instruction to improve mastery of the standards in all subjects. Scaffolding instruction and implementing checks for understanding will ensure that students understand the content increase proficiency.

Measurable Outcome: If we successfully implement Collaborative Planning, then core instruction will improve and proficiency will increase by a minimum of 5 percentage points as evidenced by the 2022 State Assessment.

Monitoring: Administrators will conduct regular walkthroughs to monitor effective delivery of lessons developed during Collaborative Planning. Checks for understanding will be evident in lesson plans and student work folders. Monthly data analysis of district assessments will provide opportunities to monitor and adjust instruction to ensure mastery of the standards. The Leadership Team will conduct quarterly data chats to determine the effectiveness of instruction and progress towards improving proficiency. Extended learning opportunities will be provided for students exhibiting minimal progress and in need of additional support.

Person responsible for monitoring outcome: Aisha Marrero (amarrero@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Collaborative Planning, our school will focus on the evidence-based strategy of Checks for Understanding. Checks for Understanding allows teachers to establish goals for learning, provide feedback and adjust instruction based on students’ misconceptions. Checks for understanding will provide immediate results of mastery of the standards presented during instruction. Checks for Understanding will be monitored through the implementation of the district’s formative assessments and analysis of reports tracking data across all assessments.

Rationale for Evidence-based Strategy: Checks for Understanding will ensure that instruction is explicit and aligned to the standards to meet the needs of all learners. Teachers will monitor student work to provide feedback and adjust instruction to ensure that students understand and mastery the standards presented during instruction.

Action Steps to Implement

09/03/21 - Develop and implement a Collaborative Planning schedule to provide teachers an opportunity to create standards-based lessons. As a result the instructional coach will collaborate with teachers to increase content knowledge and share best practices to improve instruction.

Person Responsible Alicia Jones (217257@dadeschools.net)

09/01/21 - 10/11/21- Teachers will utilize the pacing guide, item specifications, instructional framework and other standards aligned resources to develop standards-based lesson plans during collaborative planning. As a result the teachers will provide explicit instruction that is aligned with the standards.

Person Responsible Lisa Harrison (277717@dadeschools.net)

09/01/21 - 10/11/21 - Develop checks for understanding during collaborative planning that are aligned to the standards and will ensure mastery of the standard(s) presented in the lesson. As result the teachers will evaluate the effectiveness of instruction and make the necessary adjustments to instruction.

Person Responsible Alicia Jones (217257@dadeschools.net)

09/01/21 - 10/11/21- Deliver lessons developed during collaborative planning incorporating checks for understanding. As result the teachers will analyze data to assess mastery and provide remediation to improve proficiency.

Person Responsible Aisha Marrero (amarrero@dadeschools.net)

11/01/21 – 12/21/21 – Teachers will assign the checks for understanding after the lesson and grade the assignment to ensure mastery of the standard(s). As a result, the teachers will interpret the data to adjust instruction to ensure mastery of the standard(s).

Person Responsible Alicia Jones (217257@dadeschools.net)

11/01/21 – 12/21/21 – Teachers will remediate / reteach the standard(s) that were not mastered to increase proficiency. As a result, teachers will tailor instruction to meet the needs of learners thus closing the achievement gap.

Person Responsible Aisha Marrero (amarrero@dadeschools.net)

01/31/22 – 04/29/22 - Teachers will grade the checks for understanding. As a result, teachers will identify students that have mastered the standards presented in the lesson.

Person Responsible Alicia Jones (217257@dadeschools.net)

01/31/22 – 04/29/22 – Administrators will conduct focused walkthroughs to ensure that checks for understandings are graded. As a result, the effective and quality instruction will be monitored.

Person Responsible Aisha Marrero (amarrero@dadeschools.net)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Based on the data review, our school will focus on improving proficiency in ELA. A comparison of the 2019 and 2021 FSA ELA Achievement data for students in grades 3-8 revealed a decrease of 17 percentage points from 46 to 29 percent. Additionally, 38 percent of students in kindergarten through grade 3 were proficient in ELA based on the 2020-2021 end of year screening and progress monitoring data. ELA was selected as an overarching area based on the findings that demonstrated that proficiency declined consequently widening the achievement gap for all students. There is limited evidence that instruction was executed effectively therefore, we must improve our ability to provide explicit standards aligned instruction to ensure students are proficient and mastering grade level content in ELA. Implementing standards-aligned instruction and trackers will ensure that students are receiving quality instruction thus meeting the needs of all learners.

Measurable Outcome: If we successfully implement standards-aligned Instruction, then proficiency will increase by a minimum of 5 percentage points in ELA as evidenced by the 2022 FSA Assessment.

Monitoring: The Leadership Team will analyze trackers monthly to ascertain the effectiveness of instruction and determine if students are making adequate progress toward proficiency. Data chats will be conducted quarterly to monitor growth and increasing student achievement.

Person responsible for monitoring outcome: Aisha Marrero (amarrero@dadeschools.net)

Evidence-based Strategy: Within the targeted element of standards-aligned instruction, our school will focus on the evidenced based strategy of: Ongoing Progress Monitoring (OPM).

Rationale for Evidence-based Strategy: Within the targeted element of standards-aligned instruction, our school will focus on the evidenced based strategy of: Ongoing Progress Monitoring (OPM). Ongoing Progress Monitoring will assist with evaluating the effectiveness of instruction, determine students understanding of content and assess students' academic performance. Trackers will be utilized to conduct OPM to ensure that students are mastering grade level content and aid in making informed instructional decisions. As a result, OPM and implementing trackers student achievement will improve in all academic areas.

Action Steps to Implement

09/07/21 -09/17/21 - Provide training to teachers to analyze and disaggregate assessment data. As a result teachers will review current data and develop goals for improvement for the school year.

Person Responsible Alicia Jones (217257@dadeschools.net)

09/07/21 - 09/17/21 Develop a uniform system to track data and monitor progress of all students. The Leadership Team will identify the assessments to include on the trackers to adequately assess mastery of standards to determine growth. As a result, ongoing progress monitoring will ensure that students are mastering the standards and narrowing the achievement gap.

Person Responsible Alicia Jones (217257@dadeschools.net)

09/20/21- 09/24/21 - During collaborative planning, teachers will receive training on using the trackers to effectively monitor students' progress. As a result of using the trackers, teachers will track data and determine progress towards increasing proficiency.

Person Responsible Alicia Jones (217257@dadeschools.net)

Monthly - Teachers will enter data on the trackers after each assessment to determine if learners and making progress towards proficiency. As a result of using the trackers, teachers will analyze data to identify mastery across all standards to improve student achievement.

Person Responsible Lisa Harrison (277717@dadeschools.net)

11/01/21 – 12/21/21 - Teachers will utilize current data to plan for differentiated instruction during Collaborative Planning. As a result of implementing data driven instruction the needs of all learners will be addressed thus decreasing the achievement gap.

Person Responsible Lisa Harrison (277717@dadeschools.net)

11/01/21 – 12/21/21 - Deliver data driven lessons developed during collaborative planning during differentiated instruction. As a result, implementing differentiated instruction will mitigate learning loss and decrease the achievement gap.

Person Responsible Aisha Marrero (amarrero@dadeschools.net)

01/31/22 – 02/25/22 – Teachers will conduct Data Chats with students after iReady Diagnostics Test AP2 and MYA assessments. As a result, the students will be accountable for their learning and goals towards mastery and achieving proficiency.

Person Responsible Lisa Harrison (277717@dadeschools.net)

01/31/22 – 02/25/22- Administrators will conduct Data Chats with teachers after iReady Diagnostics Test AP2 and MYA assessments. As a result of analyzing and interpreting the data, academic adjustments will be implemented to increase proficiency and decrease the achievement gap.

Person Responsible Aisha Marrero (amarrero@dadeschools.net)

#3. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus Description and Rationale: Based on the data review, our school will implement the Targeted Element of Positive Behavior Intervention and Supports. Through our data review, we noticed more disciplinary referrals (7%) were reported compared to the district (3%). We selected this area based on the need to consistently implement a school wide discipline plan and promote positive behavior to ensure a safe environment that is conducive to learning.

Measurable Outcome: If we successfully implement the Targeted Element of Positive Behavior Intervention and Supports, then our students will display positive behaviors and adhere to the schoolwide expectations thus improving student behavior. With consistent modeling, positive reinforcement and incentives, our student case management referrals will decrease by 4% by June 2022.

Monitoring: The Leadership Team will monitor the number of disciplinary referrals submitted each month. Data will be compared for each month to identify any changes. Individual student behavior will be monitored by utilizing a checklist and point system. To ensure that we are on track to meeting our goal, the data will be shared during data chats with teachers.

Person responsible for monitoring outcome: Aisha Marrero (amarrero@dadeschools.net)

Evidence-based Strategy: Within the targeted element of Positive Behavior and Intervention Support, our school will focus on the evidence-based strategy of: Positive Behavior Support. A positive behavior reinforcement system will assist reducing distractions schoolwide and promote a positive and safe environment that is conducive to learning. Disciplinary referrals will be monitored monthly to prevent an increase in problem behaviors by providing support and interventions to assist students with managing their behavior.

Rationale for Evidence-based Strategy: Implementing Positive Behavior Support will assist with encouraging appropriate behaviors to create and maintain a positive school environment. The implementation of positive behavior reinforcement system will provide the Leadership Team with a systematic approach to identify patterns of misbehavior, intervene, teach and incentivize positive outcomes.

Action Steps to Implement

09/07/21 - 09/13/21- Establish a Discipline and Safety Committee comprised of administrators, instructional coaches, teachers and students. As a result of implementing a positive behavior reinforcement system the environment will be safe, secure, and conducive to learning.

Person Responsible Aisha Marrero (amarrero@dadeschools.net)

09/07/21 - 09/17/21 - The Discipline and Safety Committee will develop a schoolwide discipline plan that will incorporate expectations for displaying positive behavior for all areas of the school, consequences for not following the rules and incentives for exhibiting positive behavior.

Person Responsible Alicia Jones (217257@dadeschools.net)

09/07/21 - 09/17/21 - The Discipline and Safety Committee will develop a plan and calendar to incentivize students who consistently exhibit positive behavior. As a result students will exhibit positive behavior throughout the school and community.

Person Responsible Ja'Nyre Parker (258976@dadeschools.net)

09/20/21- 10/08/21 - The Discipline and Safety Committee will present the plan to staff during a faculty meeting and to students during an assembly within the first quarter. As a result students will adhere to expectations and exhibit positive behavior throughout the school and community.

Person Responsible Ja'Nyre Parker (258976@dadeschools.net)

11/01/21 – 11/12/21 - The Discipline and Safety Committee will develop a tracker to monitor student behavior. As a result, students will adhere to expectations and exhibit positive behavior throughout the school and community.

Person Responsible Ja'Nyre Parker (258976@dadeschools.net)

11/08/21 – 12/21/21 – Teachers will implement the tracker to monitor student behavior. As a result, there will be a reduction in behavior referrals and students will remain in class to receive quality instruction and improve student achievement.

Person Responsible Alicia Jones (217257@dadeschools.net)

01/31/22 – 02/25/22 – Provide training on teacher, counselor and administrator managed behaviors and share best practices for redirecting behaviors. As a result, teachers will utilize strategies to maintain a safe learning environment that is conducive to learning.

Person Responsible Meshonika Green (282943@dadeschools.net)

01/31/22 – 04/29/22 - Teachers will develop and implement a classroom discipline plan with rewards and consequences. As a result, students will display positive behavior and disciplinary referrals will decrease.

Person Responsible Aisha Marrero (amarrero@dadeschools.net)

#4. Leadership specifically relating to Instructional Leadership Team

Area of Focus Description and Rationale: Based on the data from the School Climate survey, we will use the Targeted Element of Instructional Leadership Team. Teachers at the school site disagreed with the statement the school morale was high, therefore we want to implement team building activities to empower the teachers and thus build capacity within the staff. Improving the morale through team building activities will have a positive impact on instruction and student achievement.

Measurable Outcome: If we successfully implement the Targeted Element of Instructional Leadership Team, then our teachers will have an opportunity to build relationships during monthly team building activities. As a result of improved collegial relationships teachers will share ideas and best practices at meetings. The percent of teachers participating in committees and in leadership roles will increase by 5% during the 2021-2022 school year.

Monitoring: The Leadership Team will monitor the implementation of each monthly team building activity through reflection surveys. The Leadership Team will review response for positive outcomes to verify that we are on track towards achieving our goal of improving staff morale.

Person responsible for monitoring outcome: Aisha Marrero (amarrero@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Instructional Leadership Team, we will focus on the evidence-based strategy of: Promoting the Morale and Performance of the Team. By implementing team building activities we hope to improve collegial relationships and encourage teachers to become leaders at the school site. Teachers' opinions will be monitored via monthly survey to ensure that we are on track with building capacity and improving staff morale.

Rationale for Evidence-based Strategy: Building relationships, morale and leaders will positively impact the school holistically. Throughout the process the Leadership Team will celebrate the individuals that are willing to participate in activities, committees and take on leadership roles.

Action Steps to Implement

09/03/21- 09/24/21 - The teachers will review data from the climate survey and complete a survey to provide an explanation why they feel staff morale is low at the school. As a result stakeholders will identify the core issue that must be addressed through team building activities.

Person Responsible Lisa Harrison (277717@dadeschools.net)

Monthly - Grade levels will research team building activities that they want to incorporate each month. As a result staff morale will increase after engaging in various activities with colleagues.

Person Responsible Alicia Jones (217257@dadeschools.net)

09/20/21 - 10/08/21 - The Leadership Team will designate a date each month dedicated to implementing Team Building Activities. The selected activities will be placed on a Team Building Calendar to implement throughout the year. As a result, participation in team building activities will have a positive impact on staff morale and collegial relationships.

Person Responsible Aisha Marrero (amarrero@dadeschools.net)

09/22/21 - 10/06/21 - The Team Building Calendar will be presented at a faculty meeting in the first quarter. As a result of implementing the team building activities staff morale will increase, staff members will be empowered and school programs and student achievement will improve.

Person Responsible Alicia Jones (217257@dadeschools.net)

11/01/21 – 11/12/21 – Provide a schedule for grade level teams to collaborate and plan for the team building activities. As a result, staff morale will increase after engaging in various activities with colleagues.

Person Responsible Alicia Jones (217257@dadeschools.net)

11/15/21 – 12/21/21 – Grade level teams will identify an area of focus to address during the planning phase for the team building activities. As a result of targeting a core issue team members will identify team building activities that will address the needs of staff members.

Person Responsible Aisha Marrero (amarrero@dadeschools.net)

01/31/22 – 04/29/22 – Leadership Team will analyze the data from the Mid-Year Survey to identify areas of concern related to school moral. As a result, stakeholders will identify the core issue that must be addressed through Team Building Activities.

Person Responsible Alicia Jones (217257@dadeschools.net)

01/31/22 – 04/29/22 – Leadership team will implement a team building activity during the Faculty Meeting. As a result, staff morale will increase after engaging in a Team Building Activity with colleagues.

Person Responsible Aisha Marrero (amarrero@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.

A comparison of discipline data indicates that more incidents were reported at North County K-8 Center 2.4 incidents compared to the state's average of 1.6 incidents. The primary area of concern is physical attacks and the secondary concern is vandalism. Both the primary and secondary concerns will be addressed through the implementation of a positive behavior reinforcement system. By implementing a positive behavior reinforcement system, students will receive interventions, lessons and support to help student manage their behaviors. Focusing on positive outcomes and being proactive will decrease acts of violence and vandalism. These two areas will be closely monitored to prevent increases in these disciplinary areas. A tracker will be implemented to monitor the disciplinary referrals submitted each month to determine and address increases in the different disciplinary areas.

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.

The goal of our school is to promote a positive culture and environment. This is accomplished by creating experiences where everyone is celebrated and supported. Incentives are provided for all stakeholders that participate in schoolwide initiatives and activities. The lines of communication are open for all stakeholders to address concerns, provide feedback and receive support. Information is provided to stakeholders in a timely manner on multiple platforms. The goal is for students to come to an environment where they feel loved and safe. As a result the learning environment is engaging, nurturing and conducive to learning.

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

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principal, Counselor, Instructional Coaches, Teacher Leaders. The principal will oversee all of the school’s programs and initiatives. The assistant principal will monitor activities related to mentorship, team building and building teacher capacity. The counselor will maintain positive student relationships and behavior as well as ensure information is communicated with stakeholders. Instructional coaches and teacher leaders provide support and respond to feedback. All stakeholders are responsible for building and maintaining relationships that will benefit all students, parents, families and the community.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Collaborative Planning	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports	\$0.00
4	III.A.	Areas of Focus: Leadership: Instructional Leadership Team	\$0.00
Total:			\$0.00