

Miami-Dade County Public Schools

Carol City Middle School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	10
Planning for Improvement	19
Positive Culture & Environment	28
Budget to Support Goals	28

Carol City Middle School

3737 NW 188TH ST, Miami Gardens, FL 33055

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

Demographics

Principal: Andrija Harrison A

Start Date for this Principal: 7/28/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: C (44%) 2017-18: C (48%) 2016-17: C (42%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Table of Contents

Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	10
Planning for Improvement	19
Title I Requirements	0
Budget to Support Goals	28

Carol City Middle School

3737 NW 188TH ST, Miami Gardens, FL 33055

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

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)
Middle School 6-8	Yes	95%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

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

School Board Approval

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Carol City Middle School is to Believe, Belong, Become - Believe in each other's greatness, Belong to the school community by staying connected and engaged and Become the person we were born to be through maximizing our potential.

Provide the school's vision statement.

The vision of Carol City Middle School is to provide students with a quality education and rich experiences where they will be competitive and successful in high school, college, career and beyond in the global community.

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
Harrison, Andy	Principal	Mr. Harrison supports all students and staff by supervising to ensure that kids are safe and secure, and that there is consistently quality instruction taking place. His role is to elevate the school on all fronts, including academic achievement, school culture, and school profile.
McIntosh, Shekinah	Assistant Principal	Ms. McIntosh supports the Principal and all students and staff by supervising to ensure that kids are safe and secure, and that there is consistent quality instruction taking place. Her role is to elevate the school on all fronts, including academic achievement, school culture, and school profile.
Espinosa, Romulo	Assistant Principal	Mr. Espinosa supports the Principal and all students and staff by supervising to ensure that kids are safe and secure, and that there is consistent quality instruction taking place. His role is to elevate the school on all fronts, including academic achievement, school culture, and school profile.
Jefferson, Kenyada	Instructional Coach	Ms. Jefferson supports students and teachers to ensure that best practices are being used and will plan with teachers to ensure that the appropriate content is being taught through developmentally appropriate practices. This includes providing constructive feedback so that teachers can continue refining their practice.
Knowles, Arisha	Instructional Coach	Ms. Knowles supports students and teachers to ensure that best practices are being used and will plan with teachers to ensure that the appropriate content is being taught through developmentally appropriate practices. This includes providing constructive feedback so that teachers can continue refining their practice.

Demographic Information

Principal start date

Wednesday 7/28/2021, Andrija Harrison A

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.*

2

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.*

24

Total number of teacher positions allocated to the school

29

Total number of students enrolled at the school

490

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

6

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

0

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	173	169	148	0	0	0	0	490	
Attendance below 90 percent	0	0	0	0	0	0	48	74	56	0	0	0	0	178	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	35	34	57	0	0	0	0	126	
Course failure in Math	0	0	0	0	0	0	42	21	41	0	0	0	0	104	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	28	23	21	0	0	0	0	72	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	26	30	26	0	0	0	0	0	82	
Number of students with a substantial reading deficiency	0	0	0	0	0	85	92	77	0	0	0	0	0	254	
	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	0	0	0	0	0	0	49	48	60	0	0	0	0	157	

The number of students identified as retainees:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	1	1	2	0	0	0	0	4	
Students retained two or more times	0	0	0	0	0	0	6	7	4	0	0	0	0	17	

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	0	0	0	0	0	0	192	157	136	0	0	0	0	485	
Attendance below 90 percent	0	0	0	0	0	0	75	53	54	0	0	0	0	182	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	34	54	15	0	0	0	0	0	103	
Course failure in Math	0	0	0	0	0	21	40	49	0	0	0	0	0	110	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	22	20	42	0	0	0	0	0	0	84	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	30	25	41	0	0	0	0	0	0	96	

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	48	58	58	0	0	0	0	164	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	1	0	2	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	7	4	4	0	0	0	0	15

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				28%	58%	54%	29%	56%	53%
ELA Learning Gains				34%	58%	54%	39%	56%	54%
ELA Lowest 25th Percentile				29%	52%	47%	33%	52%	47%
Math Achievement				41%	58%	58%	42%	56%	58%
Math Learning Gains				45%	56%	57%	61%	56%	57%
Math Lowest 25th Percentile				37%	54%	51%	65%	55%	51%
Science Achievement				36%	52%	51%	30%	52%	52%
Social Studies Achievement				56%	74%	72%	61%	73%	72%

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
06	2021					
	2019	19%	58%	-39%	54%	-35%
Cohort Comparison						
07	2021					
	2019	25%	56%	-31%	52%	-27%
Cohort Comparison		-19%				
08	2021					
	2019	34%	60%	-26%	56%	-22%
Cohort Comparison		-25%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	35%	58%	-23%	55%	-20%
Cohort Comparison						
07	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	36%	53%	-17%	54%	-18%
Cohort Comparison		-35%				
08	2021					
	2019	23%	40%	-17%	46%	-23%
Cohort Comparison		-36%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	14%	43%	-29%	48%	-34%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	89%	68%	21%	67%	22%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	59%	73%	-14%	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.

The progress monitoring tools are as follows:

6th Grade - iReady Diagnostic

7th Grade - iReady Diagnostic/Civics Mid-Year Assessment

8th Grade - iReady Diagnostic/Science Mid-Year Assessment

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	32.4	27.2	34.3
	Economically Disadvantaged	32.9	27.9	34.1
	Students With Disabilities	5.9	5.9	11.8
	English Language Learners	12.5	0	12.5
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	21.1	27	35.7
	Economically Disadvantaged	21.6	26.9	36.4
	Students With Disabilities	0	5.9	18.8
	English Language Learners	0	14.3	0

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	36.9	37.6	44.4
	Economically Disadvantaged	36.2	37.5	43.7
	Students With Disabilities	7.7	6.7	9.1
	English Language Learners	0	20	40
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	24.8	33.6	42.9
	Economically Disadvantaged	25.2	32.8	41.6
	Students With Disabilities	0	6.7	7.1
	English Language Learners	0	0	0
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	62	0
	Economically Disadvantaged	0	60	0
	Students With Disabilities	0	7	0
	English Language Learners	0	60	0

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	25.7	22.7	25.5
	Economically Disadvantaged	24.2	21.1	24
	Students With Disabilities	10	0	0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	16.3	22.8	29.9
	Economically Disadvantaged	15.7	21.2	29.5
	Students With Disabilities	0	11.1	10
	English Language Learners	20	0	0
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	9	0
	Economically Disadvantaged	0	8	0
	Students With Disabilities	0	0	0
	English Language Learners	0	20	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	5	22	27	5	18	21		7			
ELL	18	38	38	20	21	25					
BLK	35	42	40	34	30	24	33	62	82		
HSP	33	44	33	24	21	21	36	46			
FRL	33	41	39	32	28	23	32	60	77		
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	12	36	29	24	42	29	38	27			
ELL	13	32	24	48	46	20					
BLK	27	34	30	40	44	41	34	59	92		
HSP	32	35	23	45	50	31	50	42	83		
FRL	29	34	27	40	44	38	38	56	90		

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	17	32	39	20	71	63	10				
ELL	19	40	36	44	71	70					
BLK	27	35	29	39	60	68	27	57	67		
HSP	37	54	44	53	63	62	38	78			
MUL	60	60		73	64						
FRL	29	39	33	42	61	65	29	61	72		

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	4
Progress of English Language Learners in Achieving English Language Proficiency	27
Total Points Earned for the Federal Index	397
Total Components for the Federal Index	10
Percent Tested	95%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	13
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	27
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	32
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	39
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?

Based on our 2019 data using the PowerBi school grade component, the 2019 ELA subgroup data showed that Students with Disabilities and English Language Learners underperformed as compared to the general education students. The school's overall ELA proficiency was 28%, however, SWD was at 12% and ELL was at 13%. In addition, the 2019 8th grade data pertaining to Math was 23% proficient as compared to 40% from the district. The 2019 8th grade data pertaining to Science was 14% proficient as compared to 43% from the district.

Based on our 2021 data using the PowerBi school grade component, our ELA proficiency went up by 6 percentage points from 28% in 18-19 to 34% in 20-21 despite the pandemic. Our ELA LG data also increased by 8 percentage points from 34% in 18-19 to 42% in 20-21 despite the pandemic. Our 7th grade cohort performed exceedingly well in all areas (ELA 36%, Math 38%, Civics 61%) which exceeded the district significantly in every area. Our learning gains for Math was 28% which was a 7 percentage point drop from 18-19. Our learning gains for the L25 in Math was 23% which was a 24 percentage point drop from 18-19. Finally, our Science Comp 3 proficiency data was only 16% in 20-21 which fell way short of our 40% goal.

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

Based on our 2019 data using the PowerBi school grade component, our learning gains for ELA was 34% in 2019 in comparison to 39% the previous year. Our learning gains for the lowest 25% in ELA was 29% in 2019 in comparison to 33% the previous year. Our learning gains for the lowest 25% in Math was 35% in 2019 in comparison to 65% the previous year. Our overall Science proficiency was 16% in 2019 as compared to 30% in the previous year.

Based on our 2021 data using the PowerBi school grade component, our learning gains for Math was 28% which was a 17 percentage point drop from 18-19. Our learning gains for the L25 in Math was 23% which was a 24 percentage point drop from 18-19. Our Science Comp 3 proficiency data was only 16% in 20-21 which fell way short of our 40% goal. After reviewing the 2019 and 2021 data, the major area of focus is the L25.

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

Based on our 2019 data using the PowerBi school grade component, one of the contributing factors and actions that did not take place as consistently as in prior years was the use of student product reviews to analyze work samples and reflect on what that meant for how students were understanding teacher's lessons. The new actions or revised actions that would need to take place to improve the outcomes is a focus on student-centered learning and data-driven decision making.

Based on our 2021 data using the PowerBi school grade component, the difficulties presented by online learning from the lack of hands on experiences as well as the inconsistency provided by quarantines made it difficult for both teachers and students to provide the quality and detailed learning experience students needed. The new actions that need to be taken is that teachers can still find ways to interact students with each other and the content while maintaining safe boundaries and protocols for learning to learn with COVID. The use of physical materials to put pen to paper and use manipulatives in a safe way, can be facilitated following the proper sanitation protocols. With that

said, the new actions should be tied to differentiation and tailoring students assignments to the needs of each individual student.

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

Based on our 2019 data using the PowerBi school grade component, our Algebra EOC data was encouraging as 100% of our students passed the EOC as compared to 95% the previous year. Also, 36% of our 7th grade Math students were proficient in 2019 as compared to 25% the previous year. Finally, 89% of our Biology students passed their EOC exam which boosted our overall Science achievement data to 36% from 30% the previous year.

Based on our 2021 data using the PowerBi school grade component, our ELA proficiency went up by 7 percentage points from 28% in 19-20 to 35% in 20-21 despite the pandemic. Also, our ELA LG data went up by 8 percentage points from 34% in 19-20 to 42% in 20-21 despite the pandemic. Finally, our 7th grade cohort performed exceedingly well in all areas (ELA 36%, Math 38%, Civics 59%) which exceeded the district significantly in every area.

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

Based on our 2019 data using the PowerBi school grade component, the contributing factors to our success were effective remediation strategies and effective interventions (i.e. City Year/ Interventionist). Data was utilized in a variety of ways and the personnel in the building were strategically placed based on what suited the specific needs of the students and teachers. Although these strategies that take place year after year, the new action plan taken was the support of the Coach and Administration during meetings with teachers to assist with guiding their work.

Based on our 2021 data using the PowerBi school grade component, the contributing factors to our success were that common planning was aligned to the standards. This ensured that students were exposed to the expectations of grade level work. Additionally, lessons were scaffolded based on student need. We also included the use of Exit tickets to ensure that lessons reached a specific goal. Also, the exit tickets and other assessments then generated data points that were utilized by teachers to remediate and reteach as needed. Finally student product reviews were conducted which allowed for teachers to reflect on their lessons and determine if the desired outcome was attained based on those student work samples.

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

Based on our 2019 data using the PowerBi school grade component, to accelerate learning we will implement standards-aligned instruction and student-centered learning.

Based on our 2021 data using the PowerBi school grade component, to accelerate learning we will implement standards-aligned instruction and differentiation.

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.

Based on our 2019 data using the PowerBi school grade component, professional development will be provided in many areas. All teachers are encouraged to attend content specific PDs. The school will continue to push a STEAM agenda that allows for teachers to integrate curriculum across content areas. The school will continue to focus on providing PD for teachers in the area of classroom management and de-escalation practices that ensure that instruction becomes the primary focus and

not behaviors.

Based on our 2021 data using the PowerBi school grade component, specific PD related to backwards planning will be essential for certain content areas. There are new teachers in various areas, and we want to ensure that this remains our focus. The school will also focus on providing PD for teachers from the Miami LEARNS platform on best strategies from classroom management to specific strategies based on content. Many of the Miami LEARNS PDs will be focused on having our teachers attain a "Highly Effective" status which means that they will be developing their skills sets and learning about best practices consistently.

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

Based on our 2019 data using the PowerBi school grade component, the goal as leaders in the building will be to build others up so that they can eventually sustain the level of work while producing the same quality. We will continue to support each other in all areas by providing opportunities for all teachers to develop leadership responsibilities and encourage them to take on roles that are outside of their comfort zone. We will also provide training and mentoring support for teachers new to the building.

Based on our 2021 data using the PowerBi school grade component, one of the most important practices we will continue working on as a school is on building a bridge to the next group of leaders in the building. The leaders in this building understand that they must build others to do the work that they do with the same level of quality and discerning eye. This was tested this year as many school leaders were promoted to other positions and the people that have been built up over the years now became the trainers themselves. We will also continue mentoring our new teachers in the building. We will do this by providing opportunities for all teachers to develop leadership roles and encourage them to take on roles that are outside of their comfort zone.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:	A review of the 2021 data shows that our greatest need for the 2021-2022 school year will be in addressing the learning loss for our students after the last 18 months during a pandemic. The focus is always on getting students to proficiency, but even more so this year based on our lowest quartile's data. Part of closing the learning gap will be in providing learning gains for students and show (at minimum) more than one year's growth. This focus on differentiation will positively impact student learning and impact our overall school improvement by ensuring that we are meeting kids at their specific needs and not providing general support. The differentiated approach requires an attention to detail that allows us to be more efficient.
Measurable Outcome:	As a result of the 2021 FSA data and the great loss of learning that took place over the last 18 months, our goal is that 85% of students make a learning gain in ELA and in Math for the 2021-2022 school year.
Monitoring:	Administration (Andy Harrison, Shekinah McIntosh, and Romulo Espinosa), instructional coaches (Lissette Reigosa, Arisha Knowles, and Kenyada Jefferson) and department chairs (Desiree Culpepper, Viviana Lumpkin, Kenyada Jefferson, Crystal Cunningham, and Arisha Knowles) will monitor teachers progress in providing true differentiated instruction to students based on need. This will be evidenced through observations (ongoing), data chats (after assessments), lesson plans (weekly), common planning (weekly), and student product reviews (quarterly).
Person responsible for monitoring outcome:	Arisha Knowles (aknowles@dadeschools.net)
Evidence-based Strategy:	Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability.
Rationale for Evidence-based Strategy:	True differentiated instruction provides ALL students with the opportunity to learn at their level and based on their specific needs. The rationale for using this strategy goes back to the need for our SWD, ELL, and lowest 25% to increase their academic achievement.

Action Steps to Implement

Each department will host weekly collaborative planning sessions with targeted team members (ex. Core teacher with intensive/Double Dose teachers). This allows for teachers to be more strategic in how the classes can best support each other to focus on specific students needs.

Person Responsible Kenyada Jefferson (kjefferson@dadeschools.net)

Teachers and coaches will utilize data to determine student needs (pre-tests, exit tickets, formative assessments). The use of data allows for teachers to utilize real-time data points to tailor instruction and remediation for students.

Person Responsible Kenyada Jefferson (kjefferson@dadeschools.net)

All students will utilize i-Ready which provides a differentiated framework by design, but interventionists and teachers can also use the data provided by the program and the related resources to enhance student instruction as needed.

Person Responsible Arisha Knowles (aknowles@dadeschools.net)

As part of a school-wide activity, we will identify student learning styles at the beginning of the school year. This allows teachers to differentiate their teaching dependent on what is best for each student.

Person Responsible Viviana Smith (235365@dadeschools.net)

Our SPED chair will provide the staff with a list of students with accommodations at the beginning of the school year. This allows teachers to differentiate their teaching dependent on what is best for each student.

Person Responsible Shekinah McIntosh (smcintosh@dadeschools.net)

Student data chats will be conducted following AP1 as well as topic assessments for Math, Science, and Social Sciences.

Person Responsible Kenyada Jefferson (kjefferson@dadeschools.net)

City Year will provide small group instruction in Intensive Reading and Intensive Math classes based on data.

Person Responsible Arisha Knowles (aknowles@dadeschools.net)

For the period of January 31st through April 29th, student data chats will take place following AP2 for i-Ready as well as after topic tests to determine progress towards goals and current needs.

Person Responsible Kenyada Jefferson (kjefferson@dadeschools.net)

For the period of January 31st through April 29th, City Year and Interventionists will conduct pull-out interventions based on student need.

Person Responsible Kenyada Jefferson (kjefferson@dadeschools.net)

#2. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:	A review of the 2021 data showed that proficiency rates for Math dropped significantly. This was especially true in 6th and 8th grade. 8th grade did poorly across content areas, so it is imperative that we focus on this grade level in addition to our focus on Literacy overall. Despite the fact that Literacy rates went up, we understand that continuing to build these rates will assist students in every other area. Due to this drop in proficiency data, we will focus on aligning instruction to the standards to ensure that all students are exposed to grade level content consistently.
Measurable Outcome:	As a result of the 2021 FSA data when it comes to standards-aligned instruction, our goal is that 40% of students earn a proficient score for both Literacy and Math on the 2021-2022 FSA.
Monitoring:	Administration (Andy Harrison, Shekinah McIntosh, and Romulo Espinosa), instructional coaches (Lissette Reigosa, Arisha Knowles, and Kenyada Jefferson) and department chairs (Desiree Culpepper, Viviana Lumpkin, Kenyada Jefferson, Crystal Cunningham, and Arisha Knowles) will monitor standards-aligned instruction as evidenced through observations (ongoing), lesson plans (weekly), common planning (weekly), student product reviews (quarterly), and assessments such as MYA, topic/unit assessments, and iReady AP data (ongoing).
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Standards-Aligned Instruction refers to teachers executing lessons based on the standards/ learning targets and ensure that all student products and teaching techniques are aligned to the intended standards. Teachers will deliver planned lessons to guide students through the demands of the standards/learning target. Students will show evidence of mastering the lesson objective through their work samples/tasks.
Rationale for Evidence-based Strategy:	The rationale behind choosing a standards-aligned focus is that our students must be taught the appropriate rigor of the standards to improve proficiency on the FSA, FCAT, and EOC assessments. To assist with this outcome, students must be provided with the opportunity to learn on grade level content through effective standard-aligned instruction.

Action Steps to Implement

The school will utilize collaborative planning on a weekly basis which allows the department to collaborate and modify lessons as a group to determine if planned lessons are indeed standards-aligned.

Person Responsible Kenyada Jefferson (kjefferson@dadeschools.net)

During collaborative planning, a review of resources will consistently take place to ensure alignment and rigor to the standards and to determine how aligned they are to the task.

Person Responsible Kenyada Jefferson (kjefferson@dadeschools.net)

The school will use data to determine student needs (pre-tests, exit tickets, formative assessments) which is important because these forms of assessment provide teachers and students with real-time information on how students are performing on standards-based material which allows teachers to intervene in a timely manner.

Person Responsible Kenyada Jefferson (kjefferson@dadeschools.net)

All teachers will utilize data trackers after standards-aligned assessments to provide visual cues for both students and teacher to monitor their practice.

Person Responsible Arisha Knowles (aknowles@dadeschools.net)

Student product reviews will also take place quarterly to provide staff with an opportunity to reflect on their lessons and determine if the desired outcome of the lesson was achieved, and if it reached the rigor of the standard.

Person Responsible Andy Harrison (pr6051@dadeschools.net)

Professional development on the new B.E.S.T. standards will also be provided as teachers need to be up to date with the latest set of standards and understand how they can get students to appropriate levels with the standards.

Person Responsible Viviana Smith (235365@dadeschools.net)

Coaches will debrief with classroom teachers specifically regarding the alignment of lessons and question selection to specific standards.

Person Responsible Romulo Espinosa (romuloespinosa@dadeschools.net)

Coaches will model lessons with a focus on standard alignment and scaffolding up to the necessary standard.

Person Responsible Shekinah McIntosh (smcintosh@dadeschools.net)

For the period of January 31st through April 29th, Instructional Coaches will co-teach following their modeling of standards-aligned instruction and guide teachers through the process during instructional delivery.

Person Responsible Arisha Knowles (aknowles@dadeschools.net)

For the period of January 31st through April 29th, students will be able to demonstrate standards knowledge by taking leading roles in the learning process through targeted questioning and project-based learning aligned to the standards.

Person Responsible Arisha Knowles (aknowles@dadeschools.net)

#3. Culture & Environment specifically relating to Early Warning Systems

Area of Focus Description and Rationale:	During COVID, there were less physical connection points between the home and the school, leading to 23% of students in 2021 missing 31 days or more as compared to just 5% in 2020. It will be essential going forward that we re-establish those connections and re-establish the norms and behaviors for students to be successful. This starts with attendance and coming to school on time.
Measurable Outcome:	If we successfully use our Early Warning Systems to monitor and target challenging areas with attendance, we will reduce the number of students missing 31 days or more to 5% as reflected in our 2020 data map.
Monitoring:	Attendance monitoring will happen in a variety of ways. Our attendance team (Romulo Espinosa, Aquinas Collins, Taralynn Ferguson, and Jacqueline Zevallos) will make calls daily to address the No Show and Absent students. School messenger messages will be sent to parents reminding them of the importance of coming to school by Romulo Espinosa, Andy Harrison, and Bridgette Mills. This is done on an on-going basis as needed. Home visits will be conducted by our CIS (Sabrina Irvin) and Success Coach (Aquinas Collins) for students we cannot contact. This is done on an on-going basis. Students with more than 5 absences in the first nine weeks will be placed on an attendance contract by our Success Coach, Aquinas Collins. Finally, monthly Chief Cafe meetings will be held for parents of students who are frequently absent by our Success Coach (Aquinas Collins) and our CIS (Sabrina Irvin).
Person responsible for monitoring outcome:	Aquinas Collins (aqwright@dadeschools.net)
Evidence-based Strategy:	Response to Early Warning Systems (EWS) involves establishing a system based on student data to identify students who exhibit behavior or academic performance that puts them at risk of dropping out of school. Response to EWS utilizes predictive data, identifies off-track or at-risk students, targets interventions and reveals patterns and root causes.
Rationale for Evidence-based Strategy:	The reason it is important to stress daily attendance is that we have excellent teachers in our building but no matter how effective they might be in the classroom, the student cannot learn if they are not in school. Just missing one day has a major impact as they will miss skills that are building blocks for upcoming lessons. During COVID, there were less physical connection points between the home and the school, leading to 23% of students in 2021 missing 31 days or more as compared to just 5% in 2020. With that said, we have to focus on getting students into the building and then keeping them here consistently.

Action Steps to Implement

Our attendance team will make calls daily to address the No Show and then absent students.

Person Responsible Aquinas Collins (aqwright@dadeschools.net)

Home visits will be conducted by our CIS and Success Coach for students we cannot contact. This is done on an on-going basis.

Person Responsible Aquinas Collins (aqwright@dadeschools.net)

Students with more than 5 absences in the first nine weeks will be placed on an attendance contract by our Success Coach, Ms. Collins.

Person Responsible Aquinas Collins (aqwright@dadeschools.net)

Our monthly Chief Cafe meetings will be held for parents of students who are frequently absent. This initiative is lead by our Success Coach, Ms. Collins and our Community Involvement Specialist, Ms. Irvin.

Person Responsible Aquinas Collins (aqwright@dadeschools.net)

Incentives for the second grading period will be tied to students with perfect attendance each month.

Person Responsible Aquinas Collins (aqwright@dadeschools.net)

"Attendance Fridays" activities and competition days designed to increase attendance on Fridays.

Person Responsible Aquinas Collins (aqwright@dadeschools.net)

For the period of January 31st through April 29th, the attendance team will resume daily phone calls for absent students which will be monitored via a live document.

Person Responsible Romulo Espinosa (romuloespinosa@dadeschools.net)

For the period of January 31st through April 29th, home visits and truancy packets will be conducted for all students with 15 or more absences and will be monitored weekly.

Person Responsible Romulo Espinosa (romuloespinosa@dadeschools.net)

#4. Leadership specifically relating to Leadership Development

Area of Focus Description and Rationale: 18% of staff stated that they did not feel as if their ideas were listened to and considered. This is a concern because if our staff does not feel as if they are being listened to, then they will not buy in to what the administration is asking of them. It will be important to close this gap so that all voices feel respected and heard in order to create a positive and effective working environment.

Measurable Outcome: Our goal for the 2021-2022 school year is that less than 5% of staff will feel as if their ideas were not acknowledged or considered as compared to 18% in 2020-2021. If we can close that gap so that all voices feel respected and heard, we can create a positive and effective working environment.

Monitoring: One of the ways to monitor this is to provide spaces for feedback to be heard. In this way, you can have checkpoints with the staff and adjust as needed. We will continue our monthly "New to the Tribe" Meetings led by our Principal, our quarterly Leadership team meetings, and our monthly meetings with grade level team leaders as a means of listening to staff concerns. This will be led by administration.

Person responsible for monitoring outcome: Andy Harrison (pr6051@dadeschools.net)

Evidence-based Strategy: Involving staff in important decision making allows them to gain a professional and personal stake in the school and it's overall success. This commitment leads to increased productivity as members of staff are actively participating in various aspects of the school and wish to see their efforts succeed. Several ways to involve staff in decision making are regularly surveying staff to get their feedback, meeting with teams and committees often to generate ideas and set goals, and offering choices in ways to implement change.

Rationale for Evidence-based Strategy: The rationale behind involving staff in important decision making is that 18% of staff stated that they did not feel as if their ideas were listened to and considered. This is a concern because if our staff does not feel as if they are being listened to, then they will not buy in to what the administration is asking of them. It will be important to close this gap so that all voices feel respected and heard to create a positive and effective working environment.

Action Steps to Implement

We will host our New to the Tribe monthly meetings which will allow new team members to gain a better understanding of our way of work and feel supported.

Person Responsible Andy Harrison (pr6051@dadeschools.net)

We will create a master calendar to ensure that all staff has a clear understanding of upcoming events, to identify persons responsible, and to support the facilitation of these events. This was created with feedback from staff.

Person Responsible Viviana Smith (235365@dadeschools.net)

We will have meetings with Grade Level Chairs to allow the teachers to have a direct contact to voice their concerns to administration. These will be conducted by our Principal (Andy Harrison) and Assistant Principals (Shekinah McIntosh and Romulo Espinosa).

Person Responsible Andy Harrison (pr6051@dadeschools.net)

We will host leadership team meetings to provide our larger group of leaders in the building with opportunities to share out progress and provide feedback. These will be conducted by our Principal (Andy Harrison) and Assistant Principals (Shekinah McIntosh and Romulo Espinosa).

Person Responsible Andy Harrison (pr6051@dadeschools.net)

We will pair new teachers with mentor teachers which allows new teachers with a layer of support and a connection point with another staff member. This will be monitored by our Assistant Principal, Ms. McIntosh.

Person Responsible Romulo Espinosa (romuloespinosa@dadeschools.net)

We will provide professional development from our PLST on effective feedback practices will be provided to allow for clearer two way communication between all stakeholders which will help with not feeling heard. This will be monitored by the AP over PLST (Romulo Espinosa) and the PLST Team (Lisette Reigosa, Tanjim Hossain, Viviana Lumpkin, and Pamela Nesmith).

Person Responsible Romulo Espinosa (romuloespinosa@dadeschools.net)

Providing opportunities for various staff members to step outside of their typical role and assist students with SEL strategies.

Person Responsible Terry Stubbs (tstubbs@dadeschools.net)

"Principal Listening Sessions" taking place with students on a monthly basis in an effort to empower students so they have a voice in their educational experience.

Person Responsible Andy Harrison (pr6051@dadeschools.net)

For the window of January 31st through April 29th, the Social committee will be designed, with teacher input, in an effort to build connections among the staff and improve relationships through various activities.

Person Responsible Andy Harrison (pr6051@dadeschools.net)

For the window of January 31st through April 29th, ongoing staff surveys will be provided to staff to learn more about what the school is doing well and what areas we can improve in.

Person Responsible Andy Harrison (pr6051@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 SafeSchoolsforAlex.org website, it shows that we have made strides as a school in the areas of limiting violent incidents from 22.3 per every 100 students in 2018-2019 to 5.2 per every 100 students in 2019-2020. This is a direct result of a strong focus on school culture and educating our students instead of punishing them. We will focus on this as our area of improvement so that our students feel safe and supported.

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.

As a staff, we socialize outside of school to create relationships outside of the classroom that can lead to connections inside the school setting. As a school team, we make sure that we set very high expectations for our staff and students and everyone is held to that standard. Our tribe mentoring program connects the majority of the staff to our lowest 25% and students who need additional counseling. Our teacher mentoring program pairs teachers who are new to the building with veteran Chiefs. Our students know and recite our school's vision and mission statement. Staff and students are allowed and encouraged to follow their passions and interests and bring those interests into the school setting. Staff are recognized with affirmations for both small and large accomplishments. Our "Coffee and Conversation" meetings allow our principal to connect with parents and the community. We consistently try to engage families as often as possible with our Chief Cafe meetings and have established and maintained our PTSA. We also connect with community leaders and establish community partnerships to assist with school beautification, mentoring, and other initiatives to promote a positive culture and build positive relationships.

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

Our Dean of Discipline, Ms. Perry, plays an important role in ensuring that there are systems of support for students. The plan of action rolled out by Ms. Perry ensures that both staff and students understand the protocols and gets the appropriate parties together to resolve issues. Our School Counselor, Mr. Stubbs, teaches students about the importance of being a positive citizen and role model. Our Success Coach, Ms. Collins, monitors students with Early Warning Indicators and intervenes with both parents and students as needed. Administration as well as the remainder of our Student Services team also works to build strong partnerships in the community that can come in and be a positive influence on students.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Differentiation	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Early Warning Systems	\$0.00

4	III.A.	Areas of Focus: Leadership: Leadership Development	\$0.00
Total:			\$0.00