Everglades K 8 Center

2021-22 Schoolwide Improvement Plan

Table of Contents

Everglades K 8 Center

8375 SW 16TH ST, Miami, FL 33155

http://evergladesk8.dadeschools.net/

Demographics

Principal: Deborah Riera G

Start Date for this Principal: 8/14/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	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 Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: A (64%) 2017-18: A (64%) 2016-17: B (54%)
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

Everglades K 8 Center

8375 SW 16TH ST, Miami, FL 33155

http://evergladesk8.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)
Combination School PK-8	Yes	79%

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		A	A	A

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.

Our mission is to prepare students with the knowledge and skills needed to reach their highest level of academic success, as well as help maximize their physical and social-emotional competence. We will make every effort to identify and secure resources, including competent administrators, highly-qualified teachers, and involved parents to achieve our goals.

Provide the school's vision statement.

It is the vision of Everglades K-8 Center to attend to the needs of each student utilizing research-based comprehensive programs that facilitate the delivery of individualized instruction. This instruction is delivered in an environment that promotes the development of strong character through the appreciation of values, the dignity of duty, the understanding of self-respect, and the commitment to service. Consequently, each student can achieve their highest intellectual potential and become productive members of 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
Garrigo, Ramon	Principal	The principal's duties are to oversee and ensure school-site operations which include budget and personnel acquirement. In addition, the principal leads teachers and staff, set goals, and ensure students meet their learning objectives.
Gancedo, Irene	Assistant Principal	The assistant principal's duties are to assist with school-site operations . In addition, the assistant principal helps lead teachers and staff, set goals, and ensure students meet their learning objectives. She also facilitates disciplinary actions and oversees testing in middle school.
Fernandez, Daniela	Teacher, K-12	Mrs. Fernandez assists with the implementation of state testing and school wide assessments, ESOL compliance, CSI, CELLA, iReady; she is a member of the safety committee and leadership team. She is actively involved in all school wide activities.
Romay, Fatima	Teacher, K-12	Mrs. Romay is a 3rd grade teacher. In addition, she assists with the quarterly award information, end of year award ceremonies and guidelines, Florida School Recognition Award, as well as serves as the grade level chair.
Real, Yudit	Teacher, K-12	Mrs. Real is a middle school science teacher. In addition she sponsors the Robotic team and helps with the implementation of the STEM guidelines and activities.
Bustinduy, Irune	Teacher, K-12	Mrs. Pena is our media specialist. She helps with the implementation of iReady, AR and the use of the library to ensure student achievement.
Aloma, Mayra	School Counselor	Mrs. Aloma assists with ensuring that the students' mental health needs are supported and provides in school support in collaboration with outside resources for students and parents. She also works closely with monitoring attendance and communicates with the families the importance of being in school everyday. Ms. Aloma also implements the Value Matters Initiative in the schoolhouse.

Demographic Information

Principal start date
Monday 8/14/2017, Deborah Riera G

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.*
1

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.*

0

Total number of teacher positions allocated to the school

58

Total number of students enrolled at the school

797

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

5

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	77	66	65	81	91	93	106	99	119	0	0	0	0	797
Attendance below 90 percent	8	5	7	10	11	9	17	5	11	0	0	0	0	83
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	1	2	3	3	6	2	5	0	0	0	0	23
Course failure in Math	0	2	2	1	2	9	19	0	2	0	0	0	0	37
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	5	8	7	15	0	0	0	0	35
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	5	11	10	17	0	0	0	0	43
Number of students with a substantial reading deficiency	0	9	18	22	16	24	34	46	64	0	0	0	0	233

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	2	2	4	2	8	13	7	17	0	0	0	0	56

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

Date this data was collected or last updated

Tuesday 7/20/2021

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	73	70	76	96	98	102	105	127	114	0	0	0	0	861
Attendance below 90 percent	5	9	8	14	9	16	6	10	7	0	0	0	0	84
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	0	4	4	6	2	5	0	0	0	0	0	23
Course failure in Math	0	3	1	1	11	18	0	2	0	0	0	0	0	36
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	4	6	7	15	14	0	0	0	0	46
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	4	11	10	17	16	0	0	0	0	58

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	3	1	4	8	13	7	17	10	0	0	0	0	64

The number of students identified as retainees:

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

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				66%	63%	61%	65%	62%	60%
ELA Learning Gains				65%	61%	59%	64%	61%	57%
ELA Lowest 25th Percentile				59%	57%	54%	55%	57%	52%
Math Achievement				66%	67%	62%	63%	65%	61%
Math Learning Gains				61%	63%	59%	66%	61%	58%
Math Lowest 25th Percentile				48%	56%	52%	55%	55%	52%
Science Achievement				56%	56%	56%	56%	57%	57%
Social Studies Achievement				80%	80%	78%	71%	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	66%	60%	6%	58%	8%
Cohort Comparison						
04	2021					
	2019	67%	64%	3%	58%	9%
Cohort Comparison		-66%				
05	2021					
	2019	56%	60%	-4%	56%	0%
Cohort Comparison		-67%				
06	2021					

				ELA		
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
	2019	59%	58%	1%	54%	5%
Cohort Comparison		-56%				
07	2021					
	2019	65%	56%	9%	52%	13%
Cohort Comparison		-59%				
08	2021					
	2019	64%	60%	4%	56%	8%
Cohort Comparison		-65%				

				MATH		
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2021					
	2019	73%	67%	6%	62%	11%
Cohort Comparison						
04	2021					
	2019	72%	69%	3%	64%	8%
Cohort Comparison		-73%				
05	2021					
	2019	57%	65%	-8%	60%	-3%
Cohort Comparison		-72%				
06	2021					
	2019	59%	58%	1%	55%	4%
Cohort Comparison		-57%				
07	2021					
	2019	64%	53%	11%	54%	10%
Cohort Comparison		-59%				
08	2021					
	2019	30%	40%	-10%	46%	-16%
Cohort Comparison		-64%				

				SCIENCE		
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2021					
	2019	48%	53%	-5%	53%	-5%
Cohort Comparison						
08	2021					
	2019	58%	43%	15%	48%	10%
Cohort Comparison		-48%				

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019					
CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	77%	73%	4%	71%	6%
HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019					
ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	82%	63%	19%	61%	21%
GEOMETRY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	0%	54%	-54%	57%	-57%

Grade Level Data Review - Progress Monitoring Assessments

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

In kindergarten through 8th grade we follow the District provided intervention timeline using the i-Ready Progress Monitoring program as well as the diagnostic AP1, AP2 and AP3.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	47	54.5	72.3
	Economically Disadvantaged	40.4	50.0	68.6
	Students With Disabilities	50.0	43.8	53.3
	English Language Learners	25.0	16.7	36.4
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	32.3	36.5	46.7
	Economically Disadvantaged	2.5	31.4	40.8
	Students With Disabilities	18.8	31.3	40.0
	English Language Learners	16.7	16.7	18.2

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	45.2	63.0	70.4
	Economically Disadvantaged	39.3	58.9	72.2
	Students With Disabilities	31.3	62.5	60.0
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	34.2	52.1	59.2
	Economically Disadvantaged	33.9	48.2	59.3
	Students With Disabilities	37.5	50.0	53.3
	English Language Learners	N/A	N/A	N/A

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	58	52.2	70.8
	Economically Disadvantaged	48.5	55.4	65.6
	Students With Disabilities	33.3	30.4	40.9
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	20.9	31.1	51.8
	Economically Disadvantaged	16.7	26.2	45.0
	Students With Disabilities	20.8	13.0	33.3
	English Language Learners	N/A	N/A	N/A

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	43.2	55.8	61.1
	Economically Disadvantaged	42.2	53.0	55.8
	Students With Disabilities	21.7	26.1	27.3
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	24.2	34.1	58.9
	Economically Disadvantaged	24.1	32.9	57.8
	Students With Disabilities	26.1	23.8	39.1
	English Language Learners	N/A	N/A	N/A

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	44.9	53.1	55.8
	Economically Disadvantaged	38.8	49.4	52.4
	Students With Disabilities	N/A	20.0	15.8
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	40.8	50.0	59.6
	Economically Disadvantaged	35.3	46.9	58.0
	Students With Disabilities	20.0	25.0	31.6
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	N/A	14.0	N/A
	Economically Disadvantaged	N/A	14.0	N/A
	Students With Disabilities	N/A	7.0	N/A
	English Language Learners	N/A	0.0	N/A

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	42.2	45.0	44.9
	Economically Disadvantaged	44.6	50.6	45.1
	Students With Disabilities	22.7	18.2	15.0
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	33.7	36.3	45.5
	Economically Disadvantaged	32.9	36.1	43.9
	Students With Disabilities	27.3	18.2	22.7
	English Language Learners	14.3	N/A	14.3

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	43.2	46.0	43.3
	Economically Disadvantaged	41.7	46.1	41.8
	Students With Disabilities	12.9	19.4	12.9
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	25.6	42.4	52.0
	Economically Disadvantaged	24.3	43.7	48.5
	Students With Disabilities	12.9	19.4	19.4
	English Language Learners	N/A	16.7	33.3
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	61.0	N/A
	Economically Disadvantaged	N/A	57.0	N/A
	Students With Disabilities	N/A	37.0	N/A
	English Language Learners	N/A	17.0	N/A

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	51.0	51.4	59.4
	Economically Disadvantaged	48.0	50.0	57.3
	Students With Disabilities	12.5	20.0	28.0
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	31.4	51.0	65.0
	Economically Disadvantaged	26.9	48.7	62.3
	Students With Disabilities	40.0	12.0	32.0
	English Language Learners	N/A	N/A	N/A
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	51.0	N/A
	Economically Disadvantaged	N/A	49.0	N/A
	Students With Disabilities	N/A	11.0	N/A
	English Language Learners	N/A	N/A	N/A

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	41	40	33	39	32	26	22	42			
ELL	60	58	50	44	31	26	30	48	47		
HSP	63	58	47	52	35	23	46	58	66		
FRL	62	57	43	49	34	23	44	60	58		
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	35	45	42	42	48	39	30	57			
ELL	53	61	62	58	55	44	43	60			
HSP	65	64	59	66	61	48	55	80	78		
WHT	85	82		54	64						
FRL	63	64	62	63	59	48	52	77	69		

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	39	51	44	45	53	53	36	33			
ELL	49	56	49	49	60	56	31	38			
HSP	65	63	55	63	66	56	57	71	81		
WHT	60	53		55	63		45				
FRL	64	64	55	62	65	58	55	69	82		

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	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	52
Total Points Earned for the Federal Index	499
Total Components for the Federal Index	10
Percent Tested	77%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
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	45
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	50
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
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	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

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

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

School-wide use of i-Ready and implementation of data to drive instruction has increased student achievement. Civics EOC and Statewide Science Assessment in the middle school has steadily increased. Based on the 2020-2021 Statewide Science Assessment data, 8th grade continues to maintain a higher level of proficiency. 8th grade proficiency was at 55 percentage points; and 5th grade was at 35 percentage points at proficiency averaging a total score of 46 on the 2021 Statewide Science Assessment. Statewide Science Assessment scores were the following: '17 - 43%; '18 - 56%; '19 - 56%. Civics EOC scores were the following: '17 - 66%; '18 - 71%; '19 - 80%.

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

The 2020-2021 data indicated that our Tier 3 students decrease in FSA ELA 11 percentage points and in FSA Math 25 percentage points, based on these data points, this continues to be an area of needs improvement. In 2019, our greatest need for improvement based off progress monitoring was in the 7th Grade i-Ready ELA (34% Tier 3) and 8th Grade i-Ready Math (27% Tier 3).

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

The contributing factor is that these students have not been able to close the learning gap from year to year, as indicated by the lack of growth in the 3 year trend data. The administration has previously taken action by hiring new teachers and placing teachers in their areas of strength.

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

In 2019, the component with the most improvement based off progress monitoring and the 2019 state assessment data was the End of Year Civics Assessment. In 2019, EOC Civics percentage was 71%, while in 2019 the percentage was 80%.

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

The contributing factor was change of staff members using their strengths to guide our placement in specific grade level and subjects.

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

In order to accelerate learning, our instructional and support staff will continue to implement scaffolding to build understanding, increase achievement, differentiate instruction, provide intervention, and incorporate small group/ hands-on activities. The administration and instructional staff will continue to use data to drive instruction and partake in quarterly data chats. In addition, our staff will continue using collaborative grade level and leadership team planning to ensure student achievement, communication with all stakeholders, and monitoring of strategy implementation are being monitoring school-wide.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The professional development opportunities that will be provided at the school will be Schoology for the new implementation in the upcoming year. For the Elementary and Middle School the school will also be focusing on providing professional development in the new Reading / Language Arts series. In addition, in Middle School professional development will be provided for the new Intensive Reading program for all stakeholders involved.

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

To ensure sustainability of improvement next year and beyond, we will provide additional services such as intervention for our Tier 2 and 3 students, continued use of the iReady program, progress monitoring and monitoring growth between AP1, AP2, and AP3 assessment to ensure that the intervention program is moving the data in the right direction.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Professional Learning

Area of Focus Description and Rationale:	Professional Learning was identified as a critical need due to the upcoming transitions that will be occurring this school year. Throughout the 1st phase of the Schoolwide Improvement Plan, 08/30/21-10/11/21 instructional and support staff will partake in professional development; is crucial to student outcomes. Teachers must remain up to date on new platforms, instructional materials and resources.
Measurable Outcome:	By 06/08/2021, 75% of instructional and support staff will attend additional (non-district mandated) professional developments based on their specific classroom needs to ensure student achievement.
Monitoring:	All staff members will provide a quarterly transcript of professional developments attended, this will be provided 4 times throughout the school year; 10/28/2021, 01/20/2021, 04/01/2021 and 06/8/2021. This information will given to the grade level and department chairs, to be reviewed quarterly by the leadership team.
Person responsible for monitoring outcome:	Ramon Garrigo (pr1721@dadeschools.net)
Evidence-based Strategy:	Job-embedded Professional Development (JEPD) refers to teacher learning that is grounded in day-to-day teaching practice and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning. It is primarily school or classroom based and is integrated into the workday, consisting of teachers assessing and finding solutions for authentic and immediate problems of practice as part of a cycle of continuous improvement.
Rationale for Evidence-based Strategy:	JEPD is important to drive student achievement because it allows teachers to collaborate and support other staff members by providing newly acquired information, strategies, that directly impacts student growth.

Action Steps to Implement

Our school PD liaison will keep all instructional and non instructional staff informed about professional development opportunities, throughout the 1st phase of the Schoolwide Improvement Plan, 8/30/21-10/11/21.

Person Responsible Yvonne Perry (yperry@dadeschools.net)

STEM teacher leaders will inform staff about upcoming STEM professional developments before the end of phase 1 Schoolwide Improvement Plan, 8/30/21-10/11/21.

Person Responsible Yudit Real (ymreal@dadeschools.net)

Quarterly printed transcripts will be provided to the administration to ensure teachers are attending professional developments, throughout the 1st phase of the Schoolwide Improvement Plan, all documentation will be submitted to the PD liaison during 8/30/21-10/11/21.

Person Responsible Yvonne Perry (yperry@dadeschools.net)

After teachers attend professional developments, they will provide a mini training session for their grade level, department chair or any interested team members within the 1st phase of Schoolwide Improvement Plan, during 8/30/21-10/11/21.

Person Responsible	Yvonne Perry (yperry@dadeschools.net)

Select teachers by grade level will attend district-facilitated ELA ICADs from 11/1/21-12/17/21.

Person Responsible	Yvonne Perry (yperry@dadeschools.net)

Grade level teacher leaders/chairpersons will share best practices learning at district-facilitated PD trainings during grade level meetings from 11/1/21-12/17/21.

Person Responsible	Yvonne Perry (yperry@dadeschools.net)

Teachers will be provided with in-house PD trainings when allowable from January 31-April 29, 2022.

Person Responsible	Yvonne Perry (yperry@dadeschools.net)

Teachers will provide their grade/department chairpersons with evidence of PD training participation from January 31-April 29, 2022.

Person Responsible	Irene Gancedo (igancedo@dadeschools.net)

#2. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	According to the 2020-2021 data, standard aligned instruction was identified as a critical need due to the drop in assessment data in learning gains, with a decrease of 33 percentage points. Our area of focus will be aligning instruction, intervention and progress monitoring based on student needs and performance is ensure an increase in learning gains for the 2021-2022 school year.
Measurable Outcome:	By 06/08/2021, 60% of students will demonstrate growth from i-Ready AP1 to AP3.
Monitoring:	Data attained from iReady AP1 (09/13/2021-10/08/2021) along with diagnostic data, classroom assignments, differentiated instruction and other formal and informal assessments to drive their instruction to specifically meet their students needs.
Person responsible for monitoring outcome:	Ramon Garrigo (pr1721@dadeschools.net)
Evidence-based Strategy:	Data-Driven Instruction is an educational approach that relies on the teacher's use of student performance data to inform instructional planning and delivery. This systematic approach of instruction uses assessment, analysis, and actions to meet student's needs. Data-Driven Instruction may include developing Instructional Focus Calendars (IFC) to inform teachers on specific standards to target during instruction throughout the year, based on data outcomes.
Rationale for Evidence-based Strategy:	Using the data acquired through i-Ready diagnostic assessments, weekly classroom assessments, progress monitoring and differentiated instructions, teachers can utilize the data to drive their instruction to specifically meet their students' individual needs.

Action Steps to Implement

Teachers will conduct data chats with students after AP1 diagnostic information is available between 9/13/21- 10/11/21 to provide direct feedback and update students on their progress.

Person Responsible	Yvonne Perry (yperry@dadeschools.net)

Teachers will partake in quarterly data chats with the administration, to review assessment data and identify areas of need, during the 1st quarter, before 10/29/21.

Person Responsible	Ramon Garrigo (rgarrigo@dadeschools.net)

Students who will partake in i-Ready progress monitoring will have an additional data chat after the progress monitoring window ends, in order to continue providing quick feedback for students, 9/13/21-10/29/21.

Person Responsible	Yvonne Perry (yperry@dadeschools.net)

Teachers will use the data provided from i-Ready AP1 (09/13/21-10/8/21), AP2, and progress monitoring to drive differentiated instruction groups, allowing for fluid movement as needed base on student needs.

Person Responsible	Yvonne Perry (yperry@dadeschools.net)

Teachers will implement intervention with fidelity for students who meet intervention criteria 11/1/21-12/17/21.

Person Responsible   Yvonne Perry (yperry@dadeschools.net)

Teachers will monitor students' i-Ready usage and passing rates weekly to ensure program recommendations serve as goals for students from 11/1/21-12/17/21.

Person Responsible   Yvonne Perry (yperry@dadeschools.net)

Teachers will continue to monitor students' i-Ready usage and passing rates weekly to ensure program recommendations serve as goals for students from January 31-April 29, 2022.

Person Responsible   Yvonne Perry (yperry@dadeschools.net)

Administration will continue to reward students via monthly incentive for students who meet their i-Ready usage and passage rates from January 31-April 29, 2022.

Person Responsible   Irene Gancedo (igancedo@dadeschools.net)

#3. Culture & Environment specifically relating to Student Attendance	
Area of Focus Description and Rationale:	Student attendance was identified as an area of focus based on our 3 year data trend for attendance. On average we have 20% of students absent between 6 to 10 days.
Measurable Outcome:	By the end of the 2021-2022 school year, we plan to achieve a steady incline of attendance in our 0 to 5 day absence range, striving to reach 60% with in this range; therefore lowering our 6 to 10 day absent percentage.
Monitoring:	Daily attendance will be submitted and reviewed daily by teachers. Teachers will notify the attendance clerk if any changes need to be made before the end of the working day. Teachers will also review the attendance policy and importance of being present everyday during open house. In addition, the school will continue to send friendly reminders throughout the year about the importance of daily attendance. After 3 days of a student being absent and no communication from the parent or guardian was made, our elementary and middle school counselors will contact the parent or guardian to inquire about student absences.
Person responsible for monitoring outcome:	Irene Gancedo (igancedo@dadeschools.net)
Evidence-based Strategy:	We will continue to submit and monitor our daily attendance record. All teacher and staff will be provided a daily copy.
Rationale for Evidence-based Strategy:	Based on our 3 year trend data for attendance our 6 to 10 day absences have remained in the 20 percentile. Our goal is to lower our 6 to 10 day attendance average; and increase our 0 to 5 day absence to 60%.

Action Steps to Implement

Teachers and staff members will monitor the attendance record daily. Teachers will also submit any changes to our attendance clerk before the end of the day, through, 8/30/21- 10/29/21.

Person Responsible	Luz Martinez (luzmartinez@dadeschools.net)

After 3 consecutive absences, our counselors will reach out to the parents to inquire about the absences during the first quarter, 8/30/21- 10/29/21.

Person Responsible	Mayra Aloma (maloma@dadeschools.net)

During the first quarter, the administration will use daily morning announcements, faculty meetings and social media to remind students, staff and parents about the importance of daily school attendance, 8/30/21- 10/29/21.

Person Responsible	Ramon Garrigo (rgarrigo@dadeschools.net)

Quarterly celebration for students that have perfect attendance the entire 9 week period will take place before 10/29/21.

Person Responsible   Yvonne Perry (yperry@dadeschools.net)

Teachers will communicate the importance of being in school and on time with students/parents from 11/1/21-12/17/21.

Person Responsible   Mayra Aloma (maloma@dadeschools.net)

Teachers will remind parents to submit "excused" notes for absences to reduce the number of "unexcused" absences schoolwide from 11/1/21-12/17/21.

Person Responsible   Mayra Aloma (maloma@dadeschools.net)

Teachers, counselors, and administrators will continue to monitor student attendance and make parent contact as needed from January 31-April 29, 2022.

Person Responsible   Luz Martinez (luzmartinez@dadeschools.net)

Administration will reward students via monthly class incentives for the class in each grade level with the highest number of perfect attendance days each month from January 31-April 29, 2022.

Person Responsible   Ramon Garrigo (pr1721@dadeschools.net)

#4. Leadership specifically relating to Instructional Leadership Team	
Area of Focus Description and Rationale:	Instructional Leadership Team was selected upon data review because 33% of faculty felt that we do not work together as a team. Working together and developing teacher leaders in the building is crucial to student achievement.
Measurable Outcome:	By the end of the 2021-2022 school year we hope to have 80% of our faculty and staff feel that we work together as a team.
Monitoring:	The administration will conduct a survey inquiring about teachers who are interested in a leadership role, grade chair or department chair positions, and place accordingly. In addition, grade level and department chair meetings will be held regularly with administration to provide consistent and clear dissemination of information.
Person responsible for monitoring outcome:	Ramon Garrigo (rgarrigo@dadeschools.net)
Evidence-based Strategy:	The administration strives to have 1 contact person per grade level and department; in order to streamline communication to all stakeholders. Designated grade chairs and department chairs will disseminate information quickly and bring back any concerns or questions to the appropriate team member.
Rationale for Evidence-based Strategy:	Teacher involvement and engagement is crucial to student achievement. If teachers feel they are working together as a team, have support from the administrative team and have ownership about the decisions and choices made at the school site, they will be more willing to take on leadership roles.

Action Steps to Implement

The administration will ensure monthly leadership team, grade level and department chair meetings are occurring by requesting minutes/attendance rosters, during the first quarter, 8/30/21- 10/29/21. They will provide quick and effective feedback when needed, and will maintain staff members and the leadership team informed of any district changes as they occur.

Person Responsible Ramon Garrigo (rgarrigo@dadeschools.net)

Administration will periodically join grade level or department chair meetings in order to ensure meetings are taking place and information is being shared in a timely manner, during the first quarter, 8/30/21-10/29/21.

Person Responsible Irene Gancedo (igancedo@dadeschools.net)

Grade level chairs will work closely with their team in order to come up with new ideas or strategies to help student achievement; the grade chair will present these ideas during monthly leadership meetings, occurring during the first quarter, 8/30/21-10/29/21.

Person Responsible Ramon Garrigo (rgarrigo@dadeschools.net)

The administration will provide opportunities for teachers to join the leadership team, assist in leadership roles and allow new members to partake in the leadership team by sharing the calendar for the yearly meeting dates and encouraging participation, during the first quarter, 8/30/21-10/29/21.

| **Person Responsible** | Irene Gancedo (igancedo@dadeschools.net) |

Teacher leaders/chairpersons will have opportunities to share "best practices" with colleagues during Leadership Team meetings and/or faculty meetings from 11/1/21-12/17/21.

| **Person Responsible** | Ramon Garrigo (rgarrigo@dadeschools.net) |

Ensure that new teachers are provided with instructional support from teacher leaders, chairpersons, and Leadership Team members from 11/1/21-12/17/21.

| **Person Responsible** | Ramon Garrigo (rgarrigo@dadeschools.net) |

Allow all teachers opportunities to spear-head community and school/district events from January 31-April 29, 2022.

| **Person Responsible** | Ramon Garrigo (pr1721@dadeschools.net) |

Create an "open-door" policy for all SLT meetings so that all teachers/staff who wish to participate may do so from January 31-April 29, 2022.

| **Person Responsible** | Ramon Garrigo (rgarrigo@dadeschools.net) |

Additional Schoolwide Improvement Priorities

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

Two areas of concern are the presence of tobacco and the safety of all students. In order to reduce our tobacco related incidences, counselors will provide education in tobacco and drug prevention. Overseeing open areas, hallways, outdoor areas and classroom monitoring will continue to take place with the assistance of all school staff. As a way to aid in student safety, counselors will review ethics and code of conduct with all students. Counselors in combination with the administrative team and the SCSI teacher will continue to follow the Student Code of Conduct and take necessary disciplinary action, when required.

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 school promotes a positive school culture by providing teachers opportunities for growth, supporting all students to achieve success and creating an environment of collaboration and mutual respect. In addition, the school consistently communicated with all stakeholders to provide them information about upcoming events, provide support and encourage family participation both at home and at the school site. In collaboration with EESAC and PTSA the school holds a variety of activities open to all stakeholder, constantly promoting an environment of inclusion and quality education for all.

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

The administrative team and leadership team constantly strive to create an welcoming, open door policy environment to assist teacher and staff. Our PTSA holds various activities and events in order to promote community involvement.