Irving & Beatrice Peskoe K 8 Center

2021-22 Schoolwide Improvement Plan

Table of Contents

Irving & Beatrice Peskoe K 8 Center

29035 SW 144TH AVE, Miami, FL 33033

http://peskoe.dadeschools.net/

Demographics

Principal: Madelyn Sierra Hernandez

Start Date for this Principal: 7/11/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (60%) 2017-18: B (56%) 2016-17: C (53%)
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.](www.floridacims.org)

Purpose and Outline of the SIP

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

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Irving & Beatrice Peskoe K 8 Center

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School PK-8	Yes	94%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

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

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 Irving & Beatrice Peskoe K-8 Center is the development of our students' social and academic achievements to succeed in a multicultural diverse community. With the commitment of all stakeholders, our students will become productive citizens in a global society.

Provide the school's vision statement.

Irving & Beatrice Peskoe K-8 Center endeavors to be a warm, creative learning environment where students will develop the strength to overcome academic and social challenges.

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
Sierra Hernandez, Madelyn	Principal	The Principal will provide a common vision for the use of data-based decision-making and ensure that the school is established in the Multi-Tiered Support System. Through the following duties and responsibilities the Principal will perform the following: -lead the data analysis process -create a culture of data-based decision making and continuous improvement -provide and ensures program fidelity -plan for school wide professional development based on data analysis of staff -direct the instructional coaches and instructional staff members -collaborate with all stakeholders to build understanding, trust and support
Wood, Kim	Assistant Principal	The Assistant Principal will provide guidance on the facilitation and establishment of the Multi-Tiered Support System through: -facilitating and supporting data collection -assist in data analysis -provide professional development -provide support with instructional planning based on data -support the implementation of Intervention and the Rti process
Brill, Amber	Teacher, K-12	The teacher will provide information about core instruction, collect student data, deliver instruction and intervention, participate in collaborative planning, coordinate on-going progress monitoring and administer diagnostic assessments.
Brooks, Jennifer	Reading Coach	The Reading Coach builds a relationship of trust and comradery with teachers while performing the following duties: -Meets with the Principal and Assistant Principal to reflect and identify areas of needed support -Pre-plans for collaborative planning sessions. -Facilitates collaborative planning sessions -Monitors and disaggregates data -Delivers on-going job embedded professional developments -Provides coaching support -Develops coaching cycles -Implements school wide intervention plan
Payret, Yaritza	Math Coach	The Math Coach builds a relationship of trust and comradery with teachers while performing the following duties: -Meets with the Principal and Assistant Principal to reflect and identify areas of needed support -Pre-plans for collaborative planning -Facilitates collaborative planning sessions -Monitors and disaggregates data -Delivers on-going job embedded professional developments -Provides coaching support -Develops coaching cycles -Implements school wide intervention plan

Name	Position Title	Job Duties and Responsibilities

Demographic Information

Principal start date

Sunday 7/11/2021, Madelyn Sierra Hernandez

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.*

0

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.*

1

Total number of teacher positions allocated to the school

55

Total number of students enrolled at the school

691

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.

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	74	91	85	96	89	93	104	103	87	0	0	0	0	822
Attendance below 90 percent	20	21	16	22	13	23	39	30	18	0	0	0	0	202
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	17	17	26	21	27	20	20	9	0	0	0	0	157
Course failure in Math	0	12	4	29	20	43	26	19	6	0	0	0	0	159
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	17	15	32	29	32	13	0	0	0	0	138
Level 1 on 2019 statewide FSA Math assessment	0	0	0	26	25	35	24	27	1	0	0	0	0	138
Number of students with a substantial reading deficiency	0	0	0	27	15	32	29	32	13	0	0	0	0	148

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	3	15	16	27	20	39	38	45	19	0	0	0	0	222

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	5	5	10	10	0	0	23	33	0	0	0	0	0	86
Students retained two or more times	0	0	0	1	1	2	9	21	5	0	0	0	0	39

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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	74	91	85	96	89	93	104	103	87	0	0	0	0	822
Attendance below 90 percent	20	21	16	22	13	23	39	30	18	0	0	0	0	202
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	17	17	26	21	27	20	20	9	0	0	0	0	157
Course failure in Math	0	0	0	0	5	20	29	29	12	0	0	0	0	95
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	9	23	23	13	0	0	0	0	68
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	5	30	31	13	0	0	0	0	79

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	3	15	16	27	20	39	38	45	19	0	0	0	0	222

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	5	5	10	10	0	0	23	33	0	0	0	0	0	86
Students retained two or more times	0	0	0	1	1	2	9	21	5	0	0	0	0	39

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				49%	63%	61%	45%	62%	60%
ELA Learning Gains				57%	61%	59%	54%	61%	57%
ELA Lowest 25th Percentile				58%	57%	54%	44%	57%	52%
Math Achievement				55%	67%	62%	50%	65%	61%

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
Math Learning Gains				61%	63%	59%	59%	61%	58%
Math Lowest 25th Percentile				59%	56%	52%	51%	55%	52%
Science Achievement				47%	56%	56%	42%	57%	57%
Social Studies Achievement				71%	80%	78%	68%	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	45%	60%	-15%	58%	-13%
Cohort Comparison						
04	2021					
	2019	60%	64%	-4%	58%	2%
Cohort Comparison		-45%				
05	2021					
	2019	46%	60%	-14%	56%	-10%
Cohort Comparison		-60%				
06	2021					
	2019	53%	58%	-5%	54%	-1%
Cohort Comparison		-46%				
07	2021					
	2019	28%	56%	-28%	52%	-24%
Cohort Comparison		-53%				
08	2021					
	2019	56%	60%	-4%	56%	0%
Cohort Comparison		-28%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	48%	67%	-19%	62%	-14%
Cohort Comparison						
04	2021					
	2019	52%	69%	-17%	64%	-12%
Cohort Comparison		-48%				
05	2021					
	2019	52%	65%	-13%	60%	-8%
Cohort Comparison		-52%				
06	2021					
	2019	42%	58%	-16%	55%	-13%
Cohort Comparison		-52%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2021					
	2019	52%	53%	-1%	54%	-2%
Cohort Comparison		-42%				
08	2021					
	2019	59%	40%	19%	46%	13%
Cohort Comparison		-52%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	40%	53%	-13%	53%	-13%
Cohort Comparison						
08	2021					
	2019	53%	43%	10%	48%	5%
Cohort Comparison		-40%				

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	67%	73%	-6%	71%	-4%
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	95%	63%	32%	61%	34%

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.

Reading and Math - iReady
Science - Topic Assessments, Baseline, & End of Year Assessments
Civics - Topic Assessments & Mini Assessments

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	22.2	32.1	44.4
	Economically Disadvantaged	21.9	30.1	42.5
	Students With Disabilities	14.3	0	14.3
	English Language Learners	12.5	25	25
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	22.8	18.5	35.8
	Economically Disadvantaged	21.1	17.8	34.2
	Students With Disabilities	14.3	0	28.6
	English Language Learners	0	12.5	12.5

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	21.5	20.3	31.6
	Economically Disadvantaged	21.8	20.5	32.1
	Students With Disabilities	37.5	0	37.5
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	19.2	31.6	37.2
	Economically Disadvantaged	19.5	32.1	37.7
	Students With Disabilities	25.0	37.5	12.5
	English Language Learners	0	0	0

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	38.6	46.6	62.5
	Economically Disadvantaged	39.3	46.4	63.1
	Students With Disabilities	23.5	38.9	44.4
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	9.2	28.1	45.8
	Economically Disadvantaged	9.5	28.2	45.6
	Students With Disabilities	11.1	16.7	37.5
	English Language Learners	0	0	0

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	22.1	36.9	32.6
	Economically Disadvantaged	21.7	35.8	32.5
	Students With Disabilities	5.0	5.0	10.0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	12.8	33.3	60
	Economically Disadvantaged	13.3	32.1	58.5
	Students With Disabilities	0	25.0	10.5
	English Language Learners	0	0	0

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	24.1	36.5	50.0
	Economically Disadvantaged	21.0	32.9	48.1
	Students With Disabilities	10.5	10.5	47.1
	English Language Learners	0	0	35
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	25.3	35.3	46.2
	Economically Disadvantaged	22.2	31.6	43.2
	Students With Disabilities	10.5	10.5	29.4
	English Language Learners	0	0	4.3
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	13.0	0
	Economically Disadvantaged	0	10.0	0
	Students With Disabilities	0	6.0	0
	English Language Learners	0	0	0

Grade 6				
English Language Arts	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	28.2	30.9	36.9
	Economically Disadvantaged	26.3	29.2	34.6
	Students With Disabilities	16.7	20.0	0
	English Language Learners	4.3	14.3	11.1
Mathematics	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	23.9	40.9	44.0
	Economically Disadvantaged	21.8	41.0	43.0
	Students With Disabilities	0	33.3	10.1
	English Language Learners	4.3	11.1	26.3

Grade 7				
English Language Arts	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	37.9	36.7	39.5
	Economically Disadvantaged	35.8	35.7	37.5
	Students With Disabilities	0	10.5	0
	English Language Learners	11.1	11.1	0
Mathematics	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	33.7	43.7	48.1
	Economically Disadvantaged	31.0	42.0	46.6
	Students With Disabilities	0	11.1	0
	English Language Learners	11.1	12.5	0
Civics	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	0	41.0	0
	Economically Disadvantaged	0	39.0	0
	Students With Disabilities	0	13.0	0
	English Language Learners	0	0	0

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	44.4	58.7	53.6
	Economically Disadvantaged	43.5	56.9	53.0
	Students With Disabilities	27.3	0	12.5
	English Language Learners	0	20.0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	24.7	41.3	53.1
	Economically Disadvantaged	25.7	43.1	54.1
	Students With Disabilities	16.7	33.3	33.3
	English Language Learners	20.0	20.0	0
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	12.0	0
	Economically Disadvantaged	0	12.0	0
	Students With Disabilities	0	17.0	0
	English Language Learners	0	0	0

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	21	29	25	10	22	23	10	30			
ELL	37	40	36	33	32	36	23	62			
BLK	21	28	29	27	26	17	24	25			
HSP	42	42	35	37	33	25	36	59	60		
WHT	40										
FRL	37	39	37	34	31	25	32	53	57		
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	23	46	49	27	48	56	21	58			
ELL	48	57	53	54	60	57	44	61			
BLK	41	54	56	46	57	67	37	69			
HSP	52	57	58	57	60	55	49	71	86		

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
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
WHT	47	42		53	83						
FRL	49	56	58	54	61	60	45	68	88		

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
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	16	40	42	19	44	38	11	29			
ELL	41	53	45	47	50	51	32				
BLK	29	45	25	41	65	57	30	47			
HSP	48	56	48	52	57	49	46	75	93		
WHT	52	72		48	70						
FRL	44	55	44	50	60	53	42	67	93		

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	5
Progress of English Language Learners in Achieving English Language Proficiency	41
Total Points Earned for the Federal Index	395
Total Components for the Federal Index	10
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	23
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	38
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	25
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	41
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	40
White Students Subgroup Below 41% in the Current Year?	YES
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?

2021 data findings:
The school to district comparison shows an increase in the Achievement gap widening from 3rd to 8th grade in both ELA and Math.
All ELA Subgroups Achievement decreased.
All ELA Subgroups Learning Gains decreased.
All ELA Subgroups overall Learning Gains L25 decreased by 21 percentage points.
All Math Subgroups overall Learning Gains and Learning Gains L25 decreased by 29 percentage points across all grades levels.
Science Subgroups Achievement levels decreased by 14 percentage points.
Civics Subgroups Achievement levels decreased by 16 percentage points.
Attendance showed an increase of absences - 7% increase with 31 plus absences & 5% increase with 16-30 absences

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

2019 data findings:
The majority of our ELA Subgroups Learning Gains decreased by at least 25 percentage points. Students with Free and Reduced lunch decreased by 25 percentage points, black students decreased by 30 percentage points, and SWD students decreased by 32 percentage points.

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

2021 data findings:
For the last 3 years, we have been focused on implementing standards-based instruction in all classrooms. We will continue to support this while incorporating data-driven instruction to help meet the needs of our L25 subgroup. We will also develop teachers using strategies that focus on scaffolding and intervention for lower-performing students to help them access grade-level content. We will be strategic with aligning resources and include OPM in our data chats.

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

2019 data findings:
ELA Learning Gains increased from 53 percentage points in 2018 to 57 percentage points on the 2019 FSA. In 2021, students in the L25 subgroup in ELA showed an increase when comparing i-Ready AP1 to AP3 data.

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

2021 data findings:
We created a collaborative planning schedule that allotted time to plan for DI. Administrators will now attend bi-weekly collaborative planning sessions and collaborate with individual departments to carefully align resources.

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

Data-driven Instruction, Differentiated Instruction, Extended Learning Opportunities, Standard-Based Collaborative Planning, Interventions - RTI.

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 PLST will develop whole group sessions and job-embedded sessions on using data to drive instruction (September/21), Aligning resources to small group instruction (October/21), Tackling OPM data (November/December/21), making adjustments to groups as data becomes available (2/21), and continuous data chats with individualized feedback and next steps (ongoing). Coaching cycles will also be implemented individually with teachers to support specific needs (ongoing).

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

Collaborative planning will be scheduled bi-weekly, and a member of the LT will attend to ensure fidelity to the strategies being implemented school-wide that aligned with the goals. Extended Learning opportunities will be provided with before-school and after-school tutoring and interventions and Saturday Academies, Spring Break Academy, special camps, and STEM-based clubs.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale:	The greatest academic decline in the 2021 school year was in the lowest 25 percent in Math. The data indicates that there was an overall decrease of 35 percent when compared to the 2019 school year. There was also a significant decrease in the lowest 25 percent in ELA. There was a decrease of 21 percent when compared to the data of 2019. In order to mitigate the learning loss and to start the learning recovery process, the instructional practice of differentiated instruction will be implemented. Data chats will be held with teachers to disaggregate data, the instructional coaches will have common planning sessions to review components of DI, teachers will create DI groups based on data, teachers will utilize that data throughout the year to guide and modify their instruction, and the administration will conduct virtual walkthroughs and provide teachers with immediate corrective feedback.
Measurable Outcome:	If we successfully implement Differentiation, then our L25 students will increase by a minimum of 2 percentage points as evidenced by the 2022 State Assessments.
Monitoring:	The instructional coaches will have common planning sessions to review the ALDs, the instructional coaches will also have common planning sessions to align resources with the ALDs, the leadership team will provide the teachers with data, PD on ALDs. The administration will review the ALDs during faculty meetings, and the teachers will utilize the ALDs to drive their instruction.
Person responsible for monitoring outcome:	Madelyn Sierra Hernandez (madsierra@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Differentiation, our school will focus on the evidence-based strategy of: Data-Driven Instruction. Data-Driven instruction will assist in accelerating the learning gains of our L25s as it is a systematic approach of instruction to meet the students' needs. Data-Driven instruction will be monitored through the use of data trackers to drive instructional planning and data-driven conversations to include OPMs.
Rationale for Evidence-based Strategy:	Data-Driven instruction will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction delivery as new data becomes available.

Action Steps to Implement

Step 1: Starting on 9/13/21 through 9/17/21, the leadership team will facilitate common planning sessions to review the components of DI. As a result, teachers will utilize the 2020-2021 FSA, SAT, and iReady data to create DI groups.

Person Responsible	Madelyn Sierra Hernandez (madsierra@dadeschools.net)

Step 2: From 9/13/21 through 10/11/21, the leadership team will facilitate common planning sessions so that the instructional coaches can assist teachers in creating DI folders and gathering resources. As a result of the common planning sessions, teachers will have the materials and resources to meet the needs of the students.

Person Responsible	Madelyn Sierra Hernandez (madsierra@dadeschools.net)

Step 3: Starting on 9/13/21 through 10/08/21, the AP1 iReady Diagnostic will be administered. Teachers will use the results of AP1 to create instructional/DI groups.

Person Responsible   Jennifer Brooks (jbkelley@dadeschools.net)

Step 4: During 9/27/21 through 10/11/21, the administration will visit reading and math classes during DI. Through classroom walkthroughs it will be evident that DI rotations are being fully implemented. Feedback will be provided to teachers after walkthroughs.

Person Responsible   Madelyn Sierra Hernandez (madsierra@dadeschools.net)

Step 5: From 11/1/21 through 11/5/21, based on targeted walkthroughs focusing on the effective implementation of DI, teachers in need of additional support will be identified and assisted through a coach teacher collaboration. The the instructional coach will model the effective implementation of DI.

Person Responsible   Jennifer Brooks (jbkelley@dadeschools.net)

Step 6: From 11/5/21 through 12/17/21, the administration will continue to monitor the effective implementation of DI with a focus on the academic progress of the L25.

Person Responsible   Kim Wood (woodk1@dadeschools.net)

Step 7: Starting 1/31/22, the instructional coaches and the classroom teachers will implement the instructional focus calendar that was created based on the needs of the students.

Person Responsible   Yaritza Payret (ypayret@dadeschools.net)

Step 8: From 1/31/22 through 4/29/22, a second teacher led center will be conducted in targeted classrooms to provide the additional academic support to our L25 students.

Person Responsible   Jennifer Brooks (jbkelley@dadeschools.net)

#2. Leadership specifically relating to Instructional Leadership Team	
Area of Focus Description and Rationale:	Based on qualitative data from the School Climate survey, the SIP survey and the review of the Core Leadership Competencies, the Targeted Element of Instructional Leadership will be our focus. Teachers in the building want to be part of the decision-making process, therefore we want to develop teacher leaders by involving them in school-wide initiatives and ensuring they are informed and feel as though they have a membership in the school community. By involving them in school-wide initiatives and allowing them the opportunity to further their learning, student success is positively impacted.
Measurable Outcome:	If we successfully implement the Targeted Element of Instructional Leadership Team, our teachers will be provided the opportunity to contribute to school-wide decisions through monthly meetings. Teachers will participate in the logistical elements of meetings, presenting ideas to solve issues that arise, etc. The percentage of teachers in leadership roles will increase by at least 5% during the 2021-2022 school year.
Monitoring:	The Leadership Team will identify specific staff members that are experts in areas that will serve as leads with new initiatives and development. By involving teachers, we hope to create an environment of shared leadership. This initiative will be evident by teacher leaders providing support and development to their colleagues in various areas. To ensure we are on the right track, teachers who receive support will share the knowledge they have gained during faculty meetings.
Person responsible for monitoring outcome:	Madelyn Sierra Hernandez (madsierra@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Instructional Leadership Team, we will focus on the evidence-based strategy of Involving Staff in Important Decisions. By creating an "Experts in My Building" list and involving teachers in the decision-making process, we hope to increase the feeling of shared leadership. Experts in the building will provide a summary of support to the LT on a monthly basis to ensure we are on the right track to meeting the outcome above.
Rationale for Evidence-based Strategy:	Involving Staff will assist in integrating the talents of teachers within the building to carry out the vision, the mission, and problem solve. Throughout this process, the LT will create buy-in and bring creative and innovative solutions to the forefront.

Action Steps to Implement

Step 1: On 8/30/21 through 10/11/21, teachers will nominate peers for grade-level chairpersons. As a result, the administration will select grade-level chairpersons to be a part of the leadership team. The chairpersons will be part of the decision-making process of the school.

Person Responsible	Madelyn Sierra Hernandez (madsierra@dadeschools.net)

Step 2. Beginning on 8/30/21 through 10/11/21, school-wide committees will be developed with teachers as chairpersons. Monthly meetings will take place as well as creating a calendar of events for the school year.

Person Responsible	Madelyn Sierra Hernandez (madsierra@dadeschools.net)

Step 3: Beginning on 8/30/21 through 10/11/21, monthly grade chair meetings and committee meetings will be held. The monthly activities will be planned during committee meetings. During grade chair meetings, important information will be provided.

Person Responsible Madelyn Sierra Hernandez (madsierra@dadeschools.net)

Step 4: Beginning on 8/30/21 through 10/11/21, the administration will conduct monthly chairperson meetings. As a result, each grade level will be involved in the decision-making process of the school.

Person Responsible Madelyn Sierra Hernandez (madsierra@dadeschools.net)

Step 5: From 11/1/21 to 11/5/21, the administration will meet bi-weekly with the grade chairpersons and the grade level members to provide specific support.

Person Responsible Kim Wood (woodk1@dadeschools.net)

Step 6: From 11/5/21 to 12/17/21, the administration will continue to assist the grade chairpersons in the facilitation of grade level meetings and the dissemination of information.

Person Responsible Kim Wood (woodk1@dadeschools.net)

Step 7: From 1/31/22 to 4/29/22, the Leadership Team will continue to provide opportunities for the teachers to participate in the decision making process through committee meetings and various stakeholder meetings.

Person Responsible Madelyn Sierra Hernandez (madsierra@dadeschools.net)

Step 8: From 1/31/22 to 4/29/22, the Leadership Team will continue to meet bi-weekly with the grade levels in an effort to empower the teachers to participate in the decision making processes at the school site.

Person Responsible Kim Wood (woodk1@dadeschools.net)

#3. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Intervention was identified as our area of focus due to the 2020-2021 data that illustrated student learning loss. The data derived from the 2021 I-Ready AP3 indicate that in Kindergarten, 78.2 percent of the student were proficient in the Spring, 44.4 percent in first grade, and 31.6 percent in second grade. The percent of students scoring below a level 3 in 2020-2021 is as follows: third grade - 56 percent, fourth grade - 70 percent, and fifth grade 70 percent. Students faced multiple challenges academically, resulting in academic regression. The Horizons researched-based intervention program will support students with learning gains.
Measurable Outcome:	If we successfully implement intervention, we will increase proficiency, overall learning gains and achieve learning gains with our lowest 25 by the 2022 State Assessments.
Monitoring:	The area of focus will be monitored through the utilization of intervention rosters and attendance logs. The Leadership Team and instructional staff will participate in weekly collaborative planning sessions. The Interventionist will participate in District professional development for Reading Horizons, in addition to, transformational training and webinars. Student progress will be monitored within Horizons through the use of an intervention data tracker.
Person responsible for monitoring outcome:	Madelyn Sierra Hernandez (madsierra@dadeschools.net)
Evidence-based Strategy:	Effective Curriculum and Resources Utilization refers to district curriculum and resources to maximize student learning, including utilizing program materials, technology, pacing guides, task cards, and supplemental resources to support student learning.
Rationale for Evidence-based Strategy:	The resources used to select this strategy was Power BI (2021) Reading proficiency for ELL students is 22% and for ESE students is 23%. According to the Reading Horizons Approach (2019), "the Reading Horizons method delivers engaging, explicit, systematic phonics instruction through a multisensory approach based on Orton-Gillingham principles. Instruction is cumulative and organized in a sequence that enhances learning and simplifies teaching." As a result, the Reading Horizons approach will support students that have been identified.

Action Steps to Implement

Step 1: Starting on 9/13/21 through 9/24/21, the leadership team will facilitate common planning sessions to review intervention rosters/resources with teachers.

Person Responsible	Jennifer Brooks (jbkelley@dadeschools.net)

Step 2: Starting on 9/27/21 through 10/11/21, coaches will facilitate common planning sessions to assist teachers with implementing intervention.

Person Responsible	Jennifer Brooks (jbkelley@dadeschools.net)

Step 3: Starting on 9/13/21 through 10/11/21, the administration will review district curriculum and resources to maximize student learning including utilizing program materials, technology, pacing guides, task cards, and supplemental resources to support student learning.

Person Responsible	Madelyn Sierra Hernandez (madsierra@dadeschools.net)

Step 4: Starting on 9/27/21 through 10/11/21, administration and instructional coaches will identify teachers that require more support. As a result, teachers will be placed on coach teacher collaboration to provide the teacher with corrective feedback.

Person Responsible Madelyn Sierra Hernandez (madsierra@dadeschools.net)

Step 5: From 11/1/21 to 11/12/21, the instructional coach will model the effective implementation of the Intervention Block to the teachers in need of additional support.

Person Responsible Jennifer Brooks (jbkelley@dadeschools.net)

Step 6: From 11/12/21 to 12/17/21, the administration will monitor the Intervention Block and provide feedback to the instructional coach and the teacher. The administration will analyze the chapter assessment data and adjustments will be made when needed.

Person Responsible Madelyn Sierra Hernandez (madsierra@dadeschools.net)

Step 7: From 1/31/22 to 4/29/22, the Leadership Team will continue to monitor the chapter tests, skill checks and assessments data in Reading Intervention. Based on the data, adjustments will be made to meet the needs of the students.

Person Responsible Jennifer Brooks (jbkelley@dadeschools.net)

Step 8: From 1/31/22 to 4/29/22, the Tier 3 students will receive additional academic support through a pull out schedule during Reading Intervention.

Person Responsible Kim Wood (woodk1@dadeschools.net)

#4. Culture & Environment specifically relating to Student Attendance	
Area of Focus Description and Rationale:	Based on the data review, our school will implement the Targeted Element of Student Attendance. Through our data review, we noticed the students who struggle with daily attendance are also the students who are not meeting expectations for learning gains and proficiency. In addition, many of our L25 students have had reoccurring attendance issues. We recognize the need to tailor our attendance initiatives and improve in making connections with families and the community to ensure attendance is consistently high.
Measurable Outcome:	If we successfully implement the Targeted Element of Student Attendance, our students will receive quality instruction to improve student outcomes. With consistent student incentives, our attendance will increase by 6 percentage points by June 2022.
Monitoring:	The Leadership Team will work to connect with families who struggle with attendance, identify the root cause for absences, and create a plan of action to ensure students can be present daily. The School Counselors will mentor individual students who have consistent truancy and connect with them bi-weekly to reward or encourage attendance efforts. The School Counselors will plan regular student incentives to promote consistent student attendance. Teachers will monitor their daily attendance and submit that data to the LT weekly, emphasizing attendance trends. The teachers will identify opportunities for absent students due to illness to connect virtually to class instruction or have access to on-demand lessons. To ensure we are on track to meeting the outcome above, this data will be discussed during data chats with teachers and students, and parental contact will be made when necessary.
Person responsible for monitoring outcome:	Madelyn Sierra Hernandez (madsierra@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Student Attendance, our school will focus on the evidence-based strategy of Attendance Initiatives. Attendance Initiatives will assist in narrowing the absence gap amongst our students. Student absences will be monitored weekly to prevent a pattern of excessive absences.
Rationale for Evidence-based Strategy:	Attendance Initiatives will assist in decreasing the number of student absences. The initiatives will provide the School Counselors with a systematic approach to identify attendance issues, remediation, and rewards.

Action Steps to Implement

Step 1: By 9/31/21 through 10/11/21, the School Counselors and the Leadership Team will create a school attendance action plan. As a result of this plan, student attendance will improve.

Person Responsible	Madelyn Sierra Hernandez (madsierra@dadeschools.net)

Step 2: Starting 9/31/21 through 10/11/21, student absences will be monitored. Through monitoring, we will target students that need to improve their absences. The school registrar will report students that have been absent for two days to teachers. The teachers will call the student after the third consecutive absence.

Person Responsible	Yvette Eguino-Diaz (eguinoy@dadeschools.net)

Step 3: Starting on 9/27/21 through 10/11/21 , School Counselors will start to meet with students that have numerous absences. As a result, students will improve their attendance.

Person Responsible   Yvette Eguino-Diaz (eguinoy@dadeschools.net)

Step 4: Starting on 9/27/21 through 10/11/21, conduct parent conferences and follow the attendance procedure. As a result, counseling and referrals to outside agencies will be made to assist parents with attendance procedures via the Truancy Intervention Program.

Person Responsible   Yvette Eguino-Diaz (eguinoy@dadeschools.net)

Step 5: From 11/1/21 to 11/5/21, a new school-wide attendance incentive will be created to increase the student attendance rate.

Person Responsible   Yvette Eguino-Diaz (eguinoy@dadeschools.net)

Step 6: From 11/5/21 to 12/17/21, the administrative team will monitor the attendance rate and continue to assist parents with the attendance procedures via the Truancy Intervention Program.

Person Responsible   Kim Wood (woodk1@dadeschools.net)

Step 7: From 1/31/22 to 4/29/22, the school counselors will continue to implement the Truancy Intervention Program.

Person Responsible   Yvette Eguino-Diaz (eguinoy@dadeschools.net)

Step 8: From 1/31/22 to 4/29/22, the school counselors will create a secondary incentive to increase student attendance.

Person Responsible   Yvette Eguino-Diaz (eguinoy@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.

Irving and Beatrice Peskoe K-8 Center reported 0.5 incidents per 100 students. When compared to all combination schools statewide, it falls into the low category. The leadership team will monitor Power Bi data to target culture and environment through discipline. The leadership team will meet with the counselors to disaggregate the School Climate Survey data to ensure students are accommodated through behavior interventions.

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.

Our strengths within School Culture are in relationships, physical & emotional safety, care, and connections. Our school creates experiences throughout the year to engage with families and ensures they have the necessary information to support their children. The school staff is provided with opportunities to take part in ice breakers, team-building, and social committee activities where we come together to share celebrations of success. The administration invites staff to sign-up for school-wide committees. We also ensure information is provided to all stakeholders through our monthly calendar and school website.

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

The stakeholders involved in building positive school culture and environment are the Principal, Assistant Principals, Instructional Coaches, Teacher Leaders, and Counselors (our School Leadership Team). The Principal's role is to monitor and oversee all the school's initiatives and respond to morale by planning team-building and morale-boosting activities. The Assistant Principal will monitor the mentorship program and ensure all information is shared with stakeholders. Teacher leaders and instructional coaches assist in providing and responding to feedback from stakeholders. The administration will improve and maximize social media platforms
and allow all stakeholders to be involved in decision-making. All stakeholders will be invited to participate in the decision making process through PTA and EESAC.

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: Leadership: Instructional Leadership Team	$0.00
3	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
4	III.A.	Areas of Focus: Culture & Environment: Student Attendance	$0.00
		Total:	$0.00