

Miami-Dade County Public Schools

Ethel Koger Beckham K 8 Center



2021-22 Schoolwide Improvement Plan

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Ethel Koger Beckham K 8 Center

4702 SW 143RD CT, Miami, FL 33175

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

Demographics

Principal: Cecilia Sanchez

Start Date for this Principal: 7/19/2016

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)	60%
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 (75%) 2017-18: A (80%) 2016-17: A (79%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-8	Yes	74%
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

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

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Every child comes to our school with strengths and abilities. The staff of Ethel Koger Beckham K-8 Center is committed to connecting these abilities with deeper and wider ways of knowing... finding the intelligence... building character within our students... seeing each child as an individual with unique hopes, dreams, skills, and needs... "Nurture Every Child's Potential."

Provide the school's vision statement.

The predominant purpose of education is to provide the opportunity for each child to grow into his or her full capacity. Education is about opening doors, opening minds, and opening possibilities. The staff at Ethel Koger Beckham K-8 Center will "Nurture Every Child's Potential." Our staff believes that building character in our children enables them to reach their potential: intellectually, physically, and morally. Our teaching is directed to the whole child; making our school a caring community, conducive to teaching and learning. This is why our school's motto is "Nurture Every Child's Potential."

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
Sanchez, Cecilia	Principal	Our administrative team is focused on advancing student and staff learning. They lead the way in helping teachers provide rigorous standards-based instruction to ensure that students achieve the intended outcomes while meeting their individual needs. Our administrative team is committed to providing teachers quality feedback Framework of Effective Instruction. During pre and post observation conferences, the administrative team is looking for a student-centered classroom where students are challenged to think in cognitively complex ways.
Rosario, Gracelynne	Administrative Support	Our leadership team serve in resource roles to support student learning. Our Administration shares responsibility for student discipline K- 8 and to ensure fair and consistent implementation of the MDCPS Code of Student Conduct. Additionally, they meet monthly as a Threat Assessment Team to address student safety concerns.
Blanco-Pastor, Lourdes	School Counselor	Our guidance counselor is devoted to meeting the social and emotional needs of our students and their families. Ms. Pastor ensures students feel safe and are ready to learn. Our Guidance Counselor is also the 504 Plan Coordinator ensuring students' plans are reviewed annually and students are receiving their individualized/specific accommodations.
Castillo, Iliana	Teacher, PreK	Dr. Castillo promotes and supports literacy throughout the school through 21st Century Learning Skills.

Demographic Information

Principal start date

Tuesday 7/19/2016, Cecilia Sanchez

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.*

45

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.*

10

Total number of teacher positions allocated to the school

56

Total number of students enrolled at the school

787

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.

5

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	80	86	103	90	101	118	70	73	65	0	0	0	0	786
Attendance below 90 percent	3	4	3	4	4	3	8	8	5	0	0	0	0	42
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	1	1	0	0	0	0	0	0	0	0	0	3
Course failure in Math	0	0	0	0	0	2	1	0	0	0	0	0	0	3
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	1	1	4	6	0	0	0	0	12
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	1	2	9	0	0	0	0	12
Number of students with a substantial reading deficiency	1	7	16	15	2	8	17	18	20	0	0	0	0	104

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	1	1	1	0	1	0	2	4	0	0	0	11

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	2	0	0	1	0	0	0	0	0	7
Students retained two or more times		0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Wednesday 6/30/2021

2020-21 - As Reported

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

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

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

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

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	81	108	86	106	120	116	77	67	60	0	0	0	0	821
Attendance below 90 percent	4	4	4	4	3	9	8	6	7	0	0	0	0	49
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	1	1	0	0	0	0	0	0	0	0	0	3
Course failure in Math	0	0	0	0	2	1	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	1	2	4	6	4	0	0	0	0	17
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	2	2	8	3	0	0	0	0	15

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	1	1	1	1	1	2	4	2	0	0	0	0	14

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	1	0	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	0	0	1	0	0	0	0	1

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				89%	63%	61%	90%	62%	60%
ELA Learning Gains				69%	61%	59%	76%	61%	57%
ELA Lowest 25th Percentile				68%	57%	54%	75%	57%	52%
Math Achievement				89%	67%	62%	89%	65%	61%
Math Learning Gains				71%	63%	59%	73%	61%	58%
Math Lowest 25th Percentile				60%	56%	52%	76%	55%	52%
Science Achievement				76%	56%	56%	83%	57%	57%
Social Studies Achievement					80%	78%		79%	77%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	92%	60%	32%	58%	34%
Cohort Comparison						
04	2021					
	2019	84%	64%	20%	58%	26%
Cohort Comparison		-92%				
05	2021					
	2019	90%	60%	30%	56%	34%
Cohort Comparison		-84%				
06	2021					
	2019	88%	58%	30%	54%	34%
Cohort Comparison		-90%				
07	2021					
	2019					
Cohort Comparison		-88%				
08	2021					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	95%	67%	28%	62%	33%
Cohort Comparison						
04	2021					
	2019	89%	69%	20%	64%	25%
Cohort Comparison		-95%				
05	2021					
	2019	81%	65%	16%	60%	21%
Cohort Comparison		-89%				
06	2021					
	2019	92%	58%	34%	55%	37%
Cohort Comparison		-81%				
07	2021					
	2019					
Cohort Comparison		-92%				
08	2021					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	76%	53%	23%	53%	23%
Cohort Comparison						
08	2021					
	2019					
Cohort Comparison		-76%				

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					

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					
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.

i-Ready was the progress monitoring tool utilized to compile the school-wide data for the 2020 - 2021 school year. Mid-Year assessments were used as the progress monitoring tool for content areas.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	52	68	84
	Economically Disadvantaged	54	68	83
	Students With Disabilities	50	33	67
	English Language Learners	33	33	33
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	33	44	80
	Economically Disadvantaged	33	42	79
	Students With Disabilities	17	17	33
	English Language Learners	50	50	67

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	60	74	84
	Economically Disadvantaged	57	69	87
	Students With Disabilities	20	0	40
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	29	54	76
	Economically Disadvantaged	25	49	77
	Students With Disabilities	0	40	40
	English Language Learners	0	0	0

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	75	91	96
	Economically Disadvantaged	74	95	97
	Students With Disabilities	0	0	0
	English Language Learners	33	56	78
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	21	53	88
	Economically Disadvantaged	16	48	89
	Students With Disabilities	0	22	67
	English Language Learners	0	0	0

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	64	74	77
	Economically Disadvantaged	62	73	77
	Students With Disabilities	32	32	26
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	40	64	84
	Economically Disadvantaged	34	61	83
	Students With Disabilities	21	47	58
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	71	69	78
	Economically Disadvantaged	68	64	74
	Students With Disabilities	27	21	36
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	41	56	75
	Economically Disadvantaged	34	53	68
	Students With Disabilities	14	14	43
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	22	0
	Economically Disadvantaged	0	17	0
	Students With Disabilities	0	7	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	51	66	61
	Economically Disadvantaged	47	62	58
	Students With Disabilities	25	38	25
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	35	51	64
	Economically Disadvantaged	33	48	63
	Students With Disabilities	13	31	38
	English Language Learners	0	0	0
Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	49	67	67
	Economically Disadvantaged	48	65	64
	Students With Disabilities	38	25	50
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	36	44	65
	Economically Disadvantaged	35	44	65
	Students With Disabilities	0	13	25
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	0	89	0
	Economically Disadvantaged	0	88	0
	Students With Disabilities	0	57	0
	English Language Learners	0	0	0

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	54	64	64
	Economically Disadvantaged	53	63	63
	Students With Disabilities	8	31	23
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	41	50	61
	Economically Disadvantaged	41	53	59
	Students With Disabilities	15	15	31
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	36	0
	Economically Disadvantaged	0	36	0
	Students With Disabilities	0	9	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring

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	49	38	32	67	46	41	32		8		
ELL	82	62	56	74	40	34	66	95	50		
HSP	82	59	47	74	41	31	63	88	57		
FRL	80	56	46	72	40	31	59	86	55		
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	63	43	50	72	67	62	54				
ELL	89	69	74	90	71	55	71				
HSP	88	68	67	89	71	61	75				
FRL	87	68	69	87	69	61	72				

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	83	55	90	81	62	79	56				
ELL	88	71	74	86	74	73	59				
HSP	90	76	76	89	73	76	82				
FRL	88	74	77	86	70	73	79				

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	61
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	71
Total Points Earned for the Federal Index	612
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	43
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	63
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	
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	61
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	60
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?

When reviewing the state assessment data of 2018, 2019 and 2021 it is recognized that Ethel Koger Beckham K-8 Center percentages continue to demonstrate higher proficiency than the district and state averages. ELL students, and those receiving Free and Reduced lunch have remained neutral in regards to ELA achievement scores. Mathematics achievement scores for all subgroups have remained consistent with a slight increase with the SWD subgroup.

When reviewing the i-Ready Progress Monitoring proficiency results, all grade level numbers indicate on average the same percentage of proficiency in both ELA and Mathematics proficiency scores for all students, Students with disabilities continue to emerge as the subgroup that results in the lowest proficiency level, with the exception of 3rd grade ELA students showing 78% proficiency.

Proficiency for 2021 assessment results are as follows:

- ELA Proficiency: 82%, ELA LG: 59%, ELA L25: 46%
- Mathematics Proficiency: 74%, Mathematics LG: 41%, Mathematics L25: 32%
- Science Proficiency: 63%
- Social Studies: 87%
- Middle School Acceleration: 57%

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

The greatest need for improvement is found in the lowest 25% SWD subgroup. When comparing the 2018, 2019 and 2021 data they decreased 40% points in learning gains, and had an average of 38% proficiency in the Spring i-Ready progress monitoring.

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

Some contributing factors that were identified are the lack of consistent instructional support, the difficulty to conduct data chats and tracking of student progress under strenuous circumstances, as well as the inconsistency in adapting to student needs and strategies.

Data driven differentiated instruction and ongoing student monitoring of progress monitoring tool will address the needs of students and lead to improvements in proficiency.

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

The 2019 Science English Language Learners' achievement scores showed the most improvement with an increase from 59% proficiency to 71% proficiency, demonstrating an increase of 12 percentage points.

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

Usage of technology instructional programs such as i-Ready, myON, and Reflex Math increased in order to provide students with individualized support that met curriculum and instructional goals. Students participated in interventions and extended learning opportunities to remediate and enrich their learning.

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

In order to accelerate learning this school year, the strategies implemented will focus on data-driven decision making and differentiated instruction, implemented with fidelity.

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.

Data-driven decision making instructional workshops to increase educator expertise.
Directive on how to promote student engagement and fostering ownership as well as fostering student accountability.
DI Management and trusting the process.

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

Continuous professional developments will be emphasized and mandated.
Interventions/Tutoring will be encouraged and in specific cases required.
Student folders/portfolio with reflection pieces will be required.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale: Based on the data review, our school findings indicated 18% of learners were not meeting proficiency in the area of English Language Arts.

Measurable Outcome: If we successfully implement differentiation, then 89% of students will increase by a minimum of 5% points as evidenced by i-Ready progress monitoring and state assessments.

Monitoring: The leadership team will conduct quarterly data chats by grade levels and/or departments and adjust differentiated instruction groups based on current data, and provide additional intervention services as needed. Teachers will guide data chats with students to discuss their progress based on teacher observations and assessments.

Person responsible for monitoring outcome: Cecilia Sanchez (pr0251@dadeschools.net)

Evidence-based Strategy: Within the Gradual Release of Responsibilities Model (GRRM), our school will focus on the evidence based strategy of Data-Driven Differentiated Instruction. Using the student data-binders as trackers, teachers will be able to best support students in their areas of instructional needs.

Rationale for Evidence-based Strategy: Data-Driven Differentiated instruction following the Gradual Release of Responsibilities Model empowers students to be independent learners who are accountable for their instructional needs and progress.

Action Steps to Implement

Core instructors will administer baseline assessments to identify students' academic needs.

Person Responsible Cecilia Sanchez (pr0251@dadeschools.net)

After the administration of baseline/diagnostic assessments, administration will facilitate data discussions in grade level meetings to analyze reading data results.

Person Responsible Cecilia Sanchez (pr0251@dadeschools.net)

Reading data results will be used by teachers to plan for classroom instruction that focuses on addressing students' reading needs and providing remediation activities to improve reading outcomes.

Person Responsible Cecilia Sanchez (pr0251@dadeschools.net)

Using reading data, teachers will use student groupings according to mastery levels by domains to plan for personalized reading instruction activities.

Person Responsible Cecilia Sanchez (pr0251@dadeschools.net)

Dissagregate iReady AP 1 to group students and remediate areas in need of growth as well as use data gathered to enrich students at mastery level.

Person Responsible Cecilia Sanchez (pr0251@dadeschools.net)

Use teacher toolbox materials to provide differentiated instruction for students during independent practice to remediate and enrich as needed.

Person Responsible [no one identified]

#2. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale: Based on the data review, our school findings demonstrated 31% of proficient learners did not meet the expected growth/learning gains that were trending in previous years.

Measurable Outcome: If we successfully implement differentiated instruction that will engage students, then 70% of students will increase by a minimum of 5% points as evidenced by progress monitoring and state assessments.

Monitoring: Teachers will conduct monthly usage meetings with students to discuss participation within the platforms: i-Ready, Quizizz, and Kahoots. Teachers will reward students based on participation and proficiency, and provide feedback as needed.

Person responsible for monitoring outcome: Cecilia Sanchez (pr0251@dadeschools.net)

Evidence-based Strategy: Reflection and Goal setting will assist in accelerating student proficiency and learning gains. This will be monitored through monthly data-driven conversations between teacher and student.

Rationale for Evidence-based Strategy: Differentiated instruction is student-centered and student-driven. It allows teachers to meet instructional needs while keeping students engaged and motivated in various ways.

Action Steps to Implement

Schedule and facilitate grade level meetings to share strategies on the implementation of the instructional practice, focusing on the area of academic vocabulary instruction.

Person Responsible Cecilia Sanchez (pr0251@dadeschools.net)

Create Reading subgroups to monitor student academic progress and to provide individualized instruction to meet learner needs.

Person Responsible Cecilia Sanchez (pr0251@dadeschools.net)

In order to continue the projected increase of proficient learners, student engagement will be tracked by the monitoring of usage and proficiency on district provided learning platforms.

Person Responsible Cecilia Sanchez (pr0251@dadeschools.net)

Conduct data-chats for each grade level to monitor use and implementation of programs to remediate student learning gaps through the use of leveled resources.

Person Responsible Cecilia Sanchez (pr0251@dadeschools.net)

Analyze individual student data to assess effectiveness and determine next steps in meeting students' academic goals.

Person Responsible Cecilia Sanchez (pr0251@dadeschools.net)

Update intervention list to ensure all students in need of services are provided with adequate support.

Person Responsible Cecilia Sanchez (pr0251@dadeschools.net)

#3. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale: Based on the data reviewed, our student population had a decline in student engagement and attendance, with a decrease of 7 percentage points of students with 0-5 absences when comparing the 2019-2020 school year to the 2020-2021 school year. To ensure attendance improves we will implement monthly student engagement activities and incentives.

Measurable Outcome: The number of students with a total of 0-5 absences during the 2021-2022 school year will increase by 5 percentage points.

Monitoring: Through monthly attendance incentives we will track attendance trends and adjust accordingly. School personnel will monitor attendance and make phone calls when students are absent. Students will be recognized quarterly during awards assemblies for their perfect attendance. Attendance raffles will be conducted during the morning announcements.

Person responsible for monitoring outcome: Cecilia Sanchez (pr0251@dadeschools.net)

Evidence-based Strategy: Student engagement and positive reinforcement are effective strategies in teaching and learning when instilling autonomy and responsibility in students. Rewards and incentive programs will be implemented school-wide, through the Attendance Initiatives.

Rationale for Evidence-based Strategy: Students will learn to adhere to guidelines and gain a sense of autonomy as they are acknowledged for their attendance weekly and/or quarterly. Attendance Initiatives will assist in accelerating student proficiency and learning gains.

Action Steps to Implement

On a weekly basis the Attendance Committee will gather the names of the students that were present throughout the school-week following out Attendance Initiative Plan.

Person Responsible Cecilia Sanchez (pr0251@dadeschools.net)

A raffle will be conducted during the morning announcements to reward students with perfect attendance.

Person Responsible Cecilia Sanchez (pr0251@dadeschools.net)

On a quarterly basis, teachers will compile a list of students that met the goal of perfect attendance for that quarter and acknowledge them during the awards assembly.

Person Responsible Cecilia Sanchez (pr0251@dadeschools.net)

Students with perfect attendance throughout the entire school year will be recognized at the end of year award ceremony.

Person Responsible Cecilia Sanchez (pr0251@dadeschools.net)

Analyze Early Warning Indicators and monitor students on the targeted student form to provide adequate support and resolve attendance concerns if possible.

Person Responsible Cecilia Sanchez (pr0251@dadeschools.net)

Create incentive opportunities to promote school attendance. Encourage PTA support for student rewards.

Person Responsible Cecilia Sanchez (pr0251@dadeschools.net)

#4. Leadership specifically relating to Leadership Development

Area of Focus Description and Rationale: The data showed after a significant increase of 24 percentage points when comparing the 2018-2019 school year to the 2019-2020 school year, indicating that teachers feel their ideas are listened to and considered. During the 2020-2021 school year, the data remained neutral.

Measurable Outcome: Teacher professional input regarding the consideration and incorporation of their ideas during the 2021-2022 school year will increase by 3 percentage points.

Monitoring: School-wide ideas, activities, and interests will be recorded through monthly committee meeting to promote shared leadership strategies.

Person responsible for monitoring outcome: Cecilia Sanchez (pr0251@dadeschools.net)

Evidence-based Strategy: Implementing shared leadership strategies with teachers, staff members, and students is the practice in which a school expands on the number of people involved in making important decisions related to the school's organizations. Involving staff in important decision making allows them to gain professional and personal stake in the school and its overall climate and generates momentum to accomplish school goals.

Rationale for Evidence-based Strategy: Team-building activities will be implemented through various committees. Teachers and faculty can work more effectively together as they communicate to understand one another and their student population, problem solve and creatively plan for their ideas to be executed.

Action Steps to Implement

Faculty members will be provided with information regarding the different committees they can sign up for and what each of these committees are responsible for.

Person Responsible Cecilia Sanchez (pr0251@dadeschools.net)

A survey will be created for teachers to sign up for the committee of their choice giving them three choices to sign up for.

Person Responsible Cecilia Sanchez (pr0251@dadeschools.net)

School committees will be grouped into short-term and long-term committees. Teachers and staff will organize themselves to display their areas of strength in planning for and attaining school goals in varying areas of school needs.

Person Responsible Cecilia Sanchez (pr0251@dadeschools.net)

Committees will serve as liasons to build school culture throughout various activities during the school year while allowing faculty to partake in team building activities in the process.

Person Responsible Cecilia Sanchez (pr0251@dadeschools.net)

Empower Committee Chairs and representatives to collaborate and promote school-wide activities and events creating a more positive school culture.

Person Responsible Cecilia Sanchez (pr0251@dadeschools.net)

Build capacity amongst committee chairperson to enhance their professional growth as well as their peers.

Person Responsible Cecilia Sanchez (pr0251@dadeschools.net)

Additional Schoolwide Improvement Priorities

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

For detailed descriptions and guidance with discipline infractions we refer to the Code of Student Conduct. Additionally, teachers handle minor discipline incidents in the classroom as well as in common areas of the school such as hallways, cafeteria, common areas, and during assemblies. While redirection is usually appropriate and sufficient to correct minor misbehavior, incidents may be disruptive enough or persistent enough to warrant interventions such as loss of privileges or referral to administration. Major disciplinary incidents will be referred to the principal or assistant principal. Misbehavior that is determined by teachers or other staff members to be severe in nature will be referenced utilizing a discipline referral form (SCAM) and sent to the office which becomes part of the student's official record.

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.

A positive school environment is promoted and maintained by establishing consistent protocols that nurture health and well-being. Our school develops a positive school culture by focusing on mastery and competence during faculty meetings which empower teachers and faculty to address school needs, goals, and steps for purposeful action. Teacher collaboration during weekly grade level meetings enable stakeholders to make appropriate decisions for a safe learning environment for all students. Regular stimulation such as monthly Values Matter character education encourages and rewards students for being notable role models to their peers.

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

The PTSA and Sunshine and Social Committee advocate for and develop school pride with safe and responsible activities during the school year which motivate teaching and learning.
 Parents and students foster advanced digital citizenship and responsible participation with technology as an educational tool, as well as a communication platform (Remind, Classdojo, Instagram and Twitter).
 Students embrace the ability to manifest their voice and participate in shared leadership through our student government and FEA programs.
 The Community Involvement Specialist closely monitors student attendance and communicates with parents through NOTE and tracks the home-school connection.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Differentiation	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Differentiation	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Student Attendance	\$0.00
4	III.A.	Areas of Focus: Leadership: Leadership Development	\$0.00
Total:			\$0.00