

Miami-Dade County Public Schools

Air Base K 8 Center For International Education



2021-22 Schoolwide Improvement Plan

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Air Base K 8 Center For International Education

12829 SW 272ND ST, Homestead, FL 33032

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

Demographics

Principal: Alonza Pendegrass

Start Date for this Principal: 6/15/2020

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	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	69%
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 Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (83%) 2017-18: A (80%) 2016-17: A (77%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

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

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Combination School PK-8</p>	<p>2020-21 Title I School</p> <p>No</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>61%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>92%</p>

School Grades History

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

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SIP Authority

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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.

Air Base K-8 (ABK-8) is a leader as an International Education Magnet Program. Our mission is integrating academic rigor with cultural competency, intensive language immersion, and globally responsive ecological studies.

Provide the school's vision statement.

Air Base K-8 provides a relevant, data-driven curriculum that fortifies the investment in cultural sensitivity, character education, and eco-literacy. The primary goal of our challenging academic magnet program is for students to become bilingual (listeners and speakers) and bi-literate (readers and writers). Our primary objective is to deliver a fully integrated international program; one that facilitates innovative curricular design. The Florida Standards alignment with global magnet themes strengthens the valuation of universal exchanges thus promoting reflective learners empowered with skills to engage in the 21st Century.

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
Pendergrass, Alonza	Principal	The Principal is the instructional leader who facilitates the MTSS/RtI and the School Leadership Team while guiding the vision and mission of the Air Base K-8 Center. The Principal ensures that the school-based team assesses, implements, and secures programs/structures that support/sustain intervention and/or acceleration. Additionally, the Principal approves and designs targeted professional development to empower the school-based MTSS/RtI team to communicate with all stakeholders regarding schoolwide initiatives, plans and activities.
Gibson-Carvalho, Angella	Assistant Principal	The Assistant Principal provides support to the instructional leaders and MTSS/RtI school-based team to ensure the distribution/collection of data and the implementation of intervention for identified students. The Assistant Principal monitors the MTSS/RtI intervention groups and checks that professional development activities are applied to classroom environments/structures with fidelity. Additionally, the Assistant Principal disseminates District mandated, research-based professional development strategies and initiatives with faculty that support/sustain differentiated instruction.
Milian, Niki	Assistant Principal	The Assistant Principal provides support to the instructional leaders and MTSS/RtI school-based team to ensure the distribution/collection of data and the implementation of intervention for identified students. The Assistant Principal monitors the MTSS/RtI intervention groups and checks that professional development activities are applied to classroom environments/structures with fidelity. Additionally, the Assistant Principal disseminates District mandated, research-based professional development strategies and initiatives with faculty that support/sustain differentiated instruction.
Portuondo, Laurie	School Counselor	The school counselors interpret data and assist in the identification of at-risk/Tier 3 students while proceeding with further screening programs at the school site. Additionally, they assist students who qualify for special services, to include 504 and Individual Educational Plans. They ensure the socio-emotional/developmental needs of our various student populations.
Fordik, Chrisanne	School Counselor	The school counselors interpret data and assist in the identification of at-risk/Tier 3 students while proceeding with further screening programs at the school site. Additionally, they assist students who qualify for special services, to include 504 and Individual Educational Plans. They ensure the socio-emotional/developmental needs of our various student populations.
Vior-Gonzalez, Joanna	Teacher, ESE	The ESE teachers, as well as selected grade level representatives, collect student data, integrate core instructional activities/supplemental materials with Tier 3 instruction, collaborates with teachers through the implementation of co-teaching engagements when needed, and serve as liaisons to the instructors and MTSS/RtI Leadership Teams.

Name	Position Title	Job Duties and Responsibilities
Monge, Carmen	Magnet Coordinator	The Magnet Coordinator facilitates the consistent implementation of the magnet curriculum with fidelity. This individual collaborates with grade level teachers and departments. Additionally, our Magnet Coordinator identifies community partners to develop action plans that maximize community support. The end goal is to positively impact the educational experience for all stakeholders. She serves as a liaison between families and school-wide cultural events.

Demographic Information

Principal start date

Monday 6/15/2020, Alonza Pendegrass

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.*

23

Total number of teacher positions allocated to the school

72

Total number of students enrolled at the school

1,111

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

4

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

3

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	104	118	106	116	124	129	119	114	115	0	0	0	0	1045
Attendance below 90 percent	2	3	1	1	5	0	1	3	2	0	0	0	0	18
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	1	2	0	1	1	0	0	0	0	0	0	5
Course failure in Math	0	0	1	0	3	5	1	1	0	0	0	0	0	11
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	1	1	1	0	0	0	0	3
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	3	3	1	0	0	0	0	8
Number of students with a substantial reading deficiency	0	9	11	29	14	4	12	9	4	0	0	0	0	92

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

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

The number of students identified as retainees:

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

Monday 8/16/2021

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	116	102	115	115	124	126	120	122	121	0	0	0	0	1061
Attendance below 90 percent	3	1	1	5	0	1	3	2	4	0	0	0	0	20
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	1	1	2	0	2	0	0	0	0	9
Course failure in Math	0	1	0	2	6	1	4	1	0	0	0	0	0	15
Level 1 on 2019 statewide FSA ELA assessment	0	0	1	0	0	0	1	1	0	0	0	0	0	3
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	1	2	4	2	1	0	0	0	0	10

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

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

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year		0	4	0	2	1	0	0	0	0	0	0	0	7
Students retained two or more times		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				90%	63%	61%	85%	62%	60%
ELA Learning Gains				77%	61%	59%	70%	61%	57%
ELA Lowest 25th Percentile				78%	57%	54%	64%	57%	52%
Math Achievement				90%	67%	62%	89%	65%	61%

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
Math Learning Gains				77%	63%	59%	79%	61%	58%
Math Lowest 25th Percentile				71%	56%	52%	76%	55%	52%
Science Achievement				79%	56%	56%	77%	57%	57%
Social Studies Achievement				96%	80%	78%	97%	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	91%	60%	31%	58%	33%
Cohort Comparison						
04	2021					
	2019	91%	64%	27%	58%	33%
Cohort Comparison		-91%				
05	2021					
	2019	87%	60%	27%	56%	31%
Cohort Comparison		-91%				
06	2021					
	2019	92%	58%	34%	54%	38%
Cohort Comparison		-87%				
07	2021					
	2019	93%	56%	37%	52%	41%
Cohort Comparison		-92%				
08	2021					
	2019	88%	60%	28%	56%	32%
Cohort Comparison		-93%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	90%	67%	23%	62%	28%
Cohort Comparison						
04	2021					
	2019	80%	69%	11%	64%	16%
Cohort Comparison		-90%				
05	2021					
	2019	90%	65%	25%	60%	30%
Cohort Comparison		-80%				
06	2021					
	2019	94%	58%	36%	55%	39%
Cohort Comparison		-90%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2021					
	2019	93%	53%	40%	54%	39%
Cohort Comparison		-94%				
08	2021					
	2019	75%	40%	35%	46%	29%
Cohort Comparison		-93%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	79%	53%	26%	53%	26%
Cohort Comparison						
08	2021					
	2019	70%	43%	27%	48%	22%
Cohort Comparison		-79%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	97%	68%	29%	67%	30%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	96%	73%	23%	71%	25%

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	96%	63%	33%	61%	35%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	54%	46%	57%	43%

Grade Level Data Review - Progress Monitoring Assessments

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

Progress monitoring tool(s) by grade level used to compile the below data are as follows: 1st-8th grade i-Ready Diagnostics results for assessment period 1-3, Reading and Mathematics; Grade 5 & 8 Winter Mid-Year Assessment; Civics grade 7 winter mid-year assessment.

		Grade 1			
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		65.3%	71.3%	85.1%
	Economically Disadvantaged		62.1%	63.8%	77.6%
	Students With Disabilities		63.6%	45.0%	63.6%
	English Language Learners		N/A	N/A	N/A
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		43.6%	60.4%	76.2%
	Economically Disadvantaged		39.7%	53.4%	69%
	Students With Disabilities		54.5%	54.5%	63.6%
	English Language Learners		N/A	N/A	N/A

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	52.8%	64.2%	74.5%
	Economically Disadvantaged	53.3%	61.3%	73.3%
	Students With Disabilities	37.5%	43.8%	56.3%
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	31.7%	36.8%	59.4%
	Economically Disadvantaged	31.5%	32%	56%
	Students With Disabilities	18.8%	37.5%	50%
	English Language Learners	N/A	N/A	N/A
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	75%	82.1%	85.7%
	Economically Disadvantaged	74.4%	80.8%	82.1%
	Students With Disabilities	50%	62.5%	50%
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	34.8%	47.3%	65.2%
	Economically Disadvantaged	32.1%	51.3%	65.4%
	Students With Disabilities	25%	25%	37.5%
	English Language Learners	N/A	N/A	N/A

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	65%	75.8%	84.2%
	Economically Disadvantaged	61%	72.7%	84.4%
	Students With Disabilities	42.9%	42.9%	42.9%
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	47.9%	70%	88.3%
	Economically Disadvantaged	44.7%	67.5%	87%
	Students With Disabilities	42.9%	42.9%	57.1%
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	73.3%	70.8%	79%
	Economically Disadvantaged	75.3%	68.8%	73.7%
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	59.8%	70.8%	86.7%
	Economically Disadvantaged	58.7%	67.5%	84.4%
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	N/A	37%	N/A
	Economically Disadvantaged	N/A	32%	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	64.7%	69.8%	85.3%
	Economically Disadvantaged	63.8%	63.8%	82.5%
	Students With Disabilities	27.3%	45.5%	72.7%
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	60.9%	75%	85.3%
	Economically Disadvantaged	53.2%	72.5%	78.8%
	Students With Disabilities	27.3%	36.4%	72.7%
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	85.8%	90%	91.7%
	Economically Disadvantaged	81.5%	86.2%	87.7%
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	77.1%	83.1%	88.6%
	Economically Disadvantaged	77.4%	82.6%	87.5%
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	N/A	93%	N/A
	Economically Disadvantaged	N/A	89%	N/A
	Students With Disabilities	N/A	67%	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	78%	79.7%	83.1%
	Economically Disadvantaged	77.9%	76.6%	81.8%
	Students With Disabilities	50%	70%	60%
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	51.3%	40%	53.3%
	Economically Disadvantaged	55.2%	38.1%	57.1%
	Students With Disabilities	25%	33.3%	44.4%
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	N/A	28%	N/A
	Economically Disadvantaged	N/A	32%	N/A
	Students With Disabilities	N/A	22%	N/A
	English Language Learners	N/A	N/A	N/A
	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	63	61	68	49	57	56	50				
ELL	80	71	88	74	47	67	40	90			
ASN	76	58		90	42						
BLK	78	53	79	67	37	47	47	88	50		
HSP	86	69	71	74	44	52	72	93	73		
MUL	80			70							
WHT	90	74		82	57	55	80	91	79		
FRL	81	63	68	70	40	49	65	89	64		
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	46	41	38	51	56	48	36				
ELL	81	72	67	74	70	52	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
ASN	95	85		95	79		90				
BLK	92	74	75	93	86	81	67	100			
HSP	90	78	78	90	75	68	80	95	84		
MUL	90			80							
WHT	91	73		91	81		87		79		
FRL	90	77	80	88	77	67	73	97	79		
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	53	46	41	62	69	65	50				
ELL	64	48	25	71	61						
ASN	94	60		100	87						
BLK	82	67	67	86	73	71	59		100		
HSP	85	70	64	89	80	77	79	96	85		
WHT	89	72	60	93	78	69	82	100	73		
FRL	84	69	63	88	77	74	74	97	86		

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	69
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	
Total Points Earned for the Federal Index	623
Total Components for the Federal Index	9
Percent Tested	95%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	58
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	70

English Language Learners	
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	67
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	61
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	70
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	75
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	76
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	65
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?

2019 data findings:

The 2019 compared to 2018 Math State Assessments data reflects that the Learning Gains of the L25 for multiple subgroups declined:

The Learning Gains of the L25 for the Students with Disabilities (SWD) Subgroup declined by 17 percentage points.

The Learning Gains of the L25 for the English Language Learners (ELL) Subgroup declined by 19 percentage points.

The Learning Gains of the L25 for the Hispanic Subgroup declined by 9 percentage points.

The Learning Gains of the L25 for the Free & Reduced Lunch (FRL) Subgroup declined by 7 percentage points.

2021 data findings:

The 2021 compared to 2019 Math State Assessments data reflects that the Learning Gains of the L25 for multiple subgroups declined:

The Learning Gains of the L25 for the Students with Disabilities (SWD) Subgroup declined by 4 percentage points.

The Learning Gains of the L25 for the Hispanic Subgroup declined by 28 percentage points.

The Learning Gains of the L25 for the Black Subgroup declined by 31 percentage points.

The Learning Gains of the L25 for the Free & Reduced Lunch (FRL) Subgroup declined by 27 percentage points.

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

The 2021 Progress Monitoring data, when comparing the fall to the spring assessments, the SWD Subgroup consistently underperforms all other Subgroups, in both ELA and Mathematics, across all grade levels, grades one through eight. Many of our L25 students are also members of the SWD Subgroup.

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

Our school has had three Exceptional Student Education (ESE) teachers assigned to supporting students in the SWD Subgroup. As a full magnet program that is completely an inclusion model of support, the teachers must rotate amongst all the students. Sometimes, there are multiple teachers supporting the same student, as well as changes in the general education teacher support of the SWD students. Every effort will be made to develop a more consistent schedule where only one ESE teacher works with each student, streamlining the delivery of push-in services for the students. We

will also provide additional instructional support to general education teachers who are providing core instruction to students in the SWD Subgroup.

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

The 2021 progress monitoring data and the 2019 State Assessments for students in the Economically Disadvantaged (ED)/ FRL Subgroup, reflects maintenance or increase in student performance. The percent of students scoring on grade level on the State Assessments in ELA increased by six percentage points (from 84% proficient to 90% proficient), and remained consistent in Mathematics (remained at 88% proficient). For the ED Subgroup, the progress monitoring data reflects consistent increases across grade levels, when comparing the fall to the spring assessment periods.

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

The School Leadership Team (SLT) has been focused increasing the use of student performance data and ongoing progress monitoring to support students. Increased use of small groups during reading and mathematics blocks, rather than whole group instruction, has afforded teachers increased opportunities to address learning gaps for learners. Additionally, extended learning opportunities have been provided for identified students both before and after school hours.

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

Differentiated Instruction, Standards-aligned Instruction, Standards-based Collaborative Planning, Data-driven Instruction, Data-driven Decision Making, Extended Learning Opportunities, Accountable Talk, Collaborative Data Chats, Effective Curriculum and Resource Utilization, Interventions/ Rtl, Ongoing Progress Monitoring (OPM), and Vertical Planning.

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 professional development opportunities during required professional development days as well as Wednesday afternoons as described below. PDs will take place on the following days:

August 19, 2021: Better Together Through Equity & Grace (Opening of School meeting that promotes the year long school-wide theme to supports school culture goals)

August 19, 2021 Differentiated Instruction & Equity (Introduction)

September 16, 2021: Schoology at ABK8

September 23, 2021: i-Ready Updates/Data driven instruction (Jeannie Sardinias, Professional Development Specialist, Curriculum Associates)

September 29, 2021: Equitable Differentiation Part 1 (Wednesday 1 hour training)

October 29, 2021: Creating Equitable Classrooms at Air Base K-8 (full day training with experts and peer mentoring)

January 19, 2022: Equitable Differentiation Part 2 (Wednesday 1 hour training)

April 6, 2022: Equitable Differentiation Part 3 (Wednesday 1 hour training)

Additionally, teachers will continue to attend District provided PDs as they pertain to the new B.E.S.T. standards and newly adopted intervention; Horizon (Discovery & Elevate). Selected individuals will attend Instructional Coaches Academy (ICADS) for both Mathematics and Reading/ELA. Professional development and grade-level planning for increasing the implementation of Differentiated Instruction and Standards-aligned Instruction, based on student progress monitoring data. PDs will take place during non-opt professional development days as well as during grade level and departmental meetings.

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

The administrative and PLST teams will work collaboratively to provide specific professional development that addresses the needs identified by the teachers via the PD survey for implementing Differentiated Instruction and Standards-aligned Instruction. The administrative and PLST teams will provide structured opportunities for collaborative planning and sharing of best practices. Additionally, extended learning opportunities both before and after school will be offered starting January 2022 through May 2022 to identified students to provide ongoing support for learning.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale: Differentiation was identified as an area of critical need based on a comparison of the 2018 to the 2019 Math State Assessments data that reflects the Learning Gains of the L25 declined by five percentage points, from 76% to 71%. A comparison of the 2019 to the 2021 Math State Assessments data reflects that Learning Gains of the L25 declined by 29 percentage points, from 71% to 42%. Mathematics Learning Gains of the L25 also consistently decreased across Subgroups. Differentiated instruction is critical to appropriately addressing the instructional needs of all learners.

Measurable Outcome: If we successfully implement Differentiation, then the percentage of our students scoring in the lowest quartile who demonstrate a learning gain will increase by at least six percentage points as evidenced by the 2022 State Assessments.

Monitoring: Through common planning, walk-throughs, and data chats, administration will monitor the structure, process, and implementation of Differentiation. Student progress data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth, and for the purpose of identifying students in need of additional instructional support.

Person responsible for monitoring outcome: Alonza Pendergrass (pr0041@dadeschools.net)

Evidence-based Strategy: Our school will focus on the evidence-based strategy of Differentiated Instruction. This focus will allow teachers to develop a framework for effective teaching that involves instruction paced at varying levels based on student needs, and utilizing assessment measurements to target students' varied learning needs with the grade-level standards.

Rationale for Evidence-based Strategy: This strategy was selected to identify standards in need of further instruction and to mitigate learning loss, ensuring that pre-requisite skills are mastered for individual students. Differentiated Instruction will allow teachers to provide instruction at the level appropriate for each learner.

Action Steps to Implement

9/1 - 10/6- Provide teachers on the process and implementation of Differentiated Instruction, based on the needs assessment from our school site survey. As a result, teachers will brainstorm with each other, varying practices that can be readily implemented to begin scaffolding the curriculum for learners.

Person Responsible Alonza Pendergrass (pr0041@dadeschools.net)

8/23 - 10/11- Provide support and resources to teachers to familiarize themselves with the Differentiated instructional materials that are included with the new textbooks for reading and English Language Arts. As a result, teachers will incorporate recommended and provided resources from the new textbooks in their instruction. The professional development titled Equitable Differentiation on 9/29/21 provides educators the instructional differentiated framework.

Person Responsible Angella Gibson-Carvalho (angellagibsoncarvalho@dadeschools.net)

8/30 - 9/11- Facilitate biweekly grade level meetings to provide a forum to collaborate, brainstorm methodologies, and share best practices, for implementing Differentiated Instruction during daily instruction. As a result, teachers will incorporate at least one lesson per week that incorporates Differentiated Instruction for learners.

Person Responsible Angella Gibson-Carvalho (angellagibsoncarvalho@dadeschools.net)

8/23 - 9/17- Conduct opening of schools data chat with teachers to review their students' performance data from the prior year. As a result, teachers will develop preliminary instructional groups to begin Differentiated Instruction within the classroom.

Person Responsible Alonza Pendergrass (pr0041@dadeschools.net)

11/1 -12/21 - Provide grade level/departmental support through professional development/collaboration titled Equitable Differentiation, Part 1 dated 9/29/21 to enrich intervention and enrichment programs for grades kindergarten through eighth grade. Provide support of resources, interpretation of data, and implementation of targeted lessons to remediate and enrich.

Person Responsible Angella Gibson-Carvalho (angellagibsoncarvalho@dadeschools.net)

11/1 - 12/21 - On-going data chats conducted with fidelity between administrators, teachers, and students. i.e. Administrators will continue to conduct data chats with teachers based on AP1 i-Ready data, topic assessments, and portfolios. Teachers will continue to conduct data chats with students to sustain positive goal setting.

Person Responsible Alonza Pendergrass (pr0041@dadeschools.net)

01/31-04/29 - Continue to conduct data chats with teachers to review their students' performance data from the i-Ready AP1 to AP2 and topic assessments. As a result, teachers will develop fluid instructional groups for Differentiation and structure targeted lessons addressing needs assessed.

Person Responsible Alonza Pendergrass (pr0041@dadeschools.net)

01/31-04/29 - Continue to facilitate biweekly grade level/department meetings to provide a forum to collaborate, brainstorm methodologies, and share best practices, for implementing Differentiated Instruction during daily instruction. As a result, teachers will design/develop at least one lesson per week that integrates Differentiated Instruction for all learners.

Person Responsible Angella Gibson-Carvalho (angellagibsoncarvalho@dadeschools.net)

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

Area of Focus Description and Rationale: According to the 2019 FSA Mathematics and the Algebra 1 and Geometry EOC Assessments, 90% of third through eighth grade students are on or above grade level in mathematics. According to the 2021 FSA Mathematics and the Algebra 1 and Geometry EOC Assessments, 74% of third through eighth grade students are on or above grade level in mathematics. In order for students to continue building upon their mathematics skills and be appropriately prepared for higher level math courses, our school must ensure student proficiency with mathematics standards across all grade levels.

Measurable Outcome: If we successfully implement Standards-aligned Instruction, then the mathematics proficiency of students in grades three through eight will increase by at least one percentage point on the 2022 State Assessments.

Monitoring: The administrative team will conduct biweekly grade level meetings and classroom walk-throughs, and will conduct collaborative data conversations to review data from topic assessments and i-Ready to guide Standards-aligned Instruction.

Person responsible for monitoring outcome: Alonza Pendergrass (pr0041@dadeschools.net)

Evidence-based Strategy: By focusing on Standards-aligned Instruction, lessons will be developed that directly address the standards/ learning targets. Student work products and teaching techniques will be aligned to the targeted standards.

Rationale for Evidence-based Strategy: Standards-aligned Instruction will ensure that cross-curricular instruction will positively contribute to the maintenance and increase of learning gains in preparation for the FSA for students in grades three through eight.

Action Steps to Implement

9/20 - 10/11- The school will create a PLC to reflect on collaboratively developing cross-curricular units of study that are aligned to the standards. Results will be shared with all staff via the Air Base K-8 Team.

Person Responsible Elizabeth Polo (epolo1@dadeschools.net)

9/8 - 10/6- School-wide professional development emphasizing focused instructional practices will provide methods for increasing rigor across subject areas, cross-curricular connections, and enhanced Standards-aligned Instruction. A compendium of best practices will be shared via the Air Base K-8 Center Team.

Person Responsible Carmen Monge (cmonge@dadeschools.net)

8/23 - 10/11- Provide support and resources to teachers to familiarize themselves with the materials that are included with the new textbooks for reading and English Language Arts, and how they align and stack B.E.S.T. to the Florida standards. As a result, teachers will incorporate at least one Standards-aligned Instruction lesson from the new textbooks in their instruction.

Person Responsible Angella Gibson-Carvalho (angellagibsoncarvalho@dadeschools.net)

8/30 - 10/11- Biweekly curriculum meetings will be facilitated to ensure that as teachers review their student data. Students in need of remediation with specific standards are identified for additional

instruction. As a result, teachers will identify targeted standards in need of re-teaching within the instructional block, and will include mini-lessons to ensure students fully understand the standards.

Person Responsible Angella Gibson-Carvalho (angellagibsoncarvalho@dadeschools.net)

11/1 - 12/21 - During collaborative planning, teachers, third through eighth grade will utilize the Achievement Level Descriptions, guiding standard based lesson planning and higher-order questioning to attain optimal academic performance in mathematics.

Person Responsible Angella Gibson-Carvalho (angellagibsoncarvalho@dadeschools.net)

11/1 - 12/1 - During collaborative planning in kindergarten through eighth grade, teachers will utilize reading and math frameworks to ensure lesson plans have all key components that deliver rigor and differentiated instruction. Professional development titled, Equitable Differentiation Part 1 on 9/29/21 is one of three learning opportunities to elaborate on differentiated instructional best practices.

Person Responsible Alonza Pendergrass (pr0041@dadeschools.net)

01/31-04/29 - Continue to provide support/resources to teachers to facilitate maximizing the utilization of mathematical resources that address the new demands as indicated via needs assessments (supplementing/supporting the learning losses from the previous year.) As a result, teachers will incorporate Standards-aligned Instruction from the current (ICADs) methodology during their lessons.

Person Responsible Angella Gibson-Carvalho (angellagibsoncarvalho@dadeschools.net)

01/31-04/29 - Continue to provide opportunities for teachers to attend District provided professional development for math coaches related to the new iReady webinar series. As a result, teachers will become more adept with the interpretation and implementation of the new standards.

Person Responsible Alonza Pendergrass (pr0041@dadeschools.net)

#3. Culture & Environment specifically relating to Parent Involvement

Area of Focus Description and Rationale: Culture & Environment specifically relating to Parent Involvement was flagged as a concern to be addressed, based on a comparison of the Staff School Climate Survey results from 2019 to 2020 from Power Bi (Resources and Support Systems). The data indicated an increase of 16 percentage points of those who agree or strongly agree with the statement, "I feel lack of concern/support from parents."

Measurable Outcome: The data from 2021-2022 will show a five percentage point decrease of those who agree or strongly agree, with the statement "I feel lack of concern/support from parents."

Monitoring: The School Leadership Team (SLT) will put students' learning at the center of all decisions/policies by inviting families' feedback and participation in school wide decisions through Student Government, the EESAC, and the National Junior Honor Society. The cross-curricular focus will be adapted to open avenues of communication to address the immediate needs of all stakeholders while considering the sustainable impact on maximizing consistent high achievement. The SLT secures initiatives that create change and deliver results by implementing a multitude of resources engaging, communicating, and monitoring student progress in the academic and behavioral arenas.

Person responsible for monitoring outcome: Alonza Pendergrass (pr0041@dadeschools.net)

Evidence-based Strategy: The school will Communicate With Stakeholders to secure the establishment of well-designed communication protocols which keep students, parents, stakeholders, and the community abreast of the programs and initiatives that are happening at the school. This includes, but is not limited to, recurring meetings, an up-to-date website, e-mails, phone calls, message boards/marquis, monthly newsletters and other printed/digital materials.

Rationale for Evidence-based Strategy: With increased communication with stakeholders, teachers will have increased parental involvement in monitoring the implementation of a sensitized rigorous targeted instruction. Stakeholders and teachers will engage in meaningful conversations to maximize quality instructional practices and social emotional learning.

Action Steps to Implement

8/23 - 10/11- School staff will communicate with stakeholders regarding on-going events through various media such as School Messenger messaging systems, PTSA communications, and monthly school calendar, classroom/home learning logs, and email blasts.

Person Responsible Alonza Pendergrass (pr0041@dadeschools.net)

8/23 - 10/11- Create a calendar and timeline for hosting school-wide content based events and parent informational meetings such as Open House (both virtual and in-person options), Literacy Nights, Science and Math Nights, Home Learning Workshops, FSA/SAT Nights. As a result, these events will flourish with positive support and rapport established among all stakeholders. Dates will be distributed to all stakeholders in the yearly calendar.

Person Responsible Alonza Pendergrass (pr0041@dadeschools.net)

8/31-9/30 The Principal and Educational Excellence Advisory Council (EESAC) Chair will continue to support EESAC meetings at the school site that encourage stakeholders' feedback. The first EESAC meeting will be held within the first two weeks of school to address membership, funding, and School Improvement. Meeting minutes will be published following the meeting.

Person Responsible Alonza Pendergrass (pr0041@dadeschools.net)

8/23 - 10/11- In-house and/or District Professional Development will provide opportunities for teachers and counselors to work reflectively on mindfulness initiatives addressing students'/families' Social Emotional Learning needs. On-going reflective protocols will be shared during parent meetings/ engagements that fortify deficiencies and promote self-efficacy.

Person Responsible Angella Gibson-Carvalho (angellagibsoncarvalho@dadeschools.net)

11/1 - 12/21 - Continue to provide informational meetings and content-based workshops to all stakeholders regarding curriculum support, parental reinforcement of best practices and assessments, both in-house and virtually, such as FSA/SAT/ Science Night.

Person Responsible Niki Milian (nikimilian@dadeschools.net)

11/1 - 12/21 - Continue to provide opportunities for parents/guardians to actively engage in making important decisions relating to school operations and functions, i.e. EESAC, Coffee and Conversation ("Walk Your Child to Class" days), Administrative/teacher/parent/student meetings/conferences (virtual and in-house) have been maintained to build positive relationships and impactful learner engagements.

Person Responsible Alonza Pendergrass (pr0041@dadeschools.net)

01/31-04/29 - Continue to provide informational meetings and content-based workshops, both in-house and virtually, i.e. FSA/SAT/ Science Nights, to all stakeholders thus securing curriculum support, parental reinforcement of classroom structures, and reinforcement of targeted goal setting for assessments.

Person Responsible Angella Gibson-Carvalho (angellagibsoncarvalho@dadeschools.net)

01/31-04/29 - Continue to provide opportunities for parents/guardians to actively engage in making important decisions relating to school operations and functions, i.e., EESAC, Coffee and Conversation ("Walk Your Child to Class" days). The administrative team/teacher/parent/student meetings/conferences (virtual and in-house) remain structured to build positive relationships and impactful learner engagements.

Person Responsible Alonza Pendergrass (pr0041@dadeschools.net)

#4. Leadership specifically relating to Leadership Development

Area of Focus Description and Rationale: Leadership was flagged as a concern to be addressed, comparing the Staff School Climate Survey results from 2019 to 2020 from Power Bi (Leadership and Relationships). The data indicated a regression of seven percentage points of those who agree or strongly agree with the statement, " I feel my ideas are listened to and considered."

Measurable Outcome: The data from 2021-2022 will evidence a five percentage point increase of those who agree or strongly agree, addressing the statement " I feel my ideas are listened to and considered." If we engage more individuals in shared leadership opportunities, then the school will empower students and staff to communicate effectively thus fortifying targeted academic investments.

Monitoring: Teachers will be granted greater opportunity to actively engage in important decisions relating to the school's operations/ functions. Staff members will participate in extended curricular activities, maximizing leadership development and optimal outcomes in every endeavor. To ensure that we continue to capitalize upon leadership development, administrators will continue to promote and build staff morale by creating a welcoming and equitable environment collaborating with other stakeholders valuing ideas that will lead to school improvement. The Professional Learning Support Team (PLST) will continue to empower teachers and staff, to promote leadership opportunities.

Person responsible for monitoring outcome: Alonza Pendergrass (pr0041@dadeschools.net)

Evidence-based Strategy: The school will engage in Shared Leadership by expanding the number of people involved in making important decisions related to the school's organization, operation, and academics. Said leadership roles include opportunities for teachers, staff members, students, parents, and community partners to take ownership for positive contributions.

Rationale for Evidence-based Strategy: Last year's enforced protocols and isolation were factors that negatively impacted leadership opportunities and communication. This school year we will capitalize upon a variety of media and methodology to validate the voices and address the uniqueness of all stakeholders. If we provide targeted professional development opportunities which develop Mindfulness, stakeholders will yield more positive mindsets. As realistic expectations for students are communicated with fidelity and integrity, then a unified vision and voice will be developed, reinforcing positive behaviors and Cambridge learner attributes.

Action Steps to Implement

8/23 - 10/11- The school will engage in administrative cabinet meetings, weekly grade level meetings, and monthly curriculum chairperson meetings. EESAC meetings will also be hold monthly. The PTSA will hold meetings open to all school community stakeholders. As a result, leadership for the school will be shared with additional stakeholders.

Person Responsible Alonza Pendergrass (pr0041@dadeschools.net)

8/23 - 10/11- Grade-level/department meetings will be held weekly to address District PD updates, differentiation, cross-curricular connections, and Best Practices, such as ICADs, and Social Emotional Learning (SEL) initiatives. Staff will work towards becoming more adept with the utilization of a variety of stimulating strategies that will enhance parental involvement, student engagement, and learning.

Person Responsible Angella Gibson-Carvalho (angellagibsoncarvalho@dadeschools.net)

8/23 - 10/11- Emphasis for various staff members to participate and/ or serve as representatives for various school site Initiatives will be vigorously advertised. Weekly briefings will be shared with all staff regarding these opportunities. Staff members seeking leadership opportunities will be invited to serve on school-site committees by the School Leadership Team.

Person Responsible Angella Gibson-Carvalho (angellagibsoncarvalho@dadeschools.net)

8/25 - 10/11- The Administrative Team will conduct walk-throughs and data chats with teachers, and will solicit teacher feedback, empowering them to be present and vocal in targeting instructional practices.

Person Responsible Angella Gibson-Carvalho (angellagibsoncarvalho@dadeschools.net)

11/1 - 12/21 - The school leadership team will continue to encourage teachers to direct, conduct, and support school committees, such as Mindfulness (SEL) campaign, Reading Around the World, Science Fair, and Teacher of the Year/Rookie Teacher of the Year.

Person Responsible Niki Milian (nikimilian@dadeschools.net)

11/1 - 12/21 - The school leadership team will continue to showcase and model highlights of the Framework of Effective School Culture during faculty meetings, as well as provide opportunities for exemplar teachers to share best practices. Professional development titled Creating Equitable Classrooms on 10/29/21 cultivates a framework highlighting research and goals fostering equitable cultures.

Person Responsible Elizabeth Polo (epolo1@dadeschools.net)

01/31-04/29 - The school leadership team will continue to encourage teachers to direct, conduct, and support school committees, such as Mindfulness (SEL) campaign, Reading Around the World, Science Fair, and Teacher of the Year/Rookie Teacher of the Year.

Person Responsible Niki Milian (nikimilian@dadeschools.net)

01/31-04/29 - The school leadership team will continue to showcase and model highlights of the Framework of Effective School Culture during faculty meetings, as well as provide opportunities for exemplar teachers to share best practices.

Person Responsible Elizabeth Polo (epolo1@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.

Current behavioral school site data regarding discipline reflects that we have had zero suspensions, and zero referrals to the Student Success Center. Maintenance of the schoolwide behavioral system, which enables students to be engaged during instructional time, is paramount. Our behavioral plan is multi-faceted, involving administration, faculty, staff, and parents. Administration provides clear behavioral expectations for each grade level via student assemblies. Throughout the school year, positive behavior of students is enhanced and encouraged by utilizing Values Matter Miami, Character Education, and Cambridge Learner Attributes activities. Teachers provide positive reinforcement to promote acceptable behaviors and consequences for students who do not follow rules and procedures. Administration and the school counselors follow up with students when necessary to provide support. Behavioral management is utilized by teachers and support staff, and follows a progressive discipline plan.

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 process by which Air Base K-8 Center learns about students' cultures and builds relationships between teachers and students is that we strive to help our learners feel accomplished in their pursuit of academic achievement. Administrators, teachers, students, parents, and the community sustain a healthy rapport while educating the total child through rigorous interdisciplinary researched-based learning, authentic assessment of international themes, and world language immersion; all of which contribute to the development of life-long learning habits. Air Base K-8 Center provides a nurturing environment which serves to stimulate students' academic commitment through a strong curricular foundation and a global perspective. We highlight intensive language immersion, cultural diversity, technological literacy, and dynamic parent/community involvement. The total commitment of all stakeholders will prepare our students to function as valuable, globalized citizens of the 21st Century. As a Magnet School without boundaries, the student body is comprised of children from all areas of the South Region. We make a concerted effort to vigorously recruit a diverse group of learners to reduce racial, ethnic, and socio-economic isolation at the school. Students, their parents, and alumni all play an essential role in our recruitment process. Our academic rigor, character, and acclaimed reputation attract families from beyond our school community. The magnet program combines interdisciplinary curriculum, intensive second language immersion, and in-depth cultural studies, which are linked to the development of professional skills valued in a future global job market. Innovative practices include emphasis on the application of critical thinking and analytical problem-

solving through extensive use of technology. The foreign language department provides instruction in French and Spanish as a second language, as well as advanced Spanish for native Spanish speakers. The school creates and maintains an environment where students feel safe and respected before, during, and after school through the combined work of administrators, staff, and teachers. Administrators and security monitors actively walk throughout the school and keep all access areas, other than the main entrance, locked. Visitors are monitored by school security as they enter. Classroom teachers ensure the safety and respect of all students by creating an atmosphere that addresses learner needs. During after-school hours, a security monitor is positioned at the main entrance to secure the building. After school care staff attend to student groups to ensure the safety of all students, as well. Additionally, administrative, teaching, and counseling support personnel are readily available to students and their families to facilitate guidance, assessment, referral, educational, and career planning.

The schoolwide behavioral system, which enables students to be positively engaged during instructional time, is a multi-faceted plan that involves administration, faculty, staff, and parents. Administration provides clear behavioral expectations for each grade level via student assemblies. Throughout the school year, positive behavior of students is enhanced and encouraged by utilizing Values Matter Miami, Character Education, and Cambridge Learner Attributes activities. Teachers provide reinforcement to promote acceptable behaviors and consequences for students who do not follow rules and procedures. Administration and the school counselors follow up with students when necessary to provide support. Behavioral management is utilized by teachers and support staff, which follows a progressive discipline plan.

The socio-emotional needs of all students are addressed and met through services provided via school counselors. Administrators, targeted staff members, school counselors, and the mental health coordinator reinforce supports to all stakeholders.

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

The roles and functions of the MTSS/RtI Leadership Team: The principal is the instructional leader who facilitates the MTSS/RtI Leadership Team on a monthly basis while guiding the vision and mission of Air Base K-8 Center. The principal ensures that the school-based team assesses, implements, provides intervention, ensures adequate professional development to support the school-based MTSS/RtI team, and communicates with all stakeholders regarding MTSS/ RtI plans and activities. The assistant principals provide support to the instructional leaders and MTSS/RtI school-based team, ensure the collection of data and the implementation of intervention for identified students, monitor the MTSS/RtI intervention groups, follow-up on professional development activities, and disseminate District mandated research based professional development strategies and initiatives with faculty. The school counselors interpret data and assist in the identification of at-risk/Tier 3 students while proceeding with further screening programs at the school site. Additionally, they assist students who qualify for special services, to include 504 Plans and Individual Educational Plans. They ensure the socio-emotional/developmental needs of our various student populations and collaborates with the school psychologist who interprets data, completes classroom observation of students for further screening programs, participates in collection, interpretation, and analysis of data, and facilitates data-based decision making. The ESE teachers, as well as selected grade level representatives, participate in student data collection, integrate core instructional activities/ supplemental materials with Tier 3 instruction, support grade level collaboration with teachers through the implementation of co-teaching engagements when needed, and serve as liaisons to the grade level and MTSS/RtI Leadership Teams. The Parent Teacher Student Association, magnet office, and EESAC work in conjunction with the local community to secure resources to support the school and student achievement. These groups are in contact with community stakeholders to seek out and secure support. Parental and communal contributions sustain our innovative international magnet. Families and provincial liaisons serve in differing capacities to support a myriad of edifying culminating activities.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Differentiation				\$3,933.75
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0041 - Air Base K 8 Center For International Educ	Other		\$3,933.75
			<i>Notes: Of the \$5245.00 we will have in our EESAC budget, \$3933.75 will be spent to renew our Renaissance subscription with the STAR component to differentiate reading at all levels for grades 1-5.</i>			
2	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$1,311.25
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0041 - Air Base K 8 Center For International Educ	Other		\$1,311.25
			<i>Notes: The remainder of the EESAC monies, \$1311.25 will be distributed following a thorough review of written proposals and consensus votes, ensuring that school-wide academic achievement is supported.</i>			
3	III.A.	Areas of Focus: Culture & Environment: Parent Involvement				\$0.00
4	III.A.	Areas of Focus: Leadership: Leadership Development				\$0.00
					Total:	\$5,245.00