Miami-Dade County Public Schools

Eugenia B. Thomas K 8 Center

2021-22 Schoolwide Improvement Plan

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Eugenia B. Thomas K 8 Center

5950 NW 114TH AVE, Doral, FL 33178

http://ebt.dadeschools.net/

Demographics

Principal: Julio Fong A

Start Date for this Principal: 7/19/2020

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)	48%
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 White Students Economically Disadvantaged Students
School Grades History	2018-19: A (68%) 2017-18: A (68%) 2016-17: A (63%)
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	No	52%

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

School Grades History

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

School Board Approval

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Eugenia B. Thomas K-8 Center is to provide our students with a structured educational foundation, dynamic learning opportunities, and comprehensive innovative programs to maximize each child's potential within a safe environment. We will establish partnerships with our community that will encourage global awareness and social consciousness as we prepare our students to become world leaders.

Provide the school's vision statement.

The vision of Eugenia B. Thomas K-8 Center is to provide our students with a structured educational foundation, dynamic learning opportunities, and comprehensive innovative programs to maximize each child's potential within a safe environment. We will establish partnerships with our community that will encourage global awareness and social consciousness as we prepare our students to become world leaders.

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
Alen, Ariani	Assistant Principal	Oversee the implementation of the School Improvement Plan. Attend and collaborate during Synergy with team members. Review and utilize all SIP feedback from all grade levels and departments to create SIP Action Steps. Create and monitor elementary master schedule. Meet monthly with grade level or departments for Standards-Based Collaborative Planning. Meet with the Leadership Team monthly. Engage in data chats with teachers and key stakeholders. Celebrate accomplishments and provide incentives to groups of teachers.
Tyler, Heather	Principal	Oversee the implementation of the School Improvement Plan. Oversee all school-wide initiatives. Attend and collaborate during Synergy with team members. Review all SIP feedback from all grade levels and departments. Meet monthly with grade level or departments for Standards-Based Collaborative Planning. Meet with the Leadership Team monthly. Engage in data chats with teachers and key stakeholders.
Baluja, Maria	Teacher, PreK	Attend and collaborate during Synergy with team members. Participate in weekly Standards Based Collaborative Planning on Tuesdays. Provide input for Action Steps. Implement Action Steps. Implement Checks for Understanding throughout lessons. Engage in data chats with students to discuss areas of strengths, in need of improvement and steps to improve.
Barnet, Merlys	Teacher, K-12	Attend monthly Leadership Team meetings. Attend and collaborate during Synergy with team members. Participate in weekly Standards Based Collaborative Planning on Tuesdays. Provide input for Action Steps. Implement Action Steps. Implement Checks for Understanding throughout lessons. Create Team Building activities for staff to participate in. EESAC Chair overseeing School Improvement Plan. Engage in data chats with students to discuss areas of strengths, in need of improvement and steps to improve.
Palomino, Grace	Teacher, K-12	Attend monthly Leadership Team meetings. Attend and collaborate during Synergy with team members. Participate in weekly Standards Based Collaborative Planning on Tuesdays. Provide input for Action Steps. Implement Action Steps. Implement Checks for Understanding throughout lessons.

Name	Position Title	Job Duties and Responsibilities
		Create Team Building activities for staff to participate in. Engage in data chats with students to discuss areas of strengths, in need of improvement and steps to improve.
Smith, Ladema	Assistant Principal	Monitor the implementation of the School Improvement Plan. Meet monthly with grade level or departments for Standards-Based Collaborative Planning. Meet with the Leadership Team monthly. Engage in data chats with teachers and key stakeholders. Celebrate accomplishments and provide incentives to groups of teachers.
Hernandez, Jennica	Other	Attend monthly Leadership Team meetings.
Gonzalez, Angie	Other	Attend monthly Leadership Team meetings. Engage in data chats with teachers and key stakeholders.
Leon, Ana	Teacher, K-12	Attend monthly Leadership Team meetings. Participate in weekly Standards Based Collaborative Planning on Tuesdays. Provide input for Action Steps. Implement Action Steps. Implement Checks for Understanding throughout lessons. Engage in data chats with students to discuss areas of strengths, in need of improvement and steps to improve.
Marrero, Rossana	Teacher, K-12	Attend monthly Leadership Team meetings. Participate in weekly Standards Based Collaborative Planning on Tuesdays. Provide input for Action Steps. Implement Action Steps. Implement Checks for Understanding throughout lessons. Engage in data chats with students to discuss areas of strengths, in need of improvement and steps to improve.
Inguanzo, Sofia	Teacher, K-12	Attend monthly Leadership Team meetings. Participate in weekly Standards Based Collaborative Planning on Tuesdays. Provide input for Action Steps. Implement Action Steps. Implement Checks for Understanding throughout lessons. Engage in data chats with students to discuss areas of strengths, in need of improvement and steps to improve.
Galliano, Yvette	Teacher, K-12	Attend monthly Leadership Team meetings. Participate in weekly Standards Based Collaborative Planning on Tuesdays.

Name	Position Title	Job Duties and Responsibilities
		Provide input for Action Steps. Implement Action Steps. Implement Checks for Understanding throughout lessons. Engage in data chats with students to discuss areas of strengths, in need of improvement and steps to improve.
Moreno, Mariagma	Teacher, ESE	Attend monthly Leadership Team meetings. Participate in weekly Standards Based Collaborative Planning on Tuesdays. Provide input for Action Steps. Implement Action Steps. Implement Checks for Understanding throughout lessons. Engage in data chats with students to discuss areas of strengths, in need of improvement and steps to improve.
Perez-Daniel, Ana	Teacher, K-12	Attend monthly Leadership Team meetings. Provide input for Action Steps. Implement Action Steps. Implement Checks for Understanding throughout lessons.
Hernandez, Connie	ELL Compliance Specialist	Attend monthly Leadership Team meetings. Engage in data chats with teachers and key stakeholders.
Ramirez, Maria	School Counselor	Attend monthly Leadership Team meetings. Engage in data chats with teachers and key stakeholders. Engage in data chats (academic advising) with students to discuss areas of strengths, in need of improvement and steps to improve.
Sotolongo, Maria	Instructional Media	Attend monthly Leadership Team meetings.

Demographic Information

Principal start date
Sunday 7/19/2020, Julio Fong A

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
54

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.*
29

Total number of teacher positions allocated to the school
81

Total number of students enrolled at the school

1,118

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

13

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

4

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	47	87	113	102	166	128	153	153	169	0	0	0	0	1118
Attendance below 90 percent	3	6	8	5	7	7	15	12	22	0	0	0	0	85
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	1	3	11	7	5	0	16	0	0	0	0	44
Course failure in Math	0	0	1	3	12	9	16	0	10	0	0	0	0	51
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	6	21	24	40	0	0	0	0	91
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	4	22	25	34	0	0	0	0	85
Number of students with a substantial reading deficiency	3	14	46	39	27	26	46	75	98	0	0	0	0	374

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	5	10	8	20	17	36	0	0	0	0	99

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	4	3	2	5	8	3	0	0	0	0	0	0	0	25
Students retained two or more times	0	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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	106	141	124	192	164	203	175	179	187	0	0	0	0	1471
Attendance below 90 percent	8	11	6	7	8	15	13	25	29	0	0	0	0	122
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	0	4	14	6	0	16	6	0	0	0	0	48
Course failure in Math	0	1	1	9	13	19	0	9	3	0	0	0	0	55
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	4	24	26	41	36	0	0	0	0	131
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	3	26	27	35	38	0	0	0	0	129

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	2	1	1	6	14	23	17	37	35	0	0	0	0	136

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Retained Students: Current Year	5	3	2	5	8	3	0	0	0	0	0	0	0	26
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				70%	63%	61%	69%	62%	60%
ELA Learning Gains				70%	61%	59%	67%	61%	57%
ELA Lowest 25th Percentile				59%	57%	54%	57%	57%	52%
Math Achievement				65%	67%	62%	68%	65%	61%
Math Learning Gains				65%	63%	59%	67%	61%	58%
Math Lowest 25th Percentile				53%	56%	52%	56%	55%	52%
Science Achievement				57%	56%	56%	62%	57%	57%
Social Studies Achievement				80%	80%	78%	74%	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	67%	60%	7%	58%	9%
Cohort Comparison						
04	2021					
	2019	62%	64%	-2%	58%	4%
Cohort Comparison		-67%				
05	2021					
	2019	56%	60%	-4%	56%	0%
Cohort Comparison		-62%				
06	2021					
	2019	49%	58%	-9%	54%	-5%
Cohort Comparison		-56%				
07	2021					
	2019	58%	56%	2%	52%	6%
Cohort Comparison		-49%				
08	2021					
	2019	62%	60%	2%	56%	6%
Cohort Comparison		-58%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	69%	67%	2%	62%	7%
Cohort Comparison						
04	2021					
	2019	65%	69%	-4%	64%	1%
Cohort Comparison		-69%				
05	2021					
	2019	58%	65%	-7%	60%	-2%
Cohort Comparison		-65%				
06	2021					
	2019	36%	58%	-22%	55%	-19%
Cohort Comparison		-58%				
07	2021					
	2019	53%	53%	0%	54%	-1%
Cohort Comparison		-36%				
08	2021					
	2019	31%	40%	-9%	46%	-15%
Cohort Comparison		-53%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	49%	53%	-4%	53%	-4%
Cohort Comparison						
08	2021					
	2019	39%	43%	-4%	48%	-9%
Cohort Comparison		-49%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	68%	32%	67%	33%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	74%	73%	1%	71%	3%

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	98%	63%	35%	61%	37%
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.

The progress monitoring tool used to compile the below data is the iReady diagnostic results from AP1 (Fall), AP2 (Winter) and AP3 (Spring) from Power BI for kindergarten to eighth grade for Reading and Math. The Mid-Year Assessments were used for the Science Winter data for students in grades 5 and 8. The Mid-Year Assessments were used for the Civics Winter data for students in grade 7.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	33.3	52.6	62.4
	Economically Disadvantaged	25.8	45.9	53.2
	Students With Disabilities	14.3	28.6	57.1
	English Language Learners	13.8	27.6	34.5
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	38.5	44.8	59.8
	Economically Disadvantaged	32.3	34.4	50
	Students With Disabilities	57.1	14.3	42.9
	English Language Learners	31	34.5	48.3

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	30.8	48.6	64.8
	Economically Disadvantaged	25.7	44.3	58.6
	Students With Disabilities	0	0	25
	English Language Learners	14.3	21.4	28.6
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	28.6	39	66.7
	Economically Disadvantaged	25.7	37.1	61.4
	Students With Disabilities	0	0	37.5
	English Language Learners	7.1	35.7	57.1

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	56.8	75.3	87.6
	Economically Disadvantaged	52.1	69.1	81.4
	Students With Disabilities	33.3	46.7	60
	English Language Learners	9.1	27.3	36.4
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	24.1	39.4	75.3
	Economically Disadvantaged	16.5	30.9	69.1
	Students With Disabilities	6.7	13.3	53.3
	English Language Learners	0	9.1	36.4

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	34.7	52.1	48.6
	Economically Disadvantaged	35	55	48.8
	Students With Disabilities	16.7	16.7	8.3
	English Language Learners	0	5.6	16.7
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	34.3	50	59.7
	Economically Disadvantaged	31.3	51.3	61.3
	Students With Disabilities	0	16.7	25
	English Language Learners	11.1	16.7	27.8

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	42.6	61.2	70.1
	Economically Disadvantaged	40.6	59	63.2
	Students With Disabilities	10.5	21.1	22.2
	English Language Learners	0	0	11.1
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	45.4	61.2	76.1
	Economically Disadvantaged	34.6	55.2	72.6
	Students With Disabilities	5.3	21.1	27.8
	English Language Learners	11.1	33.3	33.3
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	32	0
	Economically Disadvantaged	0	29	0
	Students With Disabilities	0	4	0
	English Language Learners	0	5	0

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	42.3	48	43
	Economically Disadvantaged	44.9	46.2	47.4
	Students With Disabilities	0	11.1	5.6
	English Language Learners	13.2	18.4	15.8
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	37.8	40.5	45.9
	Economically Disadvantaged	36.4	41	41.6
	Students With Disabilities	0	0	5.6
	English Language Learners	13.2	18.4	23.7

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	35.1	39.5	40.3
	Economically Disadvantaged	27.7	35	33.8
	Students With Disabilities	11.8	26.3	15.8
	English Language Learners	5.4	0	2.6
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	28.5	36.7	35.1
	Economically Disadvantaged	21	34.6	31.6
	Students With Disabilities	0	10.5	5.3
	English Language Learners	2.4	9.8	10
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	74	0
	Economically Disadvantaged	0	70	0
	Students With Disabilities	0	53	0
	English Language Learners	0	67	0

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	43	45.1	48.1
	Economically Disadvantaged	39.1	41.1	43.3
	Students With Disabilities	26.3	21.1	21.1
	English Language Learners	9.4	9.4	12.5
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	34	32.7	43.1
	Economically Disadvantaged	31.5	31.1	40.4
	Students With Disabilities	10.5	5.3	10.5
	English Language Learners	16.1	15.6	15.6
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	35	0
	Economically Disadvantaged	0	33	0
	Students With Disabilities	0	21	0
	English Language Learners	0	6	0

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	26	31	31	22	26	31	18	29			
ELL	56	64	66	48	44	48	49	42	79		
ASN	86	82		90	73						
BLK	46			38							
HSP	63	61	65	52	43	46	55	55	77		
WHT	63	62		59	38		40				
FRL	61	59	67	49	45	52	51	51	80		
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	42	50	38	40	45	43	17	70			
ELL	60	68	61	59	64	52	46	66	89		
ASN	89	82		84	65						

| 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
BLK	67			73							
HSP	70	70	59	65	66	51	57	80	93		
WHT	72	70		61	59						
FRL	64	65	57	57	61	50	46	74	88		

| 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	34	31	38	33	38	29	24				
ELL	51	60	59	55	64	60	38	53	71		
ASN	90	94		90	82						
BLK	62			46							
HSP	68	66	56	68	66	55	61	75	89		
WHT	85	75		74	81		78				
FRL	63	64	56	61	62	57	55	68	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	59
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	66
Total Points Earned for the Federal Index	588
Total Components for the Federal Index	10
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	56
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
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	83
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	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	58
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	52
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	58
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 ELA school to district comparison shows an increase in Achievement gap from 4th-6th grade
• The Math school to district comparison shows an increase in Achievement gap from 4th-6th grade and 8th grade
• The Science school to district comparison shows an increase in Achievement gap in 5th and 8th grade
• All Math Learning Gains Subgroups decreased except ELL and Hispanic students remained the same and SWD increased 7 percentage points
• All Math Learning Gains L25 Subgroups decreased except SWD which increased 14 percentage points
• All Science Achievement Subgroups decreased except ELL which increased 8 percentage points
• ELA Achievement, Learning Gains and L25 Learning Gains increased
• Math Achievement, Learning Gains and L25 Learning Gains decreased
• Science Achievement decreased 5 percentage points
• Social Studies Achievement increased 6 percentage points
• Middle School Acceleration increased 1 percentage point
2021 data findings
• ELA Achievement decreased 6 percentage points
• ELA Learning Gains decreased 9 percentage points
• ELA L25 Learning Gains increased 5 percentage points
• Math Achievement decreased 12 percentage points
• Math Learning Gains decreased 21 percentage points
• Math L25 Learning Gains decreased 6 percentage points
• Science Achievement decreased 2 percentage points
• Social Studies Achievement decreased 23 percentage
• Middle School Acceleration decreased 14 percentage points

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

Based on the 2019 and 2021 scores and the i-Ready Progress Monitoring schoolwide data, Math demonstrates a greater need for improvement than Reading. There was an increase in ELA Achievement, Learning Gains and Learning Gains for the L25 on the 2019 scores, while there was a decrease in the Math Achievement, Math Learning Gains, and Math Learning Gains for the L25. There was a decrease in ELA Achievement and Learning Gains on the 2021 scores, but while there was a greater decrease in Math Achievement, Math Learning Gains, and Math Learning Gains for the L25. Based on the 2019 scores, Science Achievement decreased by 5 percentage points also

reflecting an area in need of improvement. Based on the 2021 scores, Science Achievement decreased by 2 percentage points also reflecting an area in need of improvement.

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

Effective Curriculum and Resource Utilization was implemented as an Essential Practice last year schoolwide. Staff attended professional development activities aligned with the curriculum, pacing guides and resources and weekly grade-level and/or department planning was implemented when feasible for sharing of best practices and resources. Corrective Feedback to Students was another Essential Practice implemented last year providing students with specific and timely feedback through various forms of communication. To address this need for improvement, we will continue to implement the practices from last year, but improve them with the addition of Standards-Based Collaborating Planning to improve on the implemented weekly grade-level and/or common planning. We will also add Checks for Understanding as another practice to improve providing students with corrective feedback. Checks for Understanding will assist in identifying learning goals, providing students with feedback and planning instruction based on students' errors and misconceptions.

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

• All Social Studies Subgroups for Achievement increased
• Social Studies Achievement increased by 6 percentage points
• ELA Achievement increased by 1 percentage point
• ELA Learning Gains increased by 3 percentage points
• ELA Learning Gains for the L25 increased by 2 percentage points
• Middle School Acceleration increased by 1 percentage point

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

The thorough and carefully executed articulation of students by Tiers and master scheduling allowing for the daily implementation of interventions for Reading contributed to the growth of ELA schoolwide and Middle School Acceleration. Common planning for grade-levels and departments also were key in the success of ELA, Social Studies and Middle School Acceleration. Improving upon grade-level and/or department planning with the implementation of Standards-Based Collaborative Planning will help to yield continuous improvement. Checks for Understanding will also ensure the continued improvement of these areas so that teachers are informed throughout the learning process of students' understanding or misunderstandings and responding to students' needs throughout the lesson and future lessons.

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

Standards-Based Collaborative Planning, Checks for Understanding, Team Building Activities and Shared Leadership will be implemented to accelerate learning.

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 sessions aligned with the data and PD Needs Assessment Survey results. Sessions will take place in the form of whole-group, small-group, and break-out professional development sessions. A session on Standards-Based/Collaborative Planning and Checks for Understanding will be presented to the leadership team in August 2021 for them to share with their teachers during weekly grade-level and/or department planning. A session on ESE and ELL

Strategies and Reading Interventions will be provided for the staff to attend in August 2021. An Accelerated Reader session will be offered to grades 1-5 during September 2021 during grade-level/department planning. An i-Ready session will be offered on October 2021 during grade-level/department planning. Follow-up sessions to Standards-Based Collaborative Planning and Checks for Understanding will take place in October 2021 and remain ongoing. During the Professional Development Day on October 29, 2021, a session will be offered including the following topics: Accountable Talks, Writing, CRISS Strategies, and Rigor. A STEM session will be offered to teachers in November 2021 during grade-level/department planning. In November 2021, breakout sessions on technology will be offered to include Imagine Learning, IXL, Edgenuity, Schoology, Promethean Tools, Reflex and Khan Academy. In December 2021, a session on Writing Across the Curriculum and Rubric Utilization will be offered. In January 2022, a session on Mindfulness will be offered. Team Building activities will be ongoing from August 2021-June 2022. Data chats with feedback and next steps will be ongoing.

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

Scheduled Data Chats between teachers, administration and key staff members will be implemented throughout the school year. Collaborative planning will be scheduled on a weekly basis and a member of the leadership team will attend to ensure fidelity to the strategies being implemented schoolwide ensuring alignment to the goals. Monthly leadership meetings will be held to ensure key leadership team members can collaborate, provide feedback and monitor the ongoing progress of strategies and student achievement. In addition to weekly meetings, opportunities will be provided to teachers during breakout sessions to collaborate with other teachers from other grade levels or departments. Ongoing professional development surveys will be provided to ensure optimal success. Extended learning opportunities will be provided with before and after school tutoring.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Collaborative Planning	
Area of Focus Description and Rationale:	Based on the data review, our school will implement the Targeted Element of Collaborative Planning. We selected the overarching area of Collaborative Planning based on our findings that demonstrated that Math Achievement, Learning Gains and Learning Gains of the L25 and Science Achievement decreased. We did not increase student achievement in Math and Science schoolwide; therefore, the implementation of Standards-Based Collaborating Planning will provide teachers with the opportunity to collaborate with other teachers and share best practices and resources aligned to the standards to improve instruction and yield an improvement in Math Achievement and Science Achievement.
Measurable Outcome:	If we successfully implement Collaborative Planning, then our Math Achievement and Science Achievement will each increase by a minimum of 3 percentage points as evidenced by the 2022 State Assessments.
Monitoring:	The Leadership Team members and Administration will monitor the implementation of Collaborative Planning. The Leadership Team will meet monthly with Administration to discuss progress and share ideas to improve Collaborative Planning. Administration will participate periodically in Grade-Level and/or Department Planning meetings and provide feedback to teachers. During data chats, student progress on standards will be reviewed and feedback will be provided. Administration will schedule opportunities throughout the school year for teachers to participate in Collaborative Planning.
Person responsible for monitoring outcome:	Heather Tyler (pr0071@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Collaborative Planning, our school will focus on the evidence-based strategy of: Standards-Based Collaborative Planning. Standards-Based Collaborative Planning will provide teachers opportunities to work together, learn from one another and improve standards-aligned lesson quality, instructional effectiveness and student achievement in Math and Science. Grade-level and/or department planning is to be implemented weekly.
Rationale for Evidence-based Strategy:	Standards-Based Collaborative Planning will ensure that teachers improve their standards-aligned lesson quality and instructional effectiveness while collaborating with other teachers. The collaboration between teachers will better prepare teachers to align instruction and resources with standards to improve student achievement.

Action Steps to Implement

Meet with the Leadership Team by August 31, 2021, to discuss and review expectations of Standards-Based Collaborative Planning during weekly meetings.

Person Responsible   Ariani Alen (aalen1@dadeschools.net)

Schedule opportunities for teachers to participate in Standards-Based Collaborative Planning every Tuesday. Standards-Based Collaborative Planning should include topics such as deep dissection and understanding of standards and content limits, alignment of resources and assessments, creation of Standards-Based rubrics, data disaggregation of Standards-Based assessments, reviewing Standards-Based student work samples, discussion of student misconceptions and errors, Standards-Based differentiated instruction, constructive feedback on instruction or assessments, discussion of progress and strategies to implement with ESE and ELL students on Standards-Based instruction and assessments.

Person Responsible   Ariani Alen (aalen1@dadeschools.net)

During 8/30/2021 to 10/11/2021, Administration will monitor and participate in Standards-Based Collaborative Planning once a month to monitor implementation and provide feedback.

Person Responsible   Ariani Alen (aalen1@dadeschools.net)

The Leadership Team will meet monthly to discuss progress on Standards-Based Collaborative Planning and discuss ideas on how to improve the implementation of the strategy. Leadership Meeting dates August 17, 2021 and September 29, 2021.

Person Responsible   Ariani Alen (aalen1@dadeschools.net)

During 11/1/2021 to 12/17/2021, Math and Science teachers will participate in Learning Walks to observe best practices shared during Standards-Based Collaborative Planning.

Person Responsible   Ariani Alen (aalen1@dadeschools.net)

On 11/17/2021, teachers will participate in breakout sessions aligned to resources discussed during Standards-Based Collaborative Planning.

Person Responsible   Ladema Smith (lsmith3@dadeschools.net)

During 1/31/2022 to 4/29/2022, Math and Science teachers will meet during Standards-Based Collaborative Planning to share resources and ideas while planning on how to best address targeted standards for differentiated instruction. Math and Science teachers will plan for differentiated instruction based on the most recent data to guide instruction and target standards in need of reteaching or enrichment.

Person Responsible   Ariani Alen (aalen1@dadeschools.net)

During 1/31/2022 to 4/29/2022, Science teachers will meet for Standards-Based Collaborative Planning to discuss how to strategically utilize Science resources and programs such as Gizmos, Edgenuity, Edusmart and labs both hands-on and virtual to improve student achievement.

Person Responsible   Ariani Alen (aalen1@dadeschools.net)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Based on the data review, our school will implement the Targeted Element of Math. We selected the overarching area of Math based on our findings that demonstrated Math Achievement, Learning Gains and Learning Gains for the L25 all decreased. We are not making gains with our students in Math therefore, it is evident that we must improve our Math instruction and perform Checks for Understanding. We will implement Checks for Understanding to improve students' understanding of math concepts and skills.
Measurable Outcome:	If we successfully implement the Checks for Understanding in Math, then our students Math Learning Gains will increase by a minimum of 5 percentage points on the 2022 State Assessments.
Monitoring:	Math will be designated as our Area of Focus and the Leadership Team will engage and discuss in ideas of how teachers can implement Checks for Understanding effectively in Math. The Leadership Team members and Administration will oversee the implementation throughout grade levels and provide feedback on it's effectiveness. Teachers will also be provided the opportunity to collaborate with other grade levels to share best practices, ideas and resources to help with the Math Checks for Understanding.
Person responsible for monitoring outcome:	Ariani Alen (aalen1@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Math, our school will focus on the evidence-based strategy of: Checks for Understanding. Checks for Understanding will provide teachers with important data on how students are understanding Math concepts and skills throughout the lesson to assist teachers in providing students' feedback, clarifying misconceptions and errors, and planning instruction based on the data.
Rationale for Evidence-based Strategy:	Checks for Understanding will ensure that teachers are aware of students' understanding of Math concepts and skills to guide further instruction and/or adjust instruction to reteach or teach prerequisite skills. Teachers will implement Checks for Understanding throughout their Math lessons.

Action Steps to Implement

Meet with the Leadership Team by August 31, 2021, to discuss and review expectations of Checks for Understanding to be shared and implemented with their grade-level and/or department teachers.

Person Responsible	Ariani Alen (aalen1@dadeschools.net)

Teachers will provide students with a beginning of the year assessment or diagnostic by October 8, 2021 to understand the background knowledge that students bring into the classroom. The data from the assessment will be used to plan for further instruction, clear misconceptions, and/or identify prerequisite skills needing to be reviewed.

Person Responsible	Ariani Alen (aalen1@dadeschools.net)

During Collaborative Planning every Tuesday from 8/30/2021 to 10/11/2021, topics for teachers to discuss Checks for Understanding can include ideas, best practices, and resources on how to effectively implement Checks for Understanding throughout their lessons, such as exit slips/tickets, Kahoot interactive quizzes, strategic review of specific questions, review of data from classroom and district assessments, DI implementation to address misconceptions or student errors, debriefing of student assessments, activating students' prior knowledge, bell ringers, Problem of the Day, providing verbal or

written specific and timely feedback to students as Checks for Understanding are implemented, adapt instruction or reteach as necessary based on outcomes of Checks for Understanding.

Person Responsible Ariani Alen (aalen1@dadeschools.net)

Teachers engage in data chats with students by October 15, 2021 to discuss areas of strengths and in need of improvement with steps on how students can improve. Special attention should be given to students understanding how they can improve their performance.

Person Responsible Ariani Alen (aalen1@dadeschools.net)

The Internal Impact Walkthrough Team will create a Checks for Understanding best practices guide by 11/15/2021 for Math teachers to refer to before, during and after instruction.

Person Responsible Ariani Alen (aalen1@dadeschools.net)

During 11/1/2021 to 12/17/2021, Math teachers will participate in Learning Walks to observe the implementation of Checks for Understanding.

Person Responsible Ariani Alen (aalen1@dadeschools.net)

During 1/31/2022 to 4/29/2022, teachers will use the Checks for Understanding best practices guide as a resource to monitor students' understanding and use the outcomes from the Checks for Understanding to plan for instruction, reteaching and differentiated instruction.

Person Responsible Ariani Alen (aalen1@dadeschools.net)

During 1/31/2022 to 4/29/2022, teachers will review each of their students' annual stretch growth from i-Ready AP2 Math data, to identify students that have not reached 50%. Teachers will meet with these students during data chats to discuss progress and devise strategies to implement as well as differentiated instruction to improve student achievement.

Person Responsible Ariani Alen (aalen1@dadeschools.net)

#3. Culture & Environment specifically relating to Teacher Attendance	
Area of Focus Description and Rationale:	Based on the data review, our school will implement the Targeted Element of Teacher Attendance. Through our data review, we noticed that 22% of our staff had 10.5 or more absences in the 2020-2021 school year which was a 17% increase from the previous school year. We recognize that teacher attendance directly impacts the effectiveness of instruction. We also know that school morale and teacher attendance are directly related. Therefore, in targeting improvement for Teacher Attendance, we plan to incorporate team building activities to improve school morale and encourage our teachers to be present daily to improve student achievement.
Measurable Outcome:	If we successfully implement the Targeted Element of Teacher Attendance, our staff attendance will decrease 3 percentage points in the percent of staff members with 10.5 or more absences.
Monitoring:	Staff will be encouraged to attend work daily. Team Building activities will be implemented to improve school morale and encourage teachers to be present. Monthly teacher attendance incentives will be provided. The Administrative Team will monitor their assigned teachers' attendance.
Person responsible for monitoring outcome:	Heather Tyler (pr0071@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Teacher Attendance, our school will focus on the evidence-based strategy of: Team Building. Team building activities will be implemented throughout the school and in a variety of formats to improve school morale and help teachers connect and build relationships. Given the difficult year last year, this strategy will help teachers to have a more positive outlook on our school and in turn come to work more often.
Rationale for Evidence-based Strategy:	Given the difficult year last year, this strategy will help teachers to have a more positive outlook on our school and in turn come to work more often. Team building activities help the teachers to connect with one another, build relationships and help one another solve problems more effectively.

Action Steps to Implement

Schedule and implement Team Building activities during monthly Faculty Meetings such as group dances, mindfulness activities like yoga and meditation, scavenger hunts, group tasks, ice breakers and teamwork games. Faculty meeting dates are September 8, 2021, September 22, 2021 and October 6, 2021.

Person Responsible	Ariani Alen (aalen1@dadeschools.net)

During 8/30/2021 to 10/11/2021, encourage and provide opportunities for staff to collaborate, interact and build relationships with one another beyond their usual grade-level and/or department.

Person Responsible	Ariani Alen (aalen1@dadeschools.net)

During 8/30/2021 to 10/11/2021, celebrate accomplishments and provide incentives to groups of teachers that have collaboratively achieved a goal such as monthly teacher perfect attendance incentives by grade level.

Person Responsible	Ariani Alen (aalen1@dadeschools.net)

Plan activities that promote the staff to interact and socialize in a less structured environment, such as the Hispanic Heritage Luncheon.

Person Responsible   Ariani Alen (aalen1@dadeschools.net)

During the months of November and December, teachers will participate in an incentive program for perfect attendance for the month.

Person Responsible   Ladema Smith (lsmith3@dadeschools.net)

During 11/1/2021 to 12/17/2021, grade levels will be celebrated for monthly perfect attendance and receive an incentive for achieving this goal as a group.

Person Responsible   Ladema Smith (lsmith3@dadeschools.net)

During 01/31/2022 to 04/29/2022, opportunities will be provided for teachers and staff to collaborate, interact and build relationships with one another beyond their usual grade-level and/or department with Connect Over Coffee to take place every Wednesday.

Person Responsible   Ariani Alen (aalen1@dadeschools.net)

During 01/31/2022 to 04/29/2022, varying incentives will be provided to teachers and staff that achieve monthly perfect attendance and to grade levels with perfect attendance.

Person Responsible   Ladema Smith (lsmith3@dadeschools.net)

#4. Leadership specifically relating to Leadership Development	
Area of Focus Description and Rationale:	Based on qualitative data from the School Climate survey, where 77% of staff members strongly agree or agree with the statement, "I feel my ideas are listened to and considered," decreased 7 percentage points from the previous school year. It is important for staff members to feel that they are listened to and considered. Developing teachers into leaders and giving more teachers leadership roles and opportunities to be involved in the school's decision-making process will help teachers to feel listened to and considered.
Measurable Outcome:	If we successfully implement the Targeted Element of Leadership Development, our teachers will be provided the opportunity to contribute to school-wide decisions through monthly meetings and an increase of 7 percentage points will be reflected in the School Climate survey in more staff agreeing with the statement, "I feel my ideas are listened to and considered." This will be realized through teachers participating in the logistical elements of meetings, and discussing and presenting ideas to solve issues that arise.
Monitoring:	Monthly leadership meetings will be scheduled on our Master Calendar and on our Weekly Bulletin and communicated to teachers. The Leadership Team will be composed of the Administrative Team, grade-level or department chairpersons, counselors, media specialist, SCSI teacher and test chairperson. During the meeting, schoolwide concerns will be addressed and resolved with input from stakeholders.
Person responsible for monitoring outcome:	Ladema Smith (lsmith3@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Leadership Development, we will focus on the evidence-based strategy: Shared Leadership. Shared Leadership will help to develop leadership capacity and involve stakeholders in working together to solve problems and create an engaging school climate that foster student learning.
Rationale for Evidence-based Strategy:	Engaging teachers in discussions about schoolwide initiatives and concerns as well as working together for ideas and solutions empowers teachers and helps with accountability in resolving issues. Shared Leadership allows teachers an opportunity to use their talents and expertise within the building to carry out the vision and mission of the school and problem solve.

Action Steps to Implement

During 8/30/2021 to 10/11/2021, provide opportunities and encourage staff members to share their knowledge in their area of expertise with other staff members and the community during Collaborative Planning meetings on Tuesdays, monthly breakout sessions beginning in September, and Parent Workshops beginning in September.

Person Responsible Ladema Smith (lsmith3@dadeschools.net)

Schedule and implement monthly Leadership Meetings to build capacity, problem solve, work together towards a shared purpose, and share responsibility and accountability. Leadership Meeting dates August 17, 2021 and September 15, 2021.

Person Responsible Ladema Smith (lsmith3@dadeschools.net)

During 8/30/2021 to 10/11/2021, provide opportunities for different staff members to take on leadership roles or initiatives which will help develop their leadership skills.

Person Responsible Ladema Smith (lsmith3@dadeschools.net)

During 8/30/2021 to 10/11/2021, establish and support committees with a chairperson to work together on a common goal.

Person Responsible Ladema Smith (lsmith3@dadeschools.net)

Schedule and implement monthly Leadership Meetings to have teachers engage in an exchange of ideas of initiatives and innovative ideas on how to improve Math and Science instruction as well as other areas of concern. Leadership Meeting dates will be on November 10, 2021 and December 8, 2021.

Person Responsible Ladema Smith (lsmith3@dadeschools.net)

During 11/1/2021 to 12/17/2021, provide opportunities and encourage staff members to share their knowledge in their area of expertise with other staff members and the community during Collaborative Planning meetings on Tuesdays, monthly breakout sessions and Parent Workshops during November and December.

Person Responsible Ladema Smith (lsmith3@dadeschools.net)

During 1/31/2022 to 4/29/2022, the Administrative Team will meet monthly with teachers that are aspiring administrators and engage in crucial conversations centered around the roles of administrators in the current climate and how their relationship to students and staff impact the school and students' academic, social and emotional well-being.

Person Responsible Heather Tyler (pr0071@dadeschools.net)

During 1/31/2022 to 4/29/2022, the Administrative Team will meet with new teachers, their assigned mentor or buddy monthly to discuss topics of interest that help the teachers assimilate into the teaching and learning environment while helping the mentors and buddies become more effective teacher leaders.

Person Responsible Heather Tyler (pr0071@dadeschools.net)

Additional Schoolwide Improvement Priorities

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

Based on the SafeSchoolsforAlex.org data from the 2019-2020 school year, our school is ranked #50 (Very Low) out of the 313 combination schools statewide. When comparing the three categories of incidents, we are ranked very low in violent and property incidents with 0 incidents reported and we are ranked in the middle for drug/public order incidents. In terms of suspensions, we are also very low with 0 reported incidents. The drug/public order incident will be our primary area of concern. We will provide an orientation to students to educate students on drug prevention and the counselor will follow up with students and be available to students or parents with concerns.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Our strengths within School Culture are in Relationships; Support, Care and Connections; and Physical and Emotional Safety. Our school creates experiences throughout the year to engage with parents and families to ensure they have the necessary information to support their children. We collaborate with our Parent Teacher Student Association (PTSA) on a monthly basis to communicate school wide concerns and plan family nights. Parent Workshops on a variety of topics are held throughout the year in English and Spanish to keep parents informed. Communication with stakeholders is key in creating and maintaining a positive culture and environment and we utilize various platforms such as our school website, SchoolMessenger, Instagram, Twitter, Facebook, ClassDojo, Remind, Microsoft Teams, Schoology, Zoom, emails and phone calls. Our Administrative Team, teachers, counselors, mental health coordinator and mental health professional provide support to our students. Students participate in schoolwide programs such as Values Matter, Do The Right Thing, Youth Crime Watch, Safety Patrols and the Bullying/Harassment Prevention Curriculum. Students and teachers' success on attendance and programs such as Imagine Learning, Accelerated Reader, i-Ready, and Edgenuity wil be celebrated. High expectations are held for all students.

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

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principals and the Leadership Team. The Principal's role is to monitor and oversee all the school's initiatives. The Assistant Principal's will collaborate with stakeholders in a timely manner and monitor assigned areas. The Leadership Team assists in providing and responding to feedback to stakeholders. All stakeholders play a role in making specific efforts to connect and build relationships with students, parents and families.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Collaborative Planning	$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	$0.00
3	III.A.	Areas of Focus: Culture & Environment: Teacher Attendance	$0.00

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