Andover Middle School

2021-22 Schoolwide Improvement Plan

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Andover Middle School

121 NE 207TH ST, Miami, FL 33179

http://andover.dadeschools.net/andover

Demographics

Principal: Malcolm Nicholas E

Start Date for this Principal: 8/18/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students* Economically Disadvantaged Students
School Grades History	2018-19: C (50%) 2017-18: C (50%) 2016-17: C (41%)
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)
Middle School 6-8	Yes	93%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

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

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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.

Andover Middle School's mission is to create a safe and effective learning environment that will provide educational and career opportunities for all students while meeting the needs of our multicultural community.

Provide the school's vision statement.

Andover Middle School will provide a learning environment that will foster educational and career opportunities for all students.

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
Nicholas, Malcolm	Principal	Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing, ensures implementation of intervention is documented, and communicates with parents regarding school-based plans and activities.
Mincey, Sicily	Assistant Principal	Ensure student success in the form of increased academic achievement and positive behavior as early as possible. Ensure that the school- based team is implementing, supports the implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with teachers and parents regarding school-based MTSS plans and activities.
Higgs, Zandra	School Counselor	Provides guidance on school-wide activities, participate in student data collection activities, assists in data analysis, collaborate with department members to implement intervention for students and assistance teachers regarding data-based instructional planning.
Ladd, April	Teacher, K-12	Provides guidance on school and district plans, participate in student data collection activities, assists in data analysis, departmental core instruction, collaborate with department members to implement intervention for students and assistance teachers regarding data-based instructional planning.
Lebrun, Dwayne	Instructional Technology	Provides guidance on school and district plans, school-wide technology support, professional development, participate in student data collection activities, assists in data analysis, departmental core instruction, collaborate with department members to implement intervention for students and assistance teachers regarding data-based instructional planning.
Neilly-Johnson, Dennen	School Counselor	Provides guidance on school and district student service plans/mental health, participate in student data collection activities, assists in data analysis, departmental core instruction, collaborate with department members to implement intervention for students and assistance teachers regarding data-based instructional planning.
Preston, Priscilla	Teacher, K-12	Provides guidance on school and district plans, participate in student data collection activities, assists in data analysis, departmental core instruction, collaborate with department members to implement intervention for students and assistance teachers regarding data-based instructional planning.
Strozier, Michael	Math Coach	Provides guidance on school and district plans, participate in student data collection activities, assists in data analysis, departmental core instruction, collaborate with department members to implement intervention for students and assistance teachers regarding data-based instructional planning.

Name	Position Title	Job Duties and Responsibilities
Vincent, Edwina	Teacher, ESE	Provides guidance on school and district plans, participate in student data collection activities, assists in data analysis, departmental core instruction, collaborate with department members to implement intervention for students and assistance teachers regarding data-based instructional planning.
Wilson, Kerian	Teacher, K-12	Provides guidance on school and district plans, participate in student data collection activities, assists in data analysis, departmental core instruction, collaborate with department members to implement intervention for students and assistance teachers regarding data-based instructional planning.

Demographic Information

Principal start date

Wednesday 8/18/2021, Malcolm Nicholas E

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

0

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

42

Total number of teacher positions allocated to the school

26

Total number of students enrolled at the school

549

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

0

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

1

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	0	0	0	0	0	0	187	169	146	0	0	0	0	502
Attendance below 90 percent	0	0	0	0	0	0	57	40	20	0	0	0	0	117
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	37	23	1	0	0	0	0	61
Course failure in Math	0	0	0	0	0	0	37	33	5	0	0	0	0	75
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	34	29	22	0	0	0	0	85
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	37	33	24	0	0	0	0	94
Number of students with a substantial reading deficiency	0	0	0	0	0	0	88	95	69	0	0	0	0	252

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	0	0	0	0	59	64	20	0	0	0	0	143

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	0	0	0	0	0	11	43	2	0	0	0	0	56
Students retained two or more times	0	0	0	0	0	0	6	15	2	0	0	0	0	23

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	0	0	0	0	0	0	165	207	177	0	0	0	0	549
Attendance below 90 percent	0	0	0	0	0	0	34	32	29	0	0	0	0	95
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	16	17	8	0	0	0	0	41
Course failure in Math	0	0	0	0	0	0	27	20	12	0	0	0	0	59
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	20	33	40	0	0	0	0	93
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	31	32	36	0	0	0	0	99

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	0	0	0	0	0	0	37	56	29	0	0	0	0	122

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	0	0	0	0	0	0	11	42	2	0	0	0	0	55
Students retained two or more times	0	0	0	0	0	0	5	14	2	0	0	0	0	21

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				43%	58%	54%	38%	56%	53%
ELA Learning Gains				54%	58%	54%	48%	56%	54%
ELA Lowest 25th Percentile				53%	52%	47%	45%	52%	47%
Math Achievement				45%	58%	58%	41%	56%	58%

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
Math Learning Gains				45%	56%	57%	50%	56%	57%
Math Lowest 25th Percentile				38%	54%	51%	47%	55%	51%
Science Achievement				31%	52%	51%	33%	52%	52%
Social Studies Achievement				58%	74%	72%	67%	73%	72%

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
06	2021					
	2019	42%	58%	-16%	54%	-12%
Cohort Comparison						
07	2021					
	2019	32%	56%	-24%	52%	-20%
Cohort Comparison		-42%				
08	2021					
	2019	46%	60%	-14%	56%	-10%
Cohort Comparison		-32%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	38%	58%	-20%	55%	-17%
Cohort Comparison						
07	2021					
	2019	20%	53%	-33%	54%	-34%
Cohort Comparison		-38%				
08	2021					
	2019	32%	40%	-8%	46%	-14%
Cohort Comparison		-20%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	20%	43%	-23%	48%	-28%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	83%	68%	15%	67%	16%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	56%	73%	-17%	71%	-15%
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	83%	63%	20%	61%	22%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	86%	54%	32%	57%	29%

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 tools used to compile the data in grades 6-8 are the district interim and topic assessments, iReady AP1, iReady AP2 and iReady AP3.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	33.9%	33.3%	34.2%
	Economically Disadvantaged	34.2%	33.6%	34.5%
	Students With Disabilities	20%	10%	22.2%
	English Language Learners	14.3%	15.4%	8.3%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	20%	17%	28.4%
	Economically Disadvantaged	20.8%	17.5%	28.3%
	Students With Disabilities	12.5%	10%	12.5%
	English Language Learners	N/A	10%	18.2%

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	37.3%	37.8%	35.4%
	Economically Disadvantaged	34.5%	35.5%	34.6%
	Students With Disabilities	28.6%	16.7%	N/A
	English Language Learners	27.3%	10%	10%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	25.4%	17.5%	20.4%
	Economically Disadvantaged	24.2%	15.9%	19.8%
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	11.1%	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	N/A	60%	N/A
	Economically Disadvantaged	N/A	59%	N/A
	Students With Disabilities	N/A	31%	N/A
	English Language Learners	N/A	22%	N/A

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	43.5%	43.3%	39.4%
	Economically Disadvantaged	45.5%	45.3%	41.7%
	Students With Disabilities	15.4%	16.7%	16.7%
	English Language Learners	14.3%	14.3%	14.3%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	22.2%	20.5%	21.8%
	Economically Disadvantaged	21.4%	21.8%	24.6%
	Students With Disabilities	7.7%	N/A	12.5%
	English Language Learners	N/A	N/A	16.7%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	5.0%	N/A
	Economically Disadvantaged	N/A	6.0%	N/A
	Students With Disabilities	N/A	0.0%	N/A
	English Language Learners	N/A	0.0%	N/A

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	15	16	13	7	16	9	7	15			
ELL	28	36	31	17	12	15	24	47	31		
BLK	33	34	32	14	12	17	25	45	38		
HSP	43	37	33	27	18		53	52	56		
FRL	34	35	32	16	12	18	29	44	45		
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	19	54	58	23	32	20		61			
ELL	37	59	61	39	46	48	18	52	55		
BLK	40	53	53	43	44	39	31	56	78		
HSP	63	60		60	50		33		80		
FRL	43	55	54	46	45	38	33	56	80		

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	8	23	27	8	13	8					
ELL	22	48	50	32	51	52	23	57			
BLK	36	47	44	40	49	45	36	66	78		
HSP	46	56		51	58	64	21	64			
FRL	37	47	45	41	49	46	32	66	75		

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	30
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	32
Total Points Earned for the Federal Index	296
Total Components for the Federal Index	10
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	12
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	27
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	28
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	40
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	29
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

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

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

The school to district comparison shows an increase in Achievement gap widening from 6th to 8th grade on average in ELA 18 percentage points and Math 21 percentage points. All ELA Subgroups Achievement increased in grades 6th - 8th on average of 11 percentage points in the following subgroups SWD, ELL, BLK, HSP, and FRL. All ELA Subgroups Learning Gains increased in grades 6th-8th on average of 12 percentage points in the following subgroups: SWD, ELL, BLK, HSP, and FRL. Moreover, all ELA Subgroups Learning Gains L25 increased in grades 6th-8th on average of 15 percentage points in the following subgroups: SWD, ELL, BLK, and FRL.
In accordance with 2019 all Math Subgroups achievement increased in grades 6th - 8th on average of 8 percentage points in the following subgroups SWD, ELL, BLK, HSP, and FRL. All Math Subgroups Learning Gains decreased in grades 6th - 8th on average of 5 percentage points in the following subgroups: ELL, BLK, and FRL, except for SWD increased by 19 percentage points. Furthermore, all Math Subgroups Learning Gains L25 decreased in grades 6th-8th 6 percentage points in the following subgroups: ELL, BLK, and FRL, except for SWD increased by 12 percentage points.
According to the 2021 data ELA decreased 8 percentage points and Math had the largest decline 29 percentage points when compared to 2019. The emerging trend from the FSA Spring 2021 Reading and Mathematics data L25 students regressed ELA 21 percentage points and Math 33 percentage points in grades 6-8.

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

The majority of students in grades 6th iReady AP1, AP 2, and AP3 data indicated no change in student performance in reading achievement. Student's in grades 7th and 8th indicated a decline in student reading achievement by 5 percentage points on AP1, AP2, and AP3.

Math achievement data indicated students in grade 6 iReady results increased 5 percentage points overall on AP1, AP2, and AP3. Students in grades 7 decreased 12 percentage points on AP1, AP2, and AP3. Students in grade 8 decreased on average 5 percentage points on AP1, AP2, and AP3.

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

For the last 3 years, we have been focused on implementing data-driven decision making where students and teachers took ownership of data results by incorporating differentiated instruction. We will continue to support this while incorporating quarterly focus calendars to meet the needs of all learners, based on district assessments. We will also develop teachers using strategies that focus on scaffolding and intervention for lower performing students to help them access grade level content. We will be strategic with aligning resources and include OPM in our data chats.

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

ELA Learning Gains increased from 48 percentage points in 2018 to 54 percentage points on the 2019 FSA. ELA Lowest 25 percent increased from 45 percentage points in 2018 to 55 percentage point in 2019. In 2021, students in grade 6 showed a growth of 5 points when comparing Math i-Ready AP1 to AP3 data.

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

Andover Middle implemented monthly data-driven data chats to discuss student progress and instructional strategies aligned to tested standards. In addition, we conducted weekly collaborative planning sessions that focused on district pacing guides, linked to instructional resources.

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

The contributing factors in need of improvement included limited use of Data-driven Instruction and Differentiated Instruction due to blended learning sessions. The process required teachers to have a systematic approach with instruction to meet student needs. Andover Middle School provided students with Extended Learning Opportunities, however, student attendance and enrollment was limited. As a school, we closely monitored iReady and Topic Assessment data, thus Standard-Based Collaborative Planning and Intervention-RTI was not aligned and discussed during common planning sessions.

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

The PLST will develop whole group sessions and job-embedded sessions on using data to drive instruction (September/21), Tackling OPM data (November/December/21), Schoology (1st Nine Weeks), VILS/Microsoft Teams (1st Nine Weeks), and continous data chats with individualized feedback and next steps (ongoing).

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

Collaborative planning will be scheduled weekly in which teachers and administrators will discuss strategies being implemented school-wide based upon iReady Diagnostic and District assessments. Andover Middle School will provide the following Extended Learning Opportunities: Push-In, Pull-Out, Before and After school tutoring, and Saturday Academies.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	Based on the data review, our school will implement the Targeted Element of Standards-aligned Instruction. We selected the overarching area of Standards-aligned Instruction based on our findings that demonstrated a decline in student learning across all grades 6 through 8 decreased. Students in grades 6-8 had a 19 percent decrease in ELA Learning Gains and 33 percentage point decrease in Math Learning Gains. In addition, 42 percent of students scored proficient in MS Acceleration, this was a decline of 37 percentage points when compared to 2019. We are not meeting the unique needs of all learners therefore, it is evident that we must improve our assessments, learning objectives, and instructional strategies to be closely aligned so that they reinforce one another. Instructors will provide the scaffolding necessary for the all subgroups to access grade-level content in order to make learning gains and move towards proficiency.
Measurable Outcome:	If we successfully implement Standards-aligned Instruction, then students in all sub-groups will increase by a minimum of 5 percentage points as evidenced by the 2022 State Assessments.
Monitoring:	The Leadership Team will ensure that standards-aligned instruction is consistently taking place daily. Teachers will engage in weekly common planning sessions and provide daily assignments that are on grade level and standards-based. Teachers will deliver planned lessons to guide students through the demands of the standards/learning targets. Administrators will review lessons plans weekly for instruction aligned to the standards and pacing guide as a result of common planning sessions. Extended learning opportunities will be provided to all students not making adequate progress or in need of remediation/enrichment.
Person responsible for monitoring outcome:	Malcolm Nicholas (pr6023@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Standard-aligned Instruction, our school will focus on the evidence-based strategy of: Standards-Based Collaborative Planning. Standards-Based Collaborative Planning will improve collaboration among teachers and promote learning and constructive feedback that occur during professional discussions among teachers. This will eliminate the achievement gap while accelerating all students to their full academic potential. Standards-Based Collaborative Planning will be monitored by administrations through the use of weekly department sign-in sheets and agendas.
Rationale for Evidence-based Strategy:	Standards-Based Collaborative Planning will ensure teachers work together and collaborate on instruction that will lead to improvements in standards-aligned lesson quality, instructional effectiveness, and student achievement.

Action Steps to Implement

8/23 - 10/11 - Teachers will deliver planned lessons to guide students through the demands of the standards/learning target. As a result, teachers will execute lessons based on the standards/learning targets to ensure that all student products are aligned to the intended standard(s).

Person Responsible Malcolm Nicholas (pr6023@dadeschools.net)

8/23-10/11 - Teachers will execute teaching techniques that will lead to improvements in standards-aligned lesson quality. As a result, teachers will develop daily lesson plans to include detailed objectives, activities, and assessments.

Person Responsible	Malcolm Nicholas (pr6023@dadeschools.net)

8/30 - 10/11 - Facilitate weekly collaborative planning meetings to provided teachers with an opportunity to collaborate and share best practices. As a result, teachers will attend weekly collaborative planning and engage in constructive feedback.

Person Responsible	Malcolm Nicholas (pr6023@dadeschools.net)

8/30 - 10/11 - Teachers will continually make adjustments to their instructional plans and delivery as new data becomes available. As a result, teachers will monitor student progress and adjust lesson plans as necessary.

Person Responsible	Malcolm Nicholas (pr6023@dadeschools.net)

11/1 - 12/17 - Teachers will meet weekly to common plan by grade level to collaborate and align standards. As a result, teachers will execute lessons based on the standards with gradual release and ensure lesson plans include detailed objectives, activities, and assessments.

Person Responsible	Malcolm Nicholas (pr6023@dadeschools.net)

11/1 - 12/17 - Reading and Math coach will continue to analyze AP1 data and FSA data continue to meet with teachers to identify struggling students. As a result, through identifying these students the Reading Coach will determine which students to pull-out for continued intervention.

Person Responsible	Malcolm Nicholas (pr6023@dadeschools.net)

1/31 - 4/29 Reading and Math coach will continue to analyze AP2 data, MYA, and Topic/Mini assessment data continue to plan and model lessons with teachers to support struggling students. As a result, through identifying these students the Instructional Coaches will determine which students and teachers to provide push-in support.

Person Responsible	Malcolm Nicholas (pr6023@dadeschools.net)

1/31 - 4/29 - Teachers will continue to meet weekly (with CSS and Instructional Coaches) to common plan by grade level to collaborate and align standards. As a result, teachers will execute lessons based on the standards with gradual release and ensure lesson plans include detailed objectives, activities, and assessments.

Person Responsible	Malcolm Nicholas (pr6023@dadeschools.net)

#2. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale:	Based on the data review, the 2017-2018 FSA Math L25 is 47%, and the 2018-2019 FSA Math L25 is 38%. This is a 9% percentage point decrease over a two year period. Our school will implement the Targeted Element of Differentiation. We selected the overarching area of Differentiation based on our findings that demonstrated Learning Gains for the L25 subgroup in Math was decreasing. In addition, the Spring Math 2021 data 18 percent of L25 students scored proficient and 12 percent of students made Learning Gains. We are not meeting the unique needs of all learners, therefore it is evident that we must improve our ability to differentiate instruction based on the levels of the students we serve. We will provide the scaffolding and checkpoint systems necessary for the L25 subgroup to access grade-level content in order to make learning gains and move towards proficiency.
Measurable Outcome:	If we successfully implement Differentiation, then our L25 students will increase by a minimum of 5 percentage points as evidence by the 2022 State Assessments.
Monitoring:	The Leadership Team will conduct quarterly data chats, ensure grouping of students are based on current data, and follow-up with weekly walkthroughs to ensure quality instruction is taking place. Administrators will review weekly lesson plans for indication of differentiation for L25 students, in particular. Data Analysis of formative assessments of L25 students will be reviewed monthly to observe progress. Teachers will create data trackers from PowerBI or Performance Matters to monitor OPM data on a bi-weekly basis. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards. Extended learning opportunities will be provided to those students who are not showing growth on OPMs.
Person responsible for monitoring outcome:	Malcolm Nicholas (pr6023@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Differentiation, our school will focus on the evidence-based strategy of: Data-Driven Instruction. Data-Driven instruction will assist in accelerating the learning gains of our L25s as it is a systematic approach of instruction to meet the students' needs. Data-Driven instruction will be monitored through the use of data trackers to drive instructional planning and data driven conversations to include OPMs.
Rationale for Evidence-based Strategy:	Data-Driven Instruction will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, lesson plans, and instructional delivery as new data becomes available.

Action Steps to Implement

9/29 - Provide Cross-curricular meeting for teachers on effective implementation of differentiated instruction that is aligned to the school goals based on data. As a result, teachers will develop classroom systems that are conducive to small group instruction such as student folders, blended grouping, and allocated space.

Person Responsible	Malcolm Nicholas (pr6023@dadeschools.net)

8/30 - 10/11 - Teachers will review current FSA student data and tier students for initial data chats. As a result, teachers will review PowerBI/Performance matters data to develop to set student learning goals and target specific standards.

Person Responsible	Malcolm Nicholas (pr6023@dadeschools.net)

8/30 - 10/11 - Department chairs and teachers will collaborate and identify specifics standards to target during the instruction for the first nine-weeks, based on current FSA data outcomes. As a result, department chairs will create departmental Instructional Focus Calendars to targeted the instructional needs of students.

Person Responsible	Malcolm Nicholas (pr6023@dadeschools.net)

9/20 - 10/11 - Teachers will collaborate and develop data trackers that can be used to track learner progress and performance. As a result, teachers will continue to develop lesson plans that are inclusive of DI instruction.

Person Responsible	Malcolm Nicholas (pr6023@dadeschools.net)

11/1 - 12/17 - Teachers will continue to collaborate and identify specific standards to target during daily instruction and differentiate student learning paths for the second nine-weeks. As a result, department chairs and instructional coaches will create a school-wide Instructional Focus Calendar to target the instructional needs of students.

Person Responsible	Malcolm Nicholas (pr6023@dadeschools.net)

11/1 - 12/17 - Teachers will continue to conduct data chats with students after district assessments and adjust DI lessons to drive instructions. As a result, department chairs and instructional coaches will review school-wide data and provide support as needed.

Person Responsible	Malcolm Nicholas (pr6023@dadeschools.net)

1/31 - 4/29 Teachers will continue to conduct data chats with students after district assessments and adjust DI lessons to drive instructions. As a result, department chairs and instructional coaches will review school-wide data and provide support as needed.

Person Responsible	Malcolm Nicholas (pr6023@dadeschools.net)

1/31 - 4/29 - Teachers will continue to collaborate and identify specific standards to target during daily instruction and differentiate student learning paths for the third and fourth nine-weeks. As a result, department chairs and instructional coaches will ensure the school-wide Instructional Focus Calendar continue to target the academic needs of students.

Person Responsible	Malcolm Nicholas (pr6023@dadeschools.net)

#3. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	Based on the 2018-2019 School Climate Survey results indicated 38% of teachers disagree with the statement: "Staff morale is high at my school." The 2019-2020 School Climate Survey results indicated 56% of teachers disagree with the statement: "Staff morale is high at my school." Based on our findings, this is a 18 percentage point increase. It is evident that we must improve staff moral, thus we will promote activities that are impactful.
Measurable Outcome:	If we successfully implement Social and Emotional Learning (SEL), then 90% of students and staff will participate in activities to promote the physical, emotional, and mental health of students and employees within the school and beyond as evidence by SEL via Edgenuity Data.
Monitoring:	The administration, school counselors and team leaders will create and utilize a school-wide monthly activities calendar targeting school-based activities to include Value Matters. Administration and support staff will monitor student/staff involvement with school-based activities and SEL Edgenuity reports.
Person responsible for monitoring outcome:	Malcolm Nicholas (pr6023@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Social and Emotional Learning (SEL), our school will focus on the evidence-based strategy of: Staff-Student Connections. Staff-Student Connections will improve and build relationships to increase students' sense of belonging at school. The leadership team will work towards a common goal and objective help students and staff, to build and sustain relationships, support, care, and connections.
Rationale for Evidence-based Strategy:	Social Emotional Learning (SEL) will ensure students and teachers have opportunities to interact outside of the context of academic learning and disciplinary actions.

Action Steps to Implement

8/23 - 10/11/2021 - The news team will promote weekly Mindfulness Monday's during the Morning announcement to promote positive learning and monthly values matters initiatives. As a result, Mindfulness activities will promote and encourage positive mental health and well-being for students and teachers.

Person Responsible	Zandra Higgs (zhiggs@dadeschools.net)

8/23 - 10/11/2021 - Weekly recognition of students and staff who have been identified as having demonstrated traits of Values Matter. As a result, team leaders and administration will monitor weekly submissions of student and staff names on the Values Matters report.

Person Responsible	Zandra Higgs (zhiggs@dadeschools.net)

8/23 - 10/11 - Facilitate weekly RJP check-Ins to empower students and teachers to build relationships and promote dialogue. As a result, guidance counselors and RJP coordinator will provide administration with weekly logs.

Person Responsible	Zandra Higgs (zhiggs@dadeschools.net)

8/23 - 10/11 - Promote student and staff Mindfulness activities and trainings to reduce stress and work fatigue. As a result, students and staff will actively participate in Mindfulness practices ten minutes during class.

Person Responsible   Malcolm Nicholas (pr6023@dadeschools.net)

11/1 - 12/17 - Continue to facilitate weekly RJP check-Ins to empower students and teachers to build relationships and promote dialogue. As a result, guidance counselors and RJP coordinator will provide administration with weekly logs.

Person Responsible   Malcolm Nicholas (pr6023@dadeschools.net)

11/1 - 12/17 - The news team will continue to promote weekly Mindfulness Monday's during the Morning announcement to promote positive learning and ELA teachers will implement monthly SEL lessons (December). As a result, Mindfulness activities will promote and encourage positive mental health and well-being for students and teachers.

Person Responsible   Malcolm Nicholas (pr6023@dadeschools.net)

1/31 - 4/29 - The news team will continue to promote weekly Mindfulness Monday's during the Morning announcement to promote positive learning and ELA/Elective teachers will implement monthly SEL lessons. As a result, Mindfulness activities will promote and encourage positive mental health and well-being for students and teachers.

Person Responsible   Malcolm Nicholas (pr6023@dadeschools.net)

1/31 - 4/29 - Continue to facilitate weekly RJP check-ins to empower students and teachers to build relationships and promote dialogue. As a result, guidance counselors and RJP coordinator will identify students in need of SEL/Mental Health support.

Person Responsible   Malcolm Nicholas (pr6023@dadeschools.net)

#4. Leadership specifically relating to Instructional Leadership Team	
Area of Focus Description and Rationale:	Based on the review of qualitative data from the School Climate Survey and SIP Survey and review of the Core Leadership Competencies, we want to use the Targeted Element of Instructional Leadership Team. Teachers in the building didn't feel that they had any voice in the decision-making process, therefore we want to develop teacher leaders by involving them in school-wide initiatives and ensuring they are informed. By involving them in school-wide initiatives, this will have a positive student impact.
Measurable Outcome:	If we successfully implement the Targeted Element of Instructional Leadership Team, our teachers will be provided the opportunity to contribute to school-wide decisions through monthly meetings. This will be realized through teachers participating in the logistical elements of meetings, and presenting ideas to solve issues that arise. The percentage of teachers in leadership roles will increase by at least 3% during the 2021-2022 school year.
Monitoring:	The Administration and Leadership Team will identify specific staff members that are experts in areas that will serve as leads with new initiatives and development. By involving teachers, we hope to create an environment of shared leadership. This initiative will be evident by teacher leaders providing support and development to their colleagues in various areas. To ensure we are on the right track, we will monitor by allowing teachers who received support will share the knowledge they have gained during faculty meetings/ team meetings/department meetings.
Person responsible for monitoring outcome:	Malcolm Nicholas (pr6023@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Instructional Leadership Team, we will focus on the evidence-based strategy of: Involving Staff in Important Decisions. By tiering our teachers and having them lists/identify their strengths, the leadership team will create a list of experts in the building. We will involve teachers in the decision making process, by doing this, we hope to increase shared leadership. Monthly committee agenda and sign-in sheets will be provide the Leadership Team on a monthly basis for additional support.
Rationale for Evidence-based Strategy:	Involving Staff in Important Decision Making allows our staff to gain professional and personal stake in the school and it's overall success. This commitment leads to the increased productivity as members of the staff are actively participating in various aspects of the school and wish to see their efforts succeed.

Action Steps to Implement

8/23 - 10/11 - Administration and department leaders will tier teachers to provide support where needed. As a result, the administration will create school-based committees for staff participation and engagement.

Person Responsible	Malcolm Nicholas (pr6023@dadeschools.net)

8/23 - 10/11 - The administration will facilitate bi-weekly leadership meetings for school leaders to share information, resources, ideas, and expertise. As a result, the leadership team will create buy-in, bring creative ideas, and innovative solutions to build school-wide leaders.

Person Responsible	Malcolm Nicholas (pr6023@dadeschools.net)

8/23 - 10/11 - Teachers will be given lead roles based on school-wide initiatives. As a result, school staff will empower others to get involved in school-wide initiatives and activities to promote positive school culture.

Person Responsible Malcolm Nicholas (pr6023@dadeschools.net)

8/23 - 10/11 - The administration will collaborate and partner with school staff to build partnerships and identify resources for effective decision-making and improved communication skills. As a result, the administration will conduct quarterly meetings with school staff with effective feedback.

Person Responsible Malcolm Nicholas (pr6023@dadeschools.net)

11/1 - 12/17 - The administration and leadership team will plan team building activities to be incorporated during monthly faculty meetings. As a result, this will create a positive rapport with instructional and non-instructional staff and build a healthy culture.

Person Responsible Malcolm Nicholas (pr6023@dadeschools.net)

11/1 - 12/17 - The administration will conduct quarterly data chat sessions with teachers and have department chairs to submit department concerns monthly. As a result, this will create an environment for staff to provide suggestions and share concerns.

Person Responsible Malcolm Nicholas (pr6023@dadeschools.net)

1/31 - 4/29 - The administration will continue facilitate bi-weekly leadership meetings for school leaders to share information, resources, ideas, and expertise. As a result, the leadership team will create buy-in, bring creative ideas, and innovative solutions to build school-wide leaders.

Person Responsible Malcolm Nicholas (pr6023@dadeschools.net)

1/31 - 4/29 - Administration and department leaders with guidance from district support will continue to provide teachers support where needed (through planned visits). As a result, the administration will create an environment for openness for staff participation and engagement.

Person Responsible Malcolm Nicholas (pr6023@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.

In comparison to statewide and school discipline data, data reflects that the state of Florida had a total of 21, 526 number of suspensions and Andover Middle School had 26 total suspensions for the 2019-2020 school year. Data also reflects that the state of Florida's Total Incident Per 100 students is 4.2 in comparison to Andover Middle School which had 1.7 Total Incidents per 100 students. The primary area of concern is the amount of student fights. Analysis of the statewide violent incidents is 2.77 whereas Andover Middle School is 0.77.

In addition, student school-wide disciplinary data indicated students in grade 6 had the most referrals. The student suspensions will be monitored by administration, Mr. Calixte (SCSI), guidance counselors, and team leaders. As the RJP coordinator, Mr. Calixte will utilize Restorative Justice Practice (RJP) tools, RJP Student Leaders and School Counselors Ms. Higgs and Ms. Neilly-Johnson to assist in the school's behavioral plan. Additional monitoring will be incorporated through the use of RJP circles data and weekly RJP check-ins. Lastly, school-wide rewards and student incentives will be incorporated monthly to build student confidence, morale, and school pride.

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 Leadership & Relationships, and Digital Citizenship, Response to Early Warning Systems (EWS), Quality of Education and Preparedness, and Restorative Justice Practice (RJP). Our school creates experiences throughout the year to engage with parents and families and ensures they have necessary information to support their children. Students are supported through RJP Student Leaders. Staff are provided opportunities to take part in Team-Building activities and social seminars where we come together to share celebrations of success during faculty and leadership meetings as well as on the morning announcements. Staff and students provide ongoing feedback and suggestions to school leaders. We also ensure information is provided to all stakeholder through our daily morning announcements via Teams, Blackboard Connect and School-Wide monthly calendar. We continue to build our skill-set in ensuring our classrooms are highly engaging and foster the highest level of engagement and learning.

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, Department Chairs, Team Leaders and Counselors, School Leadership Team. The Principal's role is to monitor and oversee all the school's initiatives and respond to concerns with morale by planning Team-building and morale boosting activities. The Assistant Principals will assist in ensuring all information is shared with stakeholders in a timely manner. Team leaders and department chairs will assist in providing and responding to feedback from stakeholders. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families.