David Lawrence Jr. K 8 Center

2021-22 Schoolwide Improvement Plan

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David Lawrence Jr. K 8 Center

15000 BAY VISTA BLVD, North Miami, FL 33181

http://dlk8.dadeschools.net

Demographics

Principal: Deborah Johnson Brinson P

Start Date for this Principal: 7/20/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	82%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (63%) 2017-18: B (61%) 2016-17: B (56%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School PK-8	Yes	79%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	93%

School Grades History

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

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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.

The educational mission of David Lawrence Jr. K-8 Center is to cultivate and enrich the lives of our students through a research-based curriculum coupled with a strong sense of community involvement where all children will achieve their personal and academic potential.

Provide the school's vision statement.

The staff and community of David Lawrence Jr. K-8 Center will provide all stakeholders with a safe learning environment that will foster student achievement and academic excellence as we set SAIL on a path to success.

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
Calveiro, Raquel	Assistant Principal	Assistant Principal
Parlor, Mitzi	Assistant Principal	Assistant Principal
Sanchez, Mariely	Teacher, K-12	Fourth Grade Level Chairperson
Chong, Ching	Teacher, K-12	Kindergarten Grade Level Chairperson
Delgado, Victoria	Teacher, K-12	Third Grade Level Chairperson
Ramsaroop, Chavell	Teacher, K-12	Mathematics Department Chairperson
Santiago-Viruet, Sandra	Teacher, K-12	Social Sciences Department Chairperson
Hoskins, Steven	Assistant Principal	Assistant Principal
Johnson, Hortense	Teacher, K-12	Second Grade Level Chairperson
Schafer, Lisa	Teacher, K-12	Science Department Chairperson
Moreira, Jose	Teacher, K-12	Fifth Grade Level Chairperson
Newkirk, Paula	Teacher, K-12	Sixth Grade Level Team Leader
Roman, Lynne	Teacher, K-12	Eighth Grade Level Team Leader ELA Department Chairperson
Thompson, Grettel	Teacher, K-12	First Grade Level Chairperson
Valladares, Jesus	Reading Coach	Reading Coach
Gerald, Michelle	Teacher, K-12	EESAC Chairperson
Wright, Shannan	Other	
Sepulveda, Kevin	School Counselor	School Support
Brinson, Deborah	Principal	K-8 Principal

Demographic Information

Principal start date

Tuesday 7/20/2021, Deborah Johnson Brinson P

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.*

24

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.*

45

Total number of teacher positions allocated to the school

88

Total number of students enrolled at the school

1,228

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

6

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

3

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	76	115	128	153	113	152	155	168	168	0	0	0	0	1228
Attendance below 90 percent	16	27	28	19	27	37	43	41	35	0	0	0	0	273
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	8	16	15	8	15	7	15	20	0	0	0	0	104
Course failure in Math	0	5	5	9	9	16	6	7	5	0	0	0	0	62
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	13	23	30	32	0	0	0	0	98
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	8	22	36	27	0	0	0	0	93
Number of students with a substantial reading deficiency	0	29	52	86	34	50	69	69	80	0	0	0	0	469

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	2	9	10	13	8	23	26	38	34	0	0	0	0	163

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	2	10	3	18	1	0	2	0	0	0	0	0	0	36
Students retained two or more times	0	0	0	3	1	2	1	1	0	0	0	0	0	8

Date this data was collected or last updated

Monday 7/19/2021

2020-21 - As Reported

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

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

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

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

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	123	146	143	142	166	156	186	190	187	0	0	0	0	1439
Attendance below 90 percent	16	27	28	19	27	37	43	41	35	0	0	0	0	273
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	22	5	20	15	5	18	21	23	0	0	0	0	129
Course failure in Math	0	8	2	19	16	5	7	4	4	0	0	0	0	65
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	13	21	31	34	28	0	0	0	0	127
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	8	22	36	26	27	0	0	0	0	119

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	2	16	3	21	24	23	43	36	30	0	0	0	0	198

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	2	10	3	17	1	0	2	0	0	0	0	0	0	35
Students retained two or more times	0	0	0	3	3	2	1	0	0	0	0	0	0	9

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				59%	63%	61%	58%	62%	60%
ELA Learning Gains				62%	61%	59%	60%	61%	57%
ELA Lowest 25th Percentile				56%	57%	54%	49%	57%	52%
Math Achievement				61%	67%	62%	61%	65%	61%
Math Learning Gains				62%	63%	59%	60%	61%	58%
Math Lowest 25th Percentile				54%	56%	52%	52%	55%	52%
Science Achievement				49%	56%	56%	50%	57%	57%
Social Studies Achievement				78%	80%	78%	75%	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	49%	60%	-11%	58%	-9%
Cohort Comparison						
04	2021					
	2019	62%	64%	-2%	58%	4%
Cohort Comparison		-49%				
05	2021					
	2019	55%	60%	-5%	56%	-1%
Cohort Comparison		-62%				
06	2021					
	2019	50%	58%	-8%	54%	-4%
Cohort Comparison		-55%				
07	2021					
	2019	55%	56%	-1%	52%	3%
Cohort Comparison		-50%				
08	2021					
	2019	56%	60%	-4%	56%	0%
Cohort Comparison		-55%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	57%	67%	-10%	62%	-5%
Cohort Comparison						
04	2021					
	2019	61%	69%	-8%	64%	-3%
Cohort Comparison		-57%				
05	2021					
	2019	58%	65%	-7%	60%	-2%
Cohort Comparison		-61%				
06	2021					
	2019	50%	58%	-8%	55%	-5%
Cohort Comparison		-58%				
07	2021					
	2019	54%	53%	1%	54%	0%
Cohort Comparison		-50%				
08	2021					
	2019	27%	40%	-13%	46%	-19%
Cohort Comparison		-54%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	42%	53%	-11%	53%	-11%
Cohort Comparison						
08	2021					
	2019	43%	43%	0%	48%	-5%
Cohort Comparison		-42%				

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	70%	73%	-3%	71%	-1%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	95%	63%	32%	61%	34%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	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.

iReady Data was used as the progress monitoring tool to compile this data

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	31.5	43.7	56
	Economically Disadvantaged	29.5	37.5	51.5
	Students With Disabilities	20	30	50
	English Language Learners	17.6	6.3	11.8
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	28.7	36.5	49.2
	Economically Disadvantaged	25	30.8	42.6
	Students With Disabilities	10	30	30
	English Language Learners	43.8	31.3	18.8

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	34.5	38.8	50
	Economically Disadvantaged	31.5	37.4	49.5
	Students With Disabilities	10	10	20
	English Language Learners	16.7	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	17	31.3	55.4
	Economically Disadvantaged	12	27.3	53.1
	Students With Disabilities	0	7.1	23.1
	English Language Learners	0	0	60

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	45.2	55.6	63
	Economically Disadvantaged	39.4	49.5	57.3
	Students With Disabilities	0	21.4	30.8
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	15.2	33.9	58.3
	Economically Disadvantaged	12	27.3	53.1
	Students With Disabilities	0	7.1	23.1
	English Language Learners	0	0	60

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	37.4	50	51
	Economically Disadvantaged	36.5	47.6	48.4
	Students With Disabilities	0	14.3	12.5
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	25	47.1	51.4
	Economically Disadvantaged	21.1	44.2	48
	Students With Disabilities	0	14.3	12.5
	English Language Learners	0	0	0

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	40.3	48.9	48.5
	Economically Disadvantaged	37	46	47.4
	Students With Disabilities	0	13.3	17.6
	English Language Learners	28.6	14.3	57.1
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	27	41.5	53.3
	Economically Disadvantaged	23.9	38.3	49.6
	Students With Disabilities		6.3	16.7
	English Language Learners	28.6	14.3	42.9
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	23	0
	Economically Disadvantaged	0	20	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	44.7	53.8	51.9
	Economically Disadvantaged	41.6	47.9	45.8
	Students With Disabilities	5.6	15.8	11.1
	English Language Learners	4.2	13.8	20.7
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	35.5	42	42.3
	Economically Disadvantaged	33.6	38.4	48.7
	Students With Disabilities	5.9	16.7	16.7
	English Language Learners	3.8	7.1	25.0

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	40.9	50	51.6
	Economically Disadvantaged	40.2	47.7	49.6
	Students With Disabilities	5.0	14.3	9.5
	English Language Learners	5.6	0	1.3
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	36.2	43.2	43.2
	Economically Disadvantaged	33.6	40.2	50.4
	Students With Disabilities	9.5	5.6	16.7
	English Language Learners	0	16.7	20
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	23	0
	Economically Disadvantaged	0	20	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	40.3	47.2	44.2
	Economically Disadvantaged	35.7	40	37.9
	Students With Disabilities	9.5	18.2	15.8
	English Language Learners	6.3	12.5	26.7
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	28.6	43.2	50.7
	Economically Disadvantaged	22.9	37.1	49.1
	Students With Disabilities	9.1	20	50
	English Language Learners	21.4	26.7	42.9
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	61	0
	Economically Disadvantaged	0	58	0
	Students With Disabilities	0	24	0
	English Language Learners	0	25	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	18	31	45	19	27	24	18	26			
ELL	38	52	55	35	33	34	30	65	70		
BLK	43	45	46	31	28	26	31	60	69		
HSP	54	52	50	46	34	36	40	60	69		
MUL	57			62							
WHT	73	65		64	50		77	86	79		
FRL	47	48	48	39	30	31	36	59	68		
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	27	46	50	35	46	48	26	56			
ELL	44	58	58	47	57	53	29	55	67		
ASN	91			91							

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	52	60	59	52	56	47	46	80	76		
HSP	59	62	55	61	64	58	46	73	91		
MUL	64	50		64	60						
WHT	80	68	67	81	70	64	72	93	85		
FRL	54	60	55	56	60	53	42	72	80		

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	29	48	40	29	48	47	16	38			
ELL	33	49	45	40	56	52	24	54			
ASN	64			79							
BLK	56	59	47	54	58	52	37	79	67		
HSP	56	59	50	61	58	47	53	70	93		
MUL	82	60		82	60						
WHT	80	72		80	81	100	78	88	100		
FRL	53	57	48	56	58	51	46	71	80		

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	50
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	63
Total Points Earned for the Federal Index	498
Total Components for the Federal Index	10
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	26
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	48

English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
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	44
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	51
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	60
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	71
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	47
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?

Trends that emerge across grade level indicate a growth of .9 percentage point increase overall for the 2019 ELA FSA and 2.1 percentage points from the 2018 Math FSA.
All ELA Subgroups Learning Gains increased except for SWD which decreased by 2.1 percentage points from the 2018 ELA FSA
All ELA Subgroups Learning Gains L25 increased by 7 percentage points overall from the 2018 ELA FSA
All Math Subgroups Learning Gains across grade levels increased except for SWD which decreased by 1.1 percentage points from the 2018 Math FSA.
All Math Subgroups Learning Gains L25 increased by 2.6 percentage points overall from the 2018 Math FSA.

The 2021 data indicates a decrease of 6 percentage points from 61% to 55% when comparing the 2019 ELA FSA Assessment and a 15 percentage points decrease from 53% to 38% when compared to the 2019 Math FSA Assessment. Overall EOC scores also indicate a loss of 5 percentage points from 80%- 85% when comparing the data from 2019- 2021.
The 2021 Science data indicates an increase of 3 percentage points from 49%-51%

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

Data components based off progress monitoring and state assessments indicate that proficiency in math proficiency have decreased by 5 percentage points over a three year period demonstrating the greatest need for improvement.

The majority of our ELA Subgroups Learning Gains increased by at least 2.1 percentage points. Students with Disabilities decreased by 2.1 percentage points.

The majority of our Math Subgroups Learning Gains increased by at least 2.1 percentage points. Students with Disabilities decreased by 1.1 percentage points

The 2021 data indicates an overall 15 percentage point decrease when comparing 2019 Math FSA with 2021 Math FSA and the greatest need for 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?

Differentiation of instruction and data driven instruction and planning have been our focus for the last three years. Dual modality, student attendance and engagement contributed to the need for

improvement. Tutoring sessions provided after school became a challenge due to the complexity of dual modalities. School and tutoring attendance also contributed to the need for greatest improvement. We will begin providing tutoring opportunities earlier in the school year and before and after school.

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

Data components based off of progress monitoring and state assessments indicates a 2 percentage point growth increments of growth across grade levels in ELA FSA over a three year period.

ELA Students earning Learning Gains increased from 51 percent in 2018 to 58 percent overall on the 2019 FSA.

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

Data chats with grade levels and individual teachers, a collaborative planning focus calendar across grade level and content areas and data driven decision making contributed to the increase in proficiency across grade levels in ELA over a three year period.

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

Strategies to be implemented in order to accelerate learning will include data chats, weekly collaborative planning, data driven decision and on-going progress monitoring.
Data chats will be conducted with grade levels, administration with teacher and teacher to student. Teacher will meet weekly to coubjectllaborate on instructional delivery, assessment and develop data driven lesson plan to meet the needs of their students. On-going progress monitoring will include completion of i-Ready instructional minutes in reading and math, completing of weekly reading assessments and topic assessments in math and science.

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.

We will develop whole and grade and/or subject group sessions on using data to drive instruction (September/21), Differentiating instruction (October/21), Monitoring Data (November/December/21), making adjustments to groups as data becomes available (2/21) and data chats with individualized feedback and next steps (ongoing). Coaching cycles will also be implemented individually with teachers to support specific needs (ongoing).

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

Collaborative planning will be scheduled weekly and a member of the LT will attend to ensure strategies being implemented schoolwide that are aligned to the goals. Extended Learning opportunities will be provided with before and after school tutoring and interventions as well as Saturday Academies and End of Course bootcamps.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Based on the data review, our school will implement the targeted element of Differentiation. Based on our findings our overall our students increase their learning gains on the 2019 ELA Florida State Assessments. Our 2021 data indicates overall 55% of the students in grades 3-8 scored at or above level 3 on the 2021 English Language Arts Florida State Assessment. We are meeting the needs of all of our learners and find that continuing this practice will benefit the students we serve. We will continue to provide the necessary scaffolding to our Tier 2 and 3 content in order to make significant learning gains and move towards or maintain proficiency.
Measurable Outcome:	If we successfully implement Differentiation throughout the grade levels, then the percentage of students in grades 3-8 scoring a Level 3 on the 2022 statewide standardized English Language Arts Assessment will increase by a minimum of 2 percentage points.
Monitoring:	The Leadership Team will conduct regular walkthroughs to ensure targeted instruction taking place.
Person responsible for monitoring outcome:	Deborah Brinson (djohnson5@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 L25 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 on-going progress monitoring.
Rationale for Evidence-based Strategy:	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 plans and instructional plan as new data becomes available.

Action Steps to Implement
8/31-10/11 Facilitate weekly collaborative planning meetings to provide teachers with an opportunity to collaborate and brainstorm challenges, needs, and shared best practices. Teachers will attend collaborative planning and take turns taking the lead and modeling explicit instruction during small groups.

Person Responsible	Steven Hoskins (260288@dadeschools.net)

8/31-10/11 Teachers will develop lesson plans that are inclusive of DI instruction. As a result, teachers will have student groups, appropriate resources, and lesson plans that reflect DI instruction.

Person Responsible	Steven Hoskins (260288@dadeschools.net)

8/31-10/11 Teachers will utilize weekly i-Ready data. As a result, teacher will use the most current data to plan and adjust instruction to meet the current student academic needs.

Person Responsible	Shannan Wright (shanwright@dadeschools.net)

8/31-10/11 Teachers will utilize weekly assessments and topic test. As a result teachers will have current assessment data aligned with pacing guides to develop data driven lesson plans.

Person Responsible   Steven Hoskins (260288@dadeschools.net)

Facilitate individual teacher data chats to provide teachers the opportunity to analyze their data with the school leadership team and discuss any needs or concerns the teacher may have with their class.

Person Responsible   Steven Hoskins (260288@dadeschools.net)

Teachers will utilize Performance Matters to analyze the biweekly progress monitoring student data. As a result, teachers will have current data to develop data driven lesson plans that are inclusive to differentiated instruction.

Person Responsible   Steven Hoskins (260288@dadeschools.net)

#2. Instructional Practice specifically relating to Instructional Coaching	
Area of Focus Description and Rationale:	Based on the data review, our school will implement the targeted element of Instructional Coaching. Based on our findings our students increase the proficiency levels on the ELA Florida State Assessment. We are meeting the needs of all of our learners and find that continuing this practice will benefit the students we serve. We will continue to provide the necessary scaffolding to our teachers for data collection and analysis in order to make data-driven instructional decisions.
Measurable Outcome:	If we successfully implement Instructional Coaching throughout the grade levels, then our students meeting proficiency will increase by a minimum of 2 percentage points as evidenced by the 2022 ELA Florida State Assessments.
Monitoring:	The Leadership Team will conduct regular walkthroughs to ensure targeted instruction taking place.
Person responsible for monitoring outcome:	Deborah Brinson (djohnson5@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Instructional Coaching, our school will focus on the evidence-based strategy of Collaborative Data Chats. Collaborative Data Chats will assist in accelerating the learning gains of our students as it is a systematic approach of instruction to meet the students' needs. Collaborative Data Chats will be monitored through Data-Driven conversations to drive instructional planning.
Rationale for Evidence-based Strategy:	Collaborative Data-Chats will ensure that teachers are analyzing the student data collected from various sources in order to make data-driven instructional decisions.

Action Steps to Implement

09/21 - Grade Level data chats will be conducted after the administration of i-Ready AP1 assessment. As a result teacher will be able to measure student and class achievement.

Person Responsible	Raquel Calveiro (raquelcalveiro@dadeschools.net)

1/22 - Individualized teacher data chats will be conducted after the administration of i-Ready AP2 assessment. As a result, the teacher will have a focused understanding of his/her student's achievement and plan effectively to meet the students academic needs.

Person Responsible	Raquel Calveiro (raquelcalveiro@dadeschools.net)

8/31-10/11 Focus calendars will be developed monthly identifying standards addressed on pacing guides and topic assessments. As a result, teachers will have a structured tool allowing for an equitable balance of the targeted instruction.

Person Responsible	Jesus Valladares (doctor_v@dadeschools.net)

8/31-10/11 Grade levels will develop student data trackers to track student progress. As a result, students will be accountable for their learning and progress.

Person Responsible	Raquel Calveiro (raquelcalveiro@dadeschools.net)

#3. Culture & Environment specifically relating to Student Attendance	
Area of Focus Description and Rationale:	Based on the data review, our school will implement the Targeted Element of Student Attendance. Through our data review, we noticed the students who struggled with attendance are also the students who are not meeting expectations for learning gains as well as proficiency. We recognize the need to tailor our attendance initiatives and improve in making connections with families and the community to ensure attendance is consistently high.
Measurable Outcome:	If we successfully implement the targeted element of Student Attendance, our students will receive quality instruction that will contribute to improving student outcomes. With consistent student incentives, our attendance will increase by 2 percentage points by June 2022.
Monitoring:	The Leadership Team will work to connect with families who struggle with attendance and identify the root cause for absences and create a plan of action to ensure students are present daily. The Leadership Team will mentor individual students who have consistent truancy and connect with them to reward or encourage attendance efforts. To ensure we are on track to meeting the outcome above, this data will be discussed during data chats with teachers and students and parental contact will be made when necessary.
Person responsible for monitoring outcome:	Deborah Brinson (djohnson5@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Student Attendance, our school will focus on the evidence-based strategy of: Attendance Initiatives. Attendance Initiatives will assist in narrowing the absence gap amongst our students. Student absences will be monitored to prevent a pattern of excessive absences.
Rationale for Evidence-based Strategy:	Attendance Initiatives will assist in decreasing the number of student absences. The initiatives will provide the Leadership Team with a systematic approach to identify attendance issues, remediation, and rewards.

Action Steps to Implement

8/31-10/11 Daily school wide attendance initiative and incentive " Are you in School Today," As a result, students will be recognized for being present in school.

Person Responsible	Kevin Sepulveda (ksepulveda@dadeschools.net)

8/31-10/11 Classroom perfect attendance initiative and incentives for classes who have 13 days of perfect attendance. As a result, teachers and students will be motivated to be present at school.

Person Responsible	Kevin Sepulveda (ksepulveda@dadeschools.net)

8/31-10/11 Grade level daily perfect attendance and quarterly perfect student attendance initiative and incentives for students who have perfect attendance, As a result students will be motivated to attend school.

Person Responsible	Kevin Sepulveda (ksepulveda@dadeschools.net)

8/31-10/11 Monthly i-Attend meetings will be held with students and counselors addressing excessive absences. As a result, students and parents will be provided with resources addressing good attendance.

Person Responsible   Raquel Calveiro (raquelcalveiro@dadeschools.net)

#4. Leadership specifically relating to Instructional Leadership Team	
Area of Focus Description and Rationale:	Based on qualitative data from the School Climate Survey and the SIP survey and review of the Core Leadership Competencies, we want to use the Targeted Element of Instructional Leadership Team. Staff morale has decreased from 42% to 29% based on the School Climate Survey. Therefore we want to develop teacher leaders by empowering them through professional developments that support individual classroom cultures.
Measurable Outcome:	If we successfully implement the Targeted Element of Instructional Leadership Team, our teachers will be provided the opportunity to take ownership of their curricular delivery of standards, achievement data and authentic student work product and the staff morale should increase by at least 2 percentage points as measured by the School Climate survey.
Monitoring:	The Leadership Team will identify specific staff members that are experts in areas that will serve as leads with in house professional developments. By involving teachers, we hope to create a positive environment and boost staff morale. This will be evident by teacher leaders providing support and development to their colleagues in various areas.
Person responsible for monitoring outcome:	Deborah Brinson (djohnson5@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Instructional Leadership Team, we will focus on the evidence-based strategy of: Empower teachers and staff. The leadership team will provide support for teachers, students, and staff to be leaders, innovators, risk-takers, and designers of new ways to approach challenges.
Rationale for Evidence-based Strategy:	Empowering teachers will assist in integrating the talents of teachers within the building to carry out the vision, the mission and problem solve. Throughout this process the Leadership Team will create buy in and bring creative and innovative solutions to the forefront.

Action Steps to Implement

8/31-10/11 Leadership Team will meet monthly. As a result the LT will discuss progress monitoring progress monitoring of school improvement goals.

Person Responsible	Raquel Calveiro (raquelcalveiro@dadeschools.net)

8/31-10/11 LT teachers will facilitate professional development based on the needs of the grade levels or subject areas teachers, As a result teachers will receive shared best practices and strategies to improve on their craft.

Person Responsible	Jose Moreira (j_moreira@dadeschools.net)

8/31-10/11 LT teachers will provide peer to peer support to individual teachers on their grade-level or subject areas. As a result, teachers will continue to improvement upon their craft and make progress towards the shared vision and school improvement goals.

Person Responsible	Shannan Wright (shanwright@dadeschools.net)

8/31-10/11 LT will provide peer observations. As a result, teachers will build awareness about the impact of their own teaching and build upon their own craft through the sharing of best practices.

| **Person Responsible** | Shannan Wright (shanwright@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.

The primary areas for concern that the school will monitor during the upcoming school year are violent incidents and drug/public order incidents. According to the data the school ranks very high for violent incidents and rank high for public/order incidents.

The school culture will be monitored through the school's discipline including:
-Recognize positive/model behavior through the "Do the Right Thing" and "Values Matter Miami" programs.
Promote positive/model behavior through the "Do the Right Thing" and "Values Matter Miami" programs.
-Encourage parent communication to inform on both positive/negative behavior.
-Students and parents will discuss school wide behavior contract, student code of conduct and return signed agreement to homeroom teacher.

Student centered alternative to suspension activities:
-One on one counseling
-Participation in grade level assemblies
-Recognize students thorough Spot Success
-Recognize students via morning announcements for good attendance

Part IV: Positive Culture & Environment

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

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

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

The school addresses building a positive school culture and environment by having a shared vision and mission statement. Our school creates experiences to engage parents and families by conducting parent workshops and maintaining home and school communication to promote positive behavior. Teacher leaders will be encouraged to share their knowledge gained through professional developments during in house

professional developments.

Students and staff will be recognized on morning announcements for good attendance. We also ensure that information is provided to our stakeholders through connect calls and school website. 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 and their roles in promoting a positive culture and environment at the school are the Principal, Assistant Principals, Instructional Coaches, Teacher Leaders and Counselors.

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 monitor the development and implementation and ensuring all information is shared with stakeholders in a timely manner. Teacher leaders and instructional coaches 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.

Deborah Johnson-Brinson, Principal
Raquel Calveiro, Assistant Principal
Mitzi Parlor, Assistant Principal
Dena Vitro, Assistant Principal
Jesus Valladares, Reading Coach
Shannan Wright, Assessment Coordinator
Ching Chong, Kindergarten Grade Level Chairperson
Grettel Thompson, First Grade Level Chairperson
Cindy Dawson, Second Grade Level Chairperson
Victoria Delgado, Third Grade Level Chairperson
Marielys Sanchez, Fourth Grade Level Chairperson
Jose Moreira, Fifth Grade Level Chairperson
Paula Newkirk, 6th Grade Team Leader
Lisa Schafer, 7th Grade Team Leader
Lynne Roman 8th Grade Team Leader, ELA Department Chairperson
Alyssa Foligno, Science Department Chairperson
Inna Lalababayev, Mathematics Chairperson
David Martinez, Social Science Chairperson
John Bequer, Community Liaison Specialist
Martha Peratuz, PTSA President

Part V: Budget

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

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

	Total:	$0.00