

Miami-Dade County Public Schools

George Washington Carver Middle School



2021-22 Schoolwide Improvement Plan

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George Washington Carver Middle School

4901 LINCOLN DR, Coral Gables, FL 33133

<http://carver.dade.k12.fl.us/>

Demographics

Principal: Iliana Artime

Start Date for this Principal: 8/1/2012

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	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	26%
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 (86%) 2017-18: A (87%) 2016-17: A (85%)
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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George Washington Carver Middle School

4901 LINCOLN DR, Coral Gables, FL 33133

<http://carver.dade.k12.fl.us/>

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	No	29%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	75%

School Grades History

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

School Board Approval

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SIP Authority

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of George Washington Carver Middle School is to provide for Miami-Dade County's multicultural and multilingual population an advanced educational program. George Washington Carver Middle School will follow state standards and meet the academic standards of France, Germany, Spain, and Italy. The school will offer a curriculum to prepare students to meet the future needs of major industries, international trade, finance, and tourism.

Provide the school's vision statement.

Reflecting on the needs of Miami-Dade County's diverse community, George Washington Carver Middle School, Center for International Education, will prepare all students to be multilingual and multiliterate. All stakeholders of the school will implement technological innovations to enhance the strong multilingual academic program, thus ensuring each student success in the competitive environment of the 21st century. The school will provide a rigorous, diverse curriculum that meets world-class standards for a multicultural world.

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
		<p>The Principal (Iliana Artime) oversees daily activities and operations within the school. She ensures that the state/districts academic policies and curriculum are followed, desegregate data to promote a data-driven instruction, identifies and supports rising leaders, and communicates/ collaborates with stakeholders to ensure that our school community needs are being addressed.</p>
Artime, Iliana	Principal	<p>The Assistant Principal (Shelton Rivers) collaborates with the principal to ensure that the school's mission and vision are being met. Additionally, he assists the principal to ensure that the overall administration of the school flows seamlessly (facility maintenance, discipline, academic engagement, teaching and learning, etc.). He also communicates/collaborates with stakeholders to ensure that our school community needs are being addressed.</p>
		<p>The Teachers, K-12 (various) are responsible for teaching and learning in the classroom and following state/district curriculum. They also create welcoming spaces so that learners feel safe in their learning environment. They communicate with administrators, colleagues, and parents regarding the academic, social, and emotional well-being of all learners.</p>
RIVERS, SHELTON	Assistant Principal	
BYRD, JANAS	Teacher, K-12	
HIRSON-TROUBADY, BRIGETTE	Teacher, K-12	
VINAT, MADELIN	Teacher, K-12	
Castro, Maria	Teacher, K-12	
LLEWELLYN-JONES, JENNY	Teacher, K-12	
WINSTON, LISE	Teacher, K-12	
Bassoc, cristina	Other	
NOA, ANIA	Teacher, K-12	

Demographic Information

Principal start date
 Wednesday 8/1/2012, Iliana Artime

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.*

37

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.*

12

Total number of teacher positions allocated to the school

49

Total number of students enrolled at the school

1,026

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

2

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	0	0	0	0	0	0	361	330	335	0	0	0	0	1026
Attendance below 90 percent	0	0	0	0	0	0	6	4	4	0	0	0	0	14
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	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	1	0	2	0	0	0	0	3
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	3	0	1	0	0	0	0	4
Number of students with a substantial reading deficiency	0	0	0	0	0	0	14	22	33	0	0	0	0	69

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	0	0	1	0	0	0	0	1

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	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Wednesday 7/21/2021

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	0	0	0	0	0	0	350	347	347	0	0	0	0	1044
Attendance below 90 percent	0	0	0	0	0	0	6	4	5	0	0	0	0	15
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Course failure in Math	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	2	1	0	0	0	0	3
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	1	0	0	0	0	0	1

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	0	1	0	0	0	0	0	1

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	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				95%	58%	54%	96%	56%	53%
ELA Learning Gains				75%	58%	54%	76%	56%	54%
ELA Lowest 25th Percentile				81%	52%	47%	81%	52%	47%
Math Achievement				94%	58%	58%	95%	56%	58%
Math Learning Gains				67%	56%	57%	71%	56%	57%
Math Lowest 25th Percentile				76%	54%	51%	81%	55%	51%
Science Achievement				94%	52%	51%	93%	52%	52%
Social Studies Achievement				98%	74%	72%	98%	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	92%	58%	34%	54%	38%
Cohort Comparison						
07	2021					
	2019	95%	56%	39%	52%	43%
Cohort Comparison						
08	2021					
	2019	97%	60%	37%	56%	41%
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	91%	58%	33%	55%	36%
Cohort Comparison						
07	2021					
	2019	96%	53%	43%	54%	42%
Cohort Comparison		-91%				
08	2021					
	2019	0%	40%	-40%	46%	-46%
Cohort Comparison		-96%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	93%	43%	50%	48%	45%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	99%	68%	31%	67%	32%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	98%	73%	25%	71%	27%

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.

The progress monitoring tool(s) used to compile the data below is as follows:

- iReady Diagnostic (AP1) for Fall
- iReady Diagnostic (AP2) for Winter
- iReady Diagnostic (AP3) for Spring
- Midyear Assessment Civics

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	80.1%	83.3%	87.0%
	Economically Disadvantaged	78.0%	77.9%	82.0%
	Students With Disabilities			
Mathematics	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
	All Students	77.0%	85.7%	90.0%
	Economically Disadvantaged	78.7%	85.1%	87.2%
	Students With Disabilities			
	English Language Learners			

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	79.6%	80.8%	86.5%
	Economically Disadvantaged	70.8%	77.9%	82.1%
	Students With Disabilities	100.0%	100.0%	
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	71.9%	77.9%	86.2%
	Economically Disadvantaged	67.0%	77.5%	83.2%
	Students With Disabilities		80.0%	
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students		96.0%	
	Economically Disadvantaged		92.0%	
	Students With Disabilities		100.0%	
	English Language Learners			

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	83.9%	87.5%	87.1%
	Economically Disadvantaged	86.5%	90.8%	88.6%
	Students With Disabilities	80.0%	80.0%	60.0%
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	75.8%	79.3%	80.6%
	Economically Disadvantaged	75.9%	77.6%	83.1%
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students		46.0%	
	Economically Disadvantaged		36.0%	
	Students With Disabilities		20.0%	
	English Language Learners			

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	100	73		57	43						
ELL	85	69	72	79	39	45	86	82	73		
ASN	96	86		95	45				100		
BLK	88	67	70	79	38	58	77		69		
HSP	92	70	70	85	47	48	83	91	80		
MUL	95	81		91	62						
WHT	91	68	74	86	52	44	80	95	83		
FRL	88	66	62	79	38	45	73	86	71		
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
ELL	89	72	75	91	58	71	90	91	93		
ASN	96	81		100	88				94		

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	85	71	71	85	55	64					
HSP	96	75	81	95	66	77	96	99	94		
WHT	95	75	83	95	69	77	96	96	92		
FRL	94	73	80	92	65	71	89	100	83		
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	91	91		100	82						
ELL	79	72	75	91	70	78	79	88	87		
ASN	100	85		100	96				100		
BLK	86	71	79	86	68	77	90		91		
HSP	96	73	80	94	69	77	92	98	94		
MUL	100	87		93	67				100		
WHT	95	83	83	96	76	91	93	97	98		
FRL	94	71	76	91	69	80	93	96	94		

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	74
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	670
Total Components for the Federal Index	9
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	68
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	70
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	84
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	68
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	74
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	82
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	75
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	68
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?

The results from the 2020-2021 administration of the Florida Standards Assessment (FSA) in English Language Arts (ELA), Mathematics, and Science show a decrease in the number of students demonstration proficiency in all areas (ELA, ELA LG, ELA L25, Math, Math LG, Math L25 and Science) when compared to the 2018-2019 administration. The results are as follows:

ELA: 95 percent proficient in 2019; 92 percent proficient in 2021; decrease of 3 percentage points.

ELA LG: 75 percent proficient in 2019; 70 percent proficient in 2021; decrease of 5 percentage points.

ELA L25: 81 percent proficient in 2019; 71 percent proficient in 2021; decrease of 10 percentage points.

Math: 94 percent proficient in 2019; 86 percent proficient in 2021; decrease of 8 percentage points.

Math LG: 67 percent proficient in 2019; 48 percent proficient in 2021; decrease of 19 percentage points.

Math L25: 76 percent proficient in 2019; 48 percent proficient in 2021; decrease of 28 percentage points.

Science: 94 percent proficient in 2019; 82 percent proficient in 2021; decrease of 12 percentage points.

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

The results from the 2020-2021 administration of the Florida Standards Assessment (FSA) in English Language Arts (ELA), Mathematics, and Science indicate that the percentage of students in the Math L25 component that demonstrated proficiency is the area in greatest need for improvement. During the 2018-2019 administration of the FSA, the number of students demonstrating proficiency in Math L25 was 76 percent. During the 2020-2021 administration of the FSA, the number of students demonstrating proficiency in Math L25 was 48 percent, a decrease of 28 percentage points.

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 are focused on implementing data-driven instruction as well as student-centered instruction in all classrooms. We will continue to support this while incorporating data-driven instruction and student-centered learning to help meet the needs of all students. The contributing factors that led to this need for improvement varied - disruption in the learning environment, connectivity issues with devices, students on quarantine not well enough to be fully engaged.

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

THE 2020-2021 i-Ready data reflects strong achievement patterns for All Students and Economically Disadvantaged students in grades 6, 7, and 8. However, some grade level and subgroups showed significant gains - the percentage of proficient students in the All Students subgroup in grade 7 (Math) increased 14.3 percentage points from Fall to Spring. Additionally, the percentage of proficient students in the Economically Disadvantaged subgroup in grade 7 (Math) increased 16.2 percentage points. The percentage of proficient students in the Economically Disadvantaged subgroup in grade 7 (ELA) increased 11.3 percentage points.

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

We increased our schoolwide focus on Science, Technology, Engineering, Arts, and Mathematics (S.T.E.A.M.) related activities across the curriculum. We also provide advanced placement (AP) opportunities that enhance content knowledge in all subject areas.

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

We will use Data-Driven Instruction and Student-Centered learning, supplemented by extended learning opportunities (i.e. intensive mathematics, intensive reading, winter break/spring recess packets, alternate assignments, etc.) to accelerate learning. We will also provide opportunities for horizontal and vertical planning so that instructors can share best practices, disaggregate data, and plan lessons.

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.

During professional development opportunities, the leadership team can provide best practices related to Data-Driven Instruction and Student-Centered Instruction. Staff can also provide best-practices that have been effective in their classroom. A list of best-practices can be compiled and shared with the staff. This process can be on-going throughout the school year (shared at meetings or electronically).

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

During the 2021-22 school year, teachers will meet for collaborative department planning before school and during common department lunchtime. Students will have access to voluntary before-school tutoring conducted by members of the National Junior Honor Society.

Part III: Planning for Improvement

Areas of Focus:

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

The results from the 2020-2021 administration of the Florida Standards Assessment (FSA) in English Language Arts (ELA), Mathematics, and Science show a decrease in the number of students demonstration proficiency in all areas (ELA, ELA LG, ELA L25, Math, Math LG, Math L25 and Science) when compared to the 2018-2019 administration. The results are as follows:

ELA: 95 percent proficient in 2019; 92 percent proficient in 2021; decrease of 3 percentage points.

ELA LG: 75 percent proficient in 2019; 70 percent proficient in 2021; decrease of 5 percentage points.

ELA L25: 81 percent proficient in 2019; 71 percent proficient in 2021; decrease of 10 percentage points.

Math: 94 percent proficient in 2019; 86 percent proficient in 2021; decrease of 8 percentage points.

Math LG: 67 percent proficient in 2019; 48 percent proficient in 2021; decrease of 19 percentage points.

Math L25: 76 percent proficient in 2019; 48 percent proficient in 2021; decrease of 28 percentage points.

Science: 94 percent proficient in 2019; 82 percent proficient in 2021; decrease of 12 percentage points.

The information obtained from disaggregating data provides the instructor(s) with a wealth of knowledge. It provides them with a blue-print of how to tailor whole group and individual instruction for their learnings - enrichment for students that demonstrate mastery of skills; remediation, reteaching, additional practice for students that are in need of improvement.

Measurable Outcome:

Instructors can use a variety of methods to demonstrate that the outcome (student achievement) is being achieved - informal, formal assessment, review of student work (work samples), comparing pre-test knowledge with post-test results.

Monitoring:

Instructors can monitor the areas of focus (data-driven instruction) by continuously reviewing student work samples to ensure mastery. They can also use different instructional programs (i.e. iReady, GIZMOS) to identify areas of strengths and weaknesses, customize their learning, and monitor their progress throughout the year.

Administrators can also assist in the monitoring process by reviewing school-wide data with the staff and devising a plan to address students' needs (school-wide, by department, by teacher, by class). They can also review student work samples, student engagement, and instructor lessons during informal and formal observations; providing immediate feedback afterwards.

Person responsible for monitoring outcome:

Iliana Arttime (pr6071@dadeschools.net)

Evidence-based Strategy:

Data-Driven Instruction is an educational approach that relies on the teacher's use of student performance data to inform instructional planning and delivery. This systematic approach of instructional uses assessment, analysis, and actions to meet student's needs. Data-Driven Instruction may include developing Instructional Focus Calendars (IFC) to inform teachers on specific standards to target during instruction throughout the year, based on data outcomes.

Rationale for Evidence-

Data-Driven Instruction was chosen because data provides one with the tools to develop instruction that is purposeful and meaningful. It allows the instructor to tailor instruction and

based utilize the proper resources (enrichment, extended learning opportunities, remediation) to
Strategy: ensure that the learning objectives are being met and not simply introduced.

Action Steps to Implement

08/31/21 - 10/11/21

Administrators will provide teachers with opportunities to disaggregate class/student data after each assessment (i.e. i-Ready, mid-year assessments, etc.) and engage in data chats with their students.

Person Responsible Iliana Artime (pr6071@dadeschools.net)

08/31/21 - 10/11/21

Administrators will encourage teachers to use student data to differentiate learning (data-chats).

Person Responsible Iliana Artime (pr6071@dadeschools.net)

08/31/21 - 10/11/21

Facilitate weekly common planning / department meetings to allow teachers an opportunity to discuss pacing guide, examine data, and share best practices.

Person Responsible Iliana Artime (pr6071@dadeschools.net)

08/31/21 - 10/11/21

Facilitate vertical planning opportunities to allow instructors that teach different grade levels to discuss pacing and student data.

Person Responsible Iliana Artime (pr6071@dadeschools.net)

11/01/21 - 12/21/21

Administrators will provide professional development opportunities for Language Arts and Mathematics teachers related to the effective use of the i-Ready toolbox and assigning i-Ready lessons for fragile students.

Person Responsible Iliana Artime (pr6071@dadeschools.net)

11/01/21 - 12/21/21

Facilitate opportunities for Science teachers to identify low performing standards / benchmarks from the Baseline Assessment to create lessons, individualized instruction, etc.

Person Responsible Iliana Artime (pr6071@dadeschools.net)

01/31/22 - 04/29/22

Administrators will facilitate data chats with Mathematics and Language Arts departments following the AP2.

Person Responsible Iliana Artime (pr6071@dadeschools.net)

01/31/22 - 04/29/22

Administrators will provide opportunities for teachers to facilitate parent workshops; provide strategies to supplement classroom instruction and improve student achievement patterns.

Person Responsible Iliana Artime (pr6071@dadeschools.net)

#2. Instructional Practice specifically relating to Differentiation

The results from the 2020-2021 administration of the Florida Standards Assessment (FSA) in English Language Arts (ELA), Mathematics, and Science show a decrease in the number of students demonstration proficiency in all areas (ELA, ELA LG, ELA L25, Math, Math LG, Math L25 and Science) when compared to the 2018-2019 administration. The results are as follows:

ELA: 95 percent proficient in 2019; 92 percent proficient in 2021; decrease of 3 percentage points.

ELA LG: 75 percent proficient in 2019; 70 percent proficient in 2021; decrease of 5 percentage points.

ELA L25: 81 percent proficient in 2019; 71 percent proficient in 2021; decrease of 10 percentage points.

Math: 94 percent proficient in 2019; 86 percent proficient in 2021; decrease of 8 percentage points.

Math LG: 67 percent proficient in 2019; 48 percent proficient in 2021; decrease of 19 percentage points.

Math L25: 76 percent proficient in 2019; 48 percent proficient in 2021; decrease of 28 percentage points.

Science: 94 percent proficient in 2019; 82 percent proficient in 2021; decrease of 12 percentage points.

Educators know that "one size fits all" has no place in the classroom. Student-Centered Learning places the learners at the forefront of their learning experiences. It is vital that the instructor(s) understands the learner's needs so that their learning can be differentiated; personalized.

Measurable Outcome:

Instructors can use a variety of methods to demonstrate that the outcome (student achievement) is being achieved - informal, formal assessment, review of student work (work samples), comparing pre-test knowledge with post-test results.

Monitoring:

Instructors can monitor the areas of focus (student-centered learning) by continuously reviewing student work samples to ensure mastery. Instructors can also chart the level of their learner's engagement in classroom activities – I Do-We Do-You Do, Gradual Release of Responsibility are strategies that can be used to gauge student learning and encourage learners to assume a level of responsibility for their learning. Instructors can design lessons with specific learning objectives and allow the learners to demonstrate their understanding of the concepts in a method that aligns with their learning style(s). Administrators can also assist in the monitoring process by reviewing school-wide data with the staff and devising a plan to address students' needs (school-wide, by department, by teacher, by class). They can also review student work samples, student engagement, and instructor lessons during informal and formal observations; providing immediate feedback afterwards.

Person responsible for monitoring outcome:

Iliana Arttime (pr6071@dadeschools.net)

Evidence-based Strategy:

Student-Centered Learning refers to a wide variety of educational programs, learning experiences, instructional approaches, and academic support strategies (physical or virtual) that are intended to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students and groups of students.

Rationale for Evidence-

It is crucial that instructors understand that learning does not take place in a vacuum. Instructors are responsible for teaching the lesson, covering the standards, and monitoring the desired outcomes. However, learners should be able to demonstrate their

based Strategy: understanding of concepts and standards in a variety of ways. Instructors should focus on the whole child – their learning styles, their experiences – in an effort to provide learning opportunities that are conducive to individual expression (student-centered learning).

Action Steps to Implement

08/31/21 - 10/11/21

Administrators will conduct monthly walkthroughs and review lesson plans to ensure that lessons are purposeful, meaningful, and that student-centered instruction is occurring.

Person Responsible Iliana Artime (pr6071@dadeschools.net)

08/31/21 - 10/11/21

Administrators will provide opportunities for teachers to plan for projects and/or performances that are student-centered.

Person Responsible Iliana Artime (pr6071@dadeschools.net)

08/31/21 - 10/11/21

Administrators will provide teachers with resources related to the Gradual Release of Responsibility Model.

Person Responsible Iliana Artime (pr6071@dadeschools.net)

08/31/21 - 10/11/21

Administrators will encourage teachers to incorporate project-based learning into the planning / teaching.

Person Responsible Iliana Artime (pr6071@dadeschools.net)

11/01/21 - 12/21/21

Administrators will realign Intensive Mathematics classes to provide targeted instruction for low performing students (based on AP1 data, teacher recommendation, student work samples, etc.).

Person Responsible Iliana Artime (pr6071@dadeschools.net)

11/01/21 - 12/21/21

Administrators will provide job-embedded, teacher led professional development opportunities related to Science Technology Engineering Arts and Mathematics (STEAM).

Person Responsible Iliana Artime (pr6071@dadeschools.net)

01/31/22 - 04/29/22

Administrators will encourage students to participate in learning experiences beyond the classroom (i.e. district sponsored contest).

Person Responsible Iliana Artime (pr6071@dadeschools.net)

01/31/22 - 04/29/22

Administrators will use data from AP2 and any additional resources to teachers / students.

Person Responsible Iliana Artime (pr6071@dadeschools.net)

#3. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale: Based on data from the 2020-2021 School Climate Survey, 58% of the students disagree with the following statement - My teachers make me want to learn.

Measurable Outcome: The objective is to decrease the percent of students that disagree with the following statement – My teachers make me want to learn. On the 2021-2022 School Climate Survey, 43% or more of the students will respond that their teachers make them want to learn. We will use the results of the School Climate survey and other informal tools to determine the effectiveness of the strategies implemented during the school year that are geared towards the areas of focus (Social and Emotional Learning).

Monitoring: Instructors can develop various methods to monitor the desired outcome which include check-ins, exit tickets, soliciting feedback from learners regarding activities, etc. Instructors will analyze learner feedback and make adjustments to lesson plans and activities. Leaders can assist in the monitoring of this focus by providing feedback and assistance to instructors after formal/informal observations.

Person responsible for monitoring outcome: Iliana Artime (pr6071@dadeschools.net)

Evidence-based Strategy: Social and Emotional Learning (SEL) involves the processes through which children and adults acquire and effectively apply knowledge, attitudes, and the skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Rationale for Evidence-based Strategy: Learners spend a large majority of their day in school. It is important their learning environment is one that is safe and where they feel welcomed and care for.

Action Steps to Implement

08/31/21 - 10/11/21
Administrators will encourage teachers to create classroom environments that are welcoming and inclusive.

Person Responsible Iliana Artime (pr6071@dadeschools.net)

08/31/21 - 10/11/21
Administrators will encourage mentors to check-ins, circles, and social emotional learning (SEL) best practices.

Person Responsible Iliana Artime (pr6071@dadeschools.net)

08/31/21 - 10/11/21
Administrators will provide teachers with resources related to Social Emotional Learning (SEL).

Person Responsible Iliana Artime (pr6071@dadeschools.net)

08/31/21 - 10/11/21

Administrators will provide an opportunity for teachers to participate in the district's "Everybody Mentors" initiative.

Person Responsible Iliana Artime (pr6071@dadeschools.net)

11/01/21 - 12/21/21

Administrators will ensure that school representatives attend the Mental and Emotional Health Education professional development.

Person Responsible Iliana Artime (pr6071@dadeschools.net)

11/01/21 - 12/21/21

Administrators will identify an area in the school to be used as a Peace Room for counselors, mental health professionals, and students to work collaboratively.

Person Responsible Iliana Artime (pr6071@dadeschools.net)

01/31/22 - 04/29/22

Administrators will propose a Youth Mental Health professional development course for teachers.

Person Responsible Iliana Artime (pr6071@dadeschools.net)

01/31/22 - 04/29/22

Guidance Counselors will facilitate small groups on diverse Social and Emotional Learning (SEL) topics (i.e. anxiety, self-esteem).

Person Responsible Iliana Artime (pr6071@dadeschools.net)

#4. Leadership specifically relating to Specific Teacher Feedback

Area of Focus Description and Rationale:

Based on data from the 2020-2021 School Climate Survey, 18% of the staff disagree with the following statement - I feel my ideas are listened to and considered.

Measurable Outcome:

The objective is to decrease the percent of staff that disagree with the following statement - I feel my ideas are listened to and considered. On the 2021-2022 School Climate Survey, 84% or more of the staff will respond that their ideas are listened to and considered. We will use the results of the School Climate survey and other informal tools to determine the effectiveness of the strategies implemented during the school year that are geared towards the areas of focus (Promoting the Morale and Performance of the Team).

Monitoring:

It is important for leaders to ensure that the working/learning environment is one that is safe and healthy for the faculty/staff and students. Leaders will monitor the area of focus (Promoting the Morale and Performance of the Team) by continuously checking the pulse of the team via department chairperson meetings, faculty meetings, leadership team meetings, student council meetings, etc. to assess the progress of the desired outcome; a school culture that is welcoming and inviting. Leaders will use the feedback from the stakeholders to develop systems/strategies that will address their needs and concerns.

Person responsible for monitoring outcome:

Iliana Artime (pr6071@dadeschools.net)

Evidence-based Strategy:

Promoting the Morale and Performance of the Team means that leaders check in with team members regularly and identify the need for boosting morale through incentive programs, rewards for successful performance, or other positive reinforcement. Motivational efforts are employed regularly to ensure the morale remains high. Leaders also incorporate opportunities to elevate the team's morale during struggle or opportunities for improvement.

Rationale for Evidence-based Strategy:

The leaders feel that all stakeholders should be empowered and feel that their ideas, input and recommendations are supported and listened to and/or considered.

Action Steps to Implement

08/31/21 - 10/11/21

Administrators will encourage teachers and rising leaders to spearhead leadership roles in the school.

Person Responsible

Iliana Artime (pr6071@dadeschools.net)

08/31/21 - 10/11/21

Administrators will highlight and celebrate teacher successes during faculty meetings and via public address system.

Person Responsible

Iliana Artime (pr6071@dadeschools.net)

08/31/21 - 10/11/21

Administrators will encourage teachers to share knowledge learned from professional development opportunities with their department and the entire staff.

Person Responsible Iliana Artime (pr6071@dadeschools.net)

08/31/21 - 10/11/21

Provide opportunities for teacher-led, job-embedded professional development activities.

Person Responsible Iliana Artime (pr6071@dadeschools.net)

11/01/21 - 12/21/21

Administrators will work closely with teachers and the various parent organizations to ensure that teacher ideas are acknowledged and supported.

Person Responsible Iliana Artime (pr6071@dadeschools.net)

11/01/21 - 12/21/21

Administrators will provide teachers with an opportunity to express their interest in sponsoring clubs and proposing ideas for school-sponsored activities.

Person Responsible Iliana Artime (pr6071@dadeschools.net)

01/31/22 - 04/29/22

Administrators will provide incentives for teachers highlighted during faculty meetings.

Person Responsible Iliana Artime (pr6071@dadeschools.net)

01/31/22 - 04/29/22

Administrators will check-in with teachers and provide support / resources (as needed).29/22

Person Responsible Iliana Artime (pr6071@dadeschools.net)

Additional Schoolwide Improvement Priorities

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

The data from our school's 2021-2022 Early Warning Indicators (EWI) by grade level (futed), there are 14 students with attendance below 90%. We will use interventions from our School Attendance Action Plan to ensure that we provide assistance and/or resources to our students/families (as needed). We will continue to promote a positive school culture and environment that is welcoming, safe, and fosters trust and respect. Additionally, we will continue to nurture an environment that strengthens connections with our students (using Social and Emotional Learning strategies and best practices) and families. We will create a system that continuously monitors the pulse of our school's culture and environment throughout the school year - check-ins, circles, formal/informal surveys, etc.

Part IV: Positive Culture & Environment

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

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

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

A positive school culture and environment is welcoming and safe, fosters trust and respect, and creates an avenue for all stakeholders to successfully work towards the school's mission and vision. In this welcoming space, stakeholders are extended opportunities to express their ideas and concerns (be heard). We will continue to promote Social and Emotional Learning (SEL) strategies and the Everybody Mentors initiative to strengthen our connections with students. We will also continue to empower teachers by providing opportunities for them to assume leadership roles. Teachers will facilitate teacher-led, job-embedded professional development activities that enhance their professional growth and improve student achievement. The leadership team will create a "shout out" board; a visual representation where we can celebrate each other's successes. Additionally, the leadership team will create a system that continuously monitors the pulse of our school's culture and environment throughout the school year.

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

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principals, and Teacher Leaders (our 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 monitor the mentorship programs and assist in ensuring all information is shared with stakeholders in a timely manner. Teacher leaders 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.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Differentiation	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
4	III.A.	Areas of Focus: Leadership: Specific Teacher Feedback	\$0.00

	Total: \$0.00
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