

Miami-Dade County Public Schools

# Winston Park K 8 Center



2021-22 Schoolwide Improvement Plan

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## Winston Park K 8 Center

13200 SW 79TH ST, Miami, FL 33183

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

### Demographics

**Principal: Carla Rivas D**

Start Date for this Principal: 7/29/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School PK-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	No
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	81%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Hispanic Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: A (69%) 2017-18: A (70%) 2016-17: A (68%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### 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](http://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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## Winston Park K 8 Center

13200 SW 79TH ST, Miami, FL 33183

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

### School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p>Combination School PK-8</p>	<p><b>2020-21 Title I School</b></p> <p>No</p>	<p><b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>69%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>97%</p>

### School Grades History

<b>Year</b>	<b>2020-21</b>	<b>2019-20</b>	<b>2018-19</b>	<b>2017-18</b>
<b>Grade</b>	A	A	A	A

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

### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

#### **Provide the school's mission statement.**

The mission of Winston Park K-8 Center is to create a fair and equitable learning environment in which all students strive for personal and academic excellence in a “family-centered” atmosphere as they develop skills to become lifelong learners and successful participants in a global community.

#### **Provide the school's vision statement.**

Winston Park K-8 Center successfully educates and prepares students from multicultural backgrounds to make economic, political, moral and social decisions that will positively impact the future.

### 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
Rivas, Carla	Principal	Manage the operation and the educational programs of the school.
Llama, Marlene	Instructional Coach	review data and meet with teachers
Hernandez, Diana	Teacher, K-12	Facilitates communication between administration and Pre-K and Kindergarten teachers
Febles, Helen	Teacher, K-12	Facilitates communication between administrators and second grade teachers
Guzman, Patricia	Teacher, K-12	Facilitates communication between administrators and sixth grade teachers
Guitian, Sue	Teacher, K-12	Facilitates communication between administrators and seventh grade teachers
Coiras, Martha	Teacher, K-12	Facilitates communication between administrators and eighth grade teachers
Cuenca, Christina	Teacher, K-12	Facilitates for communication between administrators and language arts department.
Escarda, Manuel	Teacher, K-12	Facilitates for communication between administrators and Social Studies teachers
Castellanos, Ashley	Assistant Principal	Monitor educational programs of the school.
Ward, Cedric	Assistant Principal	Monitor educational programs of the school.

## Demographic Information

### Principal start date

Thursday 7/29/2021, Carla Rivas D

**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.*

57

**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.*

26

**Total number of teacher positions allocated to the school**

80

**Total number of students enrolled at the school**

1,339

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

8

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

0

**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	80	92	113	138	139	135	170	171	184	0	0	0	0	1222
Attendance below 90 percent	0	9	12	17	8	14	14	22	23	0	0	0	0	119
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	3	2	6	6	6	3	7	11	0	0	0	0	44
Course failure in Math	0	1	0	4	10	17	9	3	6	0	0	0	0	50
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	1	13	14	9	0	0	0	0	37
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	9	15	7	0	0	0	0	31
Number of students with a substantial reading deficiency	0	10	26	36	42	11	53	69	64	0	0	0	0	311

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators		1	4	3	3	7	8	11	16	11	0	0	0	64

**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		1	4	3	3	5	5	1	2	0	0	0	0	24
Students retained two or more times		0	0	1	0	3	2	2	3	1	0	0	0	12

**Date this data was collected or last updated**

Thursday 7/29/2021



**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	87	111	139	141	134	160	179	188	200	0	0	0	0	1339
Attendance below 90 percent	7	14	14	11	12	14	21	25	25	0	0	0	0	143
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	3	6	4	5	7	7	12	8	0	0	0	0	52
Course failure in Math	0	1	1	11	12	12	3	7	16	0	0	0	0	63
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	13	15	9	26	0	0	0	0	63
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	7	14	8	13	0	0	0	0	42

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators		1	4	2	6	7	15	15	13	21	0	0	0	84

**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	1	4	2	3	5	5	1	1	0	0	0	0	0	22
Students retained two or more times	0	0	0	1	3	2	3	2	2	0	0	0	0	13

## 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				69%	63%	61%	68%	62%	60%
ELA Learning Gains				61%	61%	59%	65%	61%	57%
ELA Lowest 25th Percentile				60%	57%	54%	64%	57%	52%
Math Achievement				82%	67%	62%	80%	65%	61%
Math Learning Gains				68%	63%	59%	68%	61%	58%
Math Lowest 25th Percentile				67%	56%	52%	63%	55%	52%
Science Achievement				54%	56%	56%	60%	57%	57%
Social Studies Achievement				82%	80%	78%	80%	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	79%	60%	19%	58%	21%
Cohort Comparison						
04	2021					
	2019	70%	64%	6%	58%	12%
Cohort Comparison		-79%				
05	2021					
	2019	64%	60%	4%	56%	8%
Cohort Comparison		-70%				
06	2021					
	2019	58%	58%	0%	54%	4%
Cohort Comparison		-64%				
07	2021					
	2019	63%	56%	7%	52%	11%
Cohort Comparison		-58%				
08	2021					
	2019	69%	60%	9%	56%	13%
Cohort Comparison		-63%				

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
03	2021					
	2019	93%	67%	26%	62%	31%
Cohort Comparison						
04	2021					
	2019	88%	69%	19%	64%	24%
Cohort Comparison		-93%				
05	2021					
	2019	78%	65%	13%	60%	18%
Cohort Comparison		-88%				
06	2021					
	2019	81%	58%	23%	55%	26%
Cohort Comparison		-78%				
07	2021					
	2019	52%	53%	-1%	54%	-2%
Cohort Comparison		-81%				
08	2021					
	2019	55%	40%	15%	46%	9%
Cohort Comparison		-52%				

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
05	2021					
	2019	55%	53%	2%	53%	2%
Cohort Comparison						
08	2021					
	2019	32%	43%	-11%	48%	-16%
Cohort Comparison		-55%				

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	93%	68%	25%	67%	26%

<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	79%	73%	6%	71%	8%

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	97%	63%	34%	61%	36%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	93%	54%	39%	57%	36%

**Grade Level Data Review - Progress Monitoring Assessments**

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

The progress monitoring tools by grade level used to compile the below data are as follows:

- Grades 1-8: i-Ready ELA and Math
- Grades 6-8 Science and Civics: Performance Matters baselines and mid-year assessments

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	32.7	47.7	74.5
	Economically Disadvantaged	31.7	46.3	70.4
	Students With Disabilities	10	20	50
	English Language Learners	20	26.7	60
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	29	50.5	72.4
	Economically Disadvantaged	26.8	50	68.8
	Students With Disabilities	30	50	66.7
	English Language Learners	20	40	60

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	39.7	61	70.6
	Economically Disadvantaged	35.8	56.9	68.8
	Students With Disabilities	13.3	33.3	26.7
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	22.2	41.9	61
	Economically Disadvantaged	17.6	34.9	55
	Students With Disabilities	7.1	20	40
	English Language Learners			

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	57.9	72.2	73.5
	Economically Disadvantaged	55.2	72.4	72.1
	Students With Disabilities	34.6	53.8	52
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	27.1	50.4	64.4
	Economically Disadvantaged	23	47.1	60.5
	Students With Disabilities	19.2	38.5	36
	English Language Learners			

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	50.4	58.6	58.1
	Economically Disadvantaged	43.2	58.5	55.6
	Students With Disabilities	20	35	20
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	32	52.8	74
	Economically Disadvantaged	25.3	46.2	68.8
	Students With Disabilities	11/1	20	45
	English Language Learners			

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	45.5	53.6	51.3
	Economically Disadvantaged	44.8	48.1	49.5
	Students With Disabilities	7.1	21.4	23.1
	English Language Learners		20	20
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	42.9	52.7	67.8
	Economically Disadvantaged	41	45.5	63.1
	Students With Disabilities	7.1	15.4	30.8
	English Language Learners		20	20
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students		25	
	Economically Disadvantaged		21	
	Students With Disabilities		0	
	English Language Learners		0	

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	46.8	49.7	49.7
	Economically Disadvantaged	44.4	50	46.8
	Students With Disabilities	19.4	22.6	16.1
	English Language Learners		10	
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	40.7	50.9	61.8
	Economically Disadvantaged	39.3	50	61.7
	Students With Disabilities	13.8	16.1	34.5
	English Language Learners		20	30
	Number/% Proficiency	Fall	Winter	Spring

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	53.4	60.3	61.8
	Economically Disadvantaged	44.5	55.5	55.9
	Students With Disabilities	36	28	40
	English Language Learners	16.7	28.6	28.6
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	38.5	49.2	61.9
	Economically Disadvantaged	32.8	42.7	56.0
	Students With Disabilities	36	29.2	28
	English Language Learners		28.6	28.6
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students		72	
	Economically Disadvantaged		68	
	Students With Disabilities		33	
	English Language Learners		57	
	Number/% Proficiency	Fall	Winter	Spring

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	56.1	64	66.1
	Economically Disadvantaged	52.2	60.3	63.4
	Students With Disabilities	33.3	41.7	50
	English Language Learners	5.9	5.9	23.5
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	27.6	50.9	63.8
	Economically Disadvantaged	31.1	51.2	62.4
	Students With Disabilities	8.3	30.4	41.7
	English Language Learners	5.9	17.6	26.7
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students		38	
	Economically Disadvantaged		36	
	Students With Disabilities		29	
	English Language Learners		29	

**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	37	35	31	34	20	15	26	65	32		
ELL	54	53	46	49	24	24	35	64	47		
ASN	60			50							
BLK	33			50							
HSP	66	53	43	57	24	22	53	69	62		
WHT	64	47		61	37						
FRL	62	50	40	53	22	23	50	61	63		
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	37	45	46	49	55	53	31	69	45		
ELL	55	56	58	74	70	70	40	71	52		
ASN	92	73		100	82						



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	69	64		81	64						
HSP	69	61	60	82	68	66	53	83	74		
WHT	67	57		78	67		67		100		
FRL	65	59	60	79	65	63	52	79	70		
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	36	50	56	50	53	45	42	48	30		
ELL	53	66	68	72	74	73	37	56	40		
ASN	86	75		93	50						
BLK	50	57		63	57						
HSP	68	65	66	80	69	65	60	80	79		
WHT	69	52		77	58		73	82	90		
FRL	66	66	65	79	69	63	59	78	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	52
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	68
Total Points Earned for the Federal Index	520
Total Components for the Federal Index	10
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
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	46
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	55
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	52
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	52
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	49
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?

According to the data, the subject with the most significant deficiency is FSA Math across all grade levels. Overall, all math subgroups decreased by 24 percentage points from the 2018- 2019. During the 2020-2021 school year only 25% of students overall achieved learning gains.

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

Based on the 2020-2021 data, learning gains on FSA Math demonstrated the greatest need for improvement. ELL subgroups stayed the same with only 20% of students achieving learning gains in grade 4.

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

The factors that contributed to the score were the inconsistencies in standard based instruction. We will continue to support the teachers and improve upon standard based instruction from the beginning of the year.

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

Math Learning Gains for the SWD Subgroup increased from 45 percentage points in 2018 to 53 percentage points on the 2019 FSA.

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

We created collaborative planning scheduled that allotted time to share best practices and data on a weekly bases and created tutoring groups before and after school.

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

We will continue collaborative planning to allow teachers time to discuss data, DI strategies, and Standards-Based Collaborative Planning.

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

The PLST will develop in-house professional development on using data instruction and aligning instruction to meet their students individual needs.

**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 Biweekly and a member of the LT will attend to ensure fidelity to the strategies being implemented school-wide that are aligned to the goals. Extended learning opportunities will be provided before and after school tutoring and interventions as well as academic clubs.

### **Part III: Planning for Improvement**

**Areas of Focus:**

**#1. Instructional Practice specifically relating to Collaborative Planning**

**Area of Focus Description and Rationale:** Based on the data review, our school will implement collaborative planning. We selected this strategy because our findings demonstrated only 58% of our students met proficiency in math. We are not meeting the unique needs of all learners therefore it is evident that we must improve our ability to plan instruction aligned to the standards in which our students demonstrated their greatest deficiency.

**Measurable Outcome:** If we successfully implement collaborative planning, then students scoring a level 3 and above will increase by a minimum of 5 percentage points as evidenced by the 2022 Math State Assessments.

**Monitoring:** The Leadership Team will monitor collaborative planning by at least one member attending the bi-weekly grade level and department meetings and will collect signed meeting agendas and attendance rosters.

**Person responsible for monitoring outcome:** Carla Rivas (pr5961@dadeschools.net)

**Evidence-based Strategy:** Standards-Based Collaborative Planning will bring grade level or subject area teachers together to analyze the student progress and develop strategies to meet the needs of the learners.

**Rationale for Evidence-based Strategy:** Standards-Based Collaborative Planning brings teachers together to learn from one another and collaborate on projects that will lead to improvements instructional effectiveness and student achievement.

**Action Steps to Implement**

1. Administration and Coach will work together to create a schedule that is conducive to common planning from 8/23/21-10/11/21.

**Person Responsible** Carla Rivas (pr5961@dadeschools.net)

2. Teachers will meet with their grade level/department bi-weekly from 8/23/21-10/11/21. .

**Person Responsible** Carla Rivas (pr5961@dadeschools.net)

3. Teachers will review student data to identify areas of strengths and weaknesses from 8/23/21-10/11/21. .

**Person Responsible** Carla Rivas (pr5961@dadeschools.net)

4. Teachers will make modification to lesson plans and instructional delivery based on the needs of their students from 8/23/21-10/11/21. .

**Person Responsible** Carla Rivas (pr5961@dadeschools.net)

5. The administration will conduct the data chats with all math teachers from 11/1/21-12/17/21.

**Person Responsible** Carla Rivas (pr5961@dadeschools.net)

6. Teachers will administer the iReady AP 2 Diagnostic with fidelity to monitor student mastery of skills from 11/1/21-12/17/21.

**Person Responsible** Carla Rivas (pr5961@dadeschools.net)

7. Teachers will review iReady AP 2 Diagnostic data in grade level and department meetings 1/31/22-4/29/22.

**Person Responsible** Carla Rivas (pr5961@dadeschools.net)

8. Instructional Leadership team will further analyze iReady AP 2 Diagnostic to better drive the articulation process for 2022-2023 to continue student progress 1/31/22-4/29/22.

**Person Responsible** Carla Rivas (pr5961@dadeschools.net)

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

**Area of Focus Description and Rationale:** Based on the data review, our school will implement Standards-aligned instruction. It was identified as a critical need because only 23 percent of our L25 achieved learning gains. By implementing standards based instruction, it will ensure that teachers target appropriate grade level standards to improve student achievement and increase learning gains leading to a higher percentage of proficiency.

**Measurable Outcome:** If standards-aligned instruction is successfully implemented, then the FRL subgroup will increase proficiency/learning gains by at least 3 percentage points, as evidenced by the 2022 state assessments.

**Monitoring:** The administrative team will conduct quarterly data chats and follow up with regular walkthroughs to ensure standards-aligned instruction is taking place.

**Person responsible for monitoring outcome:** Carla Rivas (pr5961@dadeschools.net)

**Evidence-based Strategy:** The Leadership Team will conduct walk throughs, attend planning meetings, and review lesson plans, to ensure effective standards aligned instruction is taking place. Administrators will review bi-weekly lesson plans for indication of standard aligned instruction. Data Analysis of formative assessments of L25 students will be reviewed after each i-Ready Growth Monitoring assessment.

**Rationale for Evidence-based Strategy:** Standards-Aligned Instruction ensures that student products and instructional techniques are aligned to the targeted standards.

**Action Steps to Implement**

1. Teachers will utilize the pacing guides to ensure that lesson plans are aligned to the respective standards from 8/23/21 - 10/11/21.

**Person Responsible** Carla Rivas (pr5961@dadeschools.net)

2. Teachers will work collaboratively to design tasks that require students to produce evidence of mastery of the standard from 8/23/21 - 10/11/21.

**Person Responsible** Carla Rivas (pr5961@dadeschools.net)

3. Teachers will disaggregate data to identify the lowest standards to meet their students' needs from 8/23/21 - 10/11/21.

**Person Responsible** Carla Rivas (pr5961@dadeschools.net)

4. Using the standards identified, teachers will create differentiated instruction to address individual student needs from 8/23/21 - 10/11/21.

**Person Responsible** Carla Rivas (pr5961@dadeschools.net)

5. The administration will conduct data chats focusing in on the L25 in order to target the standards requiring remediation from 11/1/21-12/17/21.

**Person Responsible** Carla Rivas (pr5961@dadeschools.net)

6. Teachers will address L25 needs in grade level meetings to monitor progress and adjust instruction to meet their needs from 11/1/21-12/17/21.

**Person Responsible** Carla Rivas (pr5961@dadeschools.net)

7. The administration will conduct data chats focusing in on the L25 in order to target the standards requiring remediation from 1/31/22-4/29/22.

**Person Responsible** Carla Rivas (pr5961@dadeschools.net)

8. Teachers will address L25 needs in grade level meetings to monitor progress and adjust instruction to meet their needs from 1/31/22-4/29/22.

**Person Responsible** Carla Rivas (pr5961@dadeschools.net)



**#3. Culture & Environment specifically relating to School Safety**

**Area of Focus Description and Rationale:** According to the 2020-2021 School Climate Survey feedback from students, 20% of the students strongly agree or agree with the statement "I feel safe and secure at my school." Based on the data review, our school will implement the Targeted Element of School Safety. We recognize the need to ensure that all of our students feel safe at our school.

**Measurable Outcome:** If we successfully implement School Safety, our School Climate Survey feedback from students will show at least a 3 percentage point decrease from 2021 School Climate Survey.

**Monitoring:** The Leadership and Safety Team will meet regularly, review student survey data to address areas of concerns, work with community members and law enforcement to ensure that our school is secure at all times.

**Person responsible for monitoring outcome:** Carla Rivas (pr5961@dadeschools.net)

**Evidence-based Strategy:** The Leadership Team will work to connect with families of students who have reported safety concerns and identify the root cause and create a plan of action to ensure students have a safe learning environment. The Leadership Team will mentor individual students who have consistent behavioral issues and connect them with the counselor and any additional necessary services.

**Rationale for Evidence-based Strategy:** Within the Targeted Element of School Safety, our school will focus on the evidence-based strategy of: Consistent protocols to maintain a healthy and safe environment. Studies have shown that student achievement can be affected either positively or negatively by the school environment. Our goal is to have another school year with zero outdoor suspensions.

**Action Steps to Implement**

1. The principal will create a Leadership and Safety team from 8/23/21-10/11/21.

**Person Responsible** Carla Rivas (pr5961@dadeschools.net)

2. The principal will schedule meetings with the team to discuss students' concerns from 8/23/21-10/11/21.

**Person Responsible** Carla Rivas (pr5961@dadeschools.net)

3. The Leadership and Safety Team will create a plan to address the students' safety and concerns from 8/23/21-10/11/21.

**Person Responsible** Carla Rivas (pr5961@dadeschools.net)

4. The Leadership and Safety Team will present the Safety Plan to teachers and students to ensure efficacy of the plan from 8/23/21-10/11/21.

**Person Responsible** Carla Rivas (pr5961@dadeschools.net)

5. The Leadership and Safety Team met to review safety drills from the first 9 weeks and adjusted Safety Procedures from 11/1/21-12/17/21.

**Person Responsible** Carla Rivas (pr5961@dadeschools.net)

6. The Leadership and Safety Team created a list of work orders after analyzing the findings of the safety drills of the first 9 weeks to improve safety within the facilities (i.e. PA system, fire alarm sensors, window repairs, etc.) from 11/1/21-12/17/21.

**Person Responsible** Carla Rivas (pr5961@dadeschools.net)

7. Based on the January fire drill, we achieved record time in evacuating the building at under 2 minutes. We attribute this improvement to our regular Safety Team meetings. The Leadership and Safety Team will also revisit list created and monitor if the findings of the safety drills of the first 9 weeks has improved the safety within the facilities (i.e. PA system, fire alarm sensors, window repairs, etc.) from 1/31/22-4/29/22.

**Person Responsible** Carla Rivas (pr5961@dadeschools.net)

8. After the Leadership and Safety Team finishes reviewing the findings they will adjust and add any additional findings that need improvement within the facilities (i.e. PA system, fire alarm sensors, window repairs, etc.) from 1/31/22-4/29/22.

**Person Responsible** Carla Rivas (pr5961@dadeschools.net)

**#4. Leadership specifically relating to Leadership Development**

**Area of Focus Description and Rationale:** Based on qualitative data from the School Climate survey, SIP survey, and review of the Core Leadership Competencies, only 62 percent of teachers feel their ideas are listened to and considered. We want to use the Targeted Element of Instructional Leadership Team. Teachers in the building would like to have more opportunities to voice their opinions in the decision-making process. We want to develop teacher leaders by involving them in school-wide initiatives, allowing them the opportunity to further their learning. As a result, student success is positively impacted.

**Measurable Outcome:** If we successfully implement the Targeted Element of Instructional Leadership Team, the percentage of teachers on the Climate Survey that feel their ideas are listened to and considered will increase by at least 3% during the 2021-2022 school year. Our teachers will be provided the opportunity to contribute to school-wide decisions through monthly meetings. This will be realized through teachers participating in the logistical elements of meetings, presenting ideas to solve issues that arise, etc.

**Monitoring:** Develop an Instructional Leadership Team that will collaborate across grade levels and departments to develop and plan events that will encourage teacher participation and sharing. The Leadership Team will identify specific staff members that are experts in areas that will serve as leads with new initiatives and development. By involving teachers, we hope to create an environment of shared leadership. This initiative will be evident by teacher leaders providing support and development to their colleagues in various areas. To ensure we are on the right track, teachers who receive support will share the knowledge they have gained during collaborative planning and/or faculty meetings.

**Person responsible for monitoring outcome:** Carla Rivas (pr5961@dadeschools.net)

**Evidence-based Strategy:** Within the Targeted Element of Instructional Leadership Team, we will focus on the evidence-based strategy of: Involving Staff in Important Decisions. By creating a Leadership Team and forum to share ideas and strategies, we hope to increase the feeling of shared leadership.

**Rationale for Evidence-based Strategy:** Involving Staff 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 LT will create "buy-in" and bring creative and innovative solutions to the forefront.

**Action Steps to Implement**

1. The principal will create a Leadership Team to communicate across grade levels and identify teachers' talents and strengths by August 23.

**Person Responsible** Carla Rivas (pr5961@dadeschools.net)

2. The Leadership Team will share with the administrative team and assist with "buy-in" and encourage teachers to share from August 23 - October 11, 2021 .

**Person Responsible** Carla Rivas (pr5961@dadeschools.net)

3. Identified teacher leaders will provide support and development to their colleagues in various areas of expertise from August 23 - October 11, 2021 .

**Person Responsible** Carla Rivas (pr5961@dadeschools.net)

4. Teachers who receive support will share knowledge gained during collaborative planning and/or faculty meetings from August 23 - October 11, 2021 .

**Person Responsible** Carla Rivas (pr5961@dadeschools.net)

5. Liaisons for ELA, Mathematics, Science, STEAM, SECME, and Social Studies will be identified to encourage different teachers to lead in our school improvement efforts from 11/1/21 -12/17/21.

**Person Responsible** Carla Rivas (pr5961@dadeschools.net)

6. In an effort to reduce class size middle school teacher leaders are meeting to analyze their students' performance and reorganize class rosters based on performance data from 11/1/21-12/17/21.

**Person Responsible** Carla Rivas (pr5961@dadeschools.net)

7. After identifying liaisons for ELA, Mathematics, Science, STEAM, SECME, and Social Studies teachers volunteered to sponsor different activities to enrich our programs such as Virtual STEAM Night and Science Clubs from 1/31/22 -4/29/22.

**Person Responsible** Carla Rivas (pr5961@dadeschools.net)

8. Instructional Leadership Team will monitor the progress of the different enrichment programs implemented and assist the teachers to help plan for the 2022-2023 school year from 1/31/22-4/29/22.

**Person Responsible** Carla Rivas (pr5961@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.

**According to School Climate Survey only .01 percent of the students feel their is a school violence problem. the "Safe School for Alex" our violent incidents are lower than the state and district. It is our priority to make our school a safe environment for all and will continue to implement school-wide procedures to keep our numbers low. We will target grades 6-8 to continue to lower the violent incidents.**

### Part IV: Positive Culture & Environment

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

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

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

Our strengths within school culture are creating a safe environment and Physical and Emotional Safety. Our school engages staff and students in the care of the physical environment through Beautification Days. Students and families are invited to make enhancements to our campus outdoor areas and care for our edible garden and Science habitat that is used for student exploration. Our counselors use Values Matter lessons to engage students in meaningful conversations that encourage mutual respect for individual differences and promote tolerance and inclusivity.

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

The stakeholders involved in building positive school culture and environment are the Principal, Assistant Principals, teachers, and counselors. The Principal’s role is to establish and maintain all the school’s initiatives and maintain healthy and rewarding relationships that will create a sense of belonging to the school. The Assistant Principals will assist with school initiatives and ensure all information is shared with stakeholders. Teachers solve problems effectively and help students feel supported, and counselors disseminate information and support teachers and students.

### Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Collaborative Planning	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: School Safety	\$0.00
4	III.A.	Areas of Focus: Leadership: Leadership Development	\$0.00
<b>Total:</b>			<b>\$0.00</b>