Leewood K 8 Center

2021-22 Schoolwide Improvement Plan

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Leewood K 8 Center

10343 SW 124TH ST, Miami, FL 33176

http://leewood.dadeschools.net

Demographics

Principal: Eduardo Bovo M

Start Date for this Principal: 7/29/2021

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	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	43%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (68%) 2017-18: A (67%) 2016-17: A (73%)
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.](www.floridacims.org)

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School PK-8	No	36%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	85%

School Grades History

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

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SIP Authority

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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.

Leewood K-8 Center's mission is to prepare our students to become the leaders of tomorrow. Our philosophy is "If you believe....You can 'A'chieve."

Provide the school's vision statement.

Leewood K-8 Center's vision is to strive to develop responsible, productive citizens by providing an optimal educational environment that is conducive to learning today and in 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
Bovo, Eduardo	Principal	Leads teachers and staff, set goals and ensure that students meet their learning objectives.
Boyd, Deanne	Assistant Principal	Deals with issues of school management, student activities and services, personnel and curriculum instruction.
Cosculluela, Beatriz	Other	Media Specialist manages the media center, is responsible for creating and implementing all content on Social Media outlets, and is EESAC Chair.
Saliers, Kristina	Teacher, K-12	Mathematics Liaison for the elementary school. Facilitates individual teacher meetings to support goals and collaborates with District Mathematics specialists.
Margolesky, Denise	Teacher, K-12	Math Liaison and Department Chair for Middle School. Facilitates individual teacher meetings to support goals and collaborates with District Mathematics specialists.
Ferreyra, Paola	Teacher, K-12	Activities Coordinator. Manages and creates activities and events. Oversees organization of school sports.
Fields, Wendy	Teacher, K-12	UTD Steward. Monitors provisions under the collective bargaining unit. Required member of EESAC.
Picos, Magda	Teacher, K-12	Responsible for grade level communication and record-keeping.
Vreones, Staci	Teacher, K-12	Reading Liaison, Elementary School. Facilitates individual teacher meetings to support goals and collaborates with District Reading specialists.
Perry, Kerriane	Teacher, ESE	ESE Chairperson. Oversees the referral process and adherence to individual education programs based on eligibility guidelines.
Jewett, Elizabeth	Teacher, K-12	Reading Liaison for Middle School. Reading Liaison, Elementary School. Facilitates individual teacher meetings to support goals and collaborates with District Reading specialists.

Demographic Information

Principal start date
Thursday 7/29/2021, Eduardo Bovo M

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.*

26

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.*

19

Total number of teacher positions allocated to the school

45

Total number of students enrolled at the school

608

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.

0

Demographic Data

Early Warning Systems

2021-22

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	60	46	64	62	67	88	51	89	81	0	0	0	0	608
Attendance below 90 percent	1	3	0	2	5	4	4	4	8	0	0	0	0	31
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	1	1	4	3	2	2	3	0	0	0	0	16
Course failure in Math	0	0	0	1	4	6	5	2	6	0	0	0	0	24
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	1	3	2	0	0	0	0	6
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	3	4	7	0	0	0	0	15
Number of students with a substantial reading deficiency	0	2	5	6	15	8	4	12	18	0	0	0	0	70

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	1	1	1	3	4	5	3	8	0	0	0	0	26

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	5	1	1	0	2	1	0	1	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	0	1	0	0	0	0	0	0	1

Date this data was collected or last updated

Friday 7/30/2021

2020-21 - As Reported

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

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

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

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

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Number of students enrolled	42	70	67	64	88	75	92	81	75	0	0	0	0	654
Attendance below 90 percent	2	2	2	5	3	3	6	7	7	0	0	0	0	37
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	1	4	1	2	2	2	1	0	0	0	0	14
Course failure in Math	0	0	0	4	5	3	2	5	4	0	0	0	0	23
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	3	4	2	11	0	0	0	0	20
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	5	4	7	13	0	0	0	0	29

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	2	1	3	2	5	4	7	10	0	0	0	0	34

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	7	1	1	0	1	1	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	0	1	0	0	0	0	0	0	1

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				75%	63%	61%	77%	62%	60%
ELA Learning Gains				66%	61%	59%	63%	61%	57%
ELA Lowest 25th Percentile				53%	57%	54%	52%	57%	52%
Math Achievement				76%	67%	62%	78%	65%	61%
Math Learning Gains				65%	63%	59%	63%	61%	58%
Math Lowest 25th Percentile				43%	56%	52%	35%	55%	52%
Science Achievement				62%	56%	56%	61%	57%	57%
Social Studies Achievement				91%	80%	78%	89%	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	74%	60%	14%	58%	16%
Cohort Comparison						
04	2021					
	2019	81%	64%	17%	58%	23%
Cohort Comparison		-74%				
05	2021					
	2019	76%	60%	16%	56%	20%
Cohort Comparison		-81%				
06	2021					

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
	2019	62%	58%	4%	54%	8%
Cohort Comparison		-76%				
07	2021					
	2019	77%	56%	21%	52%	25%
Cohort Comparison		-62%				
08	2021					
	2019	71%	60%	11%	56%	15%
Cohort Comparison		-77%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2021					
	2019	88%	67%	21%	62%	26%
Cohort Comparison						
04	2021					
	2019	89%	69%	20%	64%	25%
Cohort Comparison		-88%				
05	2021					
	2019	75%	65%	10%	60%	15%
Cohort Comparison		-89%				
06	2021					
	2019	60%	58%	2%	55%	5%
Cohort Comparison		-75%				
07	2021					
	2019	75%	53%	22%	54%	21%
Cohort Comparison		-60%				
08	2021					
	2019	23%	40%	-17%	46%	-23%
Cohort Comparison		-75%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2021					
	2019	67%	53%	14%	53%	14%
Cohort Comparison						
08	2021					
	2019	56%	43%	13%	48%	8%
Cohort Comparison		-67%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	89%	73%	16%	71%	18%
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	81%	63%	18%	61%	20%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

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

Grades K-8:Reading
-i-Ready AP1 for Fall
-i-Ready AP2 for Winter
-i-Ready AP3 for Spring

Grades K-8- Mathematics
-i-Ready AP1 for Fall
-i-Ready AP2 for Winter
-i-Ready AP3 for Spring

7th Grade- Civics
Mid-year Assessment

5th and 8th Grade- Science
Mid-year Assessment

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	48.5	64.2	88.2
	Economically Disadvantaged	38.1	45	76.2
	Students With Disabilities	22.2	44.4	66.7
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	50	67.2	88.2
	Economically Disadvantaged	57.1	55	76.2
	Students With Disabilities	22.2	55.6	55.6
	English Language Learners			

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	66.1	81.4	89.8
	Economically Disadvantaged	35.7	64.3	85.7
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	59.3	76.3	86.4
	Economically Disadvantaged	35.7	35.7	71.4
	Students With Disabilities			
	English Language Learners			

Grade 3				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	64.1	65.6	76.6
	Economically Disadvantaged	46.2	45.8	65.4
	Students With Disabilities	12.5	14.3	25
	English Language Learners			
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	23.8	45.2	63.5
	Economically Disadvantaged	12	20	48
	Students With Disabilities			28.6
	English Language Learners			

Grade 4				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	45.9	68.2	78.8
	Economically Disadvantaged	34.4	50	59.4
	Students With Disabilities	6.3	6.3	31.3
	English Language Learners			
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	37.6	62.4	85.9
	Economically Disadvantaged	18.8	37.5	68.8
	Students With Disabilities		12.5	50
	English Language Learners			

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	63.8	75.4	86.6
	Economically Disadvantaged	50	53.8	75
	Students With Disabilities	11.1	33.3	42.9
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	52.2	66.7	83.3
	Economically Disadvantaged	30.8	46.2	69.6
	Students With Disabilities		11.1	66.7
	English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	35	0
	Economically Disadvantaged	0	12	0
	Students With Disabilities	0	0	0
	English Language Learners			

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	64.8	69.2	70
	Economically Disadvantaged	41.7	53.8	60
	Students With Disabilities		28.6	33.3
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	51.1	59.3	73.6
	Economically Disadvantaged	32	46.2	53.8
	Students With Disabilities	14.3	14.3	28.6
	English Language Learners			

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	54.5	67.5	67.1
	Economically Disadvantaged	48.3	58.6	57.1
	Students With Disabilities	16.7	50	36.4
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	42.1	51.9	69.7
	Economically Disadvantaged	39.3	44.8	53.6
	Students With Disabilities	27.3	25	54.5
	English Language Learners			
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	88	0
	Economically Disadvantaged	0	86	0
	Students With Disabilities	0	80	0
	English Language Learners			

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	52.7	66.2	64.4
	Economically Disadvantaged	25	50	42.9
	Students With Disabilities	18.2	18.2	30
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	37	45.8	56.2
	Economically Disadvantaged	17.9	37	42.9
	Students With Disabilities	10	18.2	30
	English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	36	0
	Economically Disadvantaged	0	29	0
	Students With Disabilities	0	29	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	23	36	31	22	20	17	22	33			
ELL	56	59	50	46	37	33	70				
BLK	41	38	24	28	17	5	12	58			
HSP	74	70	57	68	49	42	64	81	40		
WHT	84	69		82	57		76		55		
FRL	57	53	38	48	30	23	47	70	21		
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	33	48	41	33	40	29	10	60			
ELL	58	64	47	53	50	27	60				
ASN	82			73							
BLK	52	64	61	44	49	32	21	69	36		

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
HSP	79	66	50	82	70	50	71	96	87		
WHT	78	70	64	81	60	40	71	93	85		
FRL	59	62	48	59	57	38	43	83	61		
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	17	30	33	30	33	20	8	27			
ELL	61	73		67	47						
BLK	39	49	34	43	40	28	11	79			
HSP	84	69	62	83	64	38	65	95	88		
WHT	79	51	50	80	72	31	68	100	85		
FRL	66	59	52	65	53	27	48	83	84		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	81
Total Points Earned for the Federal Index	588
Total Components for the Federal Index	10
Percent Tested	99%

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	54
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	28
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	62
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	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	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?

2019: Learning gains are consistent across core content areas, as evidenced by a school score of 66% in ELA and 65% in Mathematics. Learning gains in the lowest 25% in Math continue to increase, but remain under 50%, as evidenced by an increase from 35% to 43% from 2018 to 2019. Learning gains in the lowest 25% in ELA remain stagnant, as evidenced by a school score of 52% in 2018 and 53% in 2019.

2021: Achievement in core content areas has decreased, as evidenced by scores in third grade ELA decreasing from 74% to 68%. In fourth grade, scores decreased from 81% to 73%. In seventh grade, scores decreased from 77% to 73% and in eighth grade, scores decreased from 71% to 61%. Mathematics scores also decreased from 88% to 61% in third grade; from 89% to 75% in fourth grade; 75% to 68% in seventh grade; and 81% to 40% in Algebra 1.

Correlation between ongoing progress monitoring (OPM) and FSA scores shows a discrepancy in data and student achievement, as demonstrated by a difference of 8% in third grade ELA; a difference of 5% in fourth grade; a difference of 11% in fifth grade ; a difference of 6% in sixth grade ; a difference of 6% in seventh grade; and a difference of 3% in eighth grade. Mathematics also demonstrated this discrepancy with a difference of 3% in third grade; 11% in fourth grade; 11% in fifth grade; 3% in sixth grade; 16% in Algebra 1.

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

Learning gains across core content areas demonstrated the greatest need for improvement across all grade levels as demonstrated by only 66% of students achieving learning gains in ELA and 65% of students achieving learning gains in Mathematics.

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 contributing factors to this need for improvement are the lack of resources and implementation of support programs for the students in need of additional instructional time. Some new actions that would be taken to address the need for improvement are incentive programs for staff and students to participate in before and after school tutoring and enrichment/remediation programs.

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

Progress monitoring demonstrated consistent growth across all core subject areas in grades one through five. 2019 state assessment data demonstrated an 8% growth in learning gains, from 35% to 43%. for the lowest 25% in Mathematics.

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

The administration conducted data chats with all Mathematics teachers. The data chats reviewed the iReady Diagnostic AP1 data of current students including the identification of the lowest 25% in each grade level.

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

Differentiated instruction, technology integration, collaboration, critical thinking, performance tasks, interactive lessons, and inclusion.

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

The PLST will develop whole group and grade level sessions on using data to drive instruction (September/21); aligning resources to small group instruction (October/21); analyzing OPM data (November/December/21); and making adjustments to groups as data becomes available (February 22). Quarterly data chats with individualized feedback will take place with administration (ongoing). Data chats will continue between students and teachers. (ongoing).

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

Extended Learning opportunities will be provided with before and after school tutoring and interventions, as well as STEAM-based clubs.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Overall, our FSA scores in ELA decreased and learning gains for ELA remained stagnant. When comparing data from the 2019 FSA ELA Assessment to data from the 2021 ELA FSA Assessment, the percent of proficient students in grade three decreased by six percentage points, from 74% to 68%. The percent of proficient students in grade four decreased by eight percentage points, from 81% to 73%. The percent of proficient students in grade five remained stagnant, from 76% to 75%. The percent of proficient students in grade six increased by fourteen percentage points, from 62% to 76%. The percent of proficient students in grade seven decreased by four percentage points, from 77% to 74%, and the percent of proficient students in grade eight decreased by ten percentage points, from 71% to 81%.
Measurable Outcome:	Based on the FSA ELA scores from the 2020-2021 school year, our goal is to increase proficiency by a minimum of two percentage points across each grade level.
Monitoring:	Consistent progress monitoring will occur through the use of instructional programs such as iReady. Data will be analyzed using PowerBi and Performance Matters reports. Quarterly data chats will be held with administration to review student progress and identify areas in need of improvement.
Person responsible for monitoring outcome:	Eduardo Bovo (pr2881@dadeschools.net)
Evidence-based Strategy:	Ongoing Progress Monitoring (OPM) is used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. OPM will be implemented with individual students or an entire class.
Rationale for Evidence-based Strategy:	Ongoing Progress Monitoring (OPM) will allow for the individualized identification of strengths and weaknesses, thus allowing teachers to provide intervention or enrichment as needed.

Action Steps to Implement	
8/30/21 - 10/11/21 The administration will conduct the first data chats with all Language Arts teachers.	
Person Responsible	Eduardo Bovo (pr2881@dadeschools.net)
8/30/21 - 10/11/21 Teachers will utilize first quarter Performance Matters assessments and reports to address remediation of the lowest 25% and targeted students not making learning gains.	
Person Responsible	Eduardo Bovo (pr2881@dadeschools.net)
8/30/21 - 10/11/21 Teachers will participate in a at least one vertical planning session to enhance learning through scaffolded, standards-based lessons.	
Person Responsible	Eduardo Bovo (pr2881@dadeschools.net)
8/30/21 - 10/11/21 Teachers will administer the iReady AP1 Diagnostic with fidelity to monitor student mastery of skills.	
Person Responsible	Eduardo Bovo (pr2881@dadeschools.net)

11/1/21 - 12/7/21 Vertical planning will continue to take place to ensure that students' learning gaps are identified throughout the grade levels for academic mastery. The Grade Level Chairs will record minutes to share with the Principal. Sign-in sheets will be used to ensure all teachers are in attendance. As a result, teachers will be able to ensure that grade level expectations are taught prior to grade level promotion.

Person Responsible   Eduardo Bovo (pr2881@dadeschools.net)

11/1/21 - 12/7/21 Teachers will conduct student/teacher data chats, utilizing i-Ready AP1 Diagnostic data, in order to help students set personal learning targets as evidenced by data chat logs.

Person Responsible   Eduardo Bovo (pr2881@dadeschools.net)

1/31/22 - 4/29/22 Teachers will continue to conduct student/teacher data chats, utilizing i-Ready AP2 Diagnostic data, in order to help students revise and achieve personal learning targets as evidenced by data chat logs.

Person Responsible   Eduardo Bovo (pr2881@dadeschools.net)

1/31/22 - 4/29/22 Teachers will utilize second quarter Performance Matters assessments and reports to address remediation of the lowest 25% and targeted students not making learning gains.

Person Responsible   Eduardo Bovo (pr2881@dadeschools.net)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Overall, our FSA scores in Mathematics decreased and learning gains for Mathematics remained stagnant. When comparing data from the 2019 FSA Mathematics Assessment to data from the 2021 Mathematics FSA Assessment, the percent of proficient students in grade three decreased by twenty-seven percentage points, from 88% to 61%. The percent of proficient students in grade four decreased by fourteen percentage points, from 89% to 75%. The percent of proficient students in grade five decreased slightly, from 75% to 72%. The percent of proficient students in grade six increased by ten percentage points, from 60% to 70%. The percent of proficient students in grade seven decreased by seven percentage points, from 75% to 68%, and the percent of proficient students in grade eight Algebra 1 decreased by forty-one percentage points, from 81% to 40%.
Measurable Outcome:	Based on the FSA Mathematics scores from the 2020-2021 school year, our goal is to increase proficiency by a minimum of two percentage points across each grade level.
Monitoring:	Consistent progress monitoring will occur through the use of instructional programs such as iReady. Data will be analyzed using PowerBi and Performance Matters reports. Quarterly data chats will be held with administration to review student progress and identify areas in need of improvement.
Person responsible for monitoring outcome:	Eduardo Bovo (pr2881@dadeschools.net)
Evidence-based Strategy:	Ongoing Progress Monitoring (OPM) is used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. OPM will be implemented with individual students or an entire class.
Rationale for Evidence-based Strategy:	Ongoing Progress Monitoring (OPM) will allow for the individualized identification of strengths and weaknesses, thus allowing teachers to provide intervention or enrichment as needed.

Action Steps to Implement	
8/30/21 - 10/11/21 The administration will conduct the first data chats with all Mathematics teachers.	
Person Responsible	Eduardo Bovo (pr2881@dadeschools.net)
8/30/21 - 10/11/21 Teachers will utilize first quarter Performance Matters assessments and reports to address remediation of the lowest 25% and targeted students not making learning gains.	
Person Responsible	Eduardo Bovo (pr2881@dadeschools.net)
8/30/21 - 10/11/21 Teachers will participate in a at least one vertical planning session to enhance learning through scaffolded, standards-based lessons.	
Person Responsible	Eduardo Bovo (pr2881@dadeschools.net)
8/30/21 - 10/11/21 Teachers will administer the iReady AP1 Diagnostic with fidelity to monitor student mastery of skills.	
Person Responsible	Eduardo Bovo (pr2881@dadeschools.net)

11/1/21 - 12/7/21 Vertical planning will continue to take place to ensure that students' learning gaps are identified throughout the grade levels for academic mastery. The Grade Level Chairs will record minutes to share with the Principal. Sign-in sheets will be used to ensure all teachers are in attendance. As a result, teachers will be able to ensure that grade level expectations are taught prior to grade level promotion.

Person Responsible Eduardo Bovo (pr2881@dadeschools.net)

11/1/21 - 12/7/21 Teachers will conduct student/teacher data chats, utilizing i-Ready AP1 Diagnostic data, in order to help students set personal learning targets as evidenced by data chat logs.

Person Responsible Eduardo Bovo (pr2881@dadeschools.net)

1/31/22 - 4/29/22 Teachers will continue to conduct student/teacher data chats, utilizing i-Ready AP2 Diagnostic data, in order to help students revise and achieve personal learning targets as evidenced by data chat logs.

Person Responsible Eduardo Bovo (pr2881@dadeschools.net)

1/31/22 - 4/29/22 Teachers will utilize the second quarter Performance Matters assessments and reports to address remediation of the lowest 25% and targeted students not making learning gains.

Person Responsible Eduardo Bovo (pr2881@dadeschools.net)

#3. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	According to the 2020 Climate Survey, 65% of the students believe the overall school climate is positive. Twenty-five percent of students remain undecided. In order to improve our students' feelings about our school and help students to establish and maintain positive relationships at school, we will address their social and emotional learning after almost a year of disrupted learning.
Measurable Outcome:	Our goal will be to increase the percentage of students who agree with this statement: "The overall climate at my school is positive and helps me learn," by a minimum of five percent, as reflected on the 2021 Climate Survey.
Monitoring:	Opportunities will be provided for students, staff, and stakeholders to develop and demonstrate positive social emotional and mental health learning. Ongoing training and support for these groups will be provided. As a result of these opportunities, students will indicate a more positive attitude towards school on the 2021 School Climate Survey.
Person responsible for monitoring outcome:	Karen Silva Haj (ksilvahaj@dadeschools.net)
Evidence-based Strategy:	Social and Emotional Learning (SEL) involves the processes through which children and adults acquire and effectively apply the knowledge, attitudes, and 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 (Casel 2013).
Rationale for Evidence-based Strategy:	After a year and a half of remote and physical learning, our goal is to implement effective relationship building strategies and overall development of socialization skills that may have been lost during blended learning.

Action Steps to Implement

8/30/21 - 10/11/21 Teachers will identify students who are displaying the September and October core value of the month to be recognized by our school-wide Principal's Values Matter Initiative. Students will be recognized on The Good Morning Leewood Show and featured on Social Media.

Person Responsible	Karen Silva Haj (ksilvahaj@dadeschools.net)

8/30/21 - 10/11/21 Teachers will begin nominating students for the "Do the Right Thing Program," recognizing students for doing positive actions throughout the school. The first students will be recognized on The Good Morning Leewood Show and featured on Social Media.

Person Responsible	Karen Silva Haj (ksilvahaj@dadeschools.net)

8/30/21 - 10/11/21 Middle School students will complete the first Edgenuity lesson during their required Mental Health training through the Language Arts Classes. Middle School teachers will monitor students' progress.

Person Responsible	Elizabeth Jewett (ecjewett@dadeschools.net)

8/30/21 - 10/11/21 Social-emotional and Mental Health content will be introduced to faculty and staff during a faculty meeting.

| **Person Responsible** | Deanne Boyd (dmboyd@dadeschools.net) |

11/1/21 - 12/17/21 Teachers will identify students who are displaying the November and December core value of the month to be recognized by our school-wide Principal's Values Matter Initiative. Students will be recognized on The Good Morning Leewood Show and featured on Social Media.

| **Person Responsible** | Karen Silva Haj (ksilvahaj@dadeschools.net) |

11/1/21 - 12/17/21 Middle School students will complete the second Edgenuity lesson during their required Mental Health training through the Language Arts Classes. Middle School teachers will monitor students' progress.

| **Person Responsible** | Elizabeth Jewett (ecjewett@dadeschools.net) |

1/31/22 - 4/29/22 Teachers will identify students who are displaying the core value of the month for January through April to be recognized by our school-wide Principal's Values Matter Initiative. Students will be recognized on The Good Morning Leewood Show and featured on Social Media.

| **Person Responsible** | Karen Silva Haj (ksilvahaj@dadeschools.net) |

1/31/22 - 4/29/22 Middle School students will complete 100% of the Edgenuity lessons, having worked a minimum of five hours over the course of the year, during their required Mental Health training through the Language Arts Classes. Middle School teachers will monitor students' progress.

| **Person Responsible** | Elizabeth Jewett (ecjewett@dadeschools.net) |

#4. Leadership specifically relating to Leadership Development	
Area of Focus Description and Rationale:	Based on qualitative data from the School Climate survey, the SIP survey and review of the Core Leadership Competencies, we want to use the Targeted Element of Instructional Leadership Team. Forty-six percent of our teachers indicated a desire to continue their professional growth, therefore we want to develop teacher leaders by involving them in school-wide initiatives and ensuring they are informed and feel as though they have membership to the school community. By involving them in school-wide initiatives and allowing them the opportunity to further their learning, student success is positively impacted.
Measurable Outcome:	If we successfully implement the Targeted Element of Instructional Leadership Team, our teachers will be provided the opportunity to contribute to school-wide decisions through monthly meetings. This will be realized through teachers participating in the logistical elements of meetings, presenting ideas to solve issues that arise, etc. The percentage of teachers in leadership roles will increase by at least 5% during the 2021-2022 school year.
Monitoring:	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 faculty meetings.
Person responsible for monitoring outcome:	Eduardo Bovo (pr2881@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 an "Experts in My Building" list and involving teachers in the decision making process, we hope to increase the feeling of shared leadership. Experts in the building will provide a summary of support to the LT on a monthly basis to ensure we are on the right track to meeting the outcome above.
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

8/30/21 - 10/11/21 Liaisons for ELA, Mathematics, Science and Social Studies will be identified at elementary and secondary level.

Person Responsible	Deanne Boyd (dmboyd@dadeschools.net)

8/30/21 - 10/11/21 Liaisons will attend and/or promote Professional Development opportunities that may become available.

Person Responsible	Deanne Boyd (dmboyd@dadeschools.net)

8/30/21 - 10/11/21 Liaisons will share information distributed from departments with school site instructional staff.

Person Responsible Deanne Boyd (dmboyd@dadeschools.net)

8/30/21 - 10/11/21 Liaisons will spearhead school site social media campaigns highlighting school site academic activities related to subject initiatives and will post the first activity.

Person Responsible Deanne Boyd (dmboyd@dadeschools.net)

11/1/21 - 12/7/21 The principal will meet monthly with the leadership team to plan and develop ways to improve student performance and address learning loss. Additional leaders within the building will be invited to attend the meetings and offer input regarding student achievement.

Person Responsible Eduardo Bovo (pr2881@dadeschools.net)

11/1/21 - 12/7/21 Instructional liaisons will engage in collaborative discussions to identify and share instructional resources associated with improved student achievement with teachers during department meetings.

Person Responsible Deanne Boyd (dmboyd@dadeschools.net)

1/31/22 - 4/29/22 The principal will continue to meet monthly with the leadership team to develop additional strategies, based on best practices, to improve student performance and address learning loss. Additional leaders within the building will be invited to attend the meetings and offer input regarding student achievement.

Person Responsible Eduardo Bovo (pr2881@dadeschools.net)

1/31/22 - 4/29/22 Instructional liaisons will continue to engage in collaborative discussions to identify and share instructional resources and best practices associated with improved student achievement with teachers during department meetings.

Person Responsible Deanne Boyd (dmboyd@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.

According to the Power Bi SIP 2021 District/Tiered Disciplinary Comparison report, our disciplinary referrals are below the District average of 6%, with only 4% of students receiving one referral and 1% of students receiving two or more. We will continue to use our alternative to suspension plan in lieu of interrupting students' rights to a quality education.

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 maintaining a pattern of supportive interactions which foster positive staff student relationships; celebrating success of students and staff by emphasizing accomplishments and collaboration; encouraging family and community participation and engagement with the school; creating an environment where everyone feels safe and comfortable sharing thoughts and ideas; and establishing a shared school vision with all stakeholders.

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

Staff, students, and parents are the stakeholders that will be tasked with promoting a positive culture and environment at the school. The staff will be responsible for creating an inviting and safe learning environment to promote inclusivity, student engagement and performance. Staff will also organize and provide opportunities to celebrate student achievements. Students will be responsible for participating as interactive learners while also collaborating with staff to create goals and reach their milestones. Parents will be responsible for maintaining the school to home connection with fidelity.

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: Math	$0.00
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	$0.00
4	III.A.	Areas of Focus: Leadership: Leadership Development	$0.00
		Total:	$0.00