

Miami-Dade County Public Schools

# Air Base K 8 Center For International Education



2022-23 Schoolwide Improvement Plan

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# Air Base K 8 Center For International Education

12829 SW 272ND ST, Homestead, FL 33032

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

## Demographics

**Principal: Alonza Pendegrass**

Start Date for this Principal: 6/15/2020

<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>2021-22 Title I School</b>	No
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	69%
<b>2021-22 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 Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: A (77%) 2018-19: A (83%) 2017-18: A (80%)
<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>	N/A
* 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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## Air Base K 8 Center For International Education

12829 SW 272ND ST, Homestead, FL 33032

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

### School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-8	No	69%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	92%

### School Grades History

Year	2021-22	2020-21	2019-20	2018-19
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.**

Air Base K-8 (ABK-8) is a leader as an International Education Magnet Program. Our mission is integrating academic rigor with cultural competency, intensive language immersion, and globally responsive ecological studies.

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

Air Base K-8 provides a relevant, data-driven curriculum that fortifies the investment in cultural sensitivity, character education, and eco-literacy. The primary goal of our challenging academic magnet program is for students to become bilingual (listeners and speakers) and bi-literate (readers and writers). Our primary objective is to deliver a fully integrated international program; one that facilitates innovative curricular design. The Florida Standards alignment with global magnet themes strengthens the valuation of universal exchanges thus promoting reflective learners empowered with skills to engage in the 21st Century.

### School Leadership Team

**Membership**

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Pendergrass, Alonza	Principal	The Principal is the instructional leader who facilitates the MTSS/RtI and the School Leadership Team while guiding the vision and mission of the Air Base K-8 Center. The Principal ensures that the school-based team assesses, implements, and secures programs/structures that support/sustain intervention and/or acceleration. Additionally, the Principal approves and designs targeted professional development to empower the school-based MTSS/RtI team to communicate with all stakeholders regarding schoolwide initiatives, plans and activities.
Gibson-Carvalho, Angella	Assistant Principal	The Assistant Principal provides support to the instructional leaders and MTSS/RtI school-based team to ensure the distribution/collection of data and the implementation of intervention for identified students. The Assistant Principal monitors the MTSS/RtI intervention groups and checks that professional development activities are applied to classroom environments/structures with fidelity. Additionally, the Assistant Principal disseminates District mandated, research-based professional development strategies and initiatives with faculty that support/sustain differentiated instruction.
Milian, Niki	Assistant Principal	The Assistant Principal provides support to the instructional leaders and MTSS/RtI school-based team to ensure the distribution/collection of data and the implementation of intervention for identified students. The Assistant Principal monitors the MTSS/RtI intervention groups and checks that professional development activities are applied to classroom environments/structures with fidelity. Additionally, the Assistant Principal disseminates District mandated, research-based professional development strategies and initiatives with faculty that support/sustain differentiated instruction.
Portuondo, Laurie	School Counselor	The school counselors interpret data and assist in the identification of at-risk/Tier 3 students while proceeding with further screening programs at the school site. Additionally, they assist students who qualify for special services, to include 504 and Individual Educational Plans. They ensure the socio-emotional/developmental needs of our various student populations.
Fordik, Chrisanne	School Counselor	The school counselors interpret data and assist in the identification of at-risk/Tier 3 students while proceeding with further screening programs at the school site. Additionally, they assist students who qualify for special



Name	Position Title	Job Duties and Responsibilities
		services, to include 504 and Individual Educational Plans. They ensure the socio-emotional/developmental needs of our various student populations.
Monge, Carmen	Magnet Coordinator	The Magnet Coordinator facilitates the consistent implementation of the magnet curriculum with fidelity. This individual collaborates with grade level teachers and departments. Additionally, our Magnet Coordinator identifies community partners to develop action plans that maximize community support. The end goal is to positively impact the educational experience for all stakeholders. She serves as a liaison between families and school-wide cultural events.
Vior-Gonzalez, Joanna	Teacher, ESE	The ESE teachers, as well as selected grade level representatives, collect student data, integrate core instructional activities/supplemental materials with Tier 3 instruction, collaborates with teachers through the implementation of co-teaching engagements when needed, and serve as liaisons to the instructors and MTSS/RtI Leadership Teams.

### Demographic Information

#### Principal start date

Monday 6/15/2020, Alonza Pendegrass

**Number of teachers with a 2022 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.*

45

**Number of teachers with a 2022 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.*

24

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

76

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

1,058

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

4

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

3

## Demographic Data

## Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	112	113	115	112	112	122	129	116	110	0	0	0	0	1041
Attendance below 90 percent	8	4	6	3	9	3	4	1	6	0	0	0	0	44
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	1	2	1	0	0	0	0	0	0	0	0	4
Course failure in Math	0	0	1	0	0	4	0	1	0	0	0	0	0	6
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	6	1	9	3	1	2	0	0	0	0	22
Level 1 on 2022 statewide FSA Math assessment	0	0	0	1	5	25	6	2	4	0	0	0	0	43
Number of students with a substantial reading deficiency	1	2	1	6	1	9	3	1	2	0	0	0	0	26

Using the table above, complete the table below with the number of students by current grade level who have 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	1	6	3	11	1	0	2	0	0	0	24

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Wednesday 7/13/2022

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	104	118	106	116	124	129	119	114	115	0	0	0	0	1045
Attendance below 90 percent	2	3	1	1	5	0	1	3	2	0	0	0	0	18
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	1	2	0	1	1	0	0	0	0	0	0	5
Course failure in Math	0	0	1	0	3	5	1	1	0	0	0	0	0	11
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	1	1	1	0	0	0	0	3
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	3	3	1	0	0	0	0	8
Number of students with a substantial reading deficiency	0	9	11	29	14	4	12	9	4	0	0	0	0	92

**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	1	1	1	1	2	0	0	0	0	0	6

**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	4	0	2	1	0	0	0	0	0	0	0	7
Students retained two or more times		0	0	0	0	0	0	0	0	0	0	0	0	

**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	104	118	106	116	124	129	119	114	115	0	0	0	0	1045
Attendance below 90 percent	2	3	1	1	5	0	1	3	2	0	0	0	0	18
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	1	2	0	1	1	0	0	0	0	0	0	5
Course failure in Math	0	0	1	0	3	5	1	1	0	0	0	0	0	11
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	1	1	1	0	0	0	0	3
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	3	3	1	0	0	0	0	8
Number of students with a substantial reading deficiency	0	9	11	29	14	4	12	9	4	0	0	0	0	92

**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	1	1	1	1	2	0	0	0	0	0	0	6

**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	4	0	2	1	0	0	0	0	0	0	0	0	7
Students retained two or more times	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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	85%	62%	55%				90%	63%	61%
ELA Learning Gains	70%						77%	61%	59%
ELA Lowest 25th Percentile	65%						78%	57%	54%
Math Achievement	80%	51%	42%				90%	67%	62%
Math Learning Gains	75%						77%	63%	59%
Math Lowest 25th Percentile	64%						71%	56%	52%
Science Achievement	76%	60%	54%				79%	56%	56%
Social Studies Achievement	98%	68%	59%				96%	80%	78%

**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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	91%	60%	31%	58%	33%
Cohort Comparison		0%				
04	2022					
	2019	91%	64%	27%	58%	33%
Cohort Comparison		-91%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	87%	60%	27%	56%	31%
Cohort Comparison		-91%				
06	2022					
	2019	92%	58%	34%	54%	38%
Cohort Comparison		-87%				
07	2022					
	2019	93%	56%	37%	52%	41%
Cohort Comparison		-92%				
08	2022					
	2019	88%	60%	28%	56%	32%
Cohort Comparison		-93%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	90%	67%	23%	62%	28%
Cohort Comparison		0%				
04	2022					
	2019	80%	69%	11%	64%	16%
Cohort Comparison		-90%				
05	2022					
	2019	90%	65%	25%	60%	30%
Cohort Comparison		-80%				
06	2022					
	2019	94%	58%	36%	55%	39%
Cohort Comparison		-90%				
07	2022					
	2019	93%	53%	40%	54%	39%
Cohort Comparison		-94%				
08	2022					
	2019	75%	40%	35%	46%	29%
Cohort Comparison		-93%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	79%	53%	26%	53%	26%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-79%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	70%	43%	27%	48%	22%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	97%	68%	29%	67%	30%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	96%	73%	23%	71%	25%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	96%	63%	33%	61%	35%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	54%	46%	57%	43%

### Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	65	50	50	51	54	47		90			
ELL	84	75	69	79	72	50	45				
ASN	90	72		81	72						
BLK	85	78	82	71	76	68	62	100	82		
HSP	84	69	60	80	74	62	78	99	81		
MUL	100			70							
WHT	91	64		93	87		82				
FRL	82	68	62	77	72	62	69	97	80		
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	63	61	68	49	57	56	50				
ELL	80	71	88	74	47	67	40	90			
ASN	76	58		90	42						
BLK	78	53	79	67	37	47	47	88	50		
HSP	86	69	71	74	44	52	72	93	73		
MUL	80			70							
WHT	90	74		82	57	55	80	91	79		
FRL	81	63	68	70	40	49	65	89	64		
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	46	41	38	51	56	48	36				
ELL	81	72	67	74	70	52	57				
ASN	95	85		95	79		90				
BLK	92	74	75	93	86	81	67	100			
HSP	90	78	78	90	75	68	80	95	84		
MUL	90			80							
WHT	91	73		91	81		87		79		
FRL	90	77	80	88	77	67	73	97	79		

### ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	75
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	54
Total Points Earned for the Federal Index	749

ESSA Federal Index	
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	58
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	66
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	79
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	78
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	75
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	85
Multiracial Students Subgroup Below 41% in the Current Year?	NO



Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	83
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	72
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

### Part III: Planning for Improvement

#### 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?

2021 data findings:

ELA Achievement showed 85% of students were at or above proficiency.  
 ELA Learning Gains showed that 67% of students made learning gains.  
 ELA L25 Learning Gains showed that 69% of L25 students made learning gains.  
 Math Achievement showed that 74% of students were at or above proficiency.  
 Math Learning Gains showed that 44% of students made learning gains.  
 Math L25 Learning Gains showed that 52% of L25 students made learning gains.  
 Science Achievement showed that 69% of students were at or above proficiency.  
 Social Studies Achievement showed that 92% of students were at or above proficiency.  
 The Middle School acceleration category resulted in 71%.

2022 data findings:

ELA Achievement remained at 85%, as it was in 2020-2021.  
 ELA Learning Gains increased 3 percentage points, resulting in 70% of students making learning gains.  
 ELA L25 Learning Gains decreased 4 percentage points, resulting in 65% of L25 students making learning gains.  
 Math Achievement increased 6 percentage points, resulting in 80% of students being at or above proficiency.  
 Math Learning Gains increased 29 percentage points resulting in 75% of students making learning gains.  
 Math L25 Learning Gains increased 12 percentage points, resulting in 64% of L25 students making

learning gains.

Science Achievement increased 7 percentage points, resulting in 76% of students being at or above proficiency.

Social Studies Achievement increased 6 percentage point, resulting in 98% of students being at or above proficiency.

The Middle School acceleration increased 11 percentage points, resulting in 82% in the middle school acceleration category.

**What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?**

While we experienced substantial growth in Mathematics learning gains and Mathematics L25 learning gains, we remained stable in ELA achievement and only experienced a minimal increase in Mathematics achievement scores. Additionally, Science achievement increased slightly, while ELA L25 learning gains decreased which indicates that we must continue to provide focus on proficiency achievement and retention of proficient scores in ELA, Mathematics, and Science.

**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 most likely contributing factor to this need for improvement is because we placed a heavy emphasis on learning gains, as the drastic decrease during the previous year warranted it. Placing focus on learning gains targeted “bubble” students and L25 students, which in turn, pulled some investment away from high performing students. In the 2022-2023 school year, we will switch our focus somewhat, while still including “bubble” students and L25 students, to maintaining proficiency and making learning gains in higher level students. Before and after school tutoring will now engage groups that are already low-level proficiency students to maintain/elevate their proficiency, as well as “bubble” students who are near proficiency in order to bring them to their optimal level, which should result in an increase of the percentage of students who are proficient.

**What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?**

Our greatest area of improvement was Mathematics learning gains (30 percentage points increase) and Mathematics L25 learning gains (12 percentage points increase).

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

The most important contributing factors were consistent intervention and use of data to guide instruction, re-teach lessons, and differentiated instruction. Mathematics data was disaggregated and reviewed thoroughly with math teachers. We not only informed teachers of “bubble” students and L25 students, but we also engaged in data chats reviewing every student’s data/level, as well as points needed to achieve a learning gain. Additionally, we revisited assessment data several times throughout the school year with the teachers and provided instructional resources and materials to meet the needs of those targeted individuals. Furthermore, extended learning opportunities were provided for identified students both before and after school hours.

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

To accelerate learning and increase proficiency, we will utilize Differentiated Instruction, Standards-aligned Instruction, Standards-based Collaborative Planning, Data-driven Instruction, Data-driven Decision Making, Extended Learning Opportunities, Accountable Talk, Collaborative Data Chats, Effective Curriculum and Resource Utilization, Interventions/ RtI, Ongoing Progress Monitoring (OPM), and Vertical 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 cultivate authentic, targeted professional development opportunities during required professional development days as well as Wednesday afternoons as described below. PDs will take place on the following days: August 15, 2022: Empowering Educators to Lead, November 8, 2022: Educators Embracing Leadership, and Connecting Interdisciplinary Differentiated Instruction at Air Base K8, Part 1, Part 2, and Part 3 on selected Wednesdays throughout the school year.

Additionally, teachers will continue to attend District provided PDs as they pertain to the new B.E.S.T. standards and newly adopted intervention; Horizon (Discovery & Elevate). Selected individuals will attend Instructional Coaches Academy (iCADS) for both Mathematics and Reading/ELA. Professional development and grade-level planning will serve to support/sustain the implementation of Differentiated Instruction and Standards-aligned Instruction, based on student progress monitoring data. PDs will take place during non-opt professional development days as well as during grade level and departmental meetings.

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

The administrative and PLST teams will work collaboratively to provide specific professional development that addresses the needs identified by the teachers via the PD survey for implementing Differentiated Instruction and Standards-aligned Instruction. The administrative and PLST teams will provide structured opportunities for collaborative planning and sharing of best practices. Additionally, extended learning opportunities both before and after school will be offered, January, 2023 through May, 2023, to identified students providing ongoing support for growth. We will implement Data-driven and Differentiated Instruction, before and after school tutoring programs, collaborative planning with colleagues, interventions, peer observations, ongoing progress monitoring, student-centered learning, and quarterly student and teacher data chats with a member of the leadership team. Our "Better Your Best" initiative will empower educators to collaborate as they further develop structures for empowered instruction; applying best practices through mentorship.

### **Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

**#1. Instructional Practice specifically relating to Differentiation****Area of Focus**

**Description and Rationale:** Include a rationale that explains how it was identified as a critical need from the data reviewed.

Differentiation was identified as an area of critical need based on a comparison of the 2021 to the 2022 ELA State Assessment data which reflects that our proficiency remained at 85%. A comparison of the 2021 data to the 2022 ELA State assessment indicated that the L25 decreased by 4 percentage points, from 69 percent to 65 percent in learning gains. Differentiated instruction is critical to appropriately addressing the instructional needs of all learners. The school's goal is to continue to raise our ELA proficiency from 85% to 87% as measured by the upcoming ELA Florida Assessment of Student Thinking (FAST) scores. Additionally the L25 will decrease by at least 2 percentage points.

**Measurable****Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If we successfully implement differentiation, then our ELA proficiency will increase from 85% to 87% as measured by the upcoming ELA Florida Assessment of Student Thinking (FAST) scores. Additionally the L25 will decrease by at least 2 percentage points.

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

Through common planning, walk-throughs, and data chats, administration will monitor the structure, process, and implementation of differentiation. Student progress monitoring of data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth, and for the purpose of identifying students in need of additional instructional support.

**Person**

responsible for monitoring outcome:

Alonza Pendergrass (pr0041@dadeschools.net)

**Evidence-based****Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

This strategy was selected to identify standards in need of further depth of instruction to ensure that prerequisite skills and competencies are mastered for individual students. Differentiated Instruction will provide targeted instruction at the level appropriate for each learner.

**Rationale for Evidence-based**

Our school will focus on the evidence-based strategy of Differentiated Instruction. This focus will allow teachers to develop a framework for effective teaching that involves

**Strategy:**  
**Explain the rationale for selecting this specific strategy.**  
**Describe the resources/ criteria used for selecting this strategy.**

instruction paced at varying levels based on student needs, and utilizing assessment measurements to target students' varied learning needs with the grade-level standards.

### Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/22 - 10/14- Professional development will be designed that addresses the process and implementation of Differentiated Instruction, based on the needs assessment from our school site survey. As a result, teachers will brainstorm with each other, varying practices that can be readily implemented to begin scaffolding the curriculum for learners' uniqueness.

**Person Responsible** Alonza Pendergrass (pr0041@dadeschools.net)

8/22 - 10/14- Provide support and resources to teachers to familiarize themselves with the Differentiated Instructional materials that are included with the textbooks for reading and English Language Arts. As a result, teachers will incorporate recommended and proven resources from the new textbooks in their instructional practice.

**Person Responsible** Angella Gibson-Carvalho (angellagibsoncarvalho@dadeschools.net)

8/22 - 10/14- Facilitate biweekly grade level meetings to provide a forum to collaborate, brainstorm methodologies, and share best practices, optimizing Differentiated Instruction during daily instruction. As a result, teachers will incorporate at least one lesson per week dedicated to Differentiated Instruction for all learners.

**Person Responsible** Angella Gibson-Carvalho (angellagibsoncarvalho@dadeschools.net)

8/22 - 10/14- Conduct data chats with educators to review their students' performance data from the 2022 FSA ELA testing as well as the first FAST battery and i-Ready diagnostic testing. As a result, teachers will develop preliminary instructional groups/plans to engage in Differentiated Instruction within the classroom.

**Person Responsible** Alonza Pendergrass (pr0041@dadeschools.net)

10/31- 12/16- Scheduled data chats between administrators and instructors will continue to validate the alignment of standards to planning. Additionally, increasing the fluidity of groups will better address the needs of each student in a timely manner.

**Person Responsible** Angella Gibson-Carvalho (angellagibsoncarvalho@dadeschools.net)

10/31- 12/16- During monthly EESAC meetings, stakeholders will continue to provide support in securing resources to assist in the allocation of funding additional materials such as workbooks or Cambridge enrichment that support differentiated instruction in the classrooms.

**Person Responsible** Alonza Pendergrass (pr0041@dadeschools.net)

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

<b>Area of Focus</b> <b>Description and Rationale:</b> <b>Include a rationale that explains how it was identified as a critical need from the data reviewed.</b>	<p>According to the 2021-2022 FSA ELA Assessment data, 85% percent of our students remained proficient. FCAT Science Achievement increased by 7 percentage points, resulting in 76% of students being at or above proficiency. Additionally, comparing 2021 to 2022 iReady ELA AP3 Diagnostic Data, students demonstrated a 2 percentage point increase resulting in 85% proficiency in overall placement. Science skills/topics will be infused during reading instruction to improve comprehension skills and science application. Lessons and activities that address higher order thinking and challenge various levels of understanding will be scaffolded. Our school will ensure student proficiency through cross-curricular standard-based instruction across all grade levels/departments.</p>
<b>Measurable Outcome:</b> <b>State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.</b>	<p>If we successfully implement Standards-aligned Instruction while infusing science skills/topics during reading instruction, then comprehension skills of informational text will evidence growth. ELA /science lessons and activities will focus on higher order thinking and challenge various levels of understanding. These scaffolding and cross-curricular connections will yield the following: ELA proficiency of students in grades three through eight will increase by at least two percentage points on the 2023 ELA FAST and i-Ready diagnostic assessments.</p>
<b>Monitoring:</b> <b>Describe how this Area of Focus will be monitored for the desired outcome.</b>	<p>Bi-weekly grade level meetings and classroom walkthroughs will be conducted to engage in collaborative data conversations to review data from on-going progress monitoring, topic assessments, and i-Ready to guide Standards-aligned Instruction.</p>
<b>Person responsible for monitoring outcome:</b>	<p>Alonza Pendergrass (pr0041@dadeschools.net)</p>
<b>Evidence-based Strategy:</b> <b>Describe the evidence-based strategy being</b>	<p>By focusing on Standards-aligned Instruction, lessons will be developed that directly address the standards/ learning targets. Student work products and teaching techniques will be aligned to the targeted standards.</p>

**implemented  
for this Area  
of Focus.**

**Rationale for  
Evidence-  
based**

**Strategy:**

**Explain the  
rationale for  
selecting  
this specific  
strategy.**

**Describe the  
resources/  
criteria used  
for selecting  
this  
strategy.**

Standards-aligned Instruction will ensure that students are engaged in cross-curricular instruction. This will positively contribute to the maintenance and increase of ELA proficiency in preparation for ELA assessments for students in grades three through eight.

### **Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/22 - 10/14- The PD Growth Leader will establish PLCs that reflect authentically developing cross-curricular units of study aligned to the cross-curricular connections between the ELA and science standards. Educators from the science and ELA departments will be provided the opportunity to share collaboratively and innovative best practices as a continuous process of teaching and learning.

**Person  
Responsible** Elizabeth Polo (epolo1@dadeschools.net)

8/22 - 10/14- Schoolwide professional development emphasizing focused instructional practices and applied higher order thinking will provide methods for increasing rigor across subject areas, cross-curricular connections, and enhanced Standards aligned Instruction. A compendium of best practices will be shared via the Air Base K-8 Center Team.

**Person  
Responsible** Carmen Monge (cmonge@dadeschools.net)

8/22 - 10/14- Provide resources to teachers to familiarize themselves with the current innovative tools and technological supplemental materials to support ELA and science instruction. PD and Best Practice sharing will empower teachers in English Language Arts as they learn how to align and stack B.E.S.T. standards to the Florida Standards.

**Person  
Responsible** Angella Gibson-Carvalho (angellagibsoncarvalho@dadeschools.net)

8/22-10/14 - During collaborative planning in kindergarten through eighth grade, ELA and science teachers will utilize the Framework of Effective Instruction to ensure lesson plans have all key components that deliver rigor and Standards-aligned Instruction.

**Person  
Responsible** Angella Gibson-Carvalho (angellagibsoncarvalho@dadeschools.net)

10/31- 12-16- Administrators and teachers will continue to engage in formal/informal data chats with stakeholders with standards-aligned instruction at the forefront.

**Person  
Responsible** Niki Milian (nikimilian@dadeschools.net)

10/31- 12-16- The PLST will continue to plan professional development that ensures methods for increasing rigor across subject areas, and cross-curricular connections serve to enhance standards-aligned instruction.

**Person Responsible** Elizabeth Polo (epolo1@dadeschools.net)



**#3. Positive Culture and Environment specifically relating to Rewards/Incentives**

<b>Area of Focus</b> <b>Description and Rationale:</b> <b>Include a rationale that explains how it was identified as a critical need from the data reviewed.</b>	<p>Positive School Culture and Environment specifically relating to Rewards and Incentives was flagged as a concern to be addressed, based on a comparison of the Staff School Climate Survey results, 2021 to 2022 from Power Bi (Leadership and Relationships). The data indicated a regression of 6 percentage points of those who agree or strongly agree with the statement, " School personnel work together as a team."</p>
<b>Measurable Outcome:</b> <b>State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.</b>	<p>The survey data from 2022-2023 will show a five-percentage point increase of those who agree or strongly agree, with the statement, " School personnel work together as a team." The School Leadership Team (SLT) will put staff morale and students' learning at the center of all decisions/policies by welcoming stakeholders' feedback and participation in schoolwide decisions.</p>
<b>Monitoring:</b> <b>Describe how this Area of Focus will be monitored for the desired outcome.</b>	<p>The School Leadership Team (SLT) will put staff morale and students' learning at the center of all decisions/ policies by welcoming stakeholders' feedback and participation in schoolwide decisions through the EESAC, faculty meetings, department/grade-level meetings, Parent Informational Meetings, Student Government, and the National Junior Honor Society. The shared leadership focus will be supported by validating all stakeholders' suggestions that positively address/impact the immediate needs and safety of the school. Contributions will be valued while considering the sustainable impact on maximizing consistent high achievement as well as the general welfare of all targeted individuals. The SLT will secure initiatives that generate change and deliver results by implementing a multitude of resources that reinforce engaging, communicating, and monitoring staff and student progress in the academic and socio-emotional arenas.</p>
<b>Person responsible for monitoring outcome:</b>	<p>Alonza Pendergrass (pr0041@dadeschools.net)</p>
<b>Evidence-based Strategy:</b> <b>Describe the evidence-based strategy</b>	<p>The school will foster Positive School Culture and Environment specifically relating to Rewards and Incentives by establishing a well-designed motivational program to promote the physical, emotional, and mental health of students and employees within and beyond school. Moreover, all stakeholders will be abreast of the programs, opportunities, and initiatives that are occurring at the school well in advance of their time limits/due dates including, recurring meetings, an up-to-date website, e-mails, phone calls, message boards/marquis, monthly newsletters, and other printed/digital materials.</p>

being implemented for this Area of Focus.

**Rationale for Evidence-based Strategy:**  
**Explain the rationale for selecting this specific strategy.**  
**Describe the resources/ criteria used for selecting this strategy.**

By creating and developing Positive School Culture and Environment specifically relating to Rewards and Incentives, stakeholders will have increased morale and will engage in meaningful, focused conversations that maximize quality instructional best practices sharing and socio-emotional growth.

#### **Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/22 - 10/14-Create a calendar and timeline for hosting schoolwide content/incentive-based events, District events, and parent informational meetings with staff input and collaboration. As a result, these events will flourish with positive support established among all stakeholders. Targeted dates will be distributed to all stakeholders in the yearly calendar. On 08/31-9/01 we will host our school's Open House; 09/13 Grade 5 Parent Informational Meeting; 09/16 Cambridge visit, with district representative & Hidden Oaks Middle School, Martin County, Florida; 09/30-10/14 Values Matter certificates student awards.

#### **Person**

#### **Responsible**

Alonza Pendergrass (pr0041@dadeschools.net)

8/22 - 10/14- In-house and/or District Professional Development will provide opportunities for staff and counselors to work reflectively. Mindfulness initiatives will continue to be addressed that engage the staff into team building as well as attend to students'/families' Social Emotional Learning needs. Ongoing reflective protocols will be shared during staff/parent engagements to fortify deficiencies and promote self-efficacy. Additionally, the school will implement the "Peace Path" Initiative. Teachers/counselors will identify an area in the school to allow students to resolve their conflicts while on the Peace Path.

#### **Person**

#### **Responsible**

Angella Gibson-Carvalho (angellagibsoncarvalho@dadeschools.net)

8/22 - 10/14-The Administrators and the EESAC will create a birthday calendar of all staff members, which will be posted in the teachers' lounge. Monthly birthday recognition will be announced at faculty meetings and each person will be celebrated extrinsically or intrinsically. Additionally, staff members will have the opportunity to recognize their colleagues through written "bucket fillers," which will be shared at faculty meetings.

#### **Person**

#### **Responsible**

Chrisanne Fordik (263979@dadeschools.net)

8/22 - 10/14- The SLT will designate a staff member to implement the District's Respect for Teachers Campaign. Teachers will be nominated by students based on the District's monthly criteria. The coordinator will ensure that teachers are recognized by presenting individuals with a certificate bearing

his/her photograph. This acknowledgment will be posted via the school's social media, displayed on the marquee, and shared with staff via email blasts.

**Person Responsible** Alonza Pendergrass (pr0041@dadeschools.net)

10/31- 12/16- The SLT will select a non-instructional staff member who exemplifies quality work ethics to receive an Employee of the Month trophy and gift card. This acknowledgment will be presented during faculty meetings, posted on hallway bulletin boards, as celebrated on the school's web page and social media.

**Person Responsible** Alonza Pendergrass (pr0041@dadeschools.net)

10/31- 12/16- Student Services personnel will visit classrooms to present Values Matter activities and present students with motivational rewards such as certificates, bracelets, stickers, badges, and/or treats.

**Person Responsible** Laurie Portuondo (laportuondo@dadeschools.net)

**#4. Transformational Leadership specifically relating to Leadership Development****Area of Focus  
Description  
and****Rationale:  
Include a  
rationale that  
explains how  
it was  
identified as a  
critical need  
from the data  
reviewed.**

Transformational Leadership specifically relating to Shared Leadership was flagged as a concern to be addressed, comparing the Staff School Climate Survey results from 2021 to 2022 from Power Bi (Leadership and Relationships). The data indicated a regression of fourteen percentage points of those who agree or strongly agree with the statement, " I feel my ideas are listened to and considered."

**Measurable  
Outcome:  
State the  
specific  
measurable  
outcome the  
school plans  
to achieve.  
This should  
be a data  
based,  
objective  
outcome.**

The survey data from 2022-2023 will evidence a five-percentage point increase of those who agree or strongly agree, with the statement, " I feel my ideas are listened to and considered." If we engage more staff members in shared leadership opportunities, then the school will empower them to feel validated and nurture an open-mindedness to sharing effectively. This will serve to fortify targeted academic engagements and have individuals assume more ownership of the school's policies and investments.

**Monitoring:  
Describe how  
this Area of  
Focus will be  
monitored for  
the desired  
outcome.**

To ensure that we capitalize upon leadership development, administrators will continue to promote and build staff morale by creating a welcoming and equitable environment. By collaborating with other stakeholders and valuing their ideas/contributions each individual will feel valued and appreciated. The Professional Learning Support Team (PLST) will serve to empower teachers and staff, to promote leadership opportunities. Teachers will be offered greater opportunity to actively engage in important decisions relating to the school's operations/ functions. Staff members will participate in extended curricular activities, maximizing leadership development and optimizing ownership of outcomes.

**Person  
responsible  
for  
monitoring  
outcome:**

Alonza Pendergrass (pr0041@dadeschools.net)

**Evidence-  
based  
Strategy:  
Describe the  
evidence-  
based  
strategy  
being  
implemented  
for this Area  
of Focus.**

The school will engage in Shared Leadership by expanding the number of people involved in making important decisions related to the school's organization, operation, and academics. Said leadership roles include opportunities for teachers, staff members, students, parents, and community partners to take ownership for positive contributions.

**Rationale for Evidence-based Strategy:**

**Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.**

Air Base K-8 Center SLT will capitalize upon a variety of media and methodology to validate the voices and address the uniqueness of all stakeholders. As we provide targeted professional development opportunities which develop Mindfulness, stakeholders will yield more positive mindsets. Realistic expectations for students and staff will continue to be communicated with fidelity and integrity. This will encourage a unified vision and voice to be developed that reinforces positive behaviors and Cambridge learner attributes.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/22 - 10/14- Emphasis for various staff members to participate and/or serve as representatives for various school site Initiatives will be vigorously advertised. Weekly briefings will be shared with all staff regarding these opportunities. Staff members seeking leadership opportunities will be invited to serve on schoolwide committees by the School Leadership Team.

**Person Responsible** Alonza Pendergrass (pr0041@dadeschools.net)

08/22 - 10/14 - The School Leadership Team will provide, showcase, and model highlights of the Framework of Effective School Culture during faculty meetings, as well as provide opportunities for exemplar teachers to share best practices. On 08/15/22, our in-house Professional Development entitled, "Empowering Educators to Lead" will serve to cultivate a framework fostering equitable cultures. This year's book study, "Dare to Lead" by Brene Brown will be introduced to be shared during grade-level meetings and future PLCs.

**Person Responsible** Elizabeth Polo (epolo1@dadeschools.net)

8/22 - 10/14- The school will create opportunities for teachers/staff to serve in leadership positions such as Department/Grade-Level Chairs, EESAC Board, etc. These designees will engage in Administrative Cabinet meetings, weekly grade level meetings, Curriculum Chairperson meetings, and/or monthly EESAC meetings. Additionally, the PTSA will hold meetings open to all school community stakeholders.

**Person Responsible** Alonza Pendergrass (pr0041@dadeschools.net)

8/22- 10/14- The Administrative Team will conduct walk-throughs and data chats with teachers, and will solicit teacher feedback, empowering them to be present and vocal in targeting instructional practices.

**Person Responsible** Angella Gibson-Carvalho (angellagibsoncarvalho@dadeschools.net)

10/31- 12/16- The administrator will schedule ICADS representatives to facilitate turnkey information dissemination to departments during planning blocks.

**Person Responsible** Alonza Pendergrass (pr0041@dadeschools.net)

10/31- 12/16- The SLT and staff will nominate teachers to serve as Teacher of the Year, Rookie Teacher of the Year, Support Staff of the Year, and Office Staff of the Year selection committees.

**Person Responsible** Carmen Monge (cmonge@dadeschools.net)

## RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

### Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

### Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

### Grades 3-5: Instructional Practice specifically relating to Reading/ELA

N/A

### Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

### Grades K-2: Measureable Outcome(s)

N/A

### Grades 3-5: Measureable Outcome(s)

N/A

**Monitoring:**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

**Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

**Evidence-based Practices/Programs:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

**Rationale for Evidence-based Practices/Programs:**

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

**Action Steps to Implement:**

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning



**Action Step****Person Responsible for Monitoring**

N/A

**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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

The process by which Air Base K-8 Center learns about students' cultures and builds relationships between teachers and students is that we strive to help our learners feel accomplished in their pursuit of academic achievement. Administrators, teachers, students, parents, and the community sustain a healthy rapport while educating the total child through rigorous interdisciplinary researched-based learning, authentic assessment of international themes, and world language immersion; all of which contribute to the development of life-long learning habits. Air Base K-8 Center provides a nurturing environment which serves to stimulate students' academic commitment through a strong curricular foundation and a global perspective. We highlight intensive language immersion, cultural diversity, technological literacy, and dynamic parent/community involvement. The total commitment of all stakeholders will prepare our students to function as valuable, globalized citizens of the 21st Century. As a Magnet School without boundaries, the student body is comprised of children from all areas of the South Region. We make a concerted effort to vigorously recruit a diverse group of learners to reduce racial, ethnic, and socio-economic isolation at the school. Students, their parents, and alumni all play an essential role in our recruitment process. Our academic rigor, character, and acclaimed reputation attract families from beyond our school community. The magnet program combines interdisciplinary curriculum, intensive second language immersion, and in-depth cultural studies, which are linked to the development of professional skills valued in a future global job market. Innovative practices include emphasis on the application of critical thinking and analytical problem-solving through extensive use of technology. The foreign language department provides instruction in French and Spanish as a second language, as well as advanced Spanish for native Spanish speakers. The school creates and maintains an environment where students feel safe and respected before, during, and after school through the combined work of administrators, staff, and teachers. Administrators and security monitors actively walk throughout the school and keep all access areas, other than the main entrance, locked. Visitors are monitored by school security as they enter. Classroom teachers ensure the safety and respect of all students by creating an atmosphere that addresses learner needs. During afterschool hours, a security monitor is positioned at the main entrance to secure the building. After school care staff attend to student groups to ensure the safety of all students, as well. Additionally, administrative, teaching, and counseling support personnel are readily available to students and their families to facilitate guidance, assessment, referral, educational, and career planning. The schoolwide behavioral system, which enables students to be positively engaged during instructional time, is a multi-faceted plan that involves administration, faculty, staff, and parents. Administration provides clear behavioral expectations for each grade level via student assemblies. Throughout the school year,



positive behavior of students is enhanced and encouraged by utilizing Values Matter Miami, Character Education, and Cambridge Learner Attributes activities. Teachers provide reinforcement to promote acceptable behaviors and consequences for students who do not follow rules and procedures. Administration and the school counselors follow up with students when necessary to provide support. Behavioral management is utilized by teachers and support staff, which follows a progressive discipline plan.

The socio-emotional needs of all students are addressed and met through services provided via school counselors. Administrators, targeted staff members, school counselors, and the mental health coordinator reinforce supports to all stakeholders.

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

The roles and functions of the MTSS/RtI Leadership Team: The principal is the instructional leader who facilitates the MTSS/RtI Leadership Team on a monthly basis while guiding the vision and mission of Air Base K-8 Center. The principal ensures that the school-based team assesses, implements, provides intervention, ensures adequate professional development to support the school-based MTSS/RtI team, and communicates with all stakeholders regarding MTSS/ RtI plans and activities. The assistant principals provide support to the instructional leaders and MTSS/RtI school-based team, ensure the collection of data and the implementation of intervention for identified students, monitor the MTSS/RtI intervention groups, follow-up on professional development activities, and disseminate District mandated research based professional development strategies and initiatives with faculty. The school counselors interpret data and assist in the identification of at-risk/Tier 3 students while proceeding with further screening programs at the school site. Additionally, they assist students who qualify for special services, to include 504 Plans and Individual Educational Plans. They ensure the socio-emotional/developmental needs of our various student populations and collaborates with the school psychologist who interprets data, completes classroom observation of students for further screening programs, participates in collection, interpretation, and analysis of data, and facilitates data-based decision making. The ESE teachers, as well as selected grade level representatives, participate in student data collection, integrate core instructional activities/ supplemental materials with Tier 3 instruction, support grade level collaboration with teachers through the implementation of co-teaching engagements when needed, and serve as liaisons to the grade level and MTSS/RtI Leadership Teams. The Parent Teacher Student Association, magnet office, and EESAC work in conjunction with the local community to secure resources to support the school and student achievement. These groups are in contact with community stakeholders to seek out and secure support. Parental and communal contributions sustain our innovative international magnet. Families and provincial liaisons serve in differing capacities to support a myriad of edifying culminating activities.