

Miami-Dade County Public Schools

Madie Ives K 8 Preparatory Academy



2022-23 Schoolwide Improvement Plan

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Madie Ives K 8 Preparatory Academy

20770 NE 14TH AVE, North Miami Beach, FL 33179

<http://mies.dadeschools.net>

Demographics

Principal: Candid Gil

Start Date for this Principal: 7/15/2021

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: B (58%) 2018-19: B (57%) 2017-18: C (52%)
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	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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<http://mies.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	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		B	B

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Madie Ives K-8 Preparatory Academy prepares students for the future by emphasizing the importance of being functional, literate, and global thinkers. Our goal is to create productive, competent members of a diverse society. Utilizing resources that integrate effective telecommunications strategies, advances in technology, and programs that heighten student achievement and cultural sensitivity. Madie Ives students will become functioning members of an ever-evolving society.

Provide the school's vision statement.

Madie Ives K-8 Preparatory Academy and its stakeholders are dedicated to challenging and motivating all students to reach the highest possible levels of academic, personal, social, technological, and career development. The Madie Ives staff provides a variety of teaching strategies and methods, and the latest advances in technology for students to become productive, literate, and responsible citizens in our multicultural society.

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
Moore, LaShinda	Principal	Provide leadership in developing, implementing and supporting schoolwide efforts; encouraging positive school culture and addressing student academic and social-emotional needs.
Rivette, Claude	Assistant Principal	The following responsibilities as they relate to grades Pre-K- 4. Attendance, Cafeteria Coverage, Certification, Classroom Observations, Clerical Staff, Climate Survey, Curriculum Bulletin, Curriculum Calendar, Custodial , Staff, Discipline, ESE, Faculty Handbook, Field trips, Gradebook, Honor Roll, IPEGS, Lock Down Drills, Master Schedule, New Teacher Nesting, Open House, Opening of Schools, Parent/ Student Handbook, PTSA, Reading Initiative, School Improvement Process, Title I and Tutoring/ Interventions.
Alba-Nunez, Monica	Assistant Principal	The following responsibilities as they relate to grades 5- 8. Attendance, Cafeteria Coverage, Certification, Classroom Observations, Clerical Staff, Climate Survey, Curriculum Bulletin, Curriculum Calendar, Custodial , Staff, Discipline, ESE, Faculty Handbook, Field trips, Gradebook, Honor Roll, IPEGS, Lock Down Drills, Master Schedule, New Teacher Nesting, Open House, Opening of Schools, Parent/ Student Handbook, PTSA, Reading Initiative, School Improvement Process, Title I and Tutoring/ Interventions.
Julien , Edwige	Math Coach	Responsible for Advanced Academics. Activities Calendar, Activities/ Clubs, Community Service, Clubs, District Assessments, Fieldtrips, Fundraising, Graduation Ceremony, Honor Roll, Multicultural Events, Oversee Club Sponsors, State Assessments, Silver Knights, Testing, United Way Stud. Camp. and Volunteer Services
Laster, Sharee	Instructional Coach	Responsible for the following as it relates to 4th-8th grade: Advanced Academics, Activities Calendar, Activities/ Clubs, Community Service, Clubs, District Assessments, Fieldtrips, Fundraising, Graduation, Ceremony, Honor Roll, Multicultural Events, Oversee Club Sponsors, State Assessments, Silver Knights, Testing, United Way Stud. Camp and Volunteer Services
Ore, Guiliania	Reading Coach	Responsible for the following as related to Pre-K through 3: Advanced Academics, Activities Calendar, Activities/ Clubs, Community Service, Clubs, District Assessments, Fieldtrips, Fundraising, Graduation, Ceremony, Honor Roll, Multicultural Events, Oversee Club Sponsors, State Assessments, Silver Knights, Testing, United Way Stud. Camp and Volunteer Services
Michelson, Helaine	Instructional Coach	Responsible for the following as related to Pre-K through 5: Math Advanced Academics, Activities Calendar, District Assessments, Honor Roll, Multicultural Events, Oversee State Assessments, Testing, D.I, and classroom instruction
Dubois, Valerie	School Counselor	Responsible for the following as it relates to grades 5-8. Articulation, Aspen Scheduler, Attendance Intervention

Name	Position Title	Job Duties and Responsibilities
		College Exploration, College and Career Expo., Exit Interviews, FLVS, Homeless Liaison, Mental Health Awareness, Sandy Hook Promise, Schedule Changes, Subject Selection, Student Services, Truancy Packets and Trust Counseling
Vega , Beatriz	ELL Compliance Specialist	Responsible for the following: Computer Lab RSVP, Dress code, ESOL, ESE- IEP and EPs, Gradebook Manager, Progress Reports, Property Control, Student IDs, Tablets/ Laptops and Textbook Inventory

Demographic Information

Principal start date

Thursday 7/15/2021, Candid Gil

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.*

14

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.*

42

Total number of teacher positions allocated to the school

66

Total number of students enrolled at the school

1,019

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

7

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

5

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	88	114	97	152	98	110	134	130	125	0	0	0	0	1048	
Attendance below 90 percent	0	12	7	17	15	7	16	7	15	0	0	0	0	96	
One or more suspensions	0	0	0	0	0	0	6	32	24	0	0	0	0	62	
Course failure in ELA	0	0	10	5	3	5	11	7	7	0	0	0	0	48	
Course failure in Math	0	0	5	4	3	5	4	17	27	0	0	0	0	65	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	25	19	21	39	37	41	0	0	0	0	182	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	17	15	36	74	35	31	0	0	0	0	208	
Number of students with a substantial reading deficiency	0	0	13	46	26	19	48	39	47	0	0	0	0	238	

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	6	26	14	19	43	38	42	0	0	0	0	188	

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	0	0	3	25	0	0	0	0	2	0	0	0	0	30	
Students retained two or more times	0	0	0	1	0	0	0	3	1	0	0	0	0	5	

Date this data was collected or last updated

Friday 8/26/2022

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	49	79	111	120	84	123	108	120	101	0	0	0	0	895	
Attendance below 90 percent	3	12	22	19	11	25	10	17	28	0	0	0	0	147	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	1	1	8	2	0	8	21	17	0	0	0	0	58	
Course failure in Math	0	2	1	7	8	3	20	29	33	0	0	0	0	103	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	10	3	11	21	0	0	0	0	45	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	7	7	13	22	0	0	0	0	49	
Number of students with a substantial reading deficiency	1	11	50	62	11	40	32	43	59	0	0	0	0	309	
	0	0	0	0	0	0	0	0	0	0	0	0	0		

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	2	2	1	12	3	10	13	29	34	0	0	0	0	106	

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	6	3	2	16	1	0	0	0	0	0	0	0	0	28
Students retained two or more times	0	0	1	0	0	0	3	1	0	0	0	0	0	5

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	106	85	114	117	99	140	121	125	92	0	0	0	0	999	
Attendance below 90 percent	3	12	22	19	11	25	10	17	28	0	0	0	0	147	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	1	1	8	2	0	8	21	17	0	0	0	0	58	
Course failure in Math	0	2	1	7	8	3	20	29	33	0	0	0	0	103	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	10	3	11	21	0	0	0	0	45	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	7	7	13	22	0	0	0	0	49	
Number of students with a substantial reading deficiency	1	11	50	62	11	40	32	43	59	0	0	0	0	309	
	0	0	0	0	0	0	0	0	0	0	0	0	0		

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	2	2	1	12	3	10	13	29	34	0	0	0	0	106	

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	6	3	2	16	1	0	0	0	0	0	0	0	0	28
Students retained two or more times	0	0	1	0	0	0	3	1	0	0	0	0	0	5

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	51%	62%	55%				58%	63%	61%
ELA Learning Gains	59%						57%	61%	59%
ELA Lowest 25th Percentile	56%						46%	57%	54%
Math Achievement	47%	51%	42%				63%	67%	62%
Math Learning Gains	65%						62%	63%	59%
Math Lowest 25th Percentile	56%						45%	56%	52%
Science Achievement	30%	60%	54%				45%	56%	56%
Social Studies Achievement	78%	68%	59%				78%	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	56%	60%	-4%	58%	-2%
Cohort Comparison		0%				
04	2022					
	2019	63%	64%	-1%	58%	5%
Cohort Comparison		-56%				
05	2022					
	2019	56%	60%	-4%	56%	0%
Cohort Comparison		-63%				
06	2022					
	2019	54%	58%	-4%	54%	0%
Cohort Comparison		-56%				
07	2022					
	2019	55%	56%	-1%	52%	3%
Cohort Comparison		-54%				
08	2022					
	2019					
Cohort Comparison		-55%				

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	68%	67%	1%	62%	6%
Cohort Comparison		0%				
04	2022					
	2019	71%	69%	2%	64%	7%
Cohort Comparison		-68%				
05	2022					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	53%	65%	-12%	60%	-7%
Cohort Comparison		-71%				
06	2022					
	2019	57%	58%	-1%	55%	2%
Cohort Comparison		-53%				
07	2022					
	2019	51%	53%	-2%	54%	-3%
Cohort Comparison		-57%				
08	2022					
	2019					
Cohort Comparison		-51%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	44%	53%	-9%	53%	-9%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-44%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	77%	73%	4%	71%	6%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	63%	37%	61%	39%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

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	17	54	54	12	43	48	6				
ELL	36	58	60	31	52	48	19	54			
BLK	49	60	60	46	66	59	31	77	85		
HSP	55	61	45	50	61	54	29	81	60		
WHT	44	43		53	60						
FRL	49	59	55	47	66	57	29	77	79		
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	13	24	21	11	23	23					
ELL	46	62	64	32	40	53	29	70			
BLK	46	41	35	34	26	27	26	52	47		
HSP	47	55	54	34	29	36	25	53	50		
WHT	68	91		47	55						
FRL	45	44	41	33	26	28	26	49	43		
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	18	59	50	23	41	38					
ELL	41	47	50	57	58	54	46	64			
BLK	59	59	47	63	62	40	40	79			
HSP	54	54	47	63	66	68	56	88			
WHT	53	33		74	60						
FRL	57	57	47	63	63	45	47	78			

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)	ATSI
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	49
Total Points Earned for the Federal Index	569
Total Components for the Federal Index	10
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	45
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	59
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	54
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	50
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	57
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?

According to the review of the most recent FSA data, there has been a decrease in the number of students who are proficient in Reading in grades 3rd and 5th. The trend that emerged across these specific grade levels and core content area include the following: From 2021 to 2022, Reading proficiency in 3rd grade decreased from 48% to 43% and 5th grade decreased from 51% to 47%.

In ELA, overall, the school increased by 4% and our ELA learning gains increased by 14% compared to 2021 data.

The ELA Subgroups learning gains increased or remained the same except the ELL & White Subgroups with a decrease in the white subgroup from 91 to 43 percentage points.

In Math Achievement, overall, the school increased by 9 percentage points and our math learning gains

increased by 38 percentage points compared to 2021 data.

All Math Subgroups Learning Gains and L25 increased, the increases were a minimum of 5 percentage points and as high as 40 percentage points in the black subgroup.

All Science Subgroups Achievement levels increased except the ELL subgroup.

All Social Science Achievement levels increased.

The MS Acceleration increased in all subgroups, the black subgroup increased by 38 percentage points.

2021 data findings:

All ELA Subgroups Achievement decreased except the ELL students

In Math, overall the school decreased by 28% when compared to 2019 data.

In Math the Learning Gains decreased 35% and the L25 Learning Gains decreased 15% compared to 2019 data.

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

Based on Progress Monitoring and 2021-2022 state assessments Science and Mathematics requires the greatest need for improvement, particularly in grades 3 and 5. In addition, current i-Ready diagnostic data indicates 61% of 3rd grade students are one or more grade levels below and 71% of 4th grade students are one or more grade levels below.

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 factor that contributed to this need for improvement was lack of regular and effective collaborative planning. The actions that need to be addressed for this improvement is weekly collaborative planning led by an Instructional Coach or other instructional leaders, consistent data chats with teachers and students based on weekly/bi-weekly assessments, and regular spiral reviews of skills taught.

Differentiated instruction needs to be fully implemented and any supplemental resources must be grade level appropriate. Professional development on differentiated instruction and standards aligned instruction would be beneficial in making improvements.

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

Based on progress monitoring and 2022 state assessments Math Learning Gains and Math Lowest 25th Percentile showed the most improvement. Math learning gains increased from 27% in 2021 to 65% in 2022. Math lowest 25th percentile increased from 30% in 2021 to 56% in 2022.

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

The contributing factors to this improvement include using data to drive instruction. At Madie Ives K-8 the instructional staff meets collaboratively to analyze data and plan for data driven instruction. This helps to determine the needs of each student. Data allows us to fill in the gaps that students are missing as well as enrich students that are achieving above their grade level.

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

In order to accelerate learning, students need to be engaged using technology and teachers need to utilize differentiated instruction and data to drive academic achievement. Teachers need to be provided with professional development and monthly data chats with teachers are needed to discuss i-Ready and district assessment results. Additionally, teachers will be engaged in collaborative planning, where they can share, discuss and implement best practices. The Leadership team will conduct data chats and walkthroughs to monitor the use of strategies.

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 a PD calendar for the 2022 -2023 school year to provide support to teachers in the core subject areas. The following professional development opportunities will be provided: Technology implementation, Schoology, Differentiated Instruction and Effective Planning. Administrative data chats with teachers will be held quarterly to analyze trends in OPM and district assessments to provide feedback and strategies to improve instruction. Coaching cycles will be implemented with individualized teachers to support ongoing needs. Each monthly faculty meeting teachers will Share Best Practices Oct - May, District Sponsored PD's in various subject areas for all teachers, Performance Matters PD - October.

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

Additional Services that will be implemented to ensure sustainability next year and above are: Extended learning opportunities will include before and after school tutoring, the after school Talents program, Intervention during the school day, Winter and Spring Break Academy.

Areas of Focus

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

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#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.

Based on the data review, our school will implement the Targeted Element of Differentiation. We selected the area of Differentiation based on our findings in Learning Gains for the L25 subgroup. Our lowest 25% in Level 3-5 increased in ELA from 40% in 2021 to 56% in 2022 and in Math from 30% in 2021 to 56% in 2022. Our data findings were also based on Middle School Acceleration achievement and maintaining those increases. Although we made increases, we must better meet the needs of all learners by improving our ability to differentiate instruction based on the levels of the students we serve. We will provide the differentiation necessary for the L25 subgroup to access grade-level content and enrichment necessary for students in Middle School Acceleration courses to reach proficiency.

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 L25 and Middle School Acceleration students will increase in proficiency by a minimum of 5 percentage points as evidenced by the 2023 State Assessments.

Monitoring:

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

The Leadership Team will conduct regular walkthroughs and routine data chats to ensure quality instruction is taking place. Data Analysis of formative assessments of L25 students will be reviewed to monitor progress. We will create an online tracker to monitor data on an ongoing basis. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards. Extended learning opportunities will be provided to those students who are not showing growth.

Person responsible for monitoring outcome:

LaShinda Moore (pr2581@dadeschools.net)

Evidence-based

Strategy: Describe the evidence-based strategy being implemented

Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability.

**for this Area
of Focus.****Rationale for
Evidence-
based**

Strategy: The rationale for selecting this specific strategy is it aligns with the mandates outlined in the Every Student Succeeds Act as well as the Individuals with Disabilities Act. Educators are required to meet the academic and behavioral needs of all students to the greatest possible extent. At Madie Ives K-8, we will provide learning opportunities outside of the traditional classroom setting for our low performing students. This will help increase student learning gains by providing an additional avenue for academic achievement as well as social and emotional growth.

Explain the rationale for selecting this specific strategy.

Describe the resources/ criteria used for selecting this strategy.

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 - 10/14/22: There will be weekly collaborative planning meetings with all grade levels where ELA & Math teachers plan standards aligned instruction and use data to plan intervention groups.

Person Responsible Claude Rivette (239906@dadeschools.net)

8/22 - 10/14/22: Teachers will use unit assessments, topic assessments, progress monitoring and iReady diagnostics to create flexible intervention groups and make adjustments to groups as needed.

Person Responsible Helaine Michelson (lgmichelson@dadeschools.net)

8/22 - 10/14/22: The Leadership team will conduct data chats to determine the effectiveness of the differentiated instruction planning and provide support where needed.

Person Responsible LaShinda Moore (pr2581@dadeschools.net)

8/22 - 10/14/22: Analyze Data - Teachers will work with Instructional Coaches to analyze and interpret their data to identify student deficiencies and areas of targeted focus.

Person Responsible LaShinda Moore (pr2581@dadeschools.net)

10/31 - 12/16/22: Coaches will conduct a professional development on November 8, 2022 entitled Diving into Data. Teachers will have the opportunity to dissect their data and form their differentiated instruction groups to ensure that DI is taking place with fidelity.

Person Responsible Helaine Michelson (lgmichelson@dadeschools.net)

10/31 - 12/16/22: Bimonthly coaches meetings will be held where the coaches will identify areas of concern and brainstorm solutions. As a result, the team will develop a more focused plan to accomplish the school's goals

Person Responsible Helaine Michelson (lgmichelson@dadeschools.net)

#2. Positive Culture and Environment specifically relating to family engagement**Area of Focus
Description and****Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.**

According to the 2021-2022 School Climate Survey, 39% of the students feel that the overall climate at my school is positive and helps me learn. Based on the data review, we recognize the need to provide more opportunities for families to engage and collaborate in their child's academic and social-emotional growth. Parents will be provided with a range of ways to become involved and actively participate in their child's learning and to assist in improving the school culture and environment.

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

If we intentionally involve all members of our school community, by providing our families with a range of opportunities to be involved, we expect to see an increase of at least 10 percentage points in the number of students who feel that the overall climate at my school is positive and helps me learn from students on the 2023 School Climate Survey.

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

The Leadership Team will collaborate with staff members, the Community Involvement Specialist (CIS), and Counselors to identify and educate parents to become more actively involved. The School will use Social Media to keep families informed of upcoming events taking place at the school. Teachers will monitor their communication logs and provide the Leadership Team with a list of families in need of assistance via a Student Services Form.

Person responsible for monitoring outcome:

LaShinda Moore (pr2581@dadeschools.net)

Evidence-based Strategy: Describe the evidence-based strategy being

Family Engagement studies show that parent involvement is a major factor in student outcomes, including closing the achievement gap between various groups of students. Different families have different capacities for involvement, meaning schools should provide a range of ways for parents to be involved. Examples of Family Engagement activities include, but are not limited to, open houses, orientations, parent workshops, home visits, volunteer opportunities, and community events. The most important elements of a Family Engagement program are (1) creating genuine and collaborative relationships with families, (2) creating interactive sessions between staff and families, and (3) linking all

implemented for this Area of Focus.

interactions to learning to help build families' capacities in supporting their students' academic growth.

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

Family Engagement initiatives will assist in increasing parental involvement. The initiative will empower all stakeholders to be active participants and advocates in their child's education.

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 - 10/14/22: Weekly connect-ed phone calls will be made to keep parents informed of important school-wide events and updates to include testing, and activities.

Person Responsible LaShinda Moore (pr2581@dadeschools.net)

8/22 - 10/14/22: Staff members will use digital communication apps such as Schoology, Class Dojo, Remind App and Zoom to keep an open line of communication between all stakeholders.

Person Responsible LaShinda Moore (pr2581@dadeschools.net)

8/22 - 10/14/22: Social Media platforms will be utilized to share current events/ activities and other important information with all stakeholders to build family's capacities in supporting their students in the school environment.

Person Responsible Helaine Michelson (lgmichelson@dadeschools.net)

8/22 - 10/14/22: The Title I Community Involvement Specialist (CIS) will provide parents with support and assistance with a variety of topics including accessing their child's grades, completing lunch applications, and volunteer applications throughout the month of September to increase parental involvement.

Person Responsible Monica Alba-Nunez (malbanunez@dadeschools.net)

#3. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs

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

Based on qualitative data from the School Climate survey and review of the Core Leadership Competencies, we feel our school would benefit from the Targeted Element of Instructional Walkthroughs. Fifty percent of the teachers stated that their administrator provides them with feedback to improve student outcomes on a quarterly or annual basis and five percent of the teachers stated they never receive feedback. Teachers will benefit from scheduled and impromptu walkthroughs with specific and constructive feedback. This will provide an opportunity for teachers to effectively reflect on their practice, and make continuous improvements that lead to student success.

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

The Leadership team will provide reflective feedback that will allow teachers to contemplate their instructional practice and make positive changes to support student learning. With the implementation of the Targeted Element of Instructional Walkthroughs and Specific Teacher Feedback, students will increase in proficiency by a minimum of 5 percentage points as evidenced by the 2023 State Assessments. The percent of teachers who state that their administrator provides them with feedback to improve student outcomes will increase by 5 percent.

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

The Leadership Team will plan and conduct monthly walkthroughs, both formally and informally. These interactions will provide feedback and support to the instructional staff of our school. The Curriculum Coaches will work with each grade level during collaborative planning meetings to ensure professional growth.

Person responsible for monitoring outcome:

Monica Alba-Nunez (malbanunez@dadeschools.net)

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

Consistent, Developmental Feedback involves providing a clear expectation, progress towards that goal and a description of the behavior and support that will be provided. Feedback should be provided regularly as a means of professional growth.

Rationale for Evidence-based Strategy: Explain the rationale for

When teachers are provided with consistent and explicit, developmental feedback it provides the chance to gain new skills and expand their knowledge, as well as continuous improvement of their instructional practices. When teachers reflect on the feedback received, this will result in a positive impact on student achievement.

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

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 - 10/14/22: The Leadership Team will conduct walk-throughs to ensure that differentiated instruction and intervention is conducted with fidelity and provide teachers with constructive feedback.

Person Responsible LaShinda Moore (pr2581@dadeschools.net)

8/22 - 10/14/22: The Leadership team will provide reflective feedback that will allow teachers to contemplate their instructional practice and make positive changes to support student learning. The curriculum coaches will assist teachers during collaborative planning.

Person Responsible Claude Rivette (239906@dadeschools.net)

8/22 - 10/14/22: The leadership team will develop a list of 'look-fors' and determine what to focus on when conducting formal walkthroughs. A list will be created and adjustments will be made as needed. Before each formal walk through, the leadership team will meet to determine the main focus of the walkthrough.

Person Responsible LaShinda Moore (pr2581@dadeschools.net)

8/22 - 10/14/22: The leadership team will use data from the walkthroughs to make decisions about who needs additional support and plan Coach Teacher Collaborations (CTC).

Person Responsible Claude Rivette (239906@dadeschools.net)

#4. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>According to the 2021-2022 FSA Data, one subgroup scored below the 41% threshold according to the Federal Index, the Students with Disabilities (SWD) scoring a 33%, compared to three groups scoring below the 41% threshold in 2020-2021. The three groups were Students with Disabilities, Black Students and Economically Disadvantaged Students. Therefore, our school will implement the Targeted Element of Standards-Aligned Instruction. The rationale for selecting this specific strategy is it aligns with the mandate outlined in the Every Student Succeeds Act as well as the Individuals with Disabilities Act. Educators are required to meet the academic and behavioral needs of all students to the greatest possible extent.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>If we successfully implement Differentiation, then our L25 and Middle-School Acceleration students will increase their proficiency in reading by a minimum of 5 percentage points as evidenced by the 2023 State Assessments.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>The Leadership Team will monitor the use of Standards-Aligned Instruction when conducting monthly walkthroughs and weekly collaborative planning meetings. ELA, Math and Science data will also be monitored via Progress Monitoring Assessments as well as I-Ready reports to ensure students are demonstrating growth.</p>
Person responsible for monitoring outcome:	<p>Edwige Julien (ejulien@dadeschools.net)</p>
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	<p>Standards-Aligned Instruction refers to teachers executing lessons based on the standards/learning targets and ensuring that all student products and teaching techniques are aligned to the intended standards. Teachers will deliver planned lessons to guide students through the demands of the standards/learning targets. Students will show evidence of mastering the lesson objectives through their work samples/tasks.</p>

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

The rationale for selecting this specific strategy is it aligns with the mandates outlined in the Every Student Succeeds Act as well as the Individuals with Disabilities Act. Educators are required to use the greatest extent possible to meet the academic and behavioral needs of all students. At Madie Ives K-8, we will provide learning opportunities outside of the traditional classroom setting for our SWD subgroup. This will help increase student learning gains by providing an additional avenue for academic achievement as well as social and 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 - 10/14/22: Teachers will engage students in rigorous learning with fidelity to establish effective standards-aligned instruction.

Person Responsible Monica Alba-Nunez (malbanunez@dadeschools.net)

8/22 - 10/14/22: Teachers will provide precise and specific feedback to students in order to help them achieve understanding of standards.

Person Responsible Guiliana Ore (guilianaore@dadeschools.net)

8/22 - 10/14/22: ESE teachers and classroom teachers will collaborate using Standard-Aligned Instruction to help students with disabilities increase their deficiencies.

Person Responsible Guiliana Ore (guilianaore@dadeschools.net)

8/22 - 10/14/22: Teachers will utilize scaffolding strategies such as; prior knowledge, visual aids, modeling and collaborative conversations to achieve understanding of standards.

Person Responsible Monica Alba-Nunez (malbanunez@dadeschools.net)

10/31 - 12/16/22: Before/After School Tutoring will be offered to Tier 2 and Tier 3 students using Standard-Aligned Instruction.

Person Responsible Guiliana Ore (guilianaore@dadeschools.net)

10/31 - 12/16/22: Teachers will utilize anchor charts based on what is being taught in the classroom. The teachers will use the anchor charts when introducing new concepts and skills.

Person Responsible Sharee Laster (sharee.laster@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

According to the 2021-2022 SAT proficiency data, 89% of the students in Kindergarten are proficient in Reading, 42% of the 1st grade students are proficient in Reading, and 44% of the 2nd grade students are proficient in Reading. The 2020-2021 SAT proficiency data shows that 89% of the Kindergarten students were proficient in Reading, 44% of the 1st grade students were proficient in Reading and 39% of the 2nd grade students were proficient in Reading. Based on the data our Reading students in grade K stayed the same, our Reading students in 1st grade decreased by 2% points and our Reading students in 2nd grade increased by 5% points. Based on this data students in grades 1 and 2 are scoring below a 50% and differentiation needs to be utilized with fidelity to address this critical need.

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

According to the 2021-2022 FSA proficiency data, 43% of the 3rd grade students are proficient in ELA, 58% of the 4th grade students are proficient in ELA, and 47% of the 5th grade students are proficient in ELA. The 2020-2021 FSA proficiency data shows that 48% of the 3rd grade students were proficient in ELA, 42% of the 4th grade students were proficient in ELA, 47% of the 5th grade students were proficient in ELA. Based on the data, our ELA students in 3rd grade decreased 5% points and in 5th grade they decreased 4% points. Our 4th grade ELA students increased 16% points. Based on this data students in grades 3 and grade 5 are scoring below a 50% and differentiation needs to be utilized with fidelity to address this critical need.

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)

Decrease the percentage of 1st and 2nd grade students scoring below 50 percent on the 2022 statewide SAT Assessment by 4 percentage points.

Grades 3-5: Measureable Outcome(s)

Increase the percentage of 3rd and 5th grade students scoring Level 3 or above on the 2022 statewide, standardized English Language Arts assessment by a minimum of 4 percentage points on the newly adopted statewide FAST assessment for the 2022-2023 school year.

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.

The Leadership Team will monitor for the desired outcomes. Weekly collaborative meetings will take place with coaches, monthly classroom walk-throughs will be conducted, and small group differentiation. Progress Monitoring and FAST test results will also be utilized to ensure students are demonstrating growth.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Alba-Nunez, Monica, malbanunez@dadeschools.net

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?

The evidenced based practices/programs being implemented to achieve the measurable outcomes in grades K-5 will be utilizing standards-aligned learning and evidenced based interventions with fidelity.

Coaches will be supporting classroom teachers. Data chats will occur with grade levels together, individually and with students and families. Madie Ives K-8 will be building positive relationships, effective communication and a growth mindset among all stakeholders.

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?

Standards-aligned learning and data driven instruction will ensure that teachers are using relevant, recent, and aligned standards and data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

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
08/22 - 10/14/22 Literacy Coaching will take place with grade levels on a weekly basis. The Literacy Coaches will also meet with teachers individually as needed to assist with planning, small group instruction and standards-aligned instruction.	Ore, Guiliana, guilianaore@dadeschools.net
Assessments will take place through Progress Monitoring and FAST Testing. The Literacy Leadership Team will meet with teachers to analyze data and develop and improve plans to implement Standard-aligned instruction. Teachers will conduct data chats with students.	Laster, Sharee, sharee.laster@dadeschools.net

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.

At Madie Ives K-8 Preparatory Academy our school addresses building a positive school culture and environment by fostering inclusivity, effective communication, flexibility in scheduling, and by respecting diversity. Teachers all communicate using Schoology, Class Dojo or Remind to provided consistency for parents with multiple children at our school. All students are invited to join after school clubs based on their interest. To promote attendance students were recognized on the morning announcements and incentives were provided. Students receive i-Ready incentives each quarter for "Leveling Up". We celebrate student success with Madie Icees, popcorn and other incentives. The guidance counselors and mental health coordinator provided classroom sessions to facilitate lessons on Social and Emotional Learning. EESAC meetings were held to provide stakeholders the opportunity to give input on the school improvement process as well as approval of spending of funds in the EESAC budget. While building a positive school culture and environment school-wide, Madie Ives K-8 also continues to build positive school culture and environment with the faculty by having staff events to build morale.

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

At Madie Ives K-8 Preparatory Academy many stakeholders are involved in promoting a positive school culture and environment. The Guidance Counselors monitor attendance using the Schoolwide attendance plan and facilitating Social and Emotional Learning. The Instructional Coaches use data to create incentive plans to increase iReady usage and passing rate. The teachers communicate with parents as needed to inform them of activities and student progress. The EESAC Chair keeps stakeholders informed of the School Improvement Process and developing schoolwide strategies to impact all students. The Administration communicates with all stakeholders via ConnectEd, email and our new social media accounts to ensure that schoolwide initiatives were being incorporated.