

Miami-Dade County Public Schools

# Andover Middle School



## 2022-23 Schoolwide Improvement Plan

---

## Table of Contents

---

<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>6</b>
<b>Needs Assessment</b>	<b>12</b>
<b>Planning for Improvement</b>	<b>16</b>
<b>Positive Culture &amp; Environment</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

## Andover Middle School

121 NE 207TH ST, Miami, FL 33179

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

### Demographics

**Principal: Malcolm Nicholas E**

Start Date for this Principal: 8/18/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<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* Black/African American Students Hispanic Students* Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: C (43%) 2018-19: C (50%) 2017-18: C (50%)
<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>	ATSI
* 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.

## Table of Contents

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>6</b>
<b>Needs Assessment</b>	<b>12</b>
<b>Planning for Improvement</b>	<b>16</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

## Andover Middle School

121 NE 207TH ST, Miami, FL 33179

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

### 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)
Middle School 6-8	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	99%

### School Grades History

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

### 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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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

### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

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

Andover Middle School's mission is to create a safe and effective learning environment that will provide educational and career opportunities for all students while meeting the needs of our multicultural community.

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

Andover Middle School will provide a learning environment that will foster educational and career opportunities for all students.

### 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
Nicholas, Malcolm	Principal	Mr. Malcolm Nicholas, as Principal, ensures Andover Middle School has a common vision for the implementation of data-based decision-making during scheduled Leadership Team/Faculty Meetings. At these meetings, he ensures the school-based teams are implementing and reviewing student data/trends, intervention/strategies for the lowest 25% & 35%, the progress of ongoing data chats, visibility on campus, and communication with parents regarding school-based initiatives and activities.
Mincey, Sicily	Assistant Principal	Ms. Sicily Mincey, as Assistant Principal, oversees the execution of school-wide instructional programs, the continual assessment of school-wide data/protocols, and the alignment of school-wide instructional programs with the academic focus for student achievement. Facilitates school-based team meetings, encourages intervention support collaboration, monitors school-based professional development, monitors student attendance/MTSS problems, and interacts with teachers and parents about school-based activities.
Lebrun, Dwayne	Instructional Technology	Mr. Dwayne Lebrun, as Verizon Innovative Coach, provides guidance with school-wide support and modeling with instruction to infuse technology with grade-level coursework. In addition, serves as the school's assigned Digital Innovation Leader, facilitates school/district surveys for student and staff data collection initiatives, reinforces the utilization/implementation of VILS/District initiatives based on student and staff needs, and coordinates in-person and virtual professional development, assists with technical device issues, and provide workshops for parents/students based on technological needs, and implement procedures for device collection and distributions school-wide.
Neilly-Johnson, Dennen	School Counselor	Ms. Deneen Neilly-Johnson, as Student Services Department Chair, provides guidance on school and district student service plans/mental health, participate in student data collection activities, assists in data analysis, departmental core instruction, collaborate with department members to implement intervention for students and assistance teachers regarding crisis management.
Preston, Priscilla	Teacher, K-12	Priscilla Riley-Preston, as Social Studies Department Chair, informs the social studies department on national, state, and local curricula. Attends professional development opportunities/conferences on social studies education and on education problems that are a focus for the school and/or district (i.e. law academy, Synergy, PLCs, Schoology, etc.). Guides the articulation of course content, skills, evaluation, and grading throughout the department's course offerings. Develops and implements a vision for the department's overall curriculum and its component courses (i.e. core courses, elective courses, Gifted and Honors courses). Aligns the department's objectives with those of the building and district. Identifies and provides for the professional development needs in the department.

Name	Position Title	Job Duties and Responsibilities
Strozier, Michael	Math Coach	Mr. Michael Strozier, as Mathematics Coach, demonstrates and co-teaches efficient classroom courses. Provides middle school teachers with support for the effective implementation of best practices on a rotational basis. Effectively notifies the Math department on any changes to state standards. Increases student learning and student engagement through enhancing instructional methods and thereby enhancing teacher ability. Cultivates cross-team collaboration for data analysis, goal creation, and the implementation of successful instructional strategies linked with specific learning concerns. Observes classes to gain knowledge of classroom structures, assists with daily instruction, and provides targeted professional development.
Vincent, Edwina	Teacher, K-12	Dr. Edwina Vincent, as Exceptional Student Education Department Chair, serves as the school and educational leader responsible for the development, implementation, supervision, and evaluation of special education and 504 students. Administers the special education and 504 programs in accordance with board policies, statutory requirements, administrative rules, and regulations. Provides leadership, support, and assistance to building administrators, staff, and teachers in regard to special education Individual Education Plans (IEPs) and 504 Plans. Manages both staff to support special education and 504 students' achievement and legal responsibilities.
Howard, DaShawniese	Teacher, K-12	Ms. Dashawniese Howard, as English Language Arts Department Chair, acts as a liaison between department members and the school administration. Specific curriculum and instruction are coordinated. Supports the vision and mission of the school and ensures that departmental processes and practices adhere to the vision of the school. Participates in the department's interviewing and selection of new teachers. Facilitates routine departmental meetings and represents the department in district professional development/open house or parent night initiatives. Manages the selection and inventory of educational resources. Assists in the coordination and implementation of job-integrated professional development.
Hubert, Latrice	Reading Coach	Ms. Latrice Hubert, as Reading Coach, aids in the coordination and implementation of the K-12 Comprehensive Research-based Reading Plan. Additionally, she uses the coaching model with fidelity to plan, demonstrate, and provide feedback to administration, teachers, and district officials. Conducts school-based professional development that is connected with student needs and B.E.ST. standards. Collaborates and monitors invention for identified students.
Levels, Leah	Teacher, K-12	Ms. Leah Levels, as Math Department Chair, acts as a curriculum leader by assisting in the examination of lesson plans and the creation of curriculum, goals, and philosophies. Assists instructors in the development of strategies to improve pedagogy, including classroom



Name	Position Title	Job Duties and Responsibilities
		management techniques, and offers insight on policies and procedures. Coordinates departmental responsibilities, such as the preparation of reports, agendas, minutes, and surveys. Recommends curricular offerings and teachers for instructional assignments; monitors the department's pacing. Examines the status of the department in relation to new benchmarks and objectives for the B.E.S.T. standards and provides job-embedded professional development.
Davis, Ariel	Teacher, K-12	Mr. Ariel Davis, as Physical Education Department Chair, builds a physical fitness program based on the most recent training and conditioning methods. Knows the most recent regulations, methods, and proper conduct for a variety of physical activities. Maintains attendance and grades in accordance with school and Dade County Public School Board requirements. M manages the classroom through verbal and nonverbal approaches. Develops an interest and skill set that will support future physical activity engagement. Effective instructional planning, as seen by the departmental lesson plans, is utilized. Participates in faculty meetings, professional meetings, and job-embedded professional development.
Allen, COnsuella	Teacher, K-12	Ms. Consuella Allen, as Science Department Chair, develops course objectives and a course structure in accordance with curricular guidelines for science members. Assigns lessons and evaluates student progress via departmental data. Prepares and conducts district examinations to evaluate student progress, records results, and provides reports to school administration at the monthly meeting of the leadership team. Maintains attendance and grade records according to school requirements. Assists department members with academic concerns. Meets with department members weekly to discuss current academic and new standards. Participates in faculty and professional meetings, academic conferences, and job-embedded professional development.

### Demographic Information

#### Principal start date

Wednesday 8/18/2021, Malcolm Nicholas E

**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.*

0

**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**

26

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

456

**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.**

2

## 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	0	0	0	0	0	0	166	139	188	0	0	0	0	493	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0		
One or more suspensions	0	0	0	0	0	0	0	1	0	0	0	0	0	1	
Course failure in ELA	0	0	0	0	0	0	25	17	14	0	0	0	0	56	
Course failure in Math	0	0	0	0	0	0	26	24	22	0	0	0	0	72	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	25	27	34	0	0	0	0	86	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	23	35	33	0	0	0	0	91	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0		

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	0	0	0	0	30	30	27	0	0	0	0	87	

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	0	0	0	0	16	5	16	0	0	0	0	37	
Students retained two or more times	0	0	0	0	0	0	10	4	0	0	0	0	0	14	

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

Wednesday 7/20/2022

**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	0	0	0	0	0	0	187	169	146	0	0	0	0	502
Attendance below 90 percent	0	0	0	0	0	0	57	40	20	0	0	0	0	117
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	37	23	1	0	0	0	0	61
Course failure in Math	0	0	0	0	0	0	37	33	5	0	0	0	0	75
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	34	29	22	0	0	0	0	85
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	37	33	24	0	0	0	0	94
Number of students with a substantial reading deficiency	0	0	0	0	0	0	88	95	69	0	0	0	0	252

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	59	64	20	0	0	0	0	143

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	11	43	2	0	0	0	0	56
Students retained two or more times	0	0	0	0	0	0	6	15	2	0	0	0	0	23

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	187	169	146	0	0	0	0	502
Attendance below 90 percent	0	0	0	0	0	0	57	40	20	0	0	0	0	117
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	37	23	1	0	0	0	0	61
Course failure in Math	0	0	0	0	0	0	37	33	5	0	0	0	0	75
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	34	29	22	0	0	0	0	85
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	37	33	24	0	0	0	0	94
Number of students with a substantial reading deficiency	0	0	0	0	0	0	88	95	69	0	0	0	0	252

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	59	64	20	0	0	0	0	143

#### The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	11	43	2	0	0	0	0	56
Students retained two or more times	0	0	0	0	0	0	6	15	2	0	0	0	0	23

## 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	38%	55%	50%				43%	58%	54%
ELA Learning Gains	53%						54%	58%	54%
ELA Lowest 25th Percentile	55%						53%	52%	47%
Math Achievement	18%	43%	36%				45%	58%	58%
Math Learning Gains	41%						45%	56%	57%
Math Lowest 25th Percentile	56%						38%	54%	51%
Science Achievement	22%	54%	53%				31%	52%	51%
Social Studies Achievement	62%	64%	58%				58%	74%	72%

**Grade Level Data Review - State Assessments**

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	42%	58%	-16%	54%	-12%
Cohort Comparison						
07	2022					
	2019	32%	56%	-24%	52%	-20%
Cohort Comparison		-42%				
08	2022					
	2019	46%	60%	-14%	56%	-10%
Cohort Comparison		-32%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	38%	58%	-20%	55%	-17%
Cohort Comparison						
07	2022					
	2019	20%	53%	-33%	54%	-34%
Cohort Comparison		-38%				
08	2022					
	2019	32%	40%	-8%	46%	-14%
Cohort Comparison		-20%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	20%	43%	-23%	48%	-28%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	83%	68%	15%	67%	16%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	56%	73%	-17%	71%	-15%
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	83%	63%	20%	61%	22%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	86%	54%	32%	57%	29%

### 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	16	41	53	7	21	29	20	25			
ELL	26	56	68	16	44	39	9	40			
BLK	38	52	55	17	40	57	19	63	36		
HSP	41	55	54	26	41		43		67		
FRL	37	53	56	18	40	55	21	61	41		
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	15	16	13	7	16	9	7	15			
ELL	28	36	31	17	12	15	24	47	31		
BLK	33	34	32	14	12	17	25	45	38		
HSP	43	37	33	27	18		53	52	56		
FRL	34	35	32	16	12	18	29	44	45		

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	19	54	58	23	32	20		61			
ELL	37	59	61	39	46	48	18	52	55		
BLK	40	53	53	43	44	39	31	56	78		
HSP	63	60		60	50		33		80		
FRL	43	55	54	46	45	38	33	56	80		

### 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	46
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	69
Total Points Earned for the Federal Index	456
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	41
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	46
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	47
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	45
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?**

Based on the data review, our school will implement the Targeted Element of Standards aligned Instruction. We selected the overarching area of Standards-aligned Instruction based on our findings that demonstrated a decline or stagnant proficiency in Mathematics and Science. Comparative data between the 2021-2022 academic year illustrates a 6 percentage point decrease in 8th Grade Science data with 20% of students proficient in 2021 and 14% proficient in 2022. Overall Mathematics proficiency increased by 1 percentage point, with 14% of students proficient in 2021 and 15% of students proficient in 2022. Overall, ELA proficiency data showed a slight increase of 3 percentage points with 38% of students proficient in 2022 and 35% of students proficient in 2021. Analysis of our Subgroup data showed increases and decreases in proficiency data. ELA proficiency data for Students with Disabilities increased from 16% in 2021 to 15% in 2022. In comparison, 2022 Math Subgroup data showed Students with Disabilities (SWD) stayed the same at 7% proficient.

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

Results from iReady Reading AP1, AP2, and AP3 revealed a 2 percentage point increase for the 6th-grade student population during the 2021-2022 academic year. Students in grade 7 indicated a decline in student reading achievement by 2 percentage points on AP1, AP2, and AP3. Students in grade 8 indicated a decline in student reading achievement by 4 percentage points on AP1, AP2, and AP3. Mathematics iReady data indicated students in grade 6 increased by 8 percentage points overall on AP1, AP2, and AP3. Students in grade 7 increased by 5 percentage points on AP1, AP2, and AP3. On average, students in grade 8 decreased by 1 percentage point on AP1, AP2, and AP3.

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

The contributing factors that lead to a 6% percentage point decrease in science proficiency are inconsistency in collaborative planning, teacher attendance, and low participation in district science professional development sessions to support vertical alignment across grade levels. Also, there is a need for the implementation of standards-based instruction in science. The actions needed for improvement in the area of science are to ensure that collaborative planning is consistently occurring and is monitored for effectiveness. Teacher attendance can be improved through the use of school-wide incentive programs. The department chair will utilize Professional Learning Communities as a platform to turnkey information with colleagues in the science department. The contributing factor to the need for improvement in Mathematics proficiency is the need to utilize Data-Driven Decision making as a means for students and teachers to take ownership of data results. There were also missed opportunities for collaboration by grade level, and incorporating differentiated instruction to support the needs of all learners. The actions needed for improvement in the area of math are having consistent data chats with teachers and students, utilizing collaborative structures in class as a strategy to support student learning or engage students in the learning process, and implementing Differentiated Instructional Days.

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

Based on progress monitoring and 2022 state assessments, Civics EOC proficiency increased from 46% percentage points in 2021 to 60% percentage points in 2022. Overall ELA FSA proficiency increased from 35% in 2021 to 38% in 2022. In 2022, students in grade 6 showed a growth of 8% percentage points when comparing Math iReady AP1 to AP3 data.

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

The contributing factors that led to an improvement in the areas mentioned above are Extended Learning opportunities such as Before/After School Tutoring, Winter and Spring Break Academy, and 4 Power-Focused Saturdays. Students were also given the opportunity to participate in push-in and pull-out interventions. Students also received additional support in the FIU Afterschool All-Star and T.A.L.E.N.T.S afterschool program.

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

To accelerate learning, Andover Middle School will implement the following:

The Leadership Team will hold monthly data chats with teachers and instructional coaches in an effort to analyze students' progress. Teachers will in turn conduct data chats with students. Instructional coaches, teachers, and administrators will receive PD on the new B.E.S.T standards and develop a plan to support the effective implementation of the standards. Administrators, instructional coaches, and teachers will conduct weekly core content collaborative planning sessions that drive standard aligned instruction and differentiation, and plan for higher order questioning. The Team will also conduct interventions based on student data.

**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 Professional Learning Support Team (PLST) will provide PD's based on the Professional Development Needs Survey. Professional Development sessions will be provided by academic coaches Ms. Hubert and Mr. Strozier. PD's will also be conducted as whole group sessions and job-embedded sessions using data to drive instruction (September/22), Tackling OPM data (November/December/22), Schoology (1st Nine Weeks), VILS/Schoology (1st-4th Nine Weeks), and continuous data chats with individualized feedback and next steps (ongoing). Teacher leaders will attend targeted core content PDs and turnkey information during faculty and departmental meetings as well as collaborative planning.

**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 the sustainability of improvement in the next year and beyond are providing weekly collaborative planning for core content teachers to discuss district pacing guides, and instructional frameworks to guide standard-aligned instruction and differentiation.

**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 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>Based on the data review, our school will implement the Targeted Element of Standards aligned Instruction. We selected the overarching area of Standards-aligned Instruction based on our findings that demonstrated a decline or stagnant proficiency in Mathematics and Science. Comparative data between the 2021-2022 academic year illustrates a 6 percentage point decrease in 8th Grade Science data with 20% of students proficient in 2021 and 14% proficient in 2022. Overall Mathematics proficiency increased by 1 percentage point, with 14% of students proficient in 2021 and 15% of students proficient in 2022. Overall, ELA proficiency data showed a slight increase of 3 percentage points with 38% of students proficient in 2022 and 35% of students proficient in 2021. With the introduction of the new B.E.S.T standards, there is also a need for stakeholders to prioritize Standards-Aligned instruction to ensure that students are receiving instruction aligned to the state's expectations.</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, then students in all sub-groups will increase by a minimum of 2 percentage points, overall proficiency in ELA and Math should increase by a minimum of 5 percentage points on the F.A.S.T assessments by June 2023 , and a minimum of 10 percentage point increase in Science on the EOC's by June 2023.</p>
<b>Monitoring:</b> <b>Describe how this Area of Focus will be monitored for the desired outcome.</b>	<p>The Leadership Team will ensure that standards-aligned instruction is consistently taking place daily. Teachers will engage in weekly collaborative planning sessions and provide daily assignments that are on grade level and standards-based. Coaches and administrators will facilitate collaborative planning sessions that support teacher development in the area of standard-aligned instruction. Teachers will engage in the process that leads to the development of instructional materials that are aligned with the new B.E.S.T standards. Teachers will deliver planned lessons to guide students through the demands of the standards/learning targets. Academic Coaches will model and co-teach with teachers utilizing the Framework of Effective Instruction (FEI) model. During instructional walkthroughs and collaborative planning, Administrators will review lesson plans for instruction aligned to the standards and pacing guide as a result of common planning sessions. Extended learning opportunities will be provided to all students not making adequate progress or in need of remediation/ enrichment.</p>
<b>Person responsible for monitoring outcome:</b>	<p>Malcolm Nicholas (pr6023@dadeschools.net)</p>
<b>Evidence-based Strategy:</b> <b>Describe the evidence-</b>	<p>Within the Targeted Element of Standard-aligned Instruction, our school will focus on the evidence-based strategy of: Standards-Based Collaborative Planning. Standards-Based Collaborative Planning will improve collaboration among teachers and promote learning and constructive feedback that occur during professional discussions among teachers. This will eliminate the achievement gap while accelerating all students to their full</p>

**based  
strategy**

**being  
implemented  
for this Area  
of Focus.** academic potential. Standards-Based Collaborative Planning will be monitored by administrations through the use of weekly department sign-in sheets and agendas.

**Rationale for  
Evidence-  
based**

**Strategy:**

**Explain the  
rationale for**

**selecting  
this specific  
strategy.** Standards-Based Collaborative Planning will ensure teachers work together and collaborate on instruction that will lead to improvements in standards-aligned lesson quality, instructional effectiveness, and student achievement.

**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.

09/22/22 - 09/14/22 Coaches and District personnel will facilitate PDs aligned to the B.E.S.T standards and how to use instructional resources to develop standards-aligned lessons. This will support teachers in gaining an understanding of the new standards and begin the process of developing standard-aligned lessons.

**Person  
Responsible** Malcolm Nicholas (pr6023@dadeschools.net)

09/08/22 - 09/14/22 Instructional Coaches and Administrators will facilitate collaborative planning. During collaborative planning sessions, teachers will be guided on the process of developing standard-aligned lesson materials aligned to the B.E.S.T standards. Instructional coaches will model the process and teachers will create and receive feedback from their peers.

**Person  
Responsible** Malcolm Nicholas (pr6023@dadeschools.net)

09/08/22 - 09/14/22 Teachers will execute standards-aligned lessons to support the needs of all students. Administrators will conduct walkthroughs to identify teachers that are in need of additional support. Instructional Coaches will facilitate coaching cycles for the teachers that need additional support.

**Person  
Responsible** Malcolm Nicholas (pr6023@dadeschools.net)

09/08/22 - 09/14/22 Administrators, instructional coaches, and teachers will consistently monitor the progress of students to ensure mastery of content and benchmarks. This will allow stakeholders to adjust instruction to meet the needs of all students.

**Person  
Responsible** Malcolm Nicholas (pr6023@dadeschools.net)

09/08/22 - 09/14/22 Administrators, instructional coaches, and teachers will utilize data from OPM data IReady, FAST PM, and district unit assessments to evaluate students' needs and gaps in learning. The team will develop a plan to address students' gaps in learning.

**Person Responsible** Malcolm Nicholas (pr6023@dadeschools.net)

10/31/22-12/12/22 The Curriculum Support Specialist and Transformation Coach will continue to provide support during Collaborative Planning (English Language Arts, Math, Science and Social Studies) following the Common Planning Routines.

**Person Responsible** Malcolm Nicholas (pr6023@dadeschools.net)

10/31/22-12/12/22 The Leadership Team will conduct quarterly work product review during planning and students work folder checks to ensure standard aligned grading is occurring.

**Person Responsible** Malcolm Nicholas (pr6023@dadeschools.net)

**#2. 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.

Based on the data review of our ESSA subgroups, the subgroup that did not meet the federal index of 41% is our students with disabilities subgroup. The federal index for this group was 27%. The data indicates that we are not meeting the needs of our Students with Disabilities. Therefore, it is evident that we must improve our instructional strategies to support the needs of all learners and increase accommodations for our students with disabilities.

**Measurable****Outcome:**

State the specific measurable

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

If we successfully implement strategies to support our students with disabilities then students in the sub-group Students with Disabilities will increase by a minimum of 14 percentage points as evidenced by the 2023 federal subgroup index.

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

The Leadership Team will ensure that differentiated instruction is consistently taking place daily. Teachers will engage in weekly common planning sessions and provide daily assignments that are on grade level and standards-based. Instructional coaches will collaborate with teachers to integrate instructional strategies that will support the needs of our students with disabilities. Administrators will review lesson plans weekly for instruction aligned to the standards as well as the integration of learning accommodations based on Individualized Educational Plans.

**Person responsible for monitoring outcome:**

Malcolm Nicholas (pr6023@dadeschools.net)

**Evidence-based Strategy:**

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

The use of Differentiated Instruction will enable teachers to plan lessons based on the standards and learning objectives. Also, this will ensure that all student learning and teaching methodologies are in line with the B.E.S.T. standards. To support the needs of our students with disabilities we will include instructional strategies based on their needs such as extended time, larger font size, pre-printed notes, scaffolded activities, and additional accommodations as outlined by their Individualized Educational Plans. Through their assignments and work examples, students will demonstrate that they have mastered the instructional objective(s).

**Rationale for Evidence-based Strategy:** Explain the rationale for

Instruction geared toward helping students learn a specified set of standards is known as standards-based instruction. Students with Disabilities will have the chance to maximize their learning because of the continuous cycle of teaching, learning, and assessing. Standards-Aligned Instruction will ensure teachers work together and collaborate on instruction that will lead to improvements in standards-aligned lesson quality, instructional effectiveness, and 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.

09/21/22 - 09/28/22 ESE department chair will provide teachers with training during a faculty meeting aligned to how to effectively use Individualized Educational Plans to support the needs of our students with disabilities. This training will provide teachers with the development they will need to implement strategies aligned to IEPs.

**Person Responsible** Edwina Vincent (e.k.anderson@dadeschools.net)

08/29/22 ESE department chair will provide all teachers with the Individualized Educational Plans for their students that have disabilities. Teachers will then have a greater understanding of the accommodations their students will need to excel academically.

**Person Responsible** Edwina Vincent (e.k.anderson@dadeschools.net)

09/08/22 - Ongoing ESE department chair and administrators will conduct weekly walkthroughs and identify teachers who need additional support in executing accommodations for their students with disabilities. This will ensure that all stakeholders are receiving feedback.

**Person Responsible** Malcolm Nicholas (pr6023@dadeschools.net)

ESE department chair will provide teachers with updated copies of IEPs at a glance throughout the year. This will ensure that teachers are aware of changes to students' accommodations.

**Person Responsible** Edwina Vincent (e.k.anderson@dadeschools.net)

10/31/22-12/12/22 Transformation Coach and Curriculum Support Specialist will plan for the use of ELL Learners /Students with Disabilities strategies to address all learners.

**Person Responsible** Malcolm Nicholas (pr6023@dadeschools.net)

10/31/22-12/12/22 Transformation Coach and Curriculum Support Specialist will plan and model Secondary and Primary Differentiated Instruction for teachers.

**Person Responsible** Malcolm Nicholas (pr6023@dadeschools.net)

**#3. Transformational Leadership specifically relating to Leadership Development**

<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 results of the 2021-2022 SIP School Climate Survey and examination of the Core Leadership Competencies, 40% of teachers agreed with the statement "their opinions are heard and taken into account." According to the results of the 2020–2021 School Climate Survey, 80% of instructors concur with the statement, "I feel like my opinions are listened to and taken into consideration." This represents a 42% percentage point decrease. We want to employ the targeted element of leadership development. Stakeholders in the building didn't feel like they had any say in the decision-making process, therefore we aim to build teacher leaders by involving them in school-wide projects and ensuring that communication is streamlined.</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 the Targeted Element of Leadership Development, our teachers will be provided the opportunity to contribute to school-wide decisions through monthly meetings. The percentage of teachers in leadership roles will increase by at least 3% during the 2022-2023 school year. We will also see a 30% increase in the number of teachers that agree with the statement "I feel like my opinions are listened to and taken into consideration." This will be reflected on the School Climate Survey at the end of the year.</p>
<b>Monitoring:</b> <b>Describe how this Area of Focus will be monitored for the desired outcome.</b>	<p>Specific employees who are content area experts will be selected by the administration to serve as leaders in future initiatives and curriculum development. Core Content Department Chairs will monitor teachers who have received assistance and will share any information they have acquired at professional developments, team meetings, and collaborative planning meetings.</p>
<b>Person responsible for monitoring outcome:</b>	<p>Malcolm Nicholas (pr6023@dadeschools.net)</p>
<b>Evidence-based Strategy:</b> <b>Describe the evidence-based strategy being implemented</b>	<p>Within the Targeted Element of the Instructional Leadership Team, we will focus on the evidence-based strategy of Shared Leadership. Shared Leadership is the practice of governing a school by expanding the number of people involved in making important decisions related to the school's organization, operation, and academics. We will create leadership roles or decision-making opportunities for teachers, staff members, students, parents, and community members. This will be instrumental to our success as it will increase opportunities for faculty and staff to contribute to the overall achievement of the school. This will in turn create a working environment where each stakeholder feels valued and heard.</p>



**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.**

Our staff will be able to develop a personal and professional stake in the success of Andover Middle School. This vision of this is to provide leadership roles and opportunities for stakeholders to participate in crucial decision-making. As a result of staff members actively engaging in all aspects of the school's growth and development, there will be an increase in the overall effort to improve protocols, productivity, and practices.

**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.

08/26/22- 09/02/22 The administrative team will select faculty and staff to participate in school-based committees. This will create the platform to leverage leaders within the school and create opportunities for their opinions to be heard. Leaders will also be provided with feedback.

**Person Responsible** Malcolm Nicholas (pr6023@dadeschools.net)

08/26/22 - 09/14/22 To enhance the sharing of knowledge, resources, ideas, and expertise among school leaders, the administration will organize leadership meetings bi-weekly. In order to develop leaders for the entire school, the leadership team will generate buy-in, contribute fresh ideas, and find creative solutions.

**Person Responsible** Edwina Vincent (e.k.anderson@dadeschools.net)

08/22/22 - 09/14/22 Teachers will be given lead roles based on school-wide initiatives. As a result, school staff will empower others to get involved in school-wide initiatives and activities to promote positive school culture.

**Person Responsible** Malcolm Nicholas (pr6023@dadeschools.net)

08/22/22 - 09/14/22 The administration will collaborate and partner with school staff to build partnerships and identify resources for effective decision-making and improved communication skills. As a result, administrators will conduct quarterly meetings with school staff with effective feedback.

**Person Responsible** Malcolm Nicholas (pr6023@dadeschools.net)

10/31/22-12/12/22 The Leadership Team will continue to meet monthly to improve collaborative planning sessions, share best practices to improve student learning and school wide data.

**Person Responsible** Malcolm Nicholas (pr6023@dadeschools.net)

10/31/22-12/12/22 The administration will continue to give teachers opportunities to take on leadership roles for school-wide activities.

**Person Responsible** Malcolm Nicholas (pr6023@dadeschools.net)

**#4. Positive Culture and Environment specifically relating to Social and Emotional Learning (SEL)****Area of Focus****Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.**

The 2020-2021 School Climate Survey results indicated that 43% of students agree with the statement: "The overall climate or feeling at my school is positive." The 2021-2022 School Climate Survey results indicated 55% of students agree with the statement: "The overall climate or feeling at my school is positive. Analysis of these findings indicate that this is a 12 percentage point decrease. This decrease indicates that there is a need to improve the learning environment and school culture with a specific focus on systems that will support our students social emotional learning. This will allow students to receive support in navigating challenges, feeling safe to make mistakes, ask for help and receive mental health support.

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

If we successfully implement Social and Emotional Learning (SEL), 91% of students and staff will engage in activities that support physical, emotional, and mental health both inside the school and outside of it, as shown by SEL via Edgenuity Data. We will also see a 10% increase in the number of students that agree with the statement "The overall climate or feeling at my school is positive".

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

A monthly events calendar for the entire school, including Value Matters and Restorative Justice Practices (RJP), will be developed and used by the administration, school counselors, and team leaders. Additionally, the administration team and support staff at Andover will continuously monitor how well students are doing by analyzing SEL Edgenuity reports. Based on SEL reports, administrators and counselors will follow up on students who need additional support.

**Person responsible for monitoring outcome:**

Malcolm Nicholas (pr6023@dadeschools.net)

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

The evidence-based strategy that will be implemented is Social and Emotional Learning (SEL). This strategy will support the mental health of students, provide them with techniques to navigate challenging situations, form relationships, and create a welcoming environment for all students.

**Rationale for Evidence-based Strategy:**

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

As it is imperative to "educate the whole child", SEL practices will be embedded in curriculum to support the concerns of students. Educators are aware that these skills play a critical role in determining how well-equipped children will be to meet the demands of the classroom and grow into world citizens. Social Emotional Learning (SEL) will also ensure students and teachers have opportunities to interact outside of the context of academic learning and provide a positive alternative for disciplinary actions.

**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.

09/19/22 - 09/30/22 A monthly calendar will be developed to include Social Emotional Learning and Restorative Justice Practice activities for students. This calendar will be shared with students and teachers. Activities will provide students with the strategies they will need to be successful.

**Person Responsible** Barbara Hunter (hunterb0493@dadeschools.net)

09/30/22 - Ongoing. Students will participate in weekly homeroom activities focused on Social and Emotional Learning. Students will then be able to adapt Social and Emotional Learning strategies to their daily lives.

**Person Responsible** Barbara Hunter (hunterb0493@dadeschools.net)

09/12/22 - Ongoing During the morning announcements, videos will reflect an acknowledgment of positive learning, appreciation statements for students/staff, and monthly submission of student names by team leaders to "SPOTLIGHT" students' achievements. This will develop a sense of community and belonging among our students.

**Person Responsible** Dwayne Lebrun (dlebrun@dadeschools.net)

10/31/22-12/1/22 The Restorative Justices Coordinator will conduct professional development sessions to train school staff/ students on Restorative Justices Practices (RJP) and circles.

**Person Responsible** Barbara Hunter (hunterb0493@dadeschools.net)

10/31/22-12/12/22 The school leadership team members will adopt a homeroom to facilitate RJP lessons with grade level students.

**Person Responsible** Sicily Mincey (minceys@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.**

Leadership & Relationships, Digital Citizenship, Response to Early Warning Systems (EWS), Quality of Education and Preparedness, and Restorative Justice Practice (RJP) are all used to create a positive school culture. Through the Parent Academy, our school ensures that parents and families are engaged throughout the year and that they have the information they need to help their children. RJP Student Leaders provide assistance to students. During faculty and leadership meetings as well as on the morning announcements, staff members are given the chance to participate in team-building exercises and social gatherings where we come together to celebrate successes. School administrators receive regular comments and suggestions from staff and students. Additionally, we make sure that all stakeholders are informed through our regular morning announcements on Schoology Blackboard ConnectED and School-Wide monthly calendar.

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

The principal, assistant principal, department chairs, team leaders and counselors, and the school leadership team are the stakeholders involved in creating a positive school culture and environment. The school's actions must be monitored and overseen by the principal, who must also address concerns about morale by organizing team-building and morale-boosting activities. The Assistant Principals will assist in making sure that all information is communicated to stakeholders promptly. Team Leaders and Department Heads will support gathering and addressing stakeholder feedback. All parties involved must take explicit steps to get in touch with and establish connections with students, parents, and community stakeholders.