

Miami-Dade County Public Schools

# Carrie P. Meek/Westview K 8 Center



2022-23 Schoolwide Improvement Plan

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## Carrie P. Meek/Westview K 8 Center

2101 NW 127TH ST, Miami, FL 33167

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

### Demographics

**Principal: Tommy Richardson A**

Start Date for this Principal: 7/27/2022

|  |  |
|--|--|
| <b>2019-20 Status</b><br>(per MSID File)   | Active   |
| <b>School Type and Grades Served</b><br>(per MSID File)  | Combination School<br>PK-8   |
| <b>Primary Service Type</b><br>(per MSID File)   | K-12 General Education   |
| <b>2021-22 Title I School</b>  | Yes  |
| <b>2021-22 Economically Disadvantaged (FRL) Rate</b><br>(as reported on Survey 3)  | 100%   |
| <b>2021-22 ESSA Subgroups Represented</b><br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities<br>English Language Learners<br>Black/African American Students<br>Hispanic Students<br>Economically Disadvantaged Students |
| <b>School Grades History</b>   | 2021-22: B (55%)<br>2018-19: C (51%)<br>2017-18: C (49%)   |
| <b>2019-20 School Improvement (SI) Information*</b>  |  |
| <b>SI Region</b>   | Southeast  |
| <b>Regional Executive Director</b>   | <a href="#">LaShawn Russ-Porterfield</a>   |
| <b>Turnaround Option/Cycle</b>   | N/A  |
| <b>Year</b>  |  |
| <b>Support Tier</b>  |  |
| <b>ESSA Status</b>   | N/A  |
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .   |  |

### School Board Approval

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

## SIP Authority

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

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

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

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

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

## Purpose and Outline of the SIP

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

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| <b>Title I Requirements</b>           | <b>0</b>  |
| <b>Budget to Support Goals</b>        | <b>0</b>  |

## Carrie P. Meek/Westview K 8 Center

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### School Demographics

|  |   |   |
|--|---|---|
| <p><b>School Type and Grades Served</b><br/>(per MSID File)</p> <p>Combination School<br/>PK-8</p> | <p><b>2021-22 Title I School</b></p> <p>Yes</p> | <p><b>2021-22 Economically Disadvantaged (FRL) Rate</b><br/>(as reported on Survey 3)</p> <p>100%</p> |
| <p><b>Primary Service Type</b><br/>(per MSID File)</p> <p>K-12 General Education</p>               | <p><b>Charter School</b></p> <p>No</p>          | <p><b>2018-19 Minority Rate</b><br/>(Reported as Non-white on Survey 2)</p> <p>99%</p>                |

### School Grades History

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

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### SIP Authority

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

### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

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

The mission of Carrie P. Meek/Westview K-8 Center is to collaborate with parents, teachers, faculty, students, and the community to provide an atmosphere conducive to the facilitation of learning in a safe environment. To focus our resources to equip students with skills and character that will serve as building blocks to become effective leaders and to educate every student with respect; maximizing their strengths and working collaboratively to overcome their challenges. We are committed to moving forward and as Henry Ford stated, "If everyone is moving forward together, then success takes care of itself."

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

The vision of Carrie P. Meek/Westview K-8 Center is to create an environment where all students and parents are valued and respected by every staff member. We envision a school where educational leaders foster a healthy relationship between the school and the home. A place where everyone is working collaboratively to set high standards for our students and to guide them on a path towards success. We seek to provide innovative programs to enhance and strengthen our curriculum and to promote the skills needed by the 21st century learner.

### 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   |
|-----------------|---------------------|---|
| Hannah, Cynthia | Principal           | <p>As the Principal:</p> <ul style="list-style-type: none"> <li>- Sets performance objectives for all stakeholders (teachers, students, parents...etc)</li> <li>- Monitors and implements all academic protocols and focuses on increased student achievement gains for continuous school improvement</li> <li>- Identifies school level objectives each year and develops a plan for their attainment</li> <li>- Monitors and implements all cultural protocols and identifies ways to develop an action plan to enhance staff and student morale</li> <li>- Monitors and implements school policies and safety protocols which focuses on increased student achievement gains for continuous school improvement</li> <li>-Identifies school level objectives each year and develops a plan for their attainment</li> <li>- Works collaboratively with the Educational Excellence School Advisory Councils (EESAC) to identify school wide needs and implements plans to meet identified needs which support the School Improvement process</li> <li>- Arranges and conducts in-service activities and meetings</li> <li>- Responsible for the implementation and the determination of the effects of the individualized professional development plan for all instructional personnel that is linked to improved student performance</li> </ul> |
| Rivera, Michael | Assistant Principal | <p>As the Assistant Principal:</p> <ul style="list-style-type: none"> <li>- Assist the principal in setting performance objectives for all stakeholders (teachers, students, parents...etc)</li> <li>- Monitors and implements all academic and cultural protocols</li> <li>- Monitors and implements school policies and safety protocols which focuses on increased student achievement gains for continuous school improvement</li> <li>- Assist the principal in Identifying school level objectives each year and develops a plan for their attainment</li> <li>- Works collaboratively with the Educational Excellence School Advisory Councils (EESAC) to identify school wide needs and implements plans to meet identified needs which support the School Improvement process</li> <li>- Arranges and conducts in-service activities and meetings</li> <li>- Assist the Principal with the implementation and the determination of the effects of the individualized professional development plan for all instructional personnel that is linked to improved student performance</li> </ul>   |
| Barnes, LaToya  | Science Coach       | <p>As the Science Coach:</p> <ul style="list-style-type: none"> <li>- Assist with the coordination and implementation of the K-12 Comprehensive Science Plan at the school level.</li> </ul>  |

| Name                | Position Title   | Job Duties and Responsibilities  |
|---------------------|------------------|--|
|                     |                  | <ul style="list-style-type: none"> <li>- Utilize the coaching model to provide teachers an interactive, integrated, hands-on, inquiry-based instructional model at the school site.</li> <li>- Provide site-based professional development to staff that is aligned to the needs of students and teachers based upon student assessment data.</li> <li>- Assists administration and classroom teachers in the interpretation of student assessment data.</li> <li>- Assists in coordinating, implementing, and monitoring intervention services to identified students.</li> <li>- Participates in professional development in science content and pedagogy to assist classroom teachers with the delivery and coordination of science resources an the implementation of research-based, instructional strategies at school sites.</li> <li>- Plan and implements a professional development schedule to include topics such as but not limited to: the Next Generation Science Standards, reading in the content area, inquiry-based instruction, the effective implementation of differentiated instruction, and analyzing, and utilizing student assessment data.</li> <li>- Performs other duties comparable to the above, as these duties describe only the typical, primary features of the job.</li> </ul> |
| ORR,<br>MELISSA     | Reading Coach    | <p>As the Reading Instructional Coach:</p> <ul style="list-style-type: none"> <li>- Build teachers capacity (Coaching support and cycles)</li> <li>- Provide consistently collaborative planning with teachers</li> <li>- Provide professional development and/or trainings that enables teachers to think reflectively about improve student learning and implementing various instructional programs and practices</li> <li>- Serves as a liaison between the teachers and administrators</li> </ul>   |
| McMath,<br>Trellany | Reading Coach    | <p>As the Reading Instructional Coach:</p> <ul style="list-style-type: none"> <li>- Build teachers capacity (Coaching support and cycles)</li> <li>- Provide consistently collaborative planning with teachers</li> <li>- Provide professional development and/or trainings that enables teachers to think reflectively about improve student learning and implementing various instructional programs and practices</li> <li>- Serves as a liaison between the teachers and administrators</li> </ul>   |
| WRIGHT,<br>DASHANTI | Math Coach       | <p>As the Math Instructional Coach:</p> <ul style="list-style-type: none"> <li>- Build teachers capacity (Coaching support and cycles)</li> <li>- Provide consistently collaborative planning with teachers</li> <li>- Provide professional development and/or trainings that enables teachers to think reflectively about improve student learning and implementing various instructional programs and practices</li> <li>- Serves as a liaison between the teachers and administrators</li> </ul>  |
| Jones,<br>Redina    | Teacher,<br>K-12 | <p>As the School Assessment Coordinator:</p> <ul style="list-style-type: none"> <li>- Coordinates all school-wide assessments and monitors school-wide data and ensures completion</li> </ul>  |



| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|---------------------------------|
|------|----------------|---------------------------------|

- Facilitates policies and procedures and develops school wide schedules throughout the year ensure all students are tested within testing windows

**Demographic Information**

**Principal start date**

Wednesday 7/27/2022, Tommy Richardson A

**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.*

15

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

40

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

501

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

13

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

7

**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                              | 41          | 68 | 48 | 55 | 45 | 60 | 69 | 64 | 48 | 0 | 0  | 0  | 0  | 498   |
| Attendance below 90 percent                              | 11          | 23 | 14 | 12 | 15 | 23 | 17 | 28 | 19 | 0 | 0  | 0  | 0  | 162   |
| One or more suspensions                                  | 0           | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0 | 0  | 0  | 0  |       |
| Course failure in ELA                                    | 0           | 6  | 18 | 24 | 5  | 6  | 0  | 0  | 0  | 0 | 0  | 0  | 0  | 59    |
| Course failure in Math                                   | 0           | 2  | 8  | 11 | 4  | 5  | 3  | 0  | 0  | 0 | 0  | 0  | 0  | 33    |
| Level 1 on 2022 statewide FSA ELA assessment             | 0           | 0  | 0  | 24 | 10 | 13 | 23 | 28 | 15 | 0 | 0  | 0  | 0  | 113   |
| Level 1 on 2022 statewide FSA Math assessment            | 0           | 0  | 0  | 19 | 12 | 13 | 33 | 35 | 21 | 0 | 0  | 0  | 0  | 133   |
| Number of students with a substantial reading deficiency | 0           | 9  | 24 | 31 | 19 | 26 | 39 | 38 | 23 | 0 | 0  | 0  | 0  | 209   |

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 | 0 | 0 | 0 | 0 | 0  | 0  | 0  |       |

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           | 1 | 11 | 18 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 30    |
| Students retained two or more times | 0           | 1 | 0  | 1  | 1 | 3 | 3 | 2 | 1 | 0 | 0  | 0  | 0  | 12    |

Date this data was collected or last updated  
 Sunday 8/21/2022

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                              | 35          | 63 | 53 | 57 | 54 | 63 | 65 | 64 | 52 | 0 | 0  | 0  | 0  | 506   |
| Attendance below 90 percent                              | 11          | 23 | 14 | 12 | 15 | 23 | 17 | 28 | 19 | 0 | 0  | 0  | 0  | 162   |
| One or more suspensions                                  | 0           | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0 | 0  | 0  | 0  |       |
| Course failure in ELA                                    | 0           | 1  | 7  | 19 | 8  | 16 | 3  | 1  | 1  | 0 | 0  | 0  | 0  | 56    |
| Course failure in Math                                   | 0           | 2  | 4  | 2  | 6  | 13 | 2  | 4  | 0  | 0 | 0  | 0  | 0  | 33    |
| Level 1 on 2019 statewide FSA ELA assessment             | 0           | 0  | 0  | 0  | 2  | 6  | 11 | 18 | 15 | 0 | 0  | 0  | 0  | 52    |
| Level 1 on 2019 statewide FSA Math assessment            | 0           | 0  | 0  | 0  | 2  | 6  | 11 | 15 | 12 | 0 | 0  | 0  | 0  | 46    |
| Number of students with a substantial reading deficiency | 0           | 17 | 21 | 47 | 27 | 25 | 37 | 49 | 28 | 0 | 0  | 0  | 0  | 251   |

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

| Indicator                            | Grade Level |   |   |    |   |    |    |    |    |   |    |    |    | Total |
|--------------------------------------|-------------|---|---|----|---|----|----|----|----|---|----|----|----|-------|
|                                      | K           | 1 | 2 | 3  | 4 | 5  | 6  | 7  | 8  | 9 | 10 | 11 | 12 |       |
| Students with two or more indicators | 0           | 2 | 5 | 12 | 7 | 18 | 10 | 20 | 11 | 0 | 0  | 0  | 0  | 85    |

**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           | 2 | 3 | 8 | 2 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 15    |
| Students retained two or more times | 0           | 1 | 1 | 0 | 3 | 2 | 1 | 0 | 0 | 0 | 0  | 0  | 0  | 8     |

**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                              | 35          | 63 | 53 | 57 | 54 | 63 | 65 | 64 | 52 | 0 | 0  | 0  | 0  | 506   |
| Attendance below 90 percent                              | 11          | 23 | 14 | 12 | 15 | 23 | 17 | 28 | 19 | 0 | 0  | 0  | 0  | 162   |
| One or more suspensions                                  | 0           | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0 | 0  | 0  | 0  |       |
| Course failure in ELA                                    | 0           | 1  | 7  | 19 | 8  | 16 | 3  | 1  | 1  | 0 | 0  | 0  | 0  | 56    |
| Course failure in Math                                   | 0           | 2  | 4  | 2  | 6  | 13 | 2  | 4  | 0  | 0 | 0  | 0  | 0  | 33    |
| Level 1 on 2019 statewide FSA ELA assessment             | 0           | 0  | 0  | 0  | 2  | 6  | 11 | 18 | 15 | 0 | 0  | 0  | 0  | 52    |
| Level 1 on 2019 statewide FSA Math assessment            | 0           | 0  | 0  | 0  | 2  | 6  | 11 | 15 | 12 | 0 | 0  | 0  | 0  | 46    |
| Number of students with a substantial reading deficiency | 0           | 17 | 21 | 47 | 27 | 25 | 37 | 49 | 28 | 0 | 0  | 0  | 0  | 251   |

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

| Indicator                            | Grade Level |   |   |    |   |    |    |    |    |   |    |    | Total |    |
|--------------------------------------|-------------|---|---|----|---|----|----|----|----|---|----|----|-------|----|
|                                      | K           | 1 | 2 | 3  | 4 | 5  | 6  | 7  | 8  | 9 | 10 | 11 |       | 12 |
| Students with two or more indicators | 0           | 2 | 5 | 12 | 7 | 18 | 10 | 20 | 11 | 0 | 0  | 0  | 0     | 85 |

**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           | 2 | 3 | 8 | 2 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0     | 15 |
| Students retained two or more times | 0           | 1 | 1 | 0 | 3 | 2 | 1 | 0 | 0 | 0 | 0  | 0  | 0     | 8  |

**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             | 42%    | 62%      | 55%   |        |          |       | 40%    | 63%      | 61%   |
| ELA Learning Gains          | 53%    |          |       |        |          |       | 47%    | 61%      | 59%   |
| ELA Lowest 25th Percentile  | 49%    |          |       |        |          |       | 41%    | 57%      | 54%   |
| Math Achievement            | 42%    | 51%      | 42%   |        |          |       | 47%    | 67%      | 62%   |
| Math Learning Gains         | 62%    |          |       |        |          |       | 52%    | 63%      | 59%   |
| Math Lowest 25th Percentile | 66%    |          |       |        |          |       | 46%    | 56%      | 52%   |
| Science Achievement         | 38%    | 60%      | 54%   |        |          |       | 36%    | 56%      | 56%   |
| Social Studies Achievement  | 60%    | 68%      | 59%   |        |          |       | 68%    | 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 | 41%    | 60%      | -19%                       | 58%   | -17%                    |
| Cohort Comparison |      | 0%     |          |                            |       |                         |
| 04                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 34%    | 64%      | -30%                       | 58%   | -24%                    |
| Cohort Comparison |      | -41%   |          |                            |       |                         |

| ELA               |      |        |          |                            |       |                         |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade             | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 35%    | 60%      | -25%                       | 56%   | -21%                    |
| Cohort Comparison |      | -34%   |          |                            |       |                         |
| 06                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 33%    | 58%      | -25%                       | 54%   | -21%                    |
| Cohort Comparison |      | -35%   |          |                            |       |                         |
| 07                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 24%    | 56%      | -32%                       | 52%   | -28%                    |
| Cohort Comparison |      | -33%   |          |                            |       |                         |
| 08                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 34%    | 60%      | -26%                       | 56%   | -22%                    |
| Cohort Comparison |      | -24%   |          |                            |       |                         |

| 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 | 50%    | 67%      | -17%                       | 62%   | -12%                    |
| Cohort Comparison |      | 0%     |          |                            |       |                         |
| 04                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 48%    | 69%      | -21%                       | 64%   | -16%                    |
| Cohort Comparison |      | -50%   |          |                            |       |                         |
| 05                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 32%    | 65%      | -33%                       | 60%   | -28%                    |
| Cohort Comparison |      | -48%   |          |                            |       |                         |
| 06                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 40%    | 58%      | -18%                       | 55%   | -15%                    |
| Cohort Comparison |      | -32%   |          |                            |       |                         |
| 07                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 35%    | 53%      | -18%                       | 54%   | -19%                    |
| Cohort Comparison |      | -40%   |          |                            |       |                         |
| 08                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 29%    | 40%      | -11%                       | 46%   | -17%                    |
| Cohort Comparison |      | -35%   |          |                            |       |                         |

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

| SCIENCE           |      |        |          |                            |       |                         |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade             | Year | School | District | School-District Comparison | State | School-State Comparison |
|                   | 2019 | 33%    | 53%      | -20%                       | 53%   | -20%                    |
| Cohort Comparison |      |        |          |                            |       |                         |
| 06                | 2022 |        |          |                            |       |                         |
|                   | 2019 |        |          |                            |       |                         |
| Cohort Comparison |      | -33%   |          |                            |       |                         |
| 07                | 2022 |        |          |                            |       |                         |
|                   | 2019 |        |          |                            |       |                         |
| Cohort Comparison |      | 0%     |          |                            |       |                         |
| 08                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 28%    | 43%      | -15%                       | 48%   | -20%                    |
| 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         | 67%    | 73%      | -6%                   | 71%   | -4%                |
| 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         |        |          |                       |       |                    |

**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                                       | 49       | 53     | 40          | 54        | 63      | 73           | 33       | 64      |           |                   |                     |
| ELL                                       | 42       | 51     | 50          | 50        | 76      | 82           | 36       |         |           |                   |                     |
| BLK                                       | 39       | 52     | 49          | 40        | 62      | 67           | 36       | 59      | 83        |                   |                     |
| HSP                                       | 55       | 59     | 50          | 51        | 60      |              | 53       | 60      |           |                   |                     |
| FRL                                       | 42       | 54     | 49          | 41        | 61      | 64           | 37       | 60      | 82        |                   |                     |
| 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                                       | 34       | 42     | 38          | 39        | 37      | 27           | 33       |         |           |                   |                     |
| ELL                                       | 33       | 43     | 33          | 31        | 24      |              | 33       |         |           |                   |                     |
| BLK                                       | 34       | 33     | 36          | 26        | 21      | 34           | 34       | 47      | 53        |                   |                     |
| HSP                                       | 42       | 35     | 23          | 38        | 25      |              | 52       |         |           |                   |                     |
| FRL                                       | 35       | 33     | 33          | 28        | 21      | 29           | 38       | 45      | 48        |                   |                     |
| 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                                       | 34       | 43     | 39          | 37        | 50      | 47           | 27       | 50      |           |                   |                     |
| ELL                                       | 41       | 45     | 31          | 50        | 67      | 58           | 36       | 71      |           |                   |                     |
| BLK                                       | 37       | 46     | 38          | 45        | 50      | 41           | 33       | 62      | 85        |                   |                     |
| HSP                                       | 50       | 53     | 56          | 59        | 63      | 63           | 56       | 88      |           |                   |                     |
| FRL                                       | 40       | 48     | 41          | 48        | 53      | 47           | 37       | 67      | 81        |                   |                     |

**ESSA Data Review**

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

| ESSA Federal Index  |     |
|---|-----|
| ESSA Category (TS&I or CS&I)  | N/A |
| OVERALL Federal Index – All Students  | 55  |
| OVERALL Federal Index Below 41% All Students                                    | NO  |
| Total Number of Subgroups Missing the Target                                    | 0   |
| Progress of English Language Learners in Achieving English Language Proficiency | 55  |
| Total Points Earned for the Federal Index                                       | 553 |
| Total Components for the Federal Index  | 10  |
| Percent Tested  | 99% |
| Subgroup Data   |     |
| Students With Disabilities  |     |
| Federal Index - Students With Disabilities                                      | 53  |

| <b>Students With Disabilities</b>  |     |
|--|-----|
| Students With Disabilities Subgroup Below 41% in the Current Year?             | NO  |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32%      | 0   |
| <b>English Language Learners</b>   |     |
| Federal Index - English Language Learners                                      | 55  |
| English Language Learners Subgroup Below 41% in the Current Year?              | NO  |
| Number of Consecutive Years English Language Learners Subgroup Below 32%       | 0   |
| <b>Native American Students</b>  |     |
| 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   |
| <b>Asian Students</b>  |     |
| 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   |
| <b>Black/African American Students</b>   |     |
| Federal Index - Black/African American Students                                | 54  |
| Black/African American Students Subgroup Below 41% in the Current Year?        | NO  |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | 0   |
| <b>Hispanic Students</b>   |     |
| Federal Index - Hispanic Students  | 55  |
| Hispanic Students Subgroup Below 41% in the Current Year?                      | NO  |
| Number of Consecutive Years Hispanic Students Subgroup Below 32%               | 0   |
| <b>Multiracial Students</b>  |     |
| 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   |
| <b>Pacific Islander Students</b>   |     |
| 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                                | 54  |
| 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?

In ELA, our proficiency increased by 6 percentage points from 36%; our learning gains increased by 20 percentage points from 33%; and our lowest 25% increased by 27 percentage points from 33% from the 2021 Spring FSA administration. In Mathematics, our proficiency increased by 14 percentage points from 28 %; our learning gains by 40 percentage points from 22%; and our lowest 25 by 35 percentage points from 31% from the 2021 Spring FSA administration. The Science proficiency rate remain the same from the 2021 Spring Science administration at 38%. In Social Studies, we had an increase of 11 percentage points from 49% in the 2021 Spring EOC administration. In Algebra I, we increased by 36 percentage points from 50% in the 2021 EOC administration.

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

When looking at the progress monitoring and 2022 state assessments, it became evident that the greatest need for improvement are Science, ELA and Mathematics proficiency, and the ELA learning gains. Sixty-eight students scored a Level 1 in Mathematics and 53 in ELA out of a total of 112 students in grades 3-8.

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

The contributing factors to this need included lack of personnel in Science and Literacy Coaches. Additionally, the depth of the instruction contributed to the lack of proficiency levels in the students. To address this need, we would recruit effective teachers and coaches in the areas of Science and ELA. Meaningful professional development sessions would be implemented to ensure explicit instruction is taking place in the classrooms. The coaches and administration will follow up to ensure effective implementation. The coaches will closely monitor the intervention program utilizing the resources and the interventionists will provide meaningful support during their pull-out sessions. DI sessions will assist teachers close the learning gaps and provide additional remediation for the standards. Job-Embedded Professional Development will have to be grounded in day-to-day teaching practice to enhance teachers' content-specific instructional practices with the intent of improving student learning.

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

The areas identified are learning gains from our lowest 25 in ELA and Mathematics, overall learning gains in Mathematics, and Algebra I proficiency showed the most improvement.

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

The factors that contributed to the improvement of the areas include the tailored instructional focus through DI, pull-out, and interventionists. Following the Mid-Year Reflection, the leadership team identified the bubble students and coaches also pulled-out to offer additional support. Students received remediation in ELA during the TALENTS program offered after school; Saturday School; and Winter/ Spring Break Academies. The implementation and monitoring of iReady instruction contributed to this improvement as well.

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

At the Middle School Level, it would be beneficial to provide a Biology course and Special Areas. We will continue to celebrate iReady students who achieve Green score and those students who completed the iReady minutes and met their weekly targets. Additionally, Collaborative Data Chats will be implemented by the Leadership Team and the Instructional Coaches, during which teachers, support staff, and administration analyze student performance data and determine how that information will be used to drive future instruction. Students who are in Rtl or who are identified as fragile will also be discussed.

**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.**

Based on the School Culture PD Survey, teachers want additional professional development opportunities in the areas of Data Analysis/Progress Monitoring; Understanding the Rtl process, and Social Emotional Learning to accelerate learning. Ongoing Progress Monitoring PDs will provide teachers best practices used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. Data-Driven Instruction PDs will also assist teachers attain knowledge of the use of student performance data to inform instructional planning and delivery. This systematic approach of instruction uses assessment, analysis, and actions to meet student's needs. Additionally, BEST standards PD and Collaborative Data Chat PD will be presented to gain a better understanding on standards aligned instruction.

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

This school year, Carrie P. Meek/Westview K-8 Center will celebrate students monthly who display traits from Values Matters. We will be implementing quarterly student data chats and a variety of activities to increase student attendance, which in turn will increase their academic performance; and continue to place the interventionists in the classrooms that show the most need. We would like to implement extra-curricular activities such as chess, band, chorus, robotics, and intramurals. To ensure sustainability of improvement in the next year and beyond, we will be implementing the Evidence Based Strategy of Shared Leadership. Shared Leadership involves systems designed to develop leadership capacity among all members of the school community. In Shared Leadership, teachers, staff, parents, and principals work together to solve problems and create an engaging school climate that fosters student learning. This can be achieved by understanding that different leadership styles are needed, engaging all stakeholders in working together towards a shared purpose, and ensuring all participants share responsibility and accountability.

**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**

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

2022 Data Findings:  
 Although Carrie P. Meek/Westview K-8 students made proficiency gains, our overarching goal will be to increase the number of students who are on grade level. To improve this data point, standards aligned instruction must take place with consistency and fidelity. According to the 2022 FSA proficiency data, the proficiency for Elementary and Secondary ELA is at 42% percent points. The district’s overall percent proficient is 56%. Third grade scored 34% compared to the district’s 53%. Fourth grade scored 53% compared to the district’s 59%. Fifth grade scored 35% compared to the district’s 56%. Sixth grade scored 22% compared to the district’s 53%. Seventh grade scored 26% compared to the district’s 50%. Eighth grade scored 40% compared to the district’s 50%. The proficiency for Elementary and Secondary Mathematics is at 42% percent points. The district’s overall percent proficient is 52%. Third grade scored 44% compared to the district’s 58%. Fourth grade scored 43% compared to the district’s 62%. Fifth grade scored 45% compared to the district’s 51%. Sixth grade scored 17% compared to the district’s 49%. Seventh grade scored 14% compared to the district’s 47%. Eighth grade scored 20% compared to the district’s 36%. The proficiency for Elementary and Secondary Science is at 38% percent points. The district’s overall percent proficient for 5th grade is 47% compared to 24% of our 5th graders. The proficiency for Civics is at 55% percent points. The district’s overall percent proficient is 67%. The proficiency for Algebra I (MS Accel) is 86%.

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

With the implementation of standard aligned instruction the teachers will help ensure that a higher level of learning is attained with an additional 5%, to 47% proficiency in ELA and Mathematics, as it will be shown by 2022-2023 state assessment.

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

The Leadership Team will conduct quarterly data chats and follow-up with regular walkthroughs to ensure that instruction is aligned to the standards. Administrators will review bi-weekly lesson plans for indication of standards aligned instruction for students. Data Analysis of formative assessments of students will be reviewed monthly to observe progress. We will create an online tracker to monitor progress monitoring/topic assessments data on a bi-weekly 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 on their assessments.

**Person responsible for monitoring outcome:**

Cynthia Hannah (drcynthialhannah@dadeschools.net)

**Evidence-based Strategy:**

Within the Targeted Element of Standards Aligned Instruction, our school will focus on the evidence-based strategy of: Checks for Understanding. Checking for Understanding is an important step in the teaching and learning process. The background knowledge that

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

students bring into the classroom influences how they understand the material shared and the lessons or learning opportunities provided. In fact, Checking for Understanding is part of a formative assessment system in which teachers identify learning goals, provide students feedback, and then plan instruction based on students' errors and misconceptions.

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

Checking for Understanding is an important step in the teaching and learning process. The background knowledge that students bring into the classroom influences how they understand the material shared and the lessons or learning opportunities provided. In fact, Checking for Understanding is part of a formative assessment system in which teachers identify learning goals, provide students feedback, and then plan instruction based on students' errors and misconceptions.

**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.

8/15-Provide Professional Development for teachers on effective implementation of standards aligned instruction. As a result, teachers will develop classroom systems that are standards aligned to meet the students needs.

**Person Responsible** Cynthia Hannah (drcynthialhannah@dadeschools.net)

8/22-10/11-Teachers will develop lesson plans that are standards aligned to include Check for Understanding Questions. This will allow teachers to have appropriate resources, and lesson plans that are standards aligned.

**Person Responsible** Cynthia Hannah (drcynthialhannah@dadeschools.net)

8/22-10/11-Facilitate weekly collaborative planning meetings. As a result, teachers will be provided with an opportunity to collaborate and brainstorm challenges, needs, and shared standard aligned best practices and identify Check for Understanding Questions.

**Person Responsible** Cynthia Hannah (drcynthialhannah@dadeschools.net)

8/22-10/11-Teachers will monitor student progress to track assessments that are aligned to weekly instruction. This will allow teachers to use data from Checks for Understanding and assessments to monitor student progress and adjust as necessary.

**Person Responsible** Cynthia Hannah (drcynthialhannah@dadeschools.net)

10/31/22 - 11/10/22 - Coaches will add data as the first item to address on their collaborative planning agendas. Class trackers will be addressed at the beginning of collaborative planning so that teachers will

be aware of their data and Academic Coaches may identify which teachers have met their assessment goals after each Monitoring Assessment/Topic Assessment and add the data to the schoolwide trackers.

**Person Responsible** Cynthia Hannah (drcynthiahannah@dadeschools.net)

10/31/22 - 11/10/22 - During collaborative planning, Academic Coaches and teachers will identify daily learning targets and daily end products for students to complete daily and independently.

**Person Responsible** Cynthia Hannah (drcynthiahannah@dadeschools.net)

10/31/22 - 11/10/22 - During collaborative planning, Academic Coaches and teachers will identify which teachers will need additional support with their daily end products and with students completing their daily end products independently in order to provide support via push in support and/or coaching cycles

**Person Responsible** Cynthia Hannah (drcynthiahannah@dadeschools.net)

**#2. Positive Culture and Environment specifically relating to Attendance**

**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 Culture and Early Warning Indicators Survey from Power BI, attendance for 112 students is under 90% compared to 85% absences in other tiered schools. Based on the data found in the 2021-2022 School Culture Staff Attendance, there was an alarming 75% absence of personnel of 5 days or more compared to 65% absences in other tiered schools. This data indicates that there is a critical need to increase staff and student attendance.

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

If we successfully incentivize teachers, staff, and students, our student attendance will improve 5%, from 90% to 85% in the 2022-2023 Power BI Climate Survey by June 2023. Staff attendance will improve 5%, from 75% to 70% in the 2022-2023 Power BI Climate survey by June 2023.

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

Meeting monthly to identify students who have excessive absences (5 or more) and contact parents for investigation and closely monitor students out of attendance compliance. The school counselors will conduct sessions with students who demonstrate warning signs for excessive attendance to prevent future infractions. During staff meetings staff with perfect attendance will be recognized and receive an incentive. Staff will have a chance to communicated and build rapport through connections ensuring that all input is considered. The Counselor will submit monthly the attendance intervention report and conduct individual counseling with the targeted students. The CIS will conduct home visits for those targeted students as needed.

**Person responsible for monitoring outcome:**

Cynthia Hannah (drcynthiahannah@dadeschools.net)

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

Within the Targeted Element of staff and student attendance, our school will focus on the evidence-based strategy of: Celebrate Successes. Celebrate Successes is when staff and student accomplishments are given special recognition and achievements are publicly celebrated allowing for encouragement from all stakeholders. Assess Teams Effectiveness entails a continuous deliberate practice of gauging the level of success based on data. To ensure success, prioritize and periodically track progress of goals and actions, and modify previous plans where necessary to establish success. Our school will focus on monitoring and reporting of student absences, calls to parents and counseling as well as incentives for staff and students with perfect attendance.

**for this Area of Focus.**

**Rationale for Evidence-based Strategy:**

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

Celebrate Successes will be implemented to give special recognition to staff and student accomplishments and achievements are publicly celebrated allowing for encouragement from all stakeholders. We will incentivize students with perfect attendance to encourage them to continue coming to school every day. Everyone likes to be celebrated and recognized, therefore we anticipate this evidence will encourage students and staff to be in attendance.

**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.

8/15 - Track student and staff attendance monthly. As a result, attendance and academic outcomes relationship will be monitored.

**Person Responsible** Cynthia Hannah (drcynthialhannah@dadeschools.net)

8/22-10/11 - Incentivizing staff and students with perfect attendance during monthly faculty meetings. This will help staff and students succeed in school and bolster their self-esteem.

**Person Responsible** Cynthia Hannah (drcynthialhannah@dadeschools.net)

8/22-10/11 - Recognizing the students with perfect attendance with certificates. As a result, students will be enticed to attend and succeed in school.

**Person Responsible** Cynthia Hannah (drcynthialhannah@dadeschools.net)

8/22-10/11 - Recognizing instructional and non-instructional staff monthly with certificates. As a result, staff will be enticed to attend and provide students succeed in school.

**Person Responsible** Cynthia Hannah (drcynthialhannah@dadeschools.net)

10/31/22 - 11/10/22 - The Attendance Review Committee (ARC) will meet monthly with a focus on those students who have 5+ absences to identify the steps taken and our next steps for these students.

**Person Responsible** Cynthia Hannah (drcynthialhannah@dadeschools.net)

10/31/22 - 11/10/22 - The Attendance Review Committee (ARC) will follow through with the actions and next steps required for those students with 5+ absences.

**Person Responsible** Cynthia Hannah (drcynthialhannah@dadeschools.net)



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

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

Carrie P. Meek/Westview K-8 Center will focus on Shared Leadership to address the critical needs within our school. The 2021-2021 School Climate Survey from Power BI data reveals 51% of the staff believes that their ideas are listened to and considered as compared to 68% in the 2020-2021 School Climate Survey from Power BI. To increase this percentage, we selected Shared Leadership because it will create teams of leaders that will share the principal's vision and mission in a positive manner with the staff.

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

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. This will be realized through teachers participating in the logistical elements of meetings, presenting ideas to solve issues that arise, etc. The number of teachers in leadership roles will increase by at least 5 during the 2022-2023 school year.

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

With the implementation of Leadership Development, an additional 10% of the staff will agree with the statement that their ideas are listened to and considered as evidenced in the 2022-2023 School Climate Survey from Power BI.

**Person  
responsible  
for monitoring  
outcome:**

Cynthia Hannah (drcynthialhannah@dadeschools.net)

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

Within the Targeted Element of Leadership Development, we will focus on the evidence-based strategy of: Shared Leadership. By creating an "Experts in My Building" list and involving teachers in the decision making process, we hope to increase the feeling of shared leadership and develop leadership capacity among all members of the school community. Experts in the building will provide a summary of support to the LT on a monthly basis to ensure we are on the right track to meeting the outcome above, work together to solve problems, and create an engaging school climate that fosters student learning, ensuring all participants share responsibility and accountability.

**Rationale for  
Evidence-  
based  
Strategy:**

We decided to focus on Shared Leadership to address the critical needs within our school. The 2022-2023 Climate Survey from Power BI data reveals 51% of the staff believes that their ideas are listened to and considered. To increase this percentage, we

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

selected Leadership Development because it will create teams of leaders that will share the principal's vision and mission in a positive manner with the staff.

**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.

08/22- 10/11 The leadership will meet and identify teacher leaders. The teachers will serve as the contact person for their grade level, providing additional opportunities to contribute to school-wide leadership opportunities.

**Person Responsible** Cynthia Hannah (drcynthialhannah@dadeschools.net)

08/22- 10/11 The leadership team meeting minutes will record the list of teacher leaders in each grade level. As a result, the actions they will take following the meetings will be recorded.

**Person Responsible** Cynthia Hannah (drcynthialhannah@dadeschools.net)

08/22- 10/11 The leadership team will meet with the leaders once a month. This will allow the team to review curriculum updates throughout the school year.

**Person Responsible** Cynthia Hannah (drcynthialhannah@dadeschools.net)

08/22- 10/11 Teacher leaders will share instructional curriculum updates and necessary actions during common planning and faculty meetings. This will allow the teacher leaders to follow up with their teachers in their grade levels.

**Person Responsible** Cynthia Hannah (drcynthialhannah@dadeschools.net)

10/31/22 - 11/10/22 - The Leadership Team will conduct teacher data chats so that teachers may communicate their data as well as their concerns and needs.

**Person Responsible** Cynthia Hannah (drcynthialhannah@dadeschools.net)

10/31/22 - 11/10/22 - The Leadership Team will conduct the 4th Tuesday meetings to follow up on those teachers who expressed needs and concerns.

**Person Responsible** Cynthia Hannah (drcynthialhannah@dadeschools.net)

**#4. Instructional Practice specifically relating to Student Engagement**

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

Although Carrie P. Meek/Westview K-8 students made proficiency gains, our overarching goal will be to increase the number of students who are on grade level. To improve this data point, student engagement must be addressed to ensure students know what they are learning and increase the chances of increasing their proficiency rates. When comparing the 2021 Spring FSA administration to the 2022 Spring FSA administration, our proficiency in ELA increased by 6 percentage points from 36% to 42%; our learning gains increased by 20 percentage points from 33% to 53%; and our lowest 25% increased by 16 percentage points from 33% to 49%. Overall, the proficiency for Elementary and Secondary ELA is at 42% percent points. The district's overall percent proficient is 56%. When comparing the 2021 Spring FSA administration to the 2022 Spring FSA administration, our proficiency for Elementary and Secondary Mathematics increased 14%, from 28% to 42%.

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

With the implementation of student engagement, the teachers will help ensure that a higher level of learning is attained with an additional 5%, to 47% proficiency in ELA and Mathematics as it will be shown by 2022-2023 state assessment.

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

The Leadership Team will conduct regular walkthroughs to ensure that student engagement is taking place. The students will conduct self-monitoring and follow-through strategies, set an academic goal and display effort towards achieving their goals, helping students become more independent and do more thorough, thoughtful, and complete work. Administrators will create a Goal Setting tracker to monitor their academic progress.

**Person responsible for monitoring outcome:**

Cynthia Hannah (drcynthialhannah@dadeschools.net)

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

Student Engagement refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught (physical or virtual), which extends to the level of motivation they have to learn and progress in their education. This deals with student engagement, cognitively, behaviorally, physically, and emotionally. Therefore, our strategy will be Goal-Oriented Learning

**implemented for this Area of Focus.**

**Rationale for Evidence-based Strategy:**

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

The student engagement of Goal Oriented Learning strategy indicates what students should know and are able to do within a particular content area. As they build upon one another from grade to grade, students progress in their educational careers.

**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- Facilitate weekly collaborative planning meetings to provide teachers with an opportunity to collaborate and brainstorm student engagement strategies. As a result, teachers will develop classroom systems that are aligned to meet the students' needs.

**Person Responsible** Cynthia Hannah (drcynthialhannah@dadeschools.net)

8/22-10/11-Teachers will communicate the student Goal Setting tracker system, self-monitoring and follow-through strategies, set a goal to monitor their academic progress. As a result, students will be actively engaged in their academic progress.

**Person Responsible** Cynthia Hannah (drcynthialhannah@dadeschools.net)

8/22-10/11- Administrators will create a Goal Setting tracker to monitor the students' academic progress. As a result, the students will implement their self-monitoring and follow-through strategies.

**Person Responsible** Cynthia Hannah (drcynthialhannah@dadeschools.net)

8/22-10/11- Teachers will monitor student progress on their Goal Setting trackers to identify the chances of achieving their goals. As a result, the teachers and students will develop next steps on goal setting, academic progress, and adjust as necessary.

**Person Responsible** Cynthia Hannah (drcynthialhannah@dadeschools.net)

10/31/22 - 11/10/22 - During collaborative planning, Academic Coaches will identify which teachers have met their assessment goals after each Monitoring Assessment/Topic Assessment or not in order to provide support via push in support and/or coaching cycles.

**Person Responsible** Cynthia Hannah (drcynthialhannah@dadeschools.net)

10/31/22 - 11/10/22 - Academic Coaches chart the Monitoring Assessment/Topic Assessments in data tracker posters.

**Person Responsible** Cynthia Hannah (drcynthiahannah@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

Although Carrie P. Meek/Westview K-8 students made proficiency gains, our overarching goal will be to increase the number of students who are on grade level. To improve this data point, extended learning opportunities must take place with consistency and fidelity.

According to the 2022 SAT10 data , 51% of first grade scored 6-9, 17% of second grade scored 6-9.

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

Although Carrie P. Meek/Westview K-8 students made proficiency gains, our overarching goal will be to increase the number of students who are on grade level. To improve this data point, extended learning opportunities must take place with consistency and fidelity.

According to the 2022 FSA proficiency data, third grade scored 34%, fourth grade scored 53%, and fifth grade scored 35%.

**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)**

With the implementation of Academic Vocabulary Instruction, the teachers will help ensure that a higher level of learning is attained with an additional 5% proficiency in ELA as it will be shown by 2022-2023 state assessment. 56% of the first grade students will score 6-9 compared to 2021-2022 fifty-one percent. 22% of second grade students will score 6-9 compared to the 2021-2022 seventeen percent.

The teachers will incorporate Academic Vocabulary Instruction in effective lessons, interactive journals, interactive word walls, exposure to diverse texts, visual stimuli, exit tickets, and daily end products, incorporation into daily dialogue, etc., and associated with the content being taught. These formative assessments will provide teachers with data to determine next steps in instruction.

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

With the implementation of Academic Vocabulary Instruction, the teachers will help ensure that a higher level of learning is attained with an additional 5% proficiency in ELA as it will be shown by 2022-2023 state assessment. 39% of the third-grade students will be proficient compared to the 2021-20211 FSA Spring Assessment thirty-four percent. 58% of the fourth-grade students will be proficient compared to the 2021-2022 FSA Spring Assessment fifty-three percent. 40% of the fifth-grade students will be proficient compared to the 2021-2022 FSA Spring Assessment thirty-five percent.

The teachers will incorporate Academic Vocabulary Instruction in effective lessons, interactive journals, interactive word walls, exposure to diverse texts, visual stimuli, exit tickets, and daily end products, incorporation into daily dialogue, etc., and associated with the content being taught. These formative assessments will provide teachers with data to determine next steps in instruction.

**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 teachers will include the Academic Vocabulary Instruction into their daily routine as evident by their lesson plans and included in the student's interactive journals or folders. Extended learning opportunities will be provided to those students who are in need of additional support.

**Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

Hannah, Cynthia, drcynthiahannah@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?

Within the Targeted Element of Standard Aligned Instruction, our school will focus on the evidence-based strategy of: Academic Vocabulary Instruction. Academic Vocabulary Instruction plays a critical role in improving vocabulary skills for all learners. Academic Vocabulary should be incorporated through effective lessons in a myriad of ways including the use of interactive journals, interactive word walls, exposure to diverse texts, visual stimuli, incorporation into daily dialogue, etc., and associated with the content being taught.

**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?

We decided to focus on Standards Aligned Instruction: Academic Vocabulary Instruction. Research shows It is crucial that children have explicit and robust instruction in vocabulary, to support their verbal and written communication. The explicit teaching of vocabulary allows students to access academic language and discourse, and facilitates their comprehension of increasingly complex texts. Direct Academic Vocabulary Instruction helps students learn difficult words, such as words that represent complex concepts that are not part of the students' everyday experiences, which leads to better reading comprehension.

**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                    |
|---|--|
| 8/31 - 10/11 - Identify how Academic Vocabulary Instruction will be implemented by grade level. This will allow the teachers to create their interactive journals and folders.  | Hannah, Cynthia,<br>drcynthialhannah@dadeschools.net |
| 8/31-10/11- Facilitate weekly collaborative planning meetings. As a result, teachers will be provided with an opportunity to collaborate and brainstorm challenges, needs, and identify Academic Vocabulary Instruction shared best practices                             | Hannah, Cynthia,<br>drcynthialhannah@dadeschools.net |
| 8/31-10/11- Teachers will develop lesson plans that are standards aligned to include Academic Vocabulary Instruction. This will provide teachers with the appropriate resources, and lesson plans that are standards aligned with robust Academic Vocabulary Instruction. | Hannah, Cynthia,<br>drcynthialhannah@dadeschools.net |
| 8/31-10/11- Teachers will monitor student progress to track assessments that are aligned to weekly instruction. Teachers will use data from Academic Vocabulary Instruction and assessments to monitor student progress and adjust as necessary.                          | Hannah, Cynthia,<br>drcynthialhannah@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.

Within the Targeted Element of staff and student attendance, our school will focus on the evidence-based strategy of: Celebrate Successes. Celebrate Successes is when staff and student accomplishments are given special recognition and achievements are publicly celebrated allowing for encouragement from all stakeholders.

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

Dr. Hannah - Principal & Mr. Rivera - Assistant Principal - Monitoring systems implemented by other staff members.  
 Ms. Hathaway - School Counselor; Ms. F. Smith - Student Services Support Specialist; Ms. Pierre-Piere - Behavioral Health Counselor; Ms. Simon - Mental Health Coordinator; Officer Breton - School Resource Officer - Will create systems to monitor, report and communicate to administration regarding student absences, calls to parents and counseling as well as incentives for staff and students with perfect attendance.



Shaniqua Gray - PTSA President - Will communicate the progress to the families regarding student absences, calls to parents and counseling as well as incentives for staff and students with perfect attendance