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Henry S. West Laboratory School

5300 CARILLO ST, Coral Gables, FL 33146

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

Demographics

Principal: Michelle Sanchez

Start Date for this Principal: 8/26/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	34%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (85%) 2018-19: A (88%) 2017-18: A (90%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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Henry S. West Laboratory School

5300 CARILLO ST, Coral Gables, FL 33146

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Combination School KG-8</p>	<p>2021-22 Title I School</p> <p>No</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>34%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>77%</p>

School Grades History

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

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SIP Authority

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Henry S. West Laboratory School provides a learning environment in which all students are able to attain their maximum academic, social, and physical potential, thus enabling them to become interested learners and contributing members in a changing, multicultural society. Students are afforded the opportunity to capitalize on their inherent strengths through their participation in high level curricular and extracurricular activities. Individualized instruction and tutorial programs are provided as needed. Periodic evaluations, designed to diagnose and assess achievement, provide data for addressing needs and serve as a baseline for the School Improvement Plan. The West Laboratory School and University of Miami partnership enhance the educational opportunities for students.

Provide the school's vision statement.

Henry S. West Laboratory School will provide high quality education for all students and will pioneer the possibilities of change in the teaching and learning process. As a professional development school in conjunction with the stakeholders and the University of Miami, our vision is to prepare students to become life-long learners and productive citizens. As a clinical setting for aspiring teachers, the school will train and retrain teachers to meet the challenges of preparing students for the future.

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
Sanchez-Perez, Michelle	Principal	<p>Serve as instructional leader for the District's first school of choice. Lead the school's transition from a traditional approach to curriculum, instruction and assessment to a school-wide approach that is aligned to the Florida Standards and integrates the Social Emotional Learning Competencies. Lead the school's partnership with the University of Miami to provide STEAM electives to middle grades students.</p>
Rubio, Claudia	Other	<p>Empower teachers to deliver high-quality instruction utilizing a standards-based curriculum. Participates in professional development and shares the content with school-wide personnel. Plans department meetings within the school. Promote rigor, relevance, and relationships in Science classrooms. Encourage Science rich classroom environment.</p>
Gonzalez, C. Karelissa	Other	<p>Empower teachers to deliver high-quality instruction utilizing a standards-based curriculum. Participates in professional development and shares the content with school-wide personnel. Plans department meetings within the school. Promote rigor, relevance, and relationships in English Language Arts classrooms. Encourage an English Language Arts rich classroom environment.</p>
Hernandez, Susan	Other	<p>Empower teachers to deliver high-quality instruction utilizing a standards-based curriculum. Participates in professional development and shares the content with school-wide personnel. Plans department meetings within the school. Promote rigor, relevance, and relationships in Mathematics classrooms. Encourage Mathematics rich classroom environment.</p>
Villazon, Jacqueline	Assistant Principal	<p>Support the principal's vision and mission by supervising the execution of tasks that needed to be accomplished to ensure that the day to day operations ran smoothly (Master schedule, School Support Team, Discipline, Security/Custodial). Oversee instructional program Serve as LEA MTSS Coordinator</p>

Demographic Information

Principal start date

Friday 8/26/2022, Michelle Sanchez

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.*

18

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.*

8

Total number of teacher positions allocated to the school

25

Total number of students enrolled at the school

390

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

3

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

3

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	36	53	38	53	60	49	36	30	36	0	0	0	0	391
Attendance below 90 percent	0	1	0	0	2	0	3	0	0	0	0	0	0	6
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	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	1	1	0	0	0	0	0	2
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	1	1	0	1	0	0	0	0	3
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	4	0	2	0	0	0	0	6
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	1	0	1	0	0	0	0	2

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	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Monday 8/29/2022

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	34	42	49	55	40	51	35	40	36	0	0	0	0	382
Attendance below 90 percent	2	0	2	1	0	3	1	0	0	0	0	0	0	9
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	1	1	0	1	0	1	0	0	0	0	0	6
Course failure in Math	0	0	0	1	0	1	0	1	1	0	0	0	0	4
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Number of students with a substantial reading deficiency	0	2	3	3	0	0	2	2	4	0	0	0	0	16

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

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

The number of students identified as retainees:

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	34	42	49	55	40	51	35	40	36	0	0	0	0	382
Attendance below 90 percent	2	0	2	1	0	3	1	0	0	0	0	0	0	9
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	1	1	0	1	0	1	0	0	0	0	0	6
Course failure in Math	0	0	0	1	0	1	0	1	1	0	0	0	0	4
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Number of students with a substantial reading deficiency	0	2	3	3	0	0	2	2	4	0	0	0	0	16

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

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

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	92%	62%	55%				95%	63%	61%
ELA Learning Gains	70%						76%	61%	59%
ELA Lowest 25th Percentile	70%						80%	57%	54%
Math Achievement	91%	51%	42%				95%	67%	62%
Math Learning Gains	86%						84%	63%	59%
Math Lowest 25th Percentile	79%						73%	56%	52%
Science Achievement	90%	60%	54%				94%	56%	56%
Social Studies Achievement	97%	68%	59%				100%	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	98%	60%	38%	58%	40%
Cohort Comparison		0%				
04	2022					
	2019	93%	64%	29%	58%	35%
Cohort Comparison		-98%				
05	2022					
	2019	94%	60%	34%	56%	38%
Cohort Comparison		-93%				
06	2022					
	2019	97%	58%	39%	54%	43%
Cohort Comparison		-94%				
07	2022					
	2019	94%	56%	38%	52%	42%
Cohort Comparison		-97%				
08	2022					
	2019	97%	60%	37%	56%	41%
Cohort Comparison		-94%				

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	95%	67%	28%	62%	33%
Cohort Comparison		0%				
04	2022					
	2019	98%	69%	29%	64%	34%
Cohort Comparison		-95%				
05	2022					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	94%	65%	29%	60%	34%
Cohort Comparison		-98%				
06	2022					
	2019	92%	58%	34%	55%	37%
Cohort Comparison		-94%				
07	2022					
	2019	97%	53%	44%	54%	43%
Cohort Comparison		-92%				
08	2022					
	2019					
Cohort Comparison		-97%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	94%	53%	41%	53%	41%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-94%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	93%	43%	50%	48%	45%
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	100%	73%	27%	71%	29%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	97%	63%	34%	61%	36%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	54%	-54%	57%	-57%

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	70			90							
ELL	75			92							
BLK	100	77		86	85		80				
HSP	90	68	69	91	85	75	87	95	89		
WHT	92	72	64	92	87		100				
FRL	86	69	65	90	90	90	91		94		
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	70			30							
ELL	90	50		86	70						
BLK	100	80		60	50						
HSP	95	73	78	86	58	65	80	95	77		
WHT	94	60		92	66		83				
FRL	93	80	81	85	60	58	83	94			
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	88	69		82	75						
ELL	89	70		89	80						
BLK	88	60		81	73						
HSP	96	77	85	95	83	66	90	100	95		
WHT	98	78	90	98	89	92	100				
FRL	91	68	71	88	70	47	84		90		

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	85
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	
Total Points Earned for the Federal Index	769
Total Components for the Federal Index	9
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	80
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	84
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	86
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	83
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	85
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	84
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

According to the 2022 FSA ELA data, our proficiency has slowly decreased over a 3-year period from 96%, to 94%, to 90%.

According to the 2022 FSA data, our middle school acceleration increased to 96% from 76%, which is a 20% point increase.

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

Based on the 2022 state assessment, our greatest need for improvement is in the area of English Language Arts. Our English Language Arts learning gains decreased to 67% from 71%, which is a 4% point decrease.

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

Henry S. West Laboratory School uses the data from a variety of early warning indicators to identify students at risk of not succeeding such as attendance, behavior and academic performance. Administration and teachers conduct ongoing progress monitoring and data chats to identify and help develop individualized plans for students in jeopardy of failing to ensure that all students have academic, social, and behavioral success. Furthermore, we have been focusing on student accountable talk and implemented standards-based instruction and grading in all classrooms across all grade levels.

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

Our Science scores increased from 76% in 2021 to 91% in 2022, showing an increase of 15% points.

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

For the last several years, Henry S. West Laboratory School has been focusing on implementing standards-based instruction and grading in all classrooms. Additionally, we have been focusing on providing timely intervention. Students scoring below proficiency levels on standardized assessments are monitored and provided additional assistance in core subjects. Students identified as at risk in Reading receive an additional 30 minutes of Reading Intervention. Differentiated Instruction is provided at all grade levels for both Reading and Mathematics.

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

Standards-based instruction, standards-based grading, differentiated instruction, social-emotional learning, decision making, and fidelity to our intervention program will be implemented to accelerate learning. The process through which the school leadership identifies and aligns resources is through the school-based MTSS Leadership Team. The MTSS Leadership team monitors and adjusts the school's academic and EWS goals through data following the Continuous Improvement Plan Model (CIMS) process. The MTSS Leadership Team monitors the fidelity of the delivery of instruction and intervention. The MTSS Leadership Team provides levels of support and coordinates interventions for students based on data outcomes.

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.

Teachers were provided common planning time across grade levels and departments to encourage collaborative planning and instruction. Professional Learning Community meetings are scheduled monthly. During these monthly meetings the Reading, Mathematics and Science liaisons are provided an opportunity to update the instructional staff with the most current information. Additionally, teachers participated in Professional Development opportunities that were aligned to our school's goal.

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

To sustain improvement, Henry S. West Laboratory School will implement standards-based instruction, standards-based grading, differentiated instruction, and fidelity to our intervention program. Additionally,

the school will implement the MTSS process through the school-based MTSS Leadership Team. The MTSS Leadership team will participate, monitor, and adjust the school's academic and EWS goals through data following the Continuous Improvement Plan Model (CIMS) process. Furthermore, the MTSS Leadership Team will monitor the fidelity of the delivery of instruction and intervention while simultaneously providing levels of support and will coordinate interventions for students based on data outcomes.

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: Based on the review of the 2022 FSA results and i-Ready AP3 historical data, faculty will align learning to standards to ensure that a higher level of learning is attained which will guide teachers in the process of assessment and help keep them on track. Additionally, standards-based instruction will help guide the planning, implementation, and assessment of student learning that will lead to a 2% proficiency increase in ELA and Mathematics.
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome: Standards-aligned instruction will be implemented school-wide. As a result, the anticipated and intended outcome is that there will be an additional 10% of students reaching proficiency in both the FAST Reading and Mathematics assessments from PM1 to PM3.
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Monitoring: The Administrative Team will conduct data chats and walk-throughs, and review lesson plans on a quarterly basis.
Describe how this Area of Focus will be monitored for the desired outcome.

Person responsible for monitoring outcome: Michelle Sanchez-Perez (pr5831@dadeschools.net)

Evidence-based Strategy: Standards-Aligned Instruction refers to teachers executing lessons based on the standards/learning targets and ensuring that all student products and teaching techniques are aligned to the intended standards. Teachers will deliver planned lessons to guide students through the demands of the standards/learning targets. Students will show evidence of mastering the lesson objective/s through their work samples/tasks which will result in students reaching proficiency on grade level standards.
Describe the evidence-based strategy being implemented for this Area of Focus.

Rationale for Evidence-based Strategy: To increase student academic performance, establishing and implementing Instructional Frameworks that are aligned to standards will improve student achievement and proficiency school-wide.
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

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

By August 31, 2022, Professional Learning Community (PLC) meetings will take place in which the English Language, Mathematics, and Science departments will come to a consensus on common and agreed-upon school-wide standards-based practices. As a result, standard aligned instructional practices will be evident in all classrooms which will lead to an increase in student proficiency.

Person Responsible Michelle Sanchez-Perez (pr5831@dadeschools.net)

By August 31, 2022, Curriculum Leaders will memorialize the agreements and send them school-wide. As a result, the entire faculty will have shared agreements to refer to throughout the school year. As a result, standard aligned instructional practices will be evident in all classrooms which will lead to an increase in student proficiency.

Person Responsible Michelle Sanchez-Perez (pr5831@dadeschools.net)

From August 31, 2022, to October 14, 2022, the Administrative Team will conduct checks to ensure compliance. As a result, this will be evidenced by lesson plans that are aligned with the standards.

Person Responsible Michelle Sanchez-Perez (pr5831@dadeschools.net)

From August 31, 2022, to October 14, 2022, the Administrative Team will look for evidence of artifacts in teacher lesson plans and their Gradebook. As a result, compliance will be ensured school-wide.

Person Responsible Michelle Sanchez-Perez (pr5831@dadeschools.net)

From October 31, 2022, to December 16, 2022, the Administrative Team will continue conducting classroom visits to ensure compliance. As a result, this will be evidenced by lesson plans that are aligned to district standards.

Person Responsible Michelle Sanchez (michellemsanchez@dadeschools.net)

From October 31, 2022, to December 16, 2022, the Administrative Team will look for evidence of artifacts in teacher lesson plans and their Gradebook while conducting classroom visits to ensure school-wide compliance. Additionally, feedback will be provided to teachers.

Person Responsible Michelle Sanchez (michellemsanchez@dadeschools.net)

#2. Instructional Practice specifically relating to Differentiation

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

Differentiated Instruction is critical to meet the needs of all learners. Based on the data review our school will implement the targeted element of differentiation. We selected the overarching area of differentiation based on our findings that demonstrated a decrease in student growth. We are not meeting the unique needs of all learners therefore, it is evident that we must implement differentiation to meet the instructional needs of all students.

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

If DI is implemented with fidelity, the intended outcome is to have a 10% proficiency increase in all grade levels and subgroups in English Language Arts, Mathematics, Science, and Civics as evidenced by the result of the 2023 assessments.

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

The administrative team will utilize walkthroughs, data chats, and the review of lesson plans will be used as monitoring tools.

Person responsible for monitoring outcome:

Michelle Sanchez-Perez (pr5831@dadeschools.net)

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

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

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

To increase both proficiency and student academic progress, we intend to implement Differentiated Instruction school-wide. Lesson plans and work folders will be reviewed by the Administrative Team.

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.

By August 31, 2022, Professional Development will take place in which all classroom teachers will be trained on Differentiated Instruction. As a result, all teachers will be provided with DI practices aligned with the school's vision.

Person Responsible Michelle Sanchez-Perez (pr5831@dadeschools.net)

By August 31, 2022, the Professional Development Team will compile the suggestions and best practices and shared school-wide. As a result, teachers will have a comprehensive list to refer to when implementing DI.

Person Responsible Michelle Sanchez-Perez (pr5831@dadeschools.net)

From August 31, 2022, to October 14, 2022, the Administrative Team will conduct classroom walkthroughs regarding the implementation of differentiated instruction. As a result, compliance will be ensured as evidenced by systems and structures that are in place for differentiated instruction.

Person Responsible Michelle Sanchez-Perez (pr5831@dadeschools.net)

From August 31, 2022, to October 14, 2022, the Administrative Team will check lesson plans and conduct walkthroughs to ensure compliance. As a result, the evidence gathered will serve to ensure that differentiated instruction is being implemented and that it occurs with fidelity.

Person Responsible Michelle Sanchez-Perez (pr5831@dadeschools.net)

From October 31, 2022, to December 16, 2022, the Administrative Team will continue to conduct classroom walkthroughs focusing on evidence of differentiated instruction based on individual student needs. As a result, compliance will be ensured as evidenced by systems and structures that are in place for differentiated instruction using a variety of resources that are district-aligned.

Person Responsible Michelle Sanchez (michellemichelle@dadeschools.net)

From October 31, 2022, to December 16, 2022, the Administrative Team will continue to check lesson plans and conduct walkthroughs regularly to ensure compliance. As a result, there will be evidence of differentiated instruction taking place with fidelity as evidenced by improved academic performance among students targeted for differentiated instruction.

Person Responsible Michelle Sanchez (michellemichelle@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.

Based on the qualitative data from the School Climate Surveys, we will focus on Leadership Development regarding the empowerment of teachers to partake in the decision making process. Faculty and staff are integral members of the decision making process. Additionally, shared leadership is encouraged by the administrative team. Faculty and staff take on leadership roles when a subject matter in which they are experts arises. Yet, the school climate survey indicated that 64% of the staff strongly agreed that their ideas are listened to and considered. Furthermore, in-house professional development is specifically tailored to the suggestions and needs of the staff.

Measurable**Outcome:**

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

The 2021-2022 School Climate Survey, accessed on PowerBI, indicated that 64% of staff strongly agreed with the statement: "I feel my ideas are listened to and considered." This is a 16 percentage point decrease as compared to the 2020 School Climate Results which indicated it was 80%. Based on the critical need identified, we will empower teachers to be part of the decision-making process. As a result, the percentage of teachers feeling their ideas are listened to and considered will increase by 10 percentage points in the 2023 School Climate Survey results.

Monitoring:

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

As a result trust, communication, conflict resolution, leadership, and planning will increase among the faculty and staff as evidenced by the commonality in their daily lesson plans and weekly collaboration and communication as evidenced by their communication log and webpage.

Person responsible for monitoring outcome:

Michelle Sanchez (michellemsanchez@dadeschools.net)

Evidence-based

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

Empowering Others involves providing stakeholders autonomy and agency in order to take action where necessary, problem solve and implement best practices that will assist in meeting the needs of all students. Leaders should provide stakeholders lead roles in initiatives and activities, and identify the skills necessary to assist stakeholders in being successful in these roles.

Rationale for Evidence-based Strategy: Explain the

Empowering your team can create better lines of communication and help you be a more approachable leader. Modern leadership inspires confidence in a team member to approach their leader and ask questions, raise a query or share something that maybe isn't going well. This helps you get to know your team members as human beings, not just as the people you work with, and understand how to maximize their potential in your

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

organization. It also means at a much earlier stage, which can ensure they don't turn into bigger problems down the track.

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.

By August 31, 2022, a faculty meeting will take place in which all teachers will meet as a group and discuss needs and the school's culture. As a result, the faculty will decide on which area, or areas, should be focused on.

Person Responsible Michelle Sanchez-Perez (pr5831@dadeschools.net)

By August 31, 2022, the Leadership Team will compile the information from the needs assessment. As a result, all faculty members will have additional data to determine which committees their expertise is needed for shared decision making.

Person Responsible Michelle Sanchez-Perez (pr5831@dadeschools.net)

From August 31, 2022, to October 14, 2022, Administration is committed to providing team members time to meet on a monthly basis. As a result, the teachers' needs will be addressed, they will feel empowered within the school site, and a voice is given to them during the decision-making process.

Person Responsible Michelle Sanchez-Perez (pr5831@dadeschools.net)

From August 31, 2022, to October 14, 2022, teachers will serve on different committees throughout the school year. As a result, this will ensure they have input in school operational matters.

Person Responsible Michelle Sanchez-Perez (pr5831@dadeschools.net)

From October 31, 2022, to December 16, 2022, the Administrative Team will continue to provide the faculty with time to meet weekly. Through this process, teachers will feel empowered and will know that their voices are heard and their input is valuable in the school's decision-making process.

Person Responsible Michelle Sanchez (michellemsanchez@dadeschools.net)

From October 31, 2022, to December 16, 2022, teachers will continue serving on a variety of committees throughout the school. As a result, this will ensure they have input in school operational matters.

Person Responsible Michelle Sanchez (michellemsanchez@dadeschools.net)

#4. Positive Culture and Environment specifically relating to Student 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 student attendance three-year comparison, in 2021-2022, 55% of students had six or more absences in comparison to 15% in 2020-2021. This indicates an increase of 40 percentage points. Based on the data, we are going to use the element of student attendance, specifically establishing schoolwide attendance initiatives, to reduce the number of school absences.

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

As a result of the successful implementation of Attendance Initiatives, the percentage of students with six or more absences will decrease by a minimum of 10% by June 2023.

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

The Leadership Team will work to connect with families who struggle with attendance and identify the root cause for absences and create a plan of action to ensure students are able to be present daily. The Leadership Team will mentor individual students who have consistent truancy and connect with them bi-weekly to reward or encourage attendance efforts. The Leadership Team will plan regular student incentives to promote consistent student attendance. To ensure we are on track to meeting the outcome above, this data will be discussed during data chats with teachers and students and parental contact will be made when necessary.

Person responsible for monitoring outcome:

Michelle Sanchez-Perez (pr5831@dadeschools.net)

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

Within the Targeted Element of Student Attendance, our school will focus on the evidence-based strategy of Attendance Initiatives. Attendance Initiatives will assist in narrowing the absence gap among our students. Student absences will be monitored on a weekly basis to prevent a pattern of excessive absences.

Rationale for Evidence-based Strategy: Explain the

Attendance Initiatives will assist in decreasing the number of student absences. The initiatives will provide the Leadership Team with a systematic approach to identifying issues, remediation, and rewards.

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

Action Steps to Implement

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

From August 31, 2022, to October 14, 2022, homeroom classes with 100% attendance from the previous day will be recognized during morning announcements. As a result, homeroom classes with 100% will increase.

Person Responsible C. Karelissa Gonzalez (cgonzalez@dadeschools.net)

From August 31, 2022, to October 14, 2022, 'Who's Here' attendance recognition will be implemented. On Fridays, a student's name will be drawn during morning announcements; if that student has been present and on time all week, the student will take a 'selfie' with a member of the administrative team and be featured on the school's social media account. Therefore, individual student attendance should improve as students will want to come to school to be recognized.

Person Responsible Claudia Rubio (crubio@dadeschools.net)

From August 31, 2022, to October 14, 2022, all homerooms will be given an "Attendance" poster. For every day the class (teacher and student) has 100% attendance, they will color in a letter of the word attendance. Once all letters are colored in, the class can redeem the poster for an ice cream party hosted by the PTO. As a result, both student and staff attendance school-wide should improve.

Person Responsible Claudia Rubio (crubio@dadeschools.net)

From August 31, 2022, to October 14, 2022, on Mondays, quarterly recognition of grade level with the highest percentage attendance. As a result, homeroom classes with improved attendance will increase.

Person Responsible Claudia Rubio (crubio@dadeschools.net)

From October 31, 2022, to December 16, 2022, homeroom attendance will continue to be monitored daily and classes with 100% attendance will be recognized during morning announcements. As a result of recognizing these students publicly and reinforcing the importance of attendance, there will be an increase in homeroom classes with 100% attendance.

Person Responsible Claudia Rubio (crubio@dadeschools.net)

From October 31, 2022, to December 16, 2022, grade levels with the highest percentage of attendance will be recognized on Mondays. As a result, homeroom classes with improved attendance will increase.

Person Responsible Claudia Rubio (crubio@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.

A positive school culture and environment is centered on relationships, quality instruction, and meaningful dialogue. Successes are celebrated, encouragement is provided, and support is given year round. This year, we have implemented "Spotting Success at Henry S. West Laboratory School" to acknowledge the contributions of our faculty and staff members. Additionally, mentor teachers (whether rookie or veteran) will be provided to teachers that are new to Henry S. West Laboratory School.

Additionally, our students' well being will be addressed through Social-Emotional Learning that will be provided school-wide. Furthermore, Henry S. West Laboratory will also acknowledge student through Values Matter and in individual teachers' classrooms through Do the Right Thing and Principal's Honor Roll.

A supportive and fulfilling environment will be met by addressing the learning conditions that would meet the needs of all students (i.e.: fidelity to MTSS process, intervention, and SEL classes).

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

Our stakeholders consist of the following:

- EESAC
- PTO
- School Leadership Team
- Student Council
- Leo's Club
- Social Committee
- Coral Gables Police Department
- University of Miami
- FEA - Future Educators of America
- School Counselor - Character Education, Leadership Classes, SEL

All stakeholders are involved in promoting a positive school culture and environment. Our Parent Teacher Organization (PTO) is extremely active within our school and our community as it relates to support, fund raising, and school activities. All of our stakeholders have a responsibility of making an effort to ensure that relationships are built with our students, faculty, staff, families, and community.