

Miami-Dade County Public Schools

Coconut Palm K 8 Academy



2021-22 Schoolwide Improvement Plan

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Coconut Palm K 8 Academy

24400 SW 124TH AVE, Homestead, FL 33032

http://coconutpalm.dadeschools.net

Demographics

Principal: Carmen Jones Carey

Start Date for this Principal: 6/6/2013

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	<i>[Data Not Available]</i>
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2018-19: C (50%) 2017-18: C (51%) 2016-17: C (48%) 2015-16: C (49%)
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	TS&I

* 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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

In collaboration with parents, students and the community, Coconut Palm K-8 Academy will provide a safe, supportive environment with a variety of educational opportunities designed to empower students to be self-directed learners who attain the knowledge, skills, and character necessary to become confident, responsible, contributing members of our changing and global society.

Provide the school's vision statement.

Coconut Palm K-8 Academy will provide a learning environment that encourages and expects academic success, personal growth, and responsible citizenship by establishing rigorous instruction and challenging performance standards in order to prepare students for the complexities of the 21st century.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Jones Carey, Carmen	Principal	Plans, organizes, administers, and directs all activities and functions at the school, which are essential to the operation of an effective and efficient instructional environment that provides maximum opportunity for student growth.
Alonso, Megan	Instructional Coach	The Instructional Coach directs instructional services related to improving and supporting classroom instruction at the school. The Instructional Coach coordinates collaborative planning to support the development of rigorous standard-based lessons and utilizes the coaching model to support teachers in effective evidenced-based instructional strategies that will improve students' academic success.
Burgess, Tanisha	Instructional Coach	The Instructional Coach directs instructional services related to improving and supporting classroom instruction at the school. The Instructional Coach coordinates collaborative planning to support the development of rigorous standard-based lessons and utilizes the coaching model to support teachers in effective evidenced-based instructional strategies that will improve students' academic success.

Demographic Information

Principal start date

Thursday 6/6/2013, Carmen Jones Carey

Number of teachers with a 2019 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.*

13

Number of teachers with a 2019 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.*

38

Total number of teacher positions allocated to the school

74

Total number of students enrolled at the school

1,143

Identify the number of instructional staff who left the school during the 2020-21 school year.

18

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

2

Demographic Data**Early Warning Systems****2021-22****The number of students by 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	67	98	118	118	103	165	170	144	149	0	0	0	0	1132
Attendance below 90 percent	21	36	63	49	38	49	87	77	71	0	0	0	0	491
One or more suspensions	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Course failure in ELA	0	8	36	27	18	35	58	51	17	0	0	0	0	250
Course failure in Math	0	9	14	18	18	26	55	31	16	0	0	0	0	187
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	1	28	39	35	45	0	0	0	0	148
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	1	25	42	30	35	0	0	0	0	133
Number of students with a substantial reading deficiency	8	30	79	88	45	69	91	82	94	0	0	0	0	586

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		12	16	39	35	21	44	82	70	65	0	0	0	384

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	14	17	25	30	6	12	49	35	31	0	0	0	0	219
Students retained two or more times	0	0	1	13	2	13	29	15	19	0	0	0	0	92

Date this data was collected or last updated

Wednesday 7/21/2021

2020-21 - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

2020-21 - Updated

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	99	119	127	141	162	148	176	184	151	0	0	0	0	1307
Attendance below 90 percent	34	61	54	50	45	58	89	89	66	0	0	0	0	546
One or more suspensions	0	0	0	0	0	0	0	1	1	0	0	0	0	2
Course failure in ELA	0	29	28	31	27	31	62	47	10	0	0	0	0	265
Course failure in Math	0	19	13	26	22	24	48	40	13	0	0	0	0	205
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	1	24	27	40	49	39	0	0	0	0	180
Level 1 on 2019 statewide FSA Math assessment	0	0	0	1	16	39	31	40	41	0	0	0	0	168

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				12	32	34	43	39	49	81	79	66	0	0	0	0	435

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	13	18	25	31	6	12	49	32	33	0	0	0	0	219
Students retained two or more times	0	0	1	14	9	14	26	15	18	0	0	0	0	97

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).

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
03	2021					
	2019	28%	60%	-32%	58%	-30%
Cohort Comparison						
04	2021					
	2019	41%	64%	-23%	58%	-17%
Cohort Comparison		-28%				
05	2021					
	2019	34%	60%	-26%	56%	-22%
Cohort Comparison		-41%				
06	2021					
	2019	34%	58%	-24%	54%	-20%
Cohort Comparison		-34%				
07	2021					
	2019	38%	56%	-18%	52%	-14%
Cohort Comparison		-34%				
08	2021					
	2019	31%	60%	-29%	56%	-25%
Cohort Comparison		-38%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	38%	67%	-29%	62%	-24%
Cohort Comparison						
04	2021					
	2019	61%	69%	-8%	64%	-3%
Cohort Comparison		-38%				
05	2021					
	2019	46%	65%	-19%	60%	-14%
Cohort Comparison		-61%				
06	2021					
	2019	32%	58%	-26%	55%	-23%
Cohort Comparison		-46%				
07	2021					
	2019	39%	53%	-14%	54%	-15%
Cohort Comparison		-32%				
08	2021					
	2019	23%	40%	-17%	46%	-23%
Cohort Comparison		-39%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	39%	53%	-14%	53%	-14%
Cohort Comparison						
08	2021					
	2019	25%	43%	-18%	48%	-23%
Cohort Comparison		-39%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	90%	68%	22%	67%	23%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	62%	73%	-11%	71%	-9%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	73%	63%	10%	61%	12%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

For ELA and math in grades 1 through 8, i-Ready diagnostic assessments were utilized for progress monitoring. District mid-year assessments were utilized for progress monitoring in fifth and eighth grade science and seventh grade civics.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	28.9	41.1	31.1
	Economically Disadvantaged	27.6	41.4	29.9
	Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	15.6	34.4	28.9
	Economically Disadvantaged	14.9	34.5	27.6
	Students With Disabilities English Language Learners			

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	15.1	20.4	30.1
	Economically Disadvantaged	14.3	19.8	29.7
	Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	15.1	20.4	28.0
	Economically Disadvantaged	14.3	19.8	27.5
	Students With Disabilities English Language Learners			

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	28.2	39.3	42.7
	Economically Disadvantaged	25.9	38.9	41.7
	Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	12.0	20.5	31.6
	Economically Disadvantaged	10.2	19.4	30.6
	Students With Disabilities English Language Learners			

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	25.2	31.9	34.1
	Economically Disadvantaged	25.4	32.3	33.9
	Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	16.3	34.8	50.4
	Economically Disadvantaged	16.9	35.4	50.8
	Students With Disabilities English Language Learners			38.1

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	24.2	30.8	39.2
	Economically Disadvantaged	22.8	30.7	38.6
	Students With Disabilities			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	20.8	30.8	43.3
	Economically Disadvantaged	20.2	30.7	43.0
	Students With Disabilities			30.0
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students		31.9	
	Economically Disadvantaged		31.0	
	Students With Disabilities		7.1	
English Language Learners	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	18.7	22.4	26.9
	Economically Disadvantaged	18.1	22.1	26.0
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	20.9	23.1	29.1
	Economically Disadvantaged	21.3	22.8	29.1
	Students With Disabilities			
	English Language Learners			

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	25.2	33.8	35.8
	Economically Disadvantaged	24.3	34.3	35.7
	Students With Disabilities		30.4	26.1
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	20.5	31.8	31.8
	Economically Disadvantaged	20.7	32.9	30.7
	Students With Disabilities			34.8
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students		67.3	
	Economically Disadvantaged		67.9	
	Students With Disabilities		50.0	
	English Language Learners		26.7	

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	30.3	33.6	26.2
	Economically Disadvantaged	27.8	31.3	25.2
	Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	18.0	23.0	24.6
	Economically Disadvantaged	16.5	21.7	24.4
	Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students		18.3	
	Economically Disadvantaged		18.5	
	Students With Disabilities English Language Learners		18.1	

Subgroup Data Review

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
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	15	36	29	29	48	44	18	33			
ELL	29	48	39	43	53	56	30	65	62		
BLK	31	40	32	38	53	45	36	60	64		
HSP	39	52	46	50	56	52	38	64	71		
MUL	60			80							
WHT	50	60		50	60						
FRL	37	48	40	45	55	47	38	62	71		

2018 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 2016-17	C & C Accel 2016-17
SWD	20	41	42	26	50	40	29	31			
ELL	34	50	51	44	44	42	29	52			
BLK	29	43	39	38	46	45	25	73	74		
HSP	44	51	50	51	51	43	45	72	75		
MUL	47	46		60	69						
WHT	55	56		55	64		62				
FRL	39	47	45	46	49	45	37	73	77		

ESSA Data Review

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	56
Total Points Earned for the Federal Index	502
Total Components for the Federal Index	10
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	48
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners 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	44
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	52
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	70
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students 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
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	55
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	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

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?

Our 2019 data findings are as follows.

Our ELA learning gains remained stagnant at 48%, while our achievement decreased by 2 percentage points and learning gains of the L25 decreased by 4 percentage points.

Our Math data showed a 4 percentage point improvement in both learning gains and learning gains of the L25. Achievement decreased by 1 percentage point, from 47% to 46%.

Science remained the same at 38% and Social Studies decreased by 10 percentage points, from 73% to 63%.

Middle School Acceleration a dropped 8 percentage points from 77% to 69%.

Our 2021 data findings are as follows.

Data trends that emerged across all grade levels, subgroups, and core content areas included an overall decline in achievement and learning gains.

Our Math learning gains showed a 29 percentage point drop from 55% in 2019 to 26% in 2021.

Our Middle School Acceleration data showed a 26 percentage point drop from 69% in 2019 to 43% in 2021.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Social Studies achievement and middle school acceleration demonstrate the greatest need for improvement based on progress monitoring and 2019 state assessments.

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

Teacher turnover in the Writing for Civics class, insufficient vocabulary instruction, and limited implementation of reading strategies contributed to the need for improvement in Social Studies. A greater emphasis on the use of reading strategies in the Social Studies class would address the need for improvement in Civics.

A lack of DI implementation in the research class that supports Algebra is a contributing factor to this need for improvement. To address this need for improvement, there will be increased coaching support for advanced EOC teachers. We will provide training for DI and enrichment for middle school acceleration teachers.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Math learning gains increased by 4 percentage points and math learning gains of the L25 increased by 4 percentage points.

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

Consistent and targeted DI implementation based on student topic assessment data contributed to improvement in math learning gains and learning gains of the L25. Increased opportunities for L25 students were provided in extended learning, the IA course, intensive math courses, and math intervention.

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

Data-driven DI and enrichment during the DI block will need to be implemented with fidelity in order to accelerate learning.

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 contributing factors and strategies identified to accelerate learning, professional development opportunities regarding reading strategies in the Social Studies curriculum and DI and enrichment for middle school acceleration will be provided to support teachers and leaders.

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

Progress monitoring, data chats, and collaborative planning will be implemented to ensure sustainability of improvement in the next school year and beyond. We will enhance administrative visibility in classrooms to monitor program fidelity.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:	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 Learning Gains for the L25 subgroup were decreasing. Our data findings also indicated that our Middle School Acceleration achievement decreased. We must better meet the needs of all learners by improving our ability to differentiate instruction based on the levels of the students we serve. We will provide the differentiation necessary for the L25 subgroup to access grade-level content and enrichment necessary for students in Middle School Acceleration courses to reach proficiency.
Measurable Outcome:	If we successfully implement Differentiation, then our L25 and Middle School Acceleration students will increase by a minimum of 5 percentage points as evidenced by the 2022 State Assessments.
Monitoring:	The Leadership Team will conduct routine data chats and follow-up with regular walkthroughs to ensure quality instruction is taking place. Administrators will review lesson plans for indication of differentiation for L25 and Middle School Acceleration students, in particular. Data Analysis of formative assessments of L25 students will be reviewed to monitor progress. We will create an online tracker to monitor data on an ongoing basis. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards. Extended learning opportunities will be provided to those students who are not showing growth.
Person responsible for monitoring outcome:	Carmen Jones Carey (pr3621@dadeschools.net)
Evidence-based Strategy:	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:	Within the Targeted Element of Differentiation, our school will focus on the Data-Driven Instruction evidence-based strategy. Data-Driven instruction will support acceleration of learning gains of our L25s and achievement of our Middle School Acceleration students. This method of instruction is a systematic approach of instruction to meet varying student needs. Instruction will be monitored regularly via the use of data trackers, to track student data and drive collaborative planning and regular data chats.

Action Steps to Implement

8/31 - 10/11: Collaborative Planning – Coaches will facilitate weekly Collaborative Planning meetings. In the meetings, teachers will collaborate, brainstorm, and share best practices to differentiate instruction.

Person Responsible Carmen Jones Carey (pr3621@dadeschools.net)

9/7 - 9/17: Analyze Data - Teachers will work with Instructional Coaches to analyze and interpret their data to identify student deficiencies and areas of targeted focus.

Person Responsible Carmen Jones Carey (pr3621@dadeschools.net)

8/31 - 10/11: Differentiated Instruction Lesson Plans - Teacher lesson plans will include DI instruction. Teachers will identify differentiated student groups and utilize appropriate differentiated resources.

Person Responsible Carmen Jones Carey (pr3621@dadeschools.net)

8/31 - 10/11: Monitor Student Data - Teachers will regularly use data trackers to monitor student progress and adapt their instruction to meet student needs.

Person Responsible Carmen Jones Carey (pr3621@dadeschools.net)

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

Area of Focus Description and Rationale: Based on the data review, our school will implement the Targeted Element of Standards-aligned Instruction. We selected the overarching area of Standards-aligned Instruction based on our findings that demonstrated decreases in Social Studies and Middle School Acceleration proficiency. We must make better use of instructional time by intentionally planning and delivering standards-based instruction and assigning standards-based practice and tasks to prepare students for standards-based assessments. We will provide students with standards-based Social Studies and Middle School Acceleration response mechanisms to prepare students for success on the 2022 State Assessments.

Measureable Outcome: If we successfully implement Standards-aligned instruction, then our Social Studies and Middle School Acceleration proficiency will increase by a minimum of 5 percentage points as evidenced by the 2022 State Assessments.

Monitoring: The Administrative Team will review lesson plans for evidence of Standards-aligned Instructional design and follow-up with regular walkthroughs to ensure Standards-aligned Instruction is being implemented. Social Studies and Middle School Acceleration data will be reviewed to monitor student progress and teacher effectiveness in terms of standard alignment. This data will be analyzed during Leadership Team meetings to ensure students are reaching proficiency on targeted standards. Extended learning opportunities will be provided to those students who are not showing proficiency.

Person responsible for monitoring outcome: Carmen Jones Carey (pr3621@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 target. Students will show evidence of mastering the lesson objective through their work samples and tasks.

Rationale for Evidence-based Strategy: Within the Instructional Practice of Standards-aligned Instruction, our school will focus on ensuring instruction is rigorous and relevant to targeted standards. Standards-aligned Instruction will support student achievement in Social Studies and Middle School Acceleration courses. Intentionally designed and implemented lessons will guide students through the demands of targeted standards.

Action Steps to Implement

8/31 - 10/11: Collaborative Planning - Coaches will facilitate ongoing Collaborative Planning meetings. In the meetings, teachers will collaborate, brainstorm, and share best practices to implement standards-based instruction.

Person Responsible Carmen Jones Carey (pr3621@dadeschools.net)

8/31 - 10/11: Unwrap the Standards - During Collaborative Planning meetings, coaches will guide teachers through unwrapping the standards to facilitate a shared understanding of the breadth, depth, and grade level expectations of targeted standards.

Person Responsible Carmen Jones Carey (pr3621@dadeschools.net)

8/31 - 10/11: Review Assessments to “Begin with the End in Mind” - During Collaborative Planning meetings, coaches and teachers will collaboratively review Standards-based Assessments to “Begin with the End in Mind.” This will ensure learning activities are relevant and rigorous.

Person Responsible Carmen Jones Carey (pr3621@dadeschools.net)

8/31 - 10/11: Teacher Implementation - Teachers will develop and implement Standards-based lesson plans that prepare students for success in demonstrating proficiency in Social Studies and Middle School Acceleration courses.

Person Responsible Carmen Jones Carey (pr3621@dadeschools.net)

#3. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus Description and Rationale: According to the 2020-2021 Student School Climate Survey results, 45 percent of students either disagree or strongly disagree with the statement, "Students in my school follow the rules." This is important because defiance of school rules disrupts the learning environment, increases the number of student discipline referrals and impedes learning.

Measurable Outcome: If we successfully implement Positive Behavior Intervention and Support (PBIS), then we should see a decrease of five percentage points in the number of students that disagree or strongly disagree with the statement, "Students in my school follow the rules."

Monitoring: To ensure that we are on track to meeting the planned measurable outcome, our school will focus on monitoring the number of discipline referrals and the number of students earning school-wide PBIS incentives.

Person responsible for monitoring outcome: Carmen Jones Carey (pr3621@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Positive Behavior Intervention and Support, our school will focus on the evidence-based PBS strategy with an emphasis on school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Instead of using a piecemeal approach of individual behavioral management plans, a continuum of PBS for all students within a school is implemented in areas including the classroom and non-classroom settings (such as hallways, buses, and restrooms). PBS is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs.

Rationale for Evidence-based Strategy: PBS will focus on recognizing students with positive behaviors rather than focusing on those with negative behaviors. Doing so will increase the likelihood students will follow school rules, improve school culture, and provide students with a positive and safe environment where they can learn.

Action Steps to Implement

8/18 - 8/28: Identify a PBS Coach.

Person Responsible Carmen Jones Carey (pr3621@dadeschools.net)

8/28 - 9/30: Develop a PBS Committee to review/revise the current school-wide progressive discipline plan and PBS Behavior Tracking forms.

Person Responsible Carmen Jones Carey (pr3621@dadeschools.net)

Ongoing: The PBS Coach will provide professional development on PBS Procedures and Expectations to the faculty, staff, and students.

Person Responsible Carmen Jones Carey (pr3621@dadeschools.net)

10/1/21 - 6/8/22: Identify at-risk students and assign them a faculty mentor that will conduct check-ins with the students on a regular basis throughout the school year.

Person Responsible Carmen Jones Carey (pr3621@dadeschools.net)

#4. Leadership specifically relating to Leadership Development

Area of Focus Description and Rationale: Based on our 2020-2021 School Climate survey, 60% of faculty disagree or strongly disagree with the statement "I feel staff morale is high at our school". This area of focus is important because there is a direct correlation between morale and the desire to take on leadership roles within the school community.

Measurable Outcome: If we successfully implement the targeted element of Leadership Development, the percent of teachers who disagree with the statement "I feel staff morale is high at our school" will decrease by 10 percentage points for the 2021-2022 school year.

Monitoring: Quarterly in-house surveys on staff morale will be provided to teachers in order to closely monitor and gain feedback on progress towards end of year goal.

Person responsible for monitoring outcome: Carmen Jones Carey (pr3621@dadeschools.net)

Evidence-based Strategy: We will focus on the evidence-based strategy of Morale and Performance of the Team. Promoting Morale and Performance among the faculty means that leaders will boost morale through incentive programs, rewards for positive performance, or other positive reinforcement.

Rationale for Evidence-based Strategy: In order to increase staff morale, the leadership team will assist in providing opportunities for teachers to feel valued and supported. By providing teachers with preferred incentives and rewards, we should see an increase in teacher buy in and an increase in morale.

Action Steps to Implement

8/18 - 8/31: Survey teachers to identify preferred incentives and rewards.

Person Responsible Carmen Jones Carey (pr3621@dadeschools.net)

Ongoing: A Teacher of the Month will be spotlighted each month in the classroom and via social media. They will also be provided with a Teacher of the Month Parking space.

Person Responsible Carmen Jones Carey (pr3621@dadeschools.net)

Ongoing: Provide professional development to Grade-Level Chairs on "Engaging the Team". Grade-level Chairs will serve as a liaison between the teachers and administrative team to promote the school's vision, mission and goals.

Person Responsible Carmen Jones Carey (pr3621@dadeschools.net)

10/1/21 - 6/8/22: Develop opportunities for other faculty members to participate in short-term leadership roles that contribute to the school community.

Person Responsible Carmen Jones Carey (pr3621@dadeschools.net)

#5. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Based on the data review, our school will implement Instructional Practice specifically related to ELA. We selected the overarching area of ELA based on our findings that demonstrated ELA Proficiency, ELA Learning Gains, and ELA Learning Gains for the L25 subgroup were decreasing. Our data findings also indicated that our reading proficiency was below 50% in the 2020-2021 school year. Our reading proficiency decreased from 37% in the 2018-2019 school year to 32% in the 2020-2021 school year. We must increase our literacy rate to better prepare students for academic success and beyond.

Measureable Outcome:

If we successfully utilize Effective Questioning and Response Techniques, then our ELA proficiency will increase by a minimum of 5 percentage points as evidenced by the 2022 State Assessments.

Monitoring:

The Administrative Team will review lesson plans for evidence of Effective Questioning and Response Techniques and follow-up with regular walkthroughs to ensure Effective Questioning and Response Techniques are being implemented. ELA data will be reviewed to monitor student progress and teacher effectiveness in terms of questioning and response techniques. This data will be analyzed during Leadership Team meetings to ensure students are reaching proficiency on targeted standards. Extended learning opportunities will be provided to those students who are not showing proficiency. The Administrative Team will provide teachers with ongoing feedback regarding Effective Questioning and Response Techniques.

Person responsible for monitoring outcome:

Carmen Jones Carey (pr3621@dadeschools.net)

Evidence-based Strategy:

Effective Questioning and Response Techniques are features of effective instruction which are used to formatively assess student understanding. Effective Questioning and Response Techniques also support higher-order thinking skill development and promote critical thinking.

Rationale for Evidence-based Strategy:

Within the Instructional Practice of ELA Instruction, our school will focus on ensuring instruction is rigorous and relevant to targeted standards. Implementation of Effective Questioning and Response Techniques will support student ELA achievement. Intentionally designed and implemented questions and response techniques will support teachers in checking for understanding and adjusting instruction accordingly. Effective Questioning and Response Techniques will also guide students through the demands of targeted standards.

Action Steps to Implement

8/31 - 10/11: Review Item Specifications - During Collaborative Planning meetings, coaches will guide teachers through dissecting the Item Specifications to facilitate a shared understanding of the rigor and grade-level expectations for Effective Questioning and Response Techniques.

Person Responsible

Carmen Jones Carey (pr3621@dadeschools.net)

8/31 - 10/11: Collaborative Planning - Coaches will facilitate ongoing Collaborative Planning meetings. In the meetings, coaches will model and share coach-developed effective

questions and response items. Teachers will collaborate to develop additional effective questions and response items.

Person Responsible Carmen Jones Carey (pr3621@dadeschools.net)

8/31 - 10/11: Review Assessments to “Begin with the End in Mind” - During Collaborative Planning meetings, coaches and teachers will collaboratively review Standards-based Assessments to “Begin with the End in Mind” to develop effective questions and response items that mirror assessment items and ensure questions are designed with appropriate rigor.

Person Responsible Carmen Jones Carey (pr3621@dadeschools.net)

8/31 - 10/11: Teacher Implementation - Teachers will develop and implement plans that include effective questions and response items to prepare students for success in developing literacy proficiency.

Person Responsible Carmen Jones Carey (pr3621@dadeschools.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Based on the data, our primary area of concern is violence and our secondary area of concern is drug use. The data indicates that we must address tolerance, conflict resolution, and self-control, as well as educate students on the long term effects of drugs, vaping, and tobacco use. Counselors will play a role in providing students with strategies for emotional regulation and positive decision making.

Part IV: 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 to employ school improvement strategies that impact the positive school culture and environment are critical. 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.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

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

Our strengths within School Culture are in Support, Care, and Connections and Clearly Defined Expectations. Our school provides various incentives for teachers and students throughout the year. Teacher incentives include: "Apple of the Month," "Gone Fishing," "Give Me a Break" passes, our WOW wall, and Perfect Attendance Certificates to name a few. Student incentives include i-Ready usage and passage awards, Spot Success awards, tablet and gift card giveaways. At the opening of each faculty meeting, instructional coaches will provide Team-Building activities to foster community and relationship-building amongst faculty. All stakeholders are invited to EESAC and PTSA meetings to engage in conversations regarding school culture.

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

The Principal, Assistant Principals, Instructional Coaches, Teacher Leaders, Counselors, Students and Parent Leaders are the stakeholders involved in building a positive school culture and environment. The Principal monitors and oversees all school initiatives. Assistant Principals support the Principal, ensure that all information is shared with stakeholders, and monitor implementation. Instructional Coaches plan Team-building and morale boosting activities. Teacher Leaders are responsible for reinforcing the school's vision and getting buy-in from peers. Counselors are responsible for implementing Social Emotional Learning competencies. All stakeholders make efforts to communicate amongst each other to contribute to the school environment.

Part V: Budget

1	III.A.	Areas of Focus: Instructional Practice: Differentiation	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports	\$0.00
4	III.A.	Areas of Focus: Leadership: Leadership Development	\$0.00
5	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
Total:			\$0.00