

Miami-Dade County Public Schools

Ethel Koger Beckham K 8 Center



2022-23 Schoolwide Improvement Plan

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Ethel Koger Beckham K 8 Center

4702 SW 143RD CT, Miami, FL 33175

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

Demographics

Principal: Cecilia Sanchez

Start Date for this Principal: 6/22/2016

| | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| 2019-20 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | Combination School PK-8 |
| Primary Service Type (per MSID File) | K-12 General Education |
| 2021-22 Title I School | Yes |
| 2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 74% |
| 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 Hispanic Students Economically Disadvantaged Students |
| School Grades History | 2021-22: A (79%) 2020-21: (60%) 2018-19: A (75%) 2017-18: A (80%) |
| 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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Every child comes to our school with strengths and abilities. The staff of Ethel Koger Beckham K-8 Center is committed to connecting these abilities with deeper and wider ways of knowing... finding the intelligence... building character within our students... seeing each child as an individual with unique hopes, dreams, skills, and needs... "Nurture Every Child's Potential."

Provide the school's vision statement.

The predominant purpose of education is to provide the opportunity for each child to grow into his or her full capacity. Education is about opening doors, opening minds, and opening possibilities. The staff at Ethel Koger Beckham K-8 Center will "Nurture Every Child's Potential." Our staff believes that building character in our children enables them to reach their potential: intellectually, physically, and morally. Our teaching is directed to the whole child; making our school a caring community, conducive to teaching and learning. This is why our school's motto is "Nurturing Every Child's Potential."

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, Cecilia | Principal | Our administrative team is focused on advancing student and staff learning. They lead the way in helping teachers provide rigorous standards-based instruction to ensure that students achieve the intended outcomes while meeting their individual needs. Our administrative team is committed to providing teachers quality feedback while following the Framework of Effective Instruction. During pre and post observation conferences, the administrative team is looking for a student-centered classroom where students are challenged to think in cognitively complex ways. |
| Blanco-Pastor, Lourdes | Guidance Counselor | Our guidance counselor is devoted to meeting the social and emotional needs of our students and their families. Ms. Pastor ensures students feel safe and are ready to learn. Our Guidance Counselor is also the 504 Plan Coordinator ensuring students' plans are reviewed annually and students are receiving their individualized/ specific accommodations. |
| Castillo, Iliana | Teacher, PreK | Dr. Castillo promotes and supports literacy throughout the school through 21st Century Learning Skills. |
| Paredes, Charity | Assistant Principal | Responsible for implementing district and school policies, managing administrative tasks, and assisting with curriculum development. In addition, the assistant principal promotes a positive climate for learning, including participation in the development and implementation of improvement plans and effectively communicating school objectives with all stakeholders. |
| Rojas, Katherine | Teacher, ESE | |

Demographic Information

Principal start date

Wednesday 6/22/2016, Cecilia 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.*

1

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.*

1

Total number of teacher positions allocated to the school

55

Total number of students enrolled at the school

835

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.

6

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 | 80 | 96 | 88 | 107 | 103 | 108 | 80 | 66 | 68 | 0 | 0 | 0 | 0 | 796 |
| Attendance below 90 percent | 0 | 7 | 4 | 6 | 5 | 7 | 2 | 4 | 6 | 0 | 0 | 0 | 0 | 41 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 2 | 0 | 1 | 3 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 8 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 3 |
| Level 1 on 2022 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 1 | 1 | 7 | 0 | 7 | 0 | 0 | 0 | 0 | 16 |
| Level 1 on 2022 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 3 | 2 | 5 | 9 | 6 | 0 | 0 | 0 | 0 | 25 |
| Number of students with a substantial reading deficiency | 0 | 2 | 0 | 2 | 5 | 2 | 11 | 9 | 13 | 0 | 0 | 0 | 0 | 44 |

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 | 2 | 0 | 0 | 1 | 4 | 5 | 5 | 2 | 0 | 0 | 0 | 0 | 19 |

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 | 3 | 0 | 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 | 0 |

Date this data was collected or last updated

Thursday 8/11/2022

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 | 80 | 86 | 103 | 90 | 101 | 118 | 70 | 73 | 65 | 0 | 0 | 0 | 0 | 786 |
| Attendance below 90 percent | 3 | 4 | 3 | 4 | 4 | 3 | 8 | 8 | 5 | 0 | 0 | 0 | 0 | 42 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 4 | 6 | 0 | 0 | 0 | 0 | 12 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 9 | 0 | 0 | 0 | 0 | 12 |
| Number of students with a substantial reading deficiency | 1 | 7 | 16 | 15 | 2 | 8 | 17 | 18 | 20 | 0 | 0 | 0 | 0 | 104 |

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 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 2 | 4 | 0 | 0 | 0 | 0 | 11 |

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 | 1 | 2 | 1 | 2 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 7 |
| Students retained two or more times | 0 | 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 | 89 | 89 | 102 | 95 | 105 | 115 | 69 | 69 | 64 | 0 | 0 | 0 | 0 | 797 |
| Attendance below 90 percent | 7 | 4 | 6 | 5 | 6 | 3 | 5 | 6 | 7 | 0 | 0 | 0 | 0 | 49 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 2 |
| Course failure in ELA | 0 | 2 | 1 | 2 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 7 |
| Course failure in Math | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 1 | 7 | 1 | 6 | 3 | 0 | 0 | 0 | 0 | 18 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 1 | 1 | 4 | 8 | 5 | 2 | 0 | 0 | 0 | 0 | 21 |
| Number of students with a substantial reading deficiency | 0 | 2 | 2 | 3 | 2 | 10 | 9 | 13 | 8 | 0 | 0 | 0 | 0 | 49 |

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 | 0 | 0 | 1 | 4 | 5 | 5 | 2 | 0 | 0 | 0 | 0 | 19 |

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 | 3 | 0 | 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 | 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 | 87% | | | 82% | | | 89% | 63% | 61% |
| ELA Learning Gains | 77% | | | 59% | | | 69% | 61% | 59% |
| ELA Lowest 25th Percentile | 75% | | | 46% | | | 68% | 57% | 54% |
| Math Achievement | 82% | | | 74% | | | 89% | 67% | 62% |
| Math Learning Gains | 73% | | | 41% | | | 71% | 63% | 59% |
| Math Lowest 25th Percentile | 74% | | | 32% | | | 60% | 56% | 52% |
| Science Achievement | 71% | | | 63% | | | 76% | 56% | 56% |
| Social Studies Achievement | 96% | | | 87% | | | | 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 | 92% | 60% | 32% | 58% | 34% |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |
| | 2019 | 84% | 64% | 20% | 58% | 26% |
| Cohort Comparison | | -92% | | | | |
| 05 | 2022 | | | | | |
| | 2019 | 90% | 60% | 30% | 56% | 34% |
| Cohort Comparison | | -84% | | | | |
| 06 | 2022 | | | | | |
| | 2019 | 88% | 58% | 30% | 54% | 34% |
| Cohort Comparison | | -90% | | | | |
| 07 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | -88% | | | | |
| 08 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |

| 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 | 89% | 69% | 20% | 64% | 25% |
| Cohort Comparison | | -95% | | | | |
| 05 | 2022 | | | | | |

| MATH | | | | | | |
|-------------------|-------------|---------------|-----------------|-----------------------------------|--------------|--------------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| | 2019 | 81% | 65% | 16% | 60% | 21% |
| Cohort Comparison | | -89% | | | | |
| 06 | 2022 | | | | | |
| | 2019 | 92% | 58% | 34% | 55% | 37% |
| Cohort Comparison | | -81% | | | | |
| 07 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | -92% | | | | |
| 08 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |

| SCIENCE | | | | | | |
|-------------------|-------------|---------------|-----------------|-----------------------------------|--------------|--------------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2022 | | | | | |
| | 2019 | 76% | 53% | 23% | 53% | 23% |
| Cohort Comparison | | | | | | |
| 06 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | -76% | | | | |
| 07 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 08 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |

| BIOLOGY EOC | | | | | |
|--------------------|---------------|-----------------|------------------------------|--------------|---------------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | | | | | |

| CIVICS EOC | | | | | |
|-------------------|---------------|-----------------|------------------------------|--------------|---------------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | | | | | |

| 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 | | | | | |
| 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 | 63 | 68 | 64 | 66 | 59 | 79 | 46 | 94 | | | |
| ELL | 85 | 75 | 71 | 85 | 75 | 80 | 63 | 89 | 60 | | |
| HSP | 87 | 78 | 75 | 82 | 73 | 75 | 71 | 96 | 76 | | |
| FRL | 85 | 76 | 75 | 80 | 71 | 74 | 68 | 97 | 73 | | |
| 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 | 49 | 38 | 32 | 67 | 46 | 41 | 32 | | 8 | | |
| ELL | 82 | 62 | 56 | 74 | 40 | 34 | 66 | 95 | 50 | | |
| HSP | 82 | 59 | 47 | 74 | 41 | 31 | 63 | 88 | 57 | | |
| FRL | 80 | 56 | 46 | 72 | 40 | 31 | 59 | 86 | 55 | | |
| 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 | 63 | 43 | 50 | 72 | 67 | 62 | 54 | | | | |
| ELL | 89 | 69 | 74 | 90 | 71 | 55 | 71 | | | | |
| HSP | 88 | 68 | 67 | 89 | 71 | 61 | 75 | | | | |
| FRL | 87 | 68 | 69 | 87 | 69 | 61 | 72 | | | | |

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 |

| ESSA Federal Index | |
|---------------------------------------------------------------------------------|------|
| OVERALL Federal Index – All Students | 79 |
| 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 | 78 |
| Total Points Earned for the Federal Index | 789 |
| Total Components for the Federal Index | 10 |
| Percent Tested | 100% |
| Subgroup Data | |
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 68 |
| 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 | 76 |
| 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 | |
| Black/African American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | 0 |
| Hispanic Students | |
| Federal Index - Hispanic Students | 79 |
| 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 |

| Multiracial Students | |
|------------------------------------------------------------------------------------|-----|
| 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 | |
| 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 | 78 |
| 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?

Students in all subgroups made significant gains when comparing 2020-2021 to 2021-2022 school year. English Language Learners was the subgroup who made the least percentage points gains, where 15 percent of them did not attain proficiency in the area of English Language Arts.

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

Based on the data review, our school findings indicated Mathematics proficiency for SWD was the second lowest data point value at 66 percent proficient. With a decrease in proficiency level of one percentage point. ELA was the lowest with proficiency at 63 percentage points, but this subgroup gained 14 percentage points from 2021 to 2022 FSA administration.

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

If we successfully implement differentiated instruction, then 89% of students will increase by a minimum of 5% points as evidenced by i-Ready progress monitoring and state assessments. Staff development activities and structured support will be implemented throughout the year to address this need. Professional development activities will be organized to address the utilization of data via PowerBI and employment of the learning management system, Schoology, as resource tools for planning and instruction.

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

The data showed a significant increase of 8 percentage points when comparing the 2020-2021 school year to the 2021-2022 school year, indicating that 71 percent of students were proficient in the FCAT Science Assessment. SWD increased proficiency levels by 14 percentage points from 32 (2021) to 46 (2022).

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

Science bootcamp was implemented during the third grading period as well as differentiated instruction using unit assessment data to target areas in need. Data analysis and utilization of assessment data to improve classroom instruction was also a contributing factor.

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

To accelerate learning, data analysis using topic assessments and additional data reports from PowerBI will be used to note student trends and to ascertain students' strengths and weaknesses for instructional purposes. Additionally, data chats will be held to inform instruction and provide strategic support. Differentiated instructional activities will be implemented during small-group and independent learning to meet students' individual needs.

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.

On the District's Professional Development Day, August 12, 2022, school leaders provided training and support in the effective utilization of technological tools and well as differentiated instruction. This will lead to teachers making informed instructional decisions that positively affect student learning outcomes. Follow-up activities will be scheduled during additional collegial meetings (grade level and faculty meetings) to provide additional support in strengthening implementation in the usage of PowerBI for data analysis. Teachers will continue to utilize data reports from I-Ready to provide support in the effective usage of the instructional grouping reports to plan and implement differentiated learning activities. Using I-Ready "Tools for Instruction", teachers will plan targeted lessons on students' instructional levels to accelerate learning.

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

Professional learning opportunities will be provided to instructors as the implementation of the state's B.E.S.T. Math standards begin this school year. These additional services will be implemented to ensure sustainability of improvement via the district PDMS learning sessions to empower teachers to deliver high-quality instruction utilizing newly adopted math curriculum materials and meeting state standards (B.E.S.T. Math standards).

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 Science**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on the data reviewed, our school findings demonstrated that 71% of students in 5th grade, and 59% of students in 8th grade were proficient in the 2022 Science Assessment.

Measurable Outcome:

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

If we successfully implement Differentiated Instruction that will engage students, then overall science proficiency level will increase from by 5 percentage points from 71% to 76%.

Teachers will administer and monitor student performance on unit assessments, as well as baseline and mid-year assessments.

Monitoring:

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

Quarterly data chats will be conducted to identify areas of need of improvement and support in differentiated instruction to meet students individual needs.

Person responsible for monitoring outcome:

Cecilia Sanchez (pr0251@dadeschools.net)

Evidence-based Strategy:

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

Reflection and goal setting will assist in accelerating student proficiency and learning gains. This will be monitored through monthly data-driven conversations between teacher and student.

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

Differentiated instruction is student-centered and student driven. It allows teachers to meet instructional needs while keeping students engaged and motivated in various ways.

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.

Schedule and facilitate between 5th and 8th grade science teachers to share strategies on the implementation of the instructional practice focusing on the areas of life science and nature of science. (8/22/22 through 10/14/22)

Person Responsible

Charity Paredes (305171@dadeschools.net)

Create data trackers to monitor students academic progress to facilitate individualized instruction to meet learners needs. (8/22/22 through 10/14/22)

Person Responsible

Charity Paredes (305171@dadeschools.net)

In order to continue the projected increase of proficient learners, student engagement will be monitored through IXL science for 5th grade and Generation Genius for 8th grade. (8/22/22 through 10/14/22)

Person Responsible

Charity Paredes (305171@dadeschools.net)

Conduct data chats for each grade level to monitor use of and implementation of programs to remediate student learning gaps through leveled resources. (8/22/22 through 10/14/22)

Person Responsible

Cecilia Sanchez (pr0251@dadeschools.net)

Analyze individual student data to assess effectiveness and next steps in meeting students' academic goals. (8/22/22 through 10/14/22)

Person Responsible

Charity Paredes (305171@dadeschools.net)

Utilize data to facilitate a spiral review bootcamp targeting students in the bubble group. (8/22/22 through 10/14/22)

Person Responsible

Cecilia Sanchez (pr0251@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.

Based on the data reviewed, our school findings demonstrated that 82% of students in grades 3rd-8th were proficient in the 2022 FSA Mathematics assessment.

Measurable Outcome:

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

If we successfully implement differentiated instruction during the math instructional block we will increase by 3 percentage points, as evidenced by i-Ready progress monitoring and state assessments.

Monitoring:

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

The leadership team will conduct quarterly data chats by grade levels and departments to adjust differentiated instruction groups based on most recent data points. Teachers will provide students with additional interventions as needed. Teachers will guide data chats with students to discuss their progress based on most recent progress monitoring tool.

Person responsible for monitoring outcome:

Cecilia Sanchez (pr0251@dadeschools.net)

Evidence-based**Strategy:**

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

Our school will focus on the evidence-based strategy of Data Driven Differentiated Instruction creating Differentiated Instruction groups that are fluid and encompass most recent data point available to ensure students are receiving remediation in their area of need.

Rationale for Evidence-based Strategy:

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

Data driven Differentiated Instruction will empower students to set a personal learning goal which will enable them to own their data and hold them accountable for their academic progress. Small group instruction will provide students with specific skills that they have not mastered.

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.

Core instructors will administer baseline assessment to identify students' strengths and areas in need of improvement. (8/22/22 through 10/14/22)

Person Responsible

Charity Paredes (305171@dadeschools.net)

After administration of baseline/diagnostic assessments teacher-student data chats will be conducted as well as administrative data chats to analyze the results. (8/22/22 through 10/14/22)

Person Responsible

Cecilia Sanchez (pr0251@dadeschools.net)

Data results will be utilized during grade level planning time to plan for classroom instruction that focuses on addressing students needs and providing them remediation activities to improve increase their current levels of performance. (8/22/22 through 10/14/22)

Person Responsible Charity Paredes (305171@dadeschools.net)

Teacher will use student grouping according to mastery level by domain to plan for personalized activities. (8/22/22 through 10/14/22)

Person Responsible Charity Paredes (305171@dadeschools.net)

Analyze biweekly/topic assessments to group students and remediate areas in need as well as use data gathered to enrich students at mastery. (8/22/22 through 10/14/22)

Person Responsible Charity Paredes (305171@dadeschools.net)

Use teacher toolbox materials to provide Differentiated Instruction for students during independent practice to remediate and enrich as needed. (8/22/22 through 10/14/22)

Person Responsible Charity Paredes (305171@dadeschools.net)

#3. 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.

Based on the data reviewed, our student population had a decline in attendance, with a decrease of 17 percentage points of students with 0-5 absences when comparing the 2020-2021 school year to the 2021-2022 school year. To ensure attendance improves we will implement monthly student engagement activities and incentives.

Measurable Outcome:

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

The number of students with a total of 0-5 absences during the 2022-2023 school year will increase by 5 percentage points.

Monitoring:

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

Through monthly attendance incentives we will track attendance trends and adjust accordingly. School personnel will monitor attendance and make phone calls when students are absent. Students will be recognized quarterly during awards assemblies for their perfect attendance. Attendance raffles will be conducted during the morning announcements.

Person responsible for monitoring outcome:

Cecilia Sanchez (pr0251@dadeschools.net)

Evidence-based**Strategy:**

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

Student engagement and positive reinforcement are effective strategies in teaching and learning when instilling autonomy and responsibility in students. Rewards and incentive programs will be implemented school-wide, through the Attendance Initiatives.

Rationale for Evidence-based Strategy:

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

Students will learn to adhere to guidelines and gain a sense of autonomy as they are acknowledged for their attendance weekly and/or quarterly. Attendance Initiatives will assist in accelerating student proficiency and learning gains.

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.

On a weekly basis the Attendance Committee will gather the names of the students that were present throughout the school-week following out Attendance Initiative Plan. (8/22/22 through 10/14/22)

Person Responsible

Charity Paredes (305171@dadeschools.net)

A raffle will be conducted during the morning announcements to reward students with perfect attendance. (8/22/22 through 10/14/22)

Person Responsible

Charity Paredes (305171@dadeschools.net)

On a quarterly basis, teachers will compile a list of students that met the goal of perfect attendance for that quarter and acknowledge them during the awards assembly. (8/22/22 through 10/14/22)

Person Responsible Charity Paredes (305171@dadeschools.net)

Students with perfect attendance throughout the entire school year will be recognized at the end of year award ceremony. (8/22/22 through 10/14/22)

Person Responsible Charity Paredes (305171@dadeschools.net)

Analyze Early Warning Indicators and monitor students on the targeted student form to provide adequate support and resolve attendance concerns if possible. (8/22/22 through 10/14/22)

Person Responsible Charity Paredes (305171@dadeschools.net)

#4. 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.

The 2021-2022 data showed 100% of teachers feel that the overall climate at the school is positive and helps students learn demonstrating an increase of 2 percentage points from 2019-2020.

Measurable Outcome:

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

Teacher feeling of the overall positive school climate during the 2022-2023 school year will be maintained.

Monitoring:

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

School-wide ideas, activities, and interests will be recorded through monthly committee meetings to promote shared leadership strategies.

Person responsible for monitoring outcome:

Cecilia Sanchez (pr0251@dadeschools.net)

Evidence-based

Strategy:

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

Continuing shared leadership strategies with teachers, staff members, and students is the practice in which a school expands on the number of people involved in making important decisions related to the school's organizations. Involving staff in important decision making allows them to gain professional and personal stake in the school and its overall climate and generates momentum to accomplish school goals.

Rationale for Evidence-based Strategy:

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

Team-building activities will be continued through various committees. Teachers and faculty can work more effectively together as they communicate to understand one another and their student population, problem solve and creatively plan for their ideas to be executed.

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.

Faculty members will be provided with information regarding the different committees they can sign up for and what each of these committees are responsible for. (8/22/22 through 10/14/22)

Person Responsible Charity Paredes (305171@dadeschools.net)

A survey will be created for teachers to sign up for the committee of their choice giving them three choices to sign up for. (8/22/22 through 10/14/22)

Person Responsible Charity Paredes (305171@dadeschools.net)

School committees will be grouped into short-term and long-term committees. Teachers and staff will organize themselves to display their areas of strength in planning for and attaining school goals in varying areas of school needs. (8/22/22 through 10/14/22)

Person Responsible Charity Paredes (305171@dadeschools.net)

Committees will serve as liasons to build school culture throughout various activities during the school year while allowing faculty to partake in team building activities in the process. (8/22/22 through 10/14/22)

Person Responsible Charity Paredes (305171@dadeschools.net)

Empower Committee Chairs and representatives to collaborate and promote school-wide activities and events creating a more positive school culture. (8/22/22 through 10/14/22)

Person Responsible Charity Paredes (305171@dadeschools.net)

Build capacity amongst committee chairperson to enhance their professional growth as well as their peers. (8/22/22 through 10/14/22)

Person Responsible Charity Paredes (305171@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 environment is promoted and maintained by establishing consistent protocols that nurture health and well-being. Our school develops a positive school culture by focusing on mastery and competence during faculty meetings which empower teachers and faculty to address school needs, goals, and steps for purposeful action. Teacher collaboration during weekly grade level meetings enable stakeholders to make appropriate decisions for a safe learning environment for all students. Regular stimulation such as monthly Values Matter character education encourages and rewards students for being notable role models to their peers.

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

The PTSA, Sunshine and Social Committee advocate for and develop school pride with safe and responsible activities during the school year which motivate teaching and learning.

Parents and students foster advanced digital citizenship and responsible participation with technology as an educational tool, as well as a communication platform (Schoology, Remind, Classdojo, Instagram and Twitter).

Students embrace the ability to manifest their voice and participate in shared leadership through our student government and FEA programs.

The Community Involvement Specialist closely monitors student attendance and communicates with parents through NOTE and tracks the home-school connection.