

Miami-Dade County Public Schools

North Dade Center For Modern Languages



2021-22 Schoolwide Improvement Plan

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North Dade Center For Modern Languages

1840 NW 157TH ST, Miami Gardens, FL 33054

<http://cml.dadeschools.net>

Demographics

Principal: **Latoya James A**

Start Date for this Principal: 7/20/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	89%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	English Language Learners Black/African American Students Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: A (71%) 2017-18: A (69%) 2016-17: A (65%)
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	
* 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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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School KG-5</p>	<p>2020-21 Title I School</p> <p style="font-size: 1.2em;">Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="font-size: 1.2em;">78%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="font-size: 1.2em;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="font-size: 1.2em;">98%</p>

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The school motto "Preparing Global Thinkers for a Multicultural World" represents the educational philosophy of North Dade Center for Modern Languages (CML). The school's mission is to prepare all students for the challenges ahead by providing an academically enriched environment. We encourage creativity and promote analytical and reflective thinking. It is hoped that our students will acquire multicultural experiences and mutual respect on the road to becoming multilingual and multi-literate citizens in an increasingly internationalized workforce.

Provide the school's vision statement.

The vision of North Dade Center for Modern Languages is to develop an academically enriched environment, preparing our students to become contributing citizens and global thinkers in a multicultural society.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
James, Latoya	Principal	provides a strategic vision for utilizing data to implement standards-aligned instruction; ensures that the School Leadership Team is applying the MTSS/Rtl to bridge achievement gaps in struggling students; effectively communicates school activities and programs to stakeholders, parents, and teachers to ensure the school's progress.
Valdes, Edric	Assistant Principal	Assists in the implementation of intervention support and documentation; ensures teachers receive adequate professional development opportunities; confirms that the implementation of school-based MTSS/Rtl activities are available.
Alonso, Maria	Teacher, K-12	Assists in the design and implementation of academic goals and objectives for instructional planning; participates in the collection and interpretation of data.
Mayol, Jennifer	Teacher, K-12	Assists in the design and implementation of academic goals and objectives for instructional planning; participates in the collection and interpretation of data.

Demographic Information

Principal start date

Tuesday 7/20/2021, Latoya James A

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.*

7

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.*

18

Total number of teacher positions allocated to the school

22

Total number of students enrolled at the school

340

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

4

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

3

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	30	57	51	60	70	72	0	0	0	0	0	0	0	340
Attendance below 90 percent	3	4	2	9	2	8	0	0	0	0	0	0	0	28
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	1	0	0	0	0	0	0	0	1
Course failure in Math	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Number of students with a substantial reading deficiency	0	5	10	9	3	4	0	0	0	0	0	0	0	31

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

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

The number of students identified as retainees:

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

Wednesday 9/8/2021

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	18	42	57	71	81	73	0	0	0	0	0	0	0	342
Attendance below 90 percent	0	1	9	2	8	5	0	0	0	0	0	0	0	25
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in Math	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

The number of students identified as retainees:

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

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				85%	62%	57%	82%	62%	56%
ELA Learning Gains				73%	62%	58%	60%	62%	55%
ELA Lowest 25th Percentile				74%	58%	53%	52%	59%	48%
Math Achievement				78%	69%	63%	84%	69%	62%
Math Learning Gains				70%	66%	62%	70%	64%	59%
Math Lowest 25th Percentile				56%	55%	51%	67%	55%	47%
Science Achievement				63%	55%	53%	65%	58%	55%

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	79%	60%	19%	58%	21%
Cohort Comparison						
04	2021					
	2019	92%	64%	28%	58%	34%
Cohort Comparison		-79%				
05	2021					
	2019	86%	60%	26%	56%	30%
Cohort Comparison		-92%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	69%	67%	2%	62%	7%
Cohort Comparison						
04	2021					
	2019	89%	69%	20%	64%	25%
Cohort Comparison		-69%				
05	2021					
	2019	78%	65%	13%	60%	18%
Cohort Comparison		-89%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	63%	53%	10%	53%	10%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

Grades K-5 will use I-Ready data from AP1 for Fall, AP2 for Winter, and AP3 for Spring to monitor student academics

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	48.6	68.6	80.0
	Economically Disadvantaged	40.0	64.0	72.0
	Students With Disabilities			
Mathematics	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
	All Students	34.3	60.0	77.1
	Economically Disadvantaged	44.0	52.0	68.0
	Students With Disabilities			
	English Language Learners			

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	66.7	74.5	86.0
	Economically Disadvantaged	56.4	69.2	81.6
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	50.0	70.6	82.0
	Economically Disadvantaged	42.1	66.7	76.3
	Students With Disabilities			
	English Language Learners			

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	73.5	88.2	92.7
	Economically Disadvantaged	70.4	85.2	92.6
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	26.5	55.9	75.0
	Economically Disadvantaged	24.1	50.0	72.2
	Students With Disabilities			
	English Language Learners			

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	49.4	66.2	71.4
	Economically Disadvantaged	49.2	61.9	68.3
	Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	23.4	54.6	68.8
	Economically Disadvantaged	22.2	50.8	65.1
	Students With Disabilities English Language Learners			

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	56.7	79.1	77.6
	Economically Disadvantaged	59.6	80.8	76.9
	Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	43.3	68.7	68.7
	Economically Disadvantaged	48.1	69.2	71.2
	Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students		30.3	
	Economically Disadvantaged		27.5	
	Students With Disabilities English Language Learners			

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
ELL	75			75							
BLK	72	58	42	55	42	31	50				
HSP	82	43		73	52		76				
FRL	74	47	38	62	51	20	56				
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
ELL	82	79		71	68		60				
BLK	82	72	67	72	66	50	55				
HSP	91	75	83	87	73		71				
FRL	85	76	76	75	69	58	61				
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
ELL	100			100							
BLK	79	54	48	81	67	64	67				
HSP	87	66	61	86	74	69	62				
FRL	81	58	53	83	69	67	67				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	52
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	365
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A

Students With Disabilities	
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	75
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
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%	
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%	
Black/African American Students	
Federal Index - Black/African American Students	50
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	65
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
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%	
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%	

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%	
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%	

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?

2019 data findings:

ELA Learning Gains increased 13 percentage points.

ELA Subgroup L25 Proficiency increased by 22 percentage points.

Fifth Grade ELA Proficiency increased 16 percentage points.

2021 data findings:

ELA Learning Gains decreased 10 percentage points and Math Learning Gains decreased by 24 percentage points in comparison to the 2019 data.

ELA L25 decreased 33 percentage points and Math L25 decreased 25 percentage points

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

2019 data findings:

Math Subgroup Learning Gains L25 decreased by 11 percentage points across all grades levels.

Overall Math Proficiency decreased by 6 percentage points.

Third Grade ELA Proficiency decreased by 13 percentage points.

2021 data findings:

ELA Learning Gains decreased 10 percentage points and Math Learning Gains decreased by 24 percentage points specifically in grades 4 and 5 in comparison to the 2019 data.

ELA L25 decreased 33 percentage points and Math L25 decreased 25 percentage points

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

2019 data findings:

For the last three years, we have been focused on implementing standards-based instruction in all classrooms. We will continue to support this while incorporating data-driven instruction to help meet the needs of our L25 subgroup. We will continue to develop teachers using strategies that focus on scaffolding and intervention for lower performing students to help them access grade level content. We will be strategic with aligning resources and include OPM in our data chats.

2021 data findings:

For the last three years, we have been focused on implementing standards-based instruction in all classrooms. We will continue to support this while incorporating data-driven instruction to help meet the needs of our L25 subgroup. We will continue to develop teachers using strategies that focus on scaffolding and intervention for lower performing students to help them access grade level content. We will be strategic with aligning resources and include OPM in our data chats. In addition, the administration has made personnel adjustments to address the areas of greatest need.

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

2019 data findings:

ELA Learning Gains increased from 60 percentage points in 2018 to 73 percentage points on the 2019 FSA. In 2021, students in the L25 subgroup in ELA showed a growth of 18 points when comparing i-Ready AP1 to AP3 data.

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

2019 data findings:

North Dade Center for Modern Languages continued incorporating scheduled weekly grade-level common planning that allotted time to effectively plan for DI. Administrators and department chairpersons attend weekly collaborative planning sessions and contribute to conversations to carefully align resources to promote improvement.

2021 data findings:

North Dade Center for Modern Languages continued incorporating scheduled weekly grade-level common planning that allotted time to effectively plan for DI. Administrators and department chairpersons attend weekly collaborative planning sessions and contribute to conversations to carefully align resources to promote improvement. We will implement data tracking through the use of a data wall in the common planning room to conduct data analysis and develop strategic instructional goals to foster academic success.

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

The following strategies will be implemented at North Dade Center for Modern Languages to accelerate learning:

- * Data-driven Instruction
- * Differentiated Instruction
- * Interventions-Rti
- * Standards-Based Collaborative Planning
- * Extended Learning Opportunitis

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The PLST will develop whole group sessions and job-embedded sessions on using data to drive instruction (September 2021), aligning resources to small group instruction (October 2021), tackling OPM data (November/December 2021), making adjustments to groups as data becomes available (February 2022), and continuous data chats with individualized feedback and next steps (ongoing).

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

North Dade Center for Modern Languages will continue to conduct quarterly data chats and daily student intervention to tailor instruction to impact student achievement. A member of the School Leadership Team will continue to participate in weekly grade-level common planning to ensure learning strategies that are aligned to the goals are being implemented school-wide. Extended Learning opportunities will be provided with before school tutoring to ensure sustained improvement in the next year and beyond.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale: 2021 data findings: ELA Learning Gains decreased 10 percentage points and Math Learning Gains decreased by 24 percentage points in comparison to the 2019 data. ELA L25 decreased 33 percentage points and Math L25 decreased 25 percentage points. Therefore, incorporating differentiated learning during instruction will positively impact student achievement. Quarterly data chats with teachers to review student proficiency of standards, instructional practices, and revision of intervention groups will increase and promote continued student achievement.

Measurable Outcome: 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 Proficiency and Learning Gains for the L25 subgroup were decreasing. We are not meeting the unique needs of all learners therefore it is evident that we must improve our ability to differentiate instruction based on the levels of the students we service. We will provide the necessary scaffolding for the L25 subgroup to access grade-level content in order to make learning gains and increase proficiency.

Monitoring: The School Leadership Team will conduct quarterly data chats, adjust groups based on current data in real time, and follow-up with regular walkthroughs to ensure quality instruction is taken place. Administrators will review lesson plans bi-weekly for indication of differentiation for L25 students, in particular. Data analysis of formative assessments of L25 students will be reviewed monthly to observe progress. We will create an online tracker to monitor OPM data on a bi-weekly basis. This data will be analyzed during SLT meetings to ensure students are demonstrating growth on remediated standards. Extended Learning opportunities will be provided to those students who are not showing growth on OPMs.

Person responsible for monitoring outcome: Latoya James (pr5131@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Differentiation, our school will focus on the evidence-based strategy of: Data-Driven Instruction. Data-driven instruction will assist in accelerating the learning gains of our L25s as a systematic approach of instruction to meet the students' needs. Data-driven instruction will be monitored through use of data trackers to drive instructional planning and data driven conversations to include OPMs.

Rationale for Evidence-based Strategy: Data-Driven Instruction will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

Action Steps to Implement

8/31-5/31- Student performance scores will be reviewed on a monthly basis to assist the teachers in realigning their remediation groups.

Person Responsible Latoya James (pr5131@dadeschools.net)

08/31-5/31- Learning walks will be conducted by school administrative team to provide effective feedback to the teachers on classroom instructional strategies.

Person Responsible Edric Valdes (emvaldes@dadeschools.net)

08/31-5/31 - Weekly collaborative planning meetings with administrative team to set their weekly goals and outline a specific implementation plan.

Person Responsible Latoya James (pr5131@dadeschools.net)

08/31-5/31 - Tier II and III students will be provided remediation through the use of supplemental instruction, materials, and web-based programs.

Person Responsible Edric Valdes (emvaldes@dadeschools.net)

11/01-12/21- An Interventionist will be hired to provide additional academic remediation in the areas of both Reading and Mathematics to both L25 and L35 subgroups. (Nov 2021-May 2022)

Person Responsible Edric Valdes (emvaldes@dadeschools.net)

11/01-12/21- L25 students in grades 4 and 5 were assigned to the school administration and school counselor to conduct Bi-weekly Data Chats and set attainable academic goals for the students to motivate them. (ongoing)

Person Responsible Latoya James (pr5131@dadeschools.net)

01/31-04/29 -I-Ready "Get on the Green" incentive program will be implemented to motivate the students to performance at the highest level on the AP2 Diagnostic assessment to provide data points that can be compared to AP1.

Person Responsible Edric Valdes (emvaldes@dadeschools.net)

01/31-04/29- Data reviews will be conducted by the classroom teachers and the interventionist to determine the improvement of the students participating in intervention and to realign the intervention instruction.

Person Responsible Latoya James (pr5131@dadeschools.net)

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

Area of Focus Description and Rationale: 2021 data findings: ELA Learning Gains decreased 10 percentage points and Math Learning Gains decreased by 24 percentage points in comparison to the 2019 data. ELA L25 decreased 33 percentage points and Math L25 decreased 25 percentage points. Thus, incorporating standards-aligned instruction will positively impact student achievement. Weekly common planning allows teachers to review student proficiency of standards, instructional practices, and revision of intervention groups will increase and promote continued student achievement.

Measurable Outcome: 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 Proficiency and Learning Gains for the L25 subgroup were decreasing. To effectively ensure student achievement meets the needs of all learners, we must provide the necessary resources to access grade-level content in order to make learning gains and increase proficiency.

Monitoring: The School Leadership Team will conduct quarterly data chats, adjust groups based on current data in real time, and follow-up with regular walkthroughs to ensure quality instruction is taking place. Administrators will review lesson plans bi-weekly for indication of differentiation for L25 students, in particular. Data analysis of formative assessments of L25 students will be reviewed monthly to observe progress. We will create an online tracker to monitor OPM data on a bi-weekly basis. This data will be analyzed during SLT meetings to ensure students are demonstrating growth on remediated standards. Extended Learning opportunities will be provided to those students who are not showing growth on OPMs.

Person responsible for monitoring outcome: Latoya James (pr5131@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Standards-aligned instruction, our school will focus on the evidence-based strategy of: Data-Driven Instruction. Data-driven Instruction will assist in accelerating the learning gains of our L25s as a systematic approach of instruction to meet the students' needs. Data-driven instruction will be monitored through the use of data trackers to drive instructional planning and data driven conversations to include OPMs.

Rationale for Evidence-based Strategy: Standards-aligned Instruction will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually adjust their instruction, plans, and instructional delivery as new data becomes available

Action Steps to Implement

8/31-5/31- Data chats will be conducted quarterly with instructional staff to review student performance data.

Person Responsible Latoya James (pr5131@dadeschools.net)

08/31-5/31- Walkthroughs will be conducted by school admin team to provide effective feedback to the teachers on classroom instructional strategies.

Person Responsible Edric Valdes (emvaldes@dadeschools.net)

08/31-5/31 Facilitate weekly collaborative planning meetings to provide teachers with an opportunity to collaborate and brainstorm challenges, needs, and share best practices.

Person Responsible Latoya James (pr5131@dadeschools.net)

08/31-5/31 -Extended learning opportunities will be provided to students that need further remediation based on data results.

Person Responsible Edric Valdes (emvaldes@dadeschools.net)

11/01-12/21 Professional development will be conducted on 10/29 to provide support to teachers on how to turn their data into action. The teachers using their data will analysis and determine patterns horizontally (grade level) and Vertically (previous grade level) that impacts the overall achievement of our students. In addition, a professional development on the IXL program will be provided for grades 3-5 on 11/09 focusing on remediation strategies in mathematics.

Person Responsible Maria Alonso (mealonso@dadeschools.net)

11/01-12/21 Tier II and III students will participate in growth monitoring assessment (11/16) to provide the administration and teachers a snapshot on the effectiveness of our current intervention strategies. This data will allow the teachers to make instruction- alignment decisions that will benefit their students.

Person Responsible Edric Valdes (emvaldes@dadeschools.net)

01/31-04/29- Teacher will receive professional development on implementing the new active panel in their classroom to further enhance their instructional strategies.

Person Responsible Edric Valdes (emvaldes@dadeschools.net)

01/31-04/29- Informational parent meetings will be held to review the expectations of the state standards assessments with all grade levels for the spring 2022 administration window.

Person Responsible Edric Valdes (emvaldes@dadeschools.net)

#3. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale:

Based on the data review, our school will implement the Targeted Element of Student Attendance. Through our data review, we noticed that students who struggle with daily attendance are also students who are not meeting expectations for learning gains as well as proficiency. We recognize the need to tailor our attendance initiatives and improve in making connections with families and the community to ensure attendance is consistently high.

Measurable Outcome:

If we successfully implement the Targeted Element of Student Attendance, our students will receive high quality instruction that will contribute to overall improved student achievement. With consistent student incentives, attendance at North Dade Center for Modern Languages will increase 5 percentage points by June 2022.

Monitoring:

The School Leadership Team will work to connect families who struggle with attendance and identify the root cause for absences/tardiness and create a plan of action to ensure students are able to present daily. The School Leadership Team will plan regular student incentives to promote consistent student attendance. Teachers will continue to monitor daily attendance and inform the SLT of any student with inconsistent attendance. Additionally, the SLT will identify alternative learning opportunities for students with extended absences due to illness to connect virtually for class instruction or have access to on-demand lessons. Reviewing student attendance will be included in our data chats. Follow-up contact will be made with parents when necessary.

Person responsible for monitoring outcome:

Latoya James (pr5131@dadeschools.net)

Evidence-based Strategy:

Within the Targeted Element of Student Attendance, our school will focus on the evidence-based strategy of Attendance Initiatives. These initiatives will assist in narrowing the achievement gap amongst our students. Weekly monitoring of student attendance will prevent excessive absences.

Rationale for Evidence-based Strategy:

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

Action Steps to Implement

09/01-06/02- An attendance discipline plan will be used to monitor individual student attendance and will also be used to track student attendance throughout the school year.

Person Responsible

Edric Valdes (emvaldes@dadeschools.net)

09/01-06/02- "Punch Out" card attendance incentive program will be used to promote a positive reinforcement and reduce the poor attendance and tardy rates. Selected classes will be reward for having 100% attendance with no tardies on a monthly and quarterly basis.

Person Responsible

Edric Valdes (emvaldes@dadeschools.net)

08/23- 06/09- School Messenger will be used to communicate with families in reference to daily student attendance. This will provide a daily reminder to parent of the importance of school attendance.

Person Responsible

Latoya James (pr5131@dadeschools.net)

08/31- 06/09- Support services will be provided to students that may have outside factors influence school attendance. School Counselor will monitor students attendance and meet with the students as needed.

Person Responsible Latoya James (pr5131@dadeschools.net)

11/01-12/21 5000 Role models program will be implemented on campus for male students with two or more indicators that are evident on the EWS district report.

Person Responsible Latoya James (pr5131@dadeschools.net)

11/01-12/21 Title I CIS will be contacting the parents of students with 3 or more absences to review attendance procedures and to determine if further support from outside agencies is needed.

Person Responsible Edric Valdes (emvaldes@dadeschools.net)

01/31-04/29- ARC committee will be meeting with select students that have 10 or more absences to develop a plan with the parents on how to improve student attendance.

Person Responsible Edric Valdes (emvaldes@dadeschools.net)

01/31-04/29- School Counselor and/or student services support will be meeting with students that have 10 or more absences weekly to monitor their attendance and implement an individualized incentive program to positively encourage the students attendance.

Person Responsible Edric Valdes (emvaldes@dadeschools.net)

#4. Leadership specifically relating to Walkthroughs

Area of Focus Description and Rationale: Based on qualitative data from the School Climate survey and the SIP survey and review of the Core Leadership Competencies, we want to use the Targeted Element of Walkthroughs. The School Leadership Team wants to ensure quality instruction that will increase student achievement is taking place.

Measurable Outcome: If we successfully implement the Targeted Element of Walkthroughs, our School Leadership Team will provide teachers with ample resources to support the implementation of quality instructional lessons that will enhance student achievement and bridge learning gaps.

Monitoring: The School Leadership Team will identify specific members that are experts in core content areas that will serve as leads with new initiatives and development to support instructional practices. By involving teachers, we hope to create an environment of shared leadership. To ensure we are on track, the School Leadership Team will conduct quarterly data chats with teachers to review student progress.

Person responsible for monitoring outcome: Latoya James (pr5131@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Walkthroughs, we will focus on the evidence-based strategy of: Standards-aligned Instruction. By focusing on standards-aligned instruction, strategic instructional planning and increased student achievement will be evident. The School Leadership Team will provide ongoing support to instructional staff that will promote student achievement.

Rationale for Evidence-based Strategy: Providing teachers with adequate resources and support will ensure high quality instruction is evident. Teachers will feel supported as they carry out the vision and mission in their instructional practices. The School Leadership Team will continue to assist teachers to be innovative in their instructional practices to produce student achievement.

Action Steps to Implement

8/31-5/31- Weekly assessment data will be review to track student academic performance and determine the level of academic support needed.

Person Responsible Latoya James (pr5131@dadeschools.net)

08/31-5/31-Teacher "shout outs" will be shared via email, PA announcements, and/or faculty meetings to positively reinforce the outstanding efforts make by our staff.

Person Responsible Latoya James (pr5131@dadeschools.net)

08/31-5/31 Facilitate weekly collaborative planning meetings to provide teachers with an opportunity to collaborate and brainstorm challenges, needs, and share best practices. Administration will attend weekly meetings to provide any necessary support.

Person Responsible Edric Valdes (emvaldes@dadeschools.net)

08/31-5/31- Extended learning opportunities will be provided to teachers through peer to peer observations to foster improvement in the quality of the instruction.

Person Responsible Edric Valdes (emvaldes@dadeschools.net)

11/01-12/21 Began conducting post observation meetings with teachers to provide with feedback on the observable IPEGS standards. (ongoing)

Person Responsible Latoya James (pr5131@dadeschools.net)

11/01-12/21 Selected teachers will participate in Monthly ICADs in the academic area of reading and will in turn share this information with their respective grade levels to assist in the instruction planning process. (Nov 2021-March 2022)

Person Responsible Edric Valdes (emvaldes@dadeschools.net)

01/31-04/29- Data chats will be conducted with the classroom teachers to dissect their students overall performance. and develop an instructional plan to support the students that require additional academic support.

Person Responsible Latoya James (pr5131@dadeschools.net)

01/31-04/29- Performance matters data will be dissected with teachers after administration of FSA test preps and mid-year assessments have been assessed. Specifically, the item analysis report to assist the teachers in determining the standards that need to revisited through remediation.

Person Responsible Latoya James (pr5131@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.

North Dade Center for Modern Languages successful implementation of Positive Behavioral Supports System was evident as only 1% of students received 2+ disciplinary referrals compared to 3% of students from the District. Creating a positive school culture by celebrating the students success further promotes positive student behavior. Highlighting students for 'Do the Right Thing' also incentivizes positive student behavior.

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.

North Dade Center for Modern Languages strengths within School Culture are in Celebrating Success and Staff Recognition. Our school creates experiences throughout the year to support staff and student achievements. Highlighting students monthly for 'Do the Right Thing' or 'Student of the Month' promotes positive student behavior; implementing student incentives like 'Level-Up' recognized students that showed significant improvement on i-Ready Diagnostic Assessments. Appreciation of staff was evident by recognizing staff accomplishments in and out of the classroom. Special 'shout-outs' via email or during morning announcements further highlighted staff for outstanding performance. We will continue to promote positive school culture by celebrating successes and staff recognition.

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

The stakeholders involved in building a positive school culture and environment are our School Leadership Team which includes the Principal, Assistant Principal, Department Chairpersons, Teacher Leaders, and Counselor. The Principal's role is to monitor and oversee all the school's initiatives and respond to concerns with morale by planning Team-building and morale boosting activities. The assistant principal will monitor the mentorship programs and assist in ensuring all information is shared with stakeholders in a timely manner. Department Chairpersons along with Teacher Leaders assist in providing and responding to feedback from stakeholders. Building strong partnerships with business partners like Global Church assist us in promoting positive school culture at CML. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

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: Student Attendance	\$0.00
4	III.A.	Areas of Focus: Leadership: Walkthroughs	\$0.00

	Total: \$0.00
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