Miami-Dade County Public Schools

Jose De Diego Middle School

2021-22 Schoolwide Improvement Plan

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Jose De Diego Middle School

3100 NW 5TH AVE, Miami, FL 33127

http://jdiego.dadeschools.net/

Demographics

Principal: Teandre Calixte E   Start Date for this Principal: 7/16/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
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)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students White Students* Economically Disadvantaged Students
School Grades History	2018-19: C (42%) 2017-18: C (43%) 2016-17: C (43%)
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

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	89%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

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

School Board Approval

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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.

Jose de Diego Middle School serves to develop and nurture the whole student; intellectually, socially, and emotionally in a safe and positive learning environment. Faculty and staff provides challenging instruction to ensure all students are provided with excellent educational opportunities that actively engages students in their own learning.

Provide the school's vision statement.

Jose de Diego Middle School fosters a culture of achievement and social awareness among its students, faculty, staff, and community members. Through high expectations, outstanding student centered instruction, rigorous curricula, and a positive learning environment, JDD Jaguars will be equipped with a stronger foundation to become college and career ready.

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
Calixte, Teandra	Principal	The role of a principal is to provide strategic direction to the school. Develops standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff and oversee facilities. Other important duties entail developing safety protocols and emergency response procedures.
Deroscar, Anna	Assistant Principal	Assist the school principal in overall administration of instructional program and campus level operations. Coordinate assigned student activities and services.
Charlot Thomas , Natalie	Reading Coach	Work with educators to identify issues with students or curriculum, set goals, and solve problems. Collaborate with educators and school administrators to develop curriculum and lesson plans.
Baptiste Snead, Cicely	Math Coach	Work with educators to identify issues with students or curriculum, set goals, and solve problems. Collaborate with educators and school administrators to develop curriculum and lesson plans
Weaver, Lynette	Teacher, K-12	This is a professional position responsible for the instruction of one or more subjects to K-12 school students.

Demographic Information

Principal start date

Thursday 7/16/2020, Teandre Calixte E

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.*

4

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.*

24

Total number of teacher positions allocated to the school

31

Total number of students enrolled at the school

873

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

8

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

8

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	0	0	0	0	0	0	350	282	241	0	0	0	0	873
Attendance below 90 percent	0	0	0	0	0	0	176	175	153	0	0	0	0	504
One or more suspensions	0	0	0	0	0	0	0	0	2	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	80	56	50	0	0	0	0	186
Course failure in Math	0	0	0	0	0	0	132	78	18	0	0	0	0	228
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	97	77	80	0	0	0	0	254
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	85	80	81	0	0	0	0	246
Number of students with a substantial reading deficiency	0	0	0	0	0	0	218	200	152	0	0	0	0	570

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	159	145	110	0	0	0	0	414

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	16	4	6	0	0	0	0	26
Students retained two or more times	0	0	0	0	0	0	17	12	8	0	0	0	0	37

Date this data was collected or last updated

Monday 7/19/2021

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	0	0	0	0	0	0	321	284	332	0	0	0	0	937
Attendance below 90 percent	0	0	0	0	0	0	190	166	201	0	0	0	0	557
One or more suspensions	0	0	0	0	0	0	0	0	2	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	66	50	40	0	0	0	0	156
Course failure in Math	0	0	0	0	0	0	90	15	47	0	0	0	0	152
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	87	84	115	0	0	0	0	286
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	85	80	81	0	0	0	246

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	158	116	148	0	0	0	0	422

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	16	2	7	0	0	0	0	25
Students retained two or more times	0	0	0	0	0	0	17	6	6	0	0	0	0	29

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				24%	58%	54%	28%	56%	53%
ELA Learning Gains				35%	58%	54%	39%	56%	54%
ELA Lowest 25th Percentile				40%	52%	47%	40%	52%	47%
Math Achievement				24%	58%	58%	26%	56%	58%
Math Learning Gains				42%	56%	57%	35%	56%	57%
Math Lowest 25th Percentile				54%	54%	51%	38%	55%	51%
Science Achievement				33%	52%	51%	46%	52%	52%
Social Studies Achievement				53%	74%	72%	55%	73%	72%

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**
06	2021					
	2019	15%	58%	-43%	54%	-39%
Cohort Comparison						
07	2021					
	2019	19%	56%	-37%	52%	-33%
Cohort Comparison		-15%				
08	2021					
	2019	19%	60%	-41%	56%	-37%
Cohort Comparison		-19%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2021					
	2019	14%	58%	-44%	55%	-41%
Cohort Comparison						
07	2021					
	2019	11%	53%	-42%	54%	-43%
Cohort Comparison		-14%				
08	2021					
	2019	10%	40%	-30%	46%	-36%
Cohort Comparison		-11%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
08	2021					
	2019	24%	43%	-19%	48%	-24%
Cohort Comparison						

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019					
CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	47%	73%	-26%	71%	-24%

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	77%	63%	14%	61%	16%
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.

The progress monitoring tools used to compile the data were the iReady AP1, AP2, and AP3 assessments from the 2020-21 school year.

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	14.7	16.0	12.1
	Economically Disadvantaged	15.0	16.4	12.3
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	9.9	16.0	17.2
	Economically Disadvantaged	10.5	16.4	15.5
	Students With Disabilities			
	English Language Learners			

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	14.8	21.3	15.3
	Economically Disadvantaged	14.8	21.1	15.8
	Students With Disabilities			11.5
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	8.8	14.8	14.8
	Economically Disadvantaged	8.6	14.4	15.3
	Students With Disabilities			
	English Language Learners			
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students		58.8	
	Economically Disadvantaged		60.6	
	Students With Disabilities		52.0	
	English Language Learners		48.4	

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	18.9	22.7	15.6
	Economically Disadvantaged	19.1	22.6	15.2
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	12.6	16.4	10.1
	Economically Disadvantaged	12.2	15.7	10.0
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students		13.4	
	Economically Disadvantaged			
	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
SWD	25	33	28	20	26	27	27	30			
ELL	18	32	31	14	24	30	17	33	45		
BLK	22	29	29	20	21	26	22	36	45		
HSP	26	35	33	20	28	38	26	35	58		
FRL	24	31	30	20	25	32	24	34	52		
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	27	44	54	30	44	46	38	41			
ELL	15	34	34	18	44	58	25	41	79		
BLK	26	35	47	25	39	43	31	58	75		
HSP	21	34	36	23	44	59	36	49	78		
MUL	30	70		20	60						

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
FRL	23	35	40	24	41	52	35	54	77		
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	21	35	37	28	40	38	35	43			
ELL	15	33	34	20	28	22	30	55			
BLK	28	36	38	27	34	44	49	52	83		
HSP	28	41	41	25	36	34	43	59	82		
MUL	38	46		38	23						
FRL	29	39	40	27	35	38	46	55	81		

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	31
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	31
Total Points Earned for the Federal Index	312
Total Components for the Federal Index	10
Percent Tested	85%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	26
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	28
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	

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	27
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	33
Hispanic Students Subgroup Below 41% in the Current Year?	YES
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	30
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

When comparing 2018-2019 Power Bi School components data to 2020-2021, ELA FSA data shows a 1% increase in proficiency from 24% to 25%. In addition, ELA learning gains decreased by 3 percentage points from 35% to 32%. ELA's lowest quartile also decreased by 9 percentage points from 40% to 31%. Math FSA data from 2020-2021 shows a decrease of 3 percentage points from 24 to 21%. Math learning gains data shows a decrease of 17 percentage points from 42% to 25% while the lowest quartile also decreased by 22 percentage points from 54% to 32%. Moreover, 2020-2021 Science EOC data shows an 8 percent decrease from 33% to 25%. Social Studies EOC data from 2020-2021 shows a 17 percent decrease from 53% to 36%.

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

Based off progress monitoring and state assessments the greatest need for improvement is in the 6th grade ELA cohort, 7th grade Math cohort, and 8th grade Science. Grade 6 ELA iReady data illustrates a 6% decrease of proficient students from the Mid-Year to the End of the Year Assessment. When comparing 2018-2019 ELA state assessment data compared to 2020-2021 data, ELA and Math lowest quartile data demonstrates our greatest need for improvement as evidenced by a 9 percent decrease in ELA and 22 percent decrease in Math. Finally, 8th grade Science scored 19% below the district average.

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

The contributing factors that led to this need for improvement were low attendance. Based on data from the Early Warning Indicator 59% of students had attendance below 90%. In addition, the ELA 6th grade cohort experienced a frequent change of teachers due to Covid 19. Morever, due to high turn over rates, the ELA department consisted of novice teachers who were getting acclimated to analyzing data, instructional planning and delivery.
Attendance incentives and ongoing professional development with follow up and support from administration and instructional coaches will take place to address this need for improvement.

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

Based off progress monitoring and state assessments, the 6th grade Math cohort and 7th grade ELA cohort showed the most improvement. The 2020-2021 6th grade Math iReady data shows an increase in students who are on and above grade level from 9% on the Baseline Assessment to 17% in the End of the year Assessment, a 8% increase. The 6th grade cohort also scored 3% higher than the 7th and 8th grade cohort in their state assessments. The 2020-2021 7th grade ELA iReady data shows an increase in students who are on or above grade level from 14% on the Baseline Assessment to 21% in the Mid-year Assessment, a 7% increase.

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

Differentiated instruction and ongoing pull-out interventions with researched based curriculum took place in the ELA department were the contributing factors that led to this improvement. Also, during

collaborative planning sessions teachers analyzed student work in order to plan for instruction. New actions taken in this area consisted of developing Instructional Focus Calendars to prioritize standards and assist with pacing.

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

Instructional Coaches will model the following strategies for teachers. In return, teachers will incorporate these strategies into their instructional practices and routines. Administration and instructional coaches will perform walk-throughs and observations to ensure that strategies are being implemented with fidelity and provide ongoing support as needed.

Scaffolding Intentionally (Using the Achievement Level Descriptor to determine and create questions)

Checks for Understanding (Incorporating questions into the whole group of the lesson)

Vocabulary Instruction (Content & Academic Vocabulary)

Prioritizing Standards (Utilizing Standard Trackers and IFCs)

Collaborative Data Chats (Conducting Data chats with all stakeholders)

Progress Monitoring (Utilizing Data Trackers to modify groups, materials, and intervention)

Differentiating Instruction (Maximizing the use of effective resources)

Disaggregating Data (Using data from assessment and student product reviews to modify instruction and student grouping)

Collaborative Evaluation of student work (Analyzing student end products to determine mastery)

Cross Curricular Writing (Using a school-wide writing strategy across multiple subject areas)

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.

Upon the return to school teachers will receive professional development in the following areas; Using Data to Drive Instruction, Incorporating Effective Questioning, Differentiating Instruction, and Front loading Vocabulary for Success. In addition, teachers will continue to partake in professional development through collaborative planning and teacher planning days where instructional coaches will facilitate mini Professional Development sessions to address the following topics; Evaluating Student End products,Cross Curricular Writing – Teaching the R.A.C.E.S writing strategy explicitly, Vocabulary Instruction, and Prioritizing Standards .

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

Additional services such as Saturday Success Academy and morning/afternoon tutoring will also be provided for students to ensure sustainability of improvement for next year.

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Student Attendance	
Area of Focus Description and Rationale:	Power BI attendance data illustrate an increase of students who have been excessively absent therefore our school will implement the Targeted Element of Student Attendance. More specifically, attendance data indicate a 33% increase in the number of students who have been absent for 31 or more days in the academic school year of 2019-2020 to 2020-2021. Students with recurring attendance issues are not meeting the expectations in regards to proficiency and learning gains.
Measurable Outcome:	If we successfully implement our attendance initiatives, the number of students who have been absent for 31 or more days will decrease by 20% by June 2022. In return, those students will not miss out on quality instruction which will contribute to improved student outcomes.
Monitoring:	The administration team will conduct bi-weekly leadership meetings with counselors, Community Involvement Specialist (CIS), team leaders, the dean of discipline, and student leaders to monitor the progress of the attendance initiatives. Administration will provide ongoing feedback and support and modify initiatives as needed. In addition, key stakeholders will also revisit attendance data to ensure that progress is being made.
Person responsible for monitoring outcome:	Keith Parrimore (kparrimore@dadeschools.net)
Evidence-based Strategy:	The leadership team will incentivize attendance by promoting school-wide activities for students who have perfect attendance. The Community Involvement Specialist will conduct home visits for students who have 10 or more absences within the 1st quarter in order to identify the cause of excessive absences. The Leadership team will then create an action plan for those specified students to ensure they are present daily. At the start of the school year, counselors will stress the importance of attendance during Grade Level assemblies. Teachers will monitor the attendance bulletin to ensure accuracy and update attendance as needed.
Rationale for Evidence-based Strategy:	Attendance initiatives will motivate students to attend school. As a result, their improved attendance rate will ensure that students are present for quality instruction with a goal of closing learning gaps.

Action Steps to Implement	
8/30 Counselors will discuss the importance of attendance and the ramifications of poor attendance during Grade Level Orientations.	
Person Responsible	Keith Parrimore (kparrimore@dadeschools.net)
9/8 Team leaders will plan and implement a grade-level incentive for students with perfect attendance. Counselors will contact parent contact and conference with 3 to 7 absences.	
Person Responsible	Anna Deroscar (aderoscar@dadeschools.net)
11/1 The Community Involvement Specialist will conduct home visit for students who have 10 or more absences within the 1st quarter in order to identify the cause of excessive absences.	
Person Responsible	Keith Parrimore (kparrimore@dadeschools.net)
Ongoing- Teachers will review attendance bulletin for accuracy.	

| **Person Responsible** | Keith Parrimore (kparrimore@dadeschools.net) |

11/1 The Leadership Team will implement an ice cream social that celebrates students with perfect attendance for each grading period.

| **Person Responsible** | Lynette Weaver (lweaver@dadeschools.net) |

11/05 – The school Attendance Monitoring Advisory Committee will conduct an assembly with students that have 10 or more absences, provide them with the new Students Attendance Contract expectations and rewards system.

| **Person Responsible** | Keith Parrimore (kparrimore@dadeschools.net) |

11/15 – 12/17 Students with 10 or more absences will attend weekly attendance counseling sessions with the school's Attendance Monitoring Advisory Committee to progress monitor student individual and group goals.

| **Person Responsible** | Anna Deroscar (aderoscar@dadeschools.net) |

01/24 - 3/28 - Grade teams will have monthly attendance incentives for all students each month. The students will receive reward for perfect attendance. The rewards are school-wide dances, ice-cream socials and Student teacher take over days.

| **Person Responsible** | Lynette Weaver (lweaver@dadeschools.net) |

01/24 - 4/1 - A schoolwide incentive, Live School Points, is a reward system that has been implemented to address the student culture throughout the school. Students will receive points throughout the school day. The rewards system focusses on improving the social culture of JDD students. Students will receive points for being positive attributes withing the school culture. The points vary based on the deed of the students. The points can be used for a number of incentives at the school. Students are able to tract their points through the District App.

| **Person Responsible** | Keith Parrimore (kparrimore@dadeschools.net) |

#2. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	Based on the School Data Review, our school will implement the Target Element of Standard Aligned Instruction. We selected Standard Aligned Instruction as an area of focus because although there was growth in some areas, there was also a decrease in other areas. An example of the data fluctuation was demonstrated in iReady. Students showed growth between AP1 to AP2 on iReady Math and Reading Diagnostics. However, scores from AP2 to AP3 decreased across all grade levels. When comparing 2018-2019 ELA state assessment data compared to 2020-2021 data, ELA and Math lowest quartile data demonstrates our greatest need for improvement as evidenced by a 9 percent decrease in ELA and 22 percent decrease in Math. Finally, 8th grade Science scored 19% below the district average. This illustrates the need to focus on Standard Aligned lessons.
Measurable Outcome:	If we successfully plan for Standard Aligned Instruction our ELA, Math, Science, and Social Studies proficiency and achievement scores will increase by a minimum of 10 percentage point as evidence of the 2022 State Assessments.
Monitoring:	Academic coaches will support teachers in creating standard aligned lessons during collaborative planning in order to model standard aligned instruction through coaching cycles. The administration team will conduct weekly leadership meetings with academic coaches to monitor the progress of the standard aligned instruction. Administration will also review weekly lessons to check for standard alignment. Administration will provide ongoing feedback to coaches to determine teachers who need additional support. Administration will also conduct walkthroughs to ensure Standard Aligned Instruction is taking place. In addition, key stakeholders will also revisit quarterly assessment data to ensure that progress is being made.
Person responsible for monitoring outcome:	Keith Parrimore (kparrimore@dadeschools.net)
Evidence-based Strategy:	Within the Target Element of Standard Aligned Instruction , our school will focus on the evidence based strategy of: standards-based collaborative planning. Through standards-based collaborative planning there will be an increase of teachers' knowledge and ensure that they are addressing all components of the standard. By addressing all components of the standard, students will be exposed to standards in their entirety which will promote student achievement and accelerate learning gains.
Rationale for Evidence-based Strategy:	Standards-based collaborative planning will ensure that teachers are using relevant and aligned learning targets, thinking steps, graphic organizers, and end products.

Action Steps to Implement	
8/25 Instructional coaches will facilitate a training on standards-based lesson planning in order to support development of lesson plans that are standards based.	
Person Responsible	Anna Deroscar (aderoscar@dadeschools.net)
9/8 Academic Coaches will model the delivery of a standards-based lesson plan per content area.	
Person Responsible	Keith Parrimore (kparrimore@dadeschools.net)

Ongoing- Teachers will execute planned standard-based lessons with fidelity.

Person Responsible Keith Parrimore (kparrimore@dadeschools.net)

9/13 Administration will monitor the effectiveness and alignment of the standard based lessons to determine any potential next steps.

Person Responsible Keith Parrimore (kparrimore@dadeschools.net)

9/13-05/23 Administration will provide ongoing feedback to coaches to determine teachers who need additional support.

Person Responsible Teandra Calixte (pr6361@dadeschools.net)

11/15 – The administration team will meet with the transformational coaches and the content teachers during common planning to evaluate student end products and data results as it relates to the alignment of standard based instructional planning and delivery. Meeting frequency will vary based on content district assessment administration windows

Person Responsible Anna Deroscar (aderoscar@dadeschools.net)

11/15 – 12/18 The leadership team will conduct mini standard-based professional development workshop on using student end products and data results to realign the delivery and planning of standard based teaching and learning.

Person Responsible Matasha Mondy (mmondy@dadeschools.net)

1/31-4/29 The administration team will continue to meet with the transformational coaches and the content teachers during common planning to evaluate student end products and data results as it relates to the alignment of standard based instructional planning and delivery. Meeting frequency will vary based on content district assessment administration windows.

Person Responsible Teandra Calixte (pr6361@dadeschools.net)

1/31-4/29 Intervention plans will be revaluated based on current midyear data to make necessary changes and meet the needs of our ELL and Lowest 25/35 students.

Person Responsible Natalie Charlot Thomas (ncharlot@dadeschools.net)

#3. Leadership specifically relating to Teacher Recruitment and Retention	
Area of Focus Description and Rationale:	Based on PowerBI Staff Retention data, 72% of the staff have been retained at our school for 3 years or less in 2020-2021. Therefore, we are focusing on Teacher Recruitment and Retention as our Targeted Element.
Measurable Outcome:	If we successfully implement our staff retention initiatives, the number of staff who have been retained for 3 years or less will decrease by 12 percentage points by June 2022.
Monitoring:	The administration team will conduct bi-weekly leadership meetings with new teacher mentors, academic coaches, team leaders, and the dean of discipline to monitor the progress of staff retention initiatives. Administration will provide ongoing feedback and support and modify initiatives as needed.
Person responsible for monitoring outcome:	Keith Parrimore (kparrimore@dadeschools.net)
Evidence-based Strategy:	The administration team will focus on promoting the morale and performance of the team by creating a positive culture in order to retain staff by acknowledging staff members. More specifically, during faculty meetings the administration team will recognize staff members who have gone above and beyond by acknowledging them through shout outs. In addition, the administration team along with the assistance of academic coaches and new teacher mentors will provide ongoing constructive feedback and support to new staff members. Moreover, the administration team will continue to reward staff during "Staff Appreciation Wednesdays" and teacher's appreciation day. The administration team will also allow staff to be apart of the decision making process while promoting and molding teacher leaders.
Rationale for Evidence-based Strategy:	Staff retention initiatives will contribute to a positive school culture where staff feel supported, appreciated, and empowered. As a result, our teacher turnover rate will decrease.

Action Steps to Implement

8/30 The leadership team will meet to discuss observational notes from walkthroughs and identify staff members who will be recognized during faculty meetings.

Person Responsible	Keith Parrimore (kparrimore@dadeschools.net)

9/13 The administration team will meet to plan monthly incentives for teacher appreciation days.

Person Responsible	Anna Deroscar (aderoscar@dadeschools.net)

9/9-05/23 The administration team will share school improvement goals and progress during faculty meetings, and EESAC meetings to ensure that all stakeholders have the school's achievement goals at the forefront and are always reminded of our mission to improve.

Person Responsible	Keith Parrimore (kparrimore@dadeschools.net)

5/2 The administration team will send out surveys to gage teachers interest for leadership opportunities for the next school year.

Person Responsible   Anna Deroscar (aderoscar@dadeschools.net)

11/15 – The administration will implement morning cohorts to provide opportunities to support teacher growth and development with a focus on increasing teacher retention.

Person Responsible   Keith Parrimore (kparrimore@dadeschools.net)

11/15 – 12/18 – The administration team will provide opportunities for staff building to increase the organizational climate. The administration team will implement Social Tuesday's where teachers are provided breakfast or lunch sponsored by administration on a b-weekly basis.

Person Responsible   Anna Deroscar (aderoscar@dadeschools.net)

1/31-4/29 Provide leadership opportunities to empower novice teachers on a monthly basis.

Person Responsible   Anna Deroscar (aderoscar@dadeschools.net)

1/31-4/29 Facilitate monthly team building activities to contribute to a positive school culture.

Person Responsible   Anna Deroscar (aderoscar@dadeschools.net)

#4. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale:	Based on our data, our school will implement the Targeted Element of Differentiation. Data across all grade levels and subject areas show a decrease in proficiency and learning gains. Another trend discovered was that ELA FSA data shows a 1% increase in proficiency from 24% to 25%. In addition, ELA learning gains decreased by 3 percentage points from 35% to 32%. ELA's lowest quartile also decreased by 9 percentage points from 40% to 31%. Math FSA data from 2020-2021 shows a decrease of 3 percentage points from 24 to 21%. Math learning gains data shows a decrease of 17 percentage points from 42% to 25% while the lowest quartile also decreased by 22 percentage points from 54% to 32%.This illustrates the need to meet the unique needs of all learners. Hence, we chose differentiation as our Targeted Element. Focusing on Differentiated Instruction will allow teachers to meet students at their level using scaffolded lessons to bridge learning gaps and move towards proficiency.
Measurable Outcome:	If we successfully implements our Targeted element of Differentiation, then our learning gains will increase by 10 percentage points as evidence by the 2022 State Assessments.
Monitoring:	Instructional coaches will support teachers with analyzing data, grouping students, planning for DI, and the using of data trackers. The Leadership team will conduct quarterly data chats and review biweekly lesson plans for evidence of differentiation. Administration will conduct walkthroughs to ensure the D.I schedule and rotations are being done timely and consistently. Instructional coaches will create an Intervention Plan with resources and schedules for interventionists. The Leadership team will analyze formative assessment data to monitor progress and modify intervention plans as needed.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Our school will focus on Data- Driven instruction as a evidence based strategy. Data-Driven Instruction will move our school towards a positive trajectory as teachers create lessons that are tailored to the needs of their students. The usage of Ongoing Progress Monitoring logs will allow teachers to track students progress in order to regroup them and modify lessons to meet their learning needs.
Rationale for Evidence-based Strategy:	Data- Driven instruction will ensure that teachers are using the appropriate teaching strategies and materials for their unique learning needs. As teachers plan for instruction they will be able to analyze data to ensure that their lessons are customized to their student needs.

Action Steps to Implement

8/23-6/30 Facilitate common planning sessions once a week in order for teachers to disaggregate data to inform instructional planning and differentiated instruction.

Person Responsible	Natalie Charlot Thomas (ncharlot@dadeschools.net)

9/7-5/30 With the assistance of their Transformation Coach, teachers will use instructional groupings identified in their previous common planning to inform instructional plans that reflect data groups

Person Responsible	Cicely Baptiste Snead (cbaptistesnead@dadeschools.net)

8/30-6/30 Teachers will implement D.I rotation plans and execute with fidelity. Teachers will also share best D.I practices amongst themselves during common planning.

Person Responsible   Keith Parrimore (kparrimore@dadeschools.net)

8/30-6/30 Administration Team will check lesson plans for evidence of differentiated instruction.

Person Responsible   Anna Deroscar (aderoscar@dadeschools.net)

11/4 – The administration team will conduct data chats with the instructional coaches and the content teachers to ensure student groups are aligned to student individual needs and teachers are aware of next action steps to move student achievement data.

Person Responsible   Anna Deroscar (aderoscar@dadeschools.net)

11/8 – 12/18 The administration team will conduct daily walk throughs with a focus on student D.I. groups using the most recent data available.

Person Responsible   Keith Parrimore (kparrimore@dadeschools.net)

1/31-4/29 To accomplish the intended outcome, our interventionists will target our regressed students to provide instruction specific to students' needs weekly. Push-in and pull-out interventions will target regressors, Level 2, and ELL subgroups.

Person Responsible   Matasha Mondy (mmondy@dadeschools.net)

1/31-4/29 Use weekly collaborative planning to identify materials and resources aligned to the intervention plan and set the expectation for small group instruction and differentiation instruction.

Person Responsible   Natalie Charlot Thomas (ncharlot@dadeschools.net)

#5. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Based on the data review, our school will implement the Targeted Element of ELA. We selected the overarching area of ELA based on our findings that demonstrated 24% proficiency in ELA on the 2021 FSA. We compared the current 2021 ELA FSA data of 25% proficiency to the 2019 FSA ELA proficiency of 24%. Over the last two years, ELA proficiency dropped 1 percentage point. This illustrates the need to focus on implementing best teaching practices in all ELA classes. More specially, we will focus on tier 1 and 2 students by providing those students with explicit instruction through small group instruction and conduct ongoing progress monitoring to ensure growth.
Measurable Outcome:	If we successfully develop, deliver, and monitor Tier 1 and 2 instruction, then our ELA Proficient students will increase by a minimum of 10 percentage points as evidenced by the 2022 State Assessments.
Monitoring:	Academic coaches will facilitate Collaborative Planning sessions utilizing instructional resources such as pacing guides, item specifications, planning cards, standard-based thinking steps, and student task cards to effectively plan standard aligned lessons. The Leadership team will conduct targeted walk-throughs to monitor the alignment of planning to instructional delivery. Observational data will be utilized to provide feedback and determine next steps. Data analysis of unit assessments, as well as product reviews, will be utilized to track progress and determine the effectiveness of instructional delivery and planning.
Person responsible for monitoring outcome:	Teandra Calixte (pr6361@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of ELA, our school will focus on the evidence-based strategy of: Standards-Based Collaborative Planning. Focusing on collaborative planning will allow teachers to unpack standards, develop standard aligned exit tickets, and demonstrate delivery of explicit instruction amongst colleagues. Effectiveness of collaborative planning will be measured by observational data from walkthroughs and reviewing lesson plans, student product reviews, and quarterly assessments.
Rationale for Evidence-based Strategy:	Standards-Based Collaborative Planning will ensure teachers plan rigorous and standard aligned lessons. Ongoing feedback from the administration team will guide coaches in determining next steps. In return, teachers will receive additional support to adjust planning and instruction as needed.

Action Steps to Implement

8/31-5/27 Weekly collaborative session will take place with a focus on standard aligned thinking steps, graphic organizers, and exit tickets.

Person Responsible	Natalie Charlot Thomas (ncharlot@dadeschools.net)

8/31-5/27 Walkthroughs will take place to observe explicit delivery of standard aligned lessons.

Person Responsible	Keith Parrimore (kparrimore@dadeschools.net)

8/31-5/27 During common planning the review of student exit tickets and end products will take place in order to assess effectiveness of instructional planning and delivery.

Person Responsible	Anna Deroscar (aderoscar@dadeschools.net)

8/31-5/27 Ongoing monitoring of data from the independent practice section of iReadytoolbox for instruction, iReady, and mini assessments will be analyzed on a bi-weekly basis to re-group students and adjust instruction.

Person Responsible Natalie Charlot Thomas (ncharlot@dadeschools.net)

11/4- 12/8 The literacy team will conduct grade level and content-specific common planning sessions to ensure the fidelity of standard-based planning and lesson delivery is consistent through the language arts department.

Person Responsible Natalie Charlot Thomas (ncharlot@dadeschools.net)

11/4 – 12/8 The literacy team will implement the use of times within the instructional framework to ensure explicit instruction is occurring and teachers have a physical check point of where and when transitions should occur throughout the instructional block.

Person Responsible Matasha Mondy (mmondy@dadeschools.net)

1/31-4/29 As a result of the AP2 diagnostic results, teachers will continue to use data to provide standard-based instruction.

Person Responsible Matasha Mondy (mmondy@dadeschools.net)

2/28/22 Teachers will disaggregate the data and determine the instructional groups to assist students with needs based on the student data performance results.

Person Responsible Natalie Charlot Thomas (ncharlot@dadeschools.net)

1/31-4/29 The literacy interventionist and coaches will provide push-in support daily to those small groups to assist teachers with one-to-one instructions.

Person Responsible Anna Deroscar (aderoscar@dadeschools.net)

Additional Schoolwide Improvement Priorities

Using the 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.

Data from SafeSchoolsforAlex.org reports 6.6 incidents per 100 students in our school, when comparing our school to other middle schools in the Statewide middle/junior school rate of 4.2 incidents per 100 students.

The administration team will collaborate with the dean of discipline, counselors, team leaders, and RJP personnel to review school-wide discipline plan. The administration team will distribute and discuss Discipline Plan with
faculty and staff during a faculty meeting. The administration and counselors will track referrals for possible
interventions as needed. This team will also utilize data from the Early Warning Indicator for preventative measures. Students identified from the EWI will be paired with mentor. Finally, the dean of discipline will facilitate Restorative Justice Practices in classroom settings for problem solving resolution.

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.

All stakeholders address building a positive school culture and environment by maintaining supportive and positive staff and student relationships. Our school currently has various mentorship programs such as 5000 Role Models, 100 Black Men, and Over town Youth outreach program. These programs provide assistance to students by creating relationships where staff interact and support students academically and emotionally. Moreover, our school addresses building positive school culture and environment by encouraging family and community participation and engagement within the school. Our school utilizes social media to promote parental involvement. Initiatives, such as the Parent Academy, hold month meetings with parents to keep them informed and engaged. Social media is also utilized to assist students in connecting with resources available to support their physical and emotional challenges.

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

The administration team will continue to meet with community partners to sustain mentorship programs for students. In addition, the administration team will empower staff by celebrating their success. Moreover, the administration team will create protocols which allow for honest communication and feedback amongst all stakeholders while continuing to establish a shared school vision with all stakeholders.

Part V: Budget

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

1	III.A.	Areas of Focus: Culture & Environment: Student Attendance	$0.00
2	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	$0.00
3	III.A.	Areas of Focus: Leadership: Teacher Recruitment and Retention	$0.00
4	III.A.	Areas of Focus: Instructional Practice: Differentiation	$0.00
5	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00

	Total:	$0.00

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