Miami-Dade County Public Schools

John I. Smith K 8 Center

2021-22 Schoolwide Improvement Plan

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John I. Smith K 8 Center

10415 NW 52ND ST, Doral, FL 33178

http://jis.dadeschools.net/

Demographics

Principal: Maribel Rivera

Start Date for this Principal: 4/22/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	49%
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 Asian Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (66%) 2017-18: I (%) 2016-17: A (71%)
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.](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)
Combination School PK-8	No	50%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	95%

School Grades History

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

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SIP Authority

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

We, at John I. Smith K-8 Center, pledge to create an environment where everyone feels safe, valued, and
accepted. We commit to implementing technology to improve, enhance, engage, and stimulate learning for
students of all cultures. We strive to prepare productive citizens for tomorrow by being productive
citizens today.

Provide the school's vision statement.

At John I. Smith K-8 Center, teachers and students work collaboratively in a safe and positive learning
environment where respect, unity, and a love for learning are nurtured.

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
Arencibia, Ines	Teacher, ESE	Ms. Arencibia will serve as the special education chairperson and testing chairperson. This person is responsible for gathering data, disaggregating data, and providing clear trends in data that will impact our school's goals.
Piloto, Isis	Assistant Principal	Ms. Piloto is an assistant principal which organizes MTSS process. After the data has been disaggregated and trends have been presented to the SLT, Ms. Piloto will identify the students that are struggling by grade and subject. She is also responsible for providing the teachers' and students' resources needed for intervention in those areas of need.
Rivera, Maribel	Principal	As the Principal of John I. Smith K-8 Center, Ms. Rivera will facilitate meetings between the stakeholders and lead the decision making progress of our school improvement plan. The administrative team is also responsible to use the various forms of communication with parents, teachers, and students.
Estrella, Jean	Teacher, PreK	Ms. Estrella is a part of the data-based decision making process through the school year. In addition, she will assist in
Pastora, Claudia	Teacher, K-12	Lead Mentor and oversees new teachers and mentors
Villanueva, Ana	Teacher, K-12	Based on the needs for professional development, Ms. Villanueva will assist and communicate with teachers about professional development that the district is providing throughout the school year. Furthermore, assist in developing professional developments in school during teacher planning days.
Nolan, Elizabeth	School Counselor	Our guidance counselor is devoted to meeting the social and emotional needs of our students and their families. Making sure students feel safe and are ready to learn. She will organize groups by grade and needs to address the various components of social emotional learning.
Espinosa, Hilda	Assistant Principal	The administrative team is responsible to use the various forms of communication with parents, teachers, and students. Ms. Espinosa will ensure that the school calendar, EdConnect messages sent to staff/parents, and other forms of communication are carried out.

Demographic Information

Principal start date

Thursday 4/22/2021, Maribel Rivera

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.*

43

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.*
44

Total number of teacher positions allocated to the school
86

Total number of students enrolled at the school
1,003

Identify the number of instructional staff who left the school during the 2020-21 school year.
23

Identify the number of instructional staff who joined the school during the 2021-22 school year.
0

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	56	74	110	113	118	156	112	119	145	0	0	0	0	1003
Attendance below 90 percent	5	4	9	6	11	14	14	19	16	0	0	0	0	98
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	1	6	0	11	6	1	2	0	0	0	0	28
Course failure in Math	0	1	2	2	7	17	7	6	0	0	0	0	0	42
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	11	13	28	46	0	0	0	0	98
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	7	20	24	34	0	0	0	0	85
Number of students with a substantial reading deficiency	0	9	48	49	32	42	51	55	78	0	0	0	0	364

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	1	1	1	2	18	17	20	27	0	0	0	0	87

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	1	0	0	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 7/27/2021

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	108	139	143	152	197	208	137	155	179	0	0	0	0	1418
Attendance below 90 percent	5	10	7	11	17	19	19	16	11	0	0	0	0	115
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	6	0	12	7	1	2	0	0	0	0	0	30
Course failure in Math	0	4	3	8	17	9	6	0	2	0	0	0	0	49
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	11	29	30	47	29	0	0	0	0	146
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	7	35	25	34	20	0	0	0	0	121

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	2	1	2	18	30	21	27	16	0	0	0	0	117

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				65%	63%	61%		62%	60%
ELA Learning Gains				65%	61%	59%		61%	57%
ELA Lowest 25th Percentile				56%	57%	54%		57%	52%
Math Achievement				70%	67%	62%		65%	61%
Math Learning Gains				69%	63%	59%		61%	58%
Math Lowest 25th Percentile				59%	56%	52%		55%	52%
Science Achievement				51%	56%	56%		57%	57%
Social Studies Achievement				65%	80%	78%		79%	77%

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	51%	60%	-9%	58%	-7%
Cohort Comparison						
04	2021					
	2019	62%	64%	-2%	58%	4%
Cohort Comparison		-51%				
05	2021					
	2019	55%	60%	-5%	56%	-1%
Cohort Comparison		-62%				
06	2021					

				ELA			
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
	2019	50%	58%	-8%	54%	-4%
Cohort Comparison		-55%				
07	2021					
	2019	54%	56%	-2%	52%	2%
Cohort Comparison		-50%				
08	2021					
	2019	46%	60%	-14%	56%	-10%
Cohort Comparison		-54%				

				MATH			
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2021					
	2019	61%	67%	-6%	62%	-1%
Cohort Comparison						
04	2021					
	2019	71%	69%	2%	64%	7%
Cohort Comparison		-61%				
05	2021					
	2019	63%	65%	-2%	60%	3%
Cohort Comparison		-71%				
06	2021					
	2019	56%	58%	-2%	55%	1%
Cohort Comparison		-63%				
07	2021					
	2019	50%	53%	-3%	54%	-4%
Cohort Comparison		-56%				
08	2021					
	2019	14%	40%	-26%	46%	-32%
Cohort Comparison		-50%				

				SCIENCE			
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2021					
	2019	45%	53%	-8%	53%	-8%
Cohort Comparison						
08	2021					
	2019	33%	43%	-10%	48%	-15%
Cohort Comparison		-45%				

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	56%	73%	-17%	71%	-15%
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	97%	63%	34%	61%	36%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	54%	-54%	57%	-57%

Grade Level Data Review - Progress Monitoring Assessments

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

Our school uses I-Ready diagnostic scores for Fall, Winter, and Spring as the progress monitoring tool by grade level for grades K-8. For science and social studies, our school will use the Interim Assessment Tests for science and End-of-Course Assessments for Civics.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	36.2%	50.0%	67.9%
	Economically Disadvantaged	25.5%	41.1%	62.5%
	Students With Disabilities	N/A	29.4%	41.2%
	English Language Learners	N/A	42.3%	57.7%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	36.3%	38.7%	61.3%
	Economically Disadvantaged	24.5%	30.4%	55.4%
	Students With Disabilities	N/A	N/A	47.1%
	English Language Learners	30.4%	34.6%	57.7%

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	34.7%	55.0%	61.7%
	Economically Disadvantaged	30.9%	44.9%	55.1%
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	23.9%	34.2%	59.2%
	Economically Disadvantaged	25.0%	21.7%	49.3%
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	53.6%	66.4%	76.4%
	Economically Disadvantaged	53.2%	67.0%	77.7%
	Students With Disabilities	N/A	42.9%	52.4%
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	24.6%	52.9%	59.3%
	Economically Disadvantaged	20.7%	45.7%	54.4%
	Students With Disabilities	N/A	28.6%	28.6%
	English Language Learners	N/A	N/A	N/A

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	40.1%	59.2%	62.1%
	Economically Disadvantaged	37.9%	51.4%	54.3%
	Students With Disabilities	17.5%	27.5%	30.0%
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	25.0%	52.3%	74.7%
	Economically Disadvantaged	22.9%	48.6%	71.4%
	Students With Disabilities	N/A	32.5%	50.0%
	English Language Learners	N/A	N/A	52.9%

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	42.5%	48.9%	56.6%
	Economically Disadvantaged	38.9%	45.1%	52.3%
	Students With Disabilities	N/A	N/A	18.5%
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	36.4%	45.8%	63.2%
	Economically Disadvantaged	32.4%	37.6%	56.2%
	Students With Disabilities	N/A	18.5%	33.3%
	English Language Learners	N/A	N/A	35.7%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	23.0%	N/A
	Economically Disadvantaged	N/A	16.0%	N/A
	Students With Disabilities	N/A	19.0%	N/A
	English Language Learners	N/A	3.0%	N/A
Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	32.0%	42.6%	54.1%
	Economically Disadvantaged	33.3%	42.0%	54.3%
	Students With Disabilities	N/A	N/A	21.7%
	English Language Learners	N/A	N/A	20.6%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	36.9%	49.2%	53.3%
	Economically Disadvantaged	35.2%	50.0%	54.3%
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	15.6%	14.7%

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	43.0%	43.0%	45.2%
	Economically Disadvantaged	43.1%	43.1%	41.5%
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	33.8%	42.2%	45.2%
	Economically Disadvantaged	25.4%	33.8%	40.0%
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	13.0%	19.6%
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	70.0%	N/A
	Economically Disadvantaged	N/A	63.0%	N/A
	Students With Disabilities	N/A	37.0%	N/A
	English Language Learners	N/A	53.0%	N/A

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	50.9%	54.1%	49.7%
	Economically Disadvantaged	43.8%	41.6%	43.8%
	Students With Disabilities	N/A	29.4%	35.3%
	English Language Learners	11.4%	13.6%	11.4%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	38.6%	48.4%	53.8%
	Economically Disadvantaged	33.0%	38.2%	45.5%
	Students With Disabilities	N/A	29.4%	35.3%
	English Language Learners	11.4%	18.2%	25.0%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	30.0%	N/A
	Economically Disadvantaged	N/A	24.0%	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	22.0%	N/A

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	39	44	55	32	34	40	24	37	40		
ELL	58	68	70	57	50	58	40	58	83		
ASN	69	64		60	30						
BLK	85			69							
HSP	63	67	70	59	51	56	47	64	86		
WHT	77	64		77	58						
FRL	59	63	70	52	48	56	38	57	84		
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	35	45	47	41	58	56	24	41			
ELL	56	62	54	65	66	61	44	49	91		
ASN	77	82		90	86		76				

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
BLK	90			70							
HSP	64	64	55	68	67	59	49	65	92		
WHT	77	77		87	94		69	70			
FRL	58	60	55	63	66	54	46	55	91		
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

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	63
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	68
Total Points Earned for the Federal Index	632
Total Components for the Federal Index	10
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
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	61
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	56
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	77
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	63
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	75
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	59
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?

In comparison to our 2019 data in ELA grades 3-8, we increased 5 percentage points from 53% to 58% in 2021.In Math grades 3-8, we decreased by 6 percentage points from 58% to 52% in 2021. Our ELA lowest 25th percentile increased 14 percentage points from 56% in 2019 to 70% in 2021. In Math, our lowest 25th percentile decreased 18 percentage points from 69% in 2019 to 51% in 2021. In Science, we decreased by 4% percentage points from 51% in 2019 to 47% in 2021. In Social Studies, we remained the same at 65% in 2019 and 2021.

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

Based on 2021 results and comparison to 2019 the areas of Math and Science demonstrate the greatest need for improvement. In Math, grades 3-8, decreased by 6 percentage points from 58% in 2019 to 52% in 2021. In the Math L25 subgroup, we decreased 18 percentage points from 69% in 2019 to 51% in 2021. In Science, we decreased by 4% percentage points from 51% in 2019 to 47% in 2021.

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

During the 2018-2019 school year, the contributing factors for science and civics is the lack of vertical planning from previous grade levels. As a school, we need to address the standards of the future curriculum expectations. In addition the new reading Wonders program, addresses science and social studies in the six week reading pacing guide.

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

Based off the progress monitoring of 2019, our 4th grade students performed 4 percent greater then the state percentile. Our 7th grade students performed 2 percent greater than the states. In math, our 4th grade students did 2 percent higher in comparison to the district and 7 percent increase in comparison to the state. Our 5th grade students performed 3 percent higher in comparison to the state, 6th grade 1 percent higher then the state scores, Our students which took the Algebra EOC assessment scored 34 percent higher in comparison to the district and 36 percent higher in comparison to the state.

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

The math teachers for 4th, 6th, 7th, and Algebra provide after school tutoring to reinforce skills that will be tested. Based on this shown improvement, our school will continue to provide morning and afternoon tutoring for reading and math to reinforce skills that the students need to bridge the gaps in learning and be successful on test taking skills.

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

To promote student engagement, the following strategies will need to be implemented: Build students' school pride through social media platforms and school activities.; Advertise our school during curriculum fair to promote our academic programs, after care programs, and extracurricular program; School calendar displayed around the school and on our school's website; and Use Connect Ed to share all school events and school programs with the community, staff, and parents.

Furthermore, to foster the need of differentiated instruction, the following strategies will need to be implemented: Professional Development in the area of reading, math, science, and social studies; provided a time for teachers to address the needs of students in Tier 2 and 3 is essential for our students performing below grade level; Afterschool and morning tutoring to reinforce reading and math skills and close learning gaps; and to ensure students educational equity through instruction, the administration team will follow up using data chats with teachers during grade level planning.

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.

After disaggregation of school data, our school demonstrates the need for professional development in the areas of reading intervention and student engagement. Our school will plan professional developments for opening of schools and throughout the school year based on this need. Some of the Professional development will be Schoolology, McGraw Hill reading series by grade, and reading intervention.

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

Additionally, our school will provide a set schedule for reading intervention where each teacher will provide the allocated time for intervention based on the need of each student. Monitoring of progress will be reported to chairperson and administration every 6 weeks.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale:	Based on our trends in 2019 for ELA grades 3-8, our school-district comparison decreased across grade level by 2 to 14 percent. Our ELA L25 percentile performed one percentage point less than the district. In Science achievement, our school performed 5 percent less in comparison to the district. In social studies achievement, our school performed 15 percent points less in comparison to the district. We will maintain teachers informed of professional developments in DI and provide students the scaffolding necessary for the L25 percentile of students to access grade level resources in order to close learning gaps and make gains.
Measurable Outcome:	If we successfully implement Differentiation, then our L25 percentile students will increase by a minimum of 10 percentage points as evidenced by the 2022 state assessments.
Monitoring:	The Leadership team will conduct quarterly data chats with teachers during grade level planning, Teachers will conduct bi-weekly data chats with their students. Administration and teachers will keep track of the I-Ready usage, diagnostic assessments, and growth monitoring. Data analysis of formative assessments of L25 students will be observe bi-weekly and groups will be adjusted based on current data in real time.
Person responsible for monitoring outcome:	Isis Piloto (ipiloto@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Differentiation, our school will focus on the evidence-based strategy of Differentiated Instruction. Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability.
Rationale for Evidence-based Strategy:	Teachers' grouping practices play a critical role in facilitating effective implementation of reading instruction. Differentiated instruction using the McGraw Hill Wonders Reading Series allows for teachers to use a series of resources that will assist students reading at different levels. In addition, teachers are able to use the I-Ready Reading and math toolbox to provide differentiated instruction at each students reading levels.

Action Steps to Implement

8/31- 9/16- Our PD chairperson will organize a list of Professional Development in the area of reading, math, science, and social studies. Effective implementation of Differentiated Instruction (DI) in these areas are critical to meet our school's goal. As a result, teachers will have a list of PDs to select from to address differentiated instruction.

Person Responsible   Ana Villanueva (avillanueva@dadeschools.net)

9/2- After disaggregation of data, teachers will participate in common planning sessions to facilitate differentiated Instruction grouping template, framework, and other curriculum resources. As a result, teachers will be able to provide DI based on the student needs.

Person Responsible   Ines Arencibia (274647@dadeschools.net)

9/13- 10/11 Teachers will use data to group students based needs and provide lessons that will target their individual needs. As a result, students will be grouped accordingly for differentiated instruction and student academic needs will be addressed.

Person Responsible   Isis Piloto (ipiloto@dadeschools.net)

8/31-10/11- Administration will conduct walkthrough to observe that DI is occurring during class and review student work product. As a result differentiated instruction will be delivered with fidelity and student will make adequate progress.

Person Responsible   Isis Piloto (ipiloto@dadeschools.net)

11/1- 12/21 Teachers and administration will disaggregate AP1 and the students' progress on their growth monitoring scores. This will help assess effectiveness and determine next steps in meeting students' academic goals.

Person Responsible   Isis Piloto (ipiloto@dadeschools.net)

11/1- 12/21- teachers and administration will update the intervention list to ensure all students receive the adequate tiered intervention based on their need.

Person Responsible   Isis Piloto (ipiloto@dadeschools.net)

1/31-4/29- The school will implement a school-wide morning and afternoon tutoring in subjects that are areas of need.

Person Responsible   Isis Piloto (ipiloto@dadeschools.net)

1/31-4/29- Teachers and administration will disaggregate AP2 and the students' progress on their growth monitoring scores. This will help assess effectiveness and determine next steps in meeting students' academic goals.

Person Responsible   Isis Piloto (ipiloto@dadeschools.net)

#2. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	According to Science Achievement data, our school (51%) falls 5 percentage points behind the district (56%) and 5 percentage points behind the state (56%). The data shows a critical need for small group instruction in the areas of Science. Small group instruction for students which are not understanding the concepts will help bridge the learning gaps and increase learning gains.
Measurable Outcome:	With highly trained personnel and frequently monitored interventions put into place, continued growth to increase proficiency will occur on the Science assessment. We predict Science proficiency will increase by 5 points from 51% to 56%. In relation to district data, our school will meet district averages on all science assessments by the end of the school year. The achievement gap will begin to close as student are engaged in systematic small group lessons and core content instruction is aligned to the rigor of the standards.
Monitoring:	Administration will review with teachers the baseline data and mid-year date to determine the needs of each student. Teachers will follow up with each student to review the baseline and mid-year assessment. Teachers will organize small groups based on the students needs per concept learned in science.
Person responsible for monitoring outcome:	Isis Piloto (ipiloto@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Standards-Aligned Instruction, our school will focus on the evidence based strategies of: Standards-Aligned Instruction. Standards-Aligned Instruction refers to teachers executing lessons based on the standards/learning targets and ensure that all student products and teaching techniques are aligned to the intended standards. Teachers will deliver planned lessons to guide students through the demands of the standards/learning targets. Students will show evidence of mastering the lesson objective/s through their work samples/tasks.
Rationale for Evidence-based Strategy:	Interactive learning environment will ensure that teachers are using resources, addressind pre-requisit skills and aligned to grade level standards. Teachers will continuously make adjustments to lessons as new data becomes available.

Action Steps to Implement

9/7-9/10 Teachers in 6th, 7th, and 8th grades will disaggregate the science data and determine what standards they need to focus their lessons and instruction. As a result, teachers will align their instruction based to the standards needing remediation .

Person Responsible	Isis Piloto (ipiloto@dadeschools.net)

9/13-10/11 During common planning, teachers will align their lessons to the standard that need to be addressed during the first nine weeks. This will ensure that all teachers will know what standards are taught during the first nine weeks.

Person Responsible	Isis Piloto (ipiloto@dadeschools.net)

9/13- 10/11 Teacher and student will engage in a hands on science fair project as a class based on grade level standards. This will result in students applying the knowledge they have learned through hands-on activities.

Person Responsible   Isis Piloto (ipiloto@dadeschools.net)

8/31-10/11- Technology will be integrated into instruction to enhance student engagement, provide immediate feedback, and allow students to access technology as a learning tool using resources such as Gizmos and BrainPop. As a result, the use of technology will enhance student learning and help students make connections to science standards.

Person Responsible   Isis Piloto (ipiloto@dadeschools.net)

11/1- 12/21 During grade level/ department level meetings, teachers and administration will discuss student progress on topic benchmark assessments for math and science. During this meeting, teachers and administrators will discuss the strengths and needs in each benchmark. Support will be provided as needed to modify instruction and ensure successful implementation of benchmarks.

Person Responsible   Isis Piloto (ipiloto@dadeschools.net)

11/1- 12/21 Students will conduct science labs to apply hands on learning and use interactive science notebooks geared towards addressing the state standards.

Person Responsible   Isis Piloto (ipiloto@dadeschools.net)

1/31-3/7- Teachers will attend the different PDs offered by performance matters to be able to use the online platform. This will allow for teachers to better track their student progress in reading, math, and science by standards.

Person Responsible   Isis Piloto (ipiloto@dadeschools.net)

1/31-4/29- Teachers will participate in learning walks with teachers in their same subject area. They will identify resources used, small group instruction, and technology used to implement lesson content.

Person Responsible   Isis Piloto (ipiloto@dadeschools.net)

#3. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	Based on qualitative data from the School Climate Survey we want to use the Targeted Element of Social Emotional, 92% of the staff and 78% of the students agree that they feel safe and secure in our school. In contrast, 54% of our student population agreed with adults caring about them as individual. The data demonstrates that our student body population need continuous reassurance and demonstration of social emotional support.
Measurable Outcome:	If we successfully implement Social Emotional Learning, then our student population will increase 30% in agreement that adults care about them as individuals.
Monitoring:	Administration will conduct walkthroughs to observe the implementation of SEL strategies with students. School leadership team will display the use of SEL thoughout the school, on social media, and communicate with parents.
Person responsible for monitoring outcome:	Isis Piloto (ipiloto@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Social Emotional Learning, our school will focus on the evidence-based strategy of: Social and Emotional Learning. Social and Emotional Learning (SEL) involves the processes through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.
Rationale for Evidence-based Strategy:	Our stakeholders believe that getting back to school will be filled with many emotions, some of which educators will not be able to control like happiness, fear, anxiety, and excitement. As educators, what we can control is the supports we have in place for students. As a school will need to provide SEL instruction through the different curriculum and praise for students that do the right thing,

Action Steps to Implement

8/19- 9/16- SEL is an important component in our curriculum this school year. Our school counselor will provide teachers with strategies on how to address SEL. As result, the teachers will have the skills needed to address any student concerns within a class setting.

Person Responsible	Isis Piloto (ipiloto@dadeschools.net)

9/13-10/11- During this time the school counselors will schedule class groups on a biweekly basis and will model lessons in character education and SEL. As a result, teachers will improve their ability to teach the strategies to help students.

Person Responsible	Elizabeth Nolan (lnolan@dadeschools.net)

8/30-10/11-Administrators will conduct walk thoughts in the first nine week to ensure the fidelity of SEL within the classrooms. As a result, SEL lessons will be implemented with fidelity and student emotional needs will be addressed.

Person Responsible	Isis Piloto (ipiloto@dadeschools.net)

8/30-10/11-Counselors and teachers promote positive SEL engagement by spotlighting classrooms that implement and focus on SEL throughout the first nine weeks. As a result spotlight classroom will show students that they are valued.

Person Responsible   Elizabeth Nolan (lnolan@dadeschools.net)

11/1- 12/21 Provide parents with a SEL curriculum to promote a culture of unity and kindness regardless of our many differences.

Person Responsible   Elizabeth Nolan (lnolan@dadeschools.net)

11/1- 12/21 Professional learning for parents to integrate the monthly character education and core value. This will assist in making a home-to-school connection and improve our students' SEL.

Person Responsible   Elizabeth Nolan (lnolan@dadeschools.net)

1/31-4/29- Provide teachers the resources to empower the students by recognizing their achievements, through "falcon of the month" and "do the right thing"

Person Responsible   Maribel Rivera (pr5101@dadeschools.net)

1/31-4/29- Teachers and principal will conduct a parent virtual night by grade and principal coffee night will provide parents with strategies and resources to address academics and SEL at home.

Person Responsible   Maribel Rivera (pr5101@dadeschools.net)

#4. Leadership specifically relating to Leadership Development	
Area of Focus Description and Rationale:	Based on the school climate survey results, only 67% of our school staff feel they are listened to and considered. About 55% of the staff feel that administration is receptive to constructive criticism. At John I. Smith K-8 center, teachers and staff members feel they need administration and the school's leadership team to listen to their concerns. In order to increase staff morale, we need to empower teachers to take control over leadership roles within the school.
Measurable Outcome:	If we successfully implement leadership development, then at least 75% of our staff will feel that administration is receptive to constructive criticism and that school staff feel they are listened to and considered.
Monitoring:	Administration will identify specific staff members that are experts in various subject areas. These experts will become subject-area chairpersons. These subject-area chairpersons will attend PDs throughout the year and develop school wide initiatives that will impact student learning by providing small group learning communities within the school. The initiative will be evident by teacher leaders providing support to their colleagues in various areas.
Person responsible for monitoring outcome:	Maribel Rivera (pr5101@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Instructional Leadership Team, we will focus on the Leadership Development, we will focus on the evidence-based strategy of Shared Leadership. Shared Leadership involves systems designed to develop leadership capacity among all members of the school community. In Shared Leadership, teachers, staff, parents, and principals work together to solve problems and create an engaging school climate that fosters student learning. This can be achieved by understanding that different leadership styles are needed, engaging all stakeholders in working together towards a shared purpose, and ensuring all participants share responsibility and accountability.
Rationale for Evidence-based Strategy:	At John I. Smith K-8 Center, we want to recognize teachers as experts and support them to meet high standards. Teachers and staff should be involved in decision-making and equipped for school leadership positions. This process will create a buy in which leads to innovative solutions.

Action Steps to Implement

8/31-9/3-Our administrative team created committees and encouraged teacher leaders to spearhead each committee. As a result, teachers will be empowered to take on leadership roles.

Person Responsible	Isis Piloto (ipiloto@dadeschools.net)

9/13-10/11- The lead mentor will identify new teachers in the building and provide opportunities for PD and one to one mentoring as needed. As a result, new teachers will feel supported and the lead mentor will have the opportunity to enhance her leadership skills.

Person Responsible	Claudia Pastora (cxp_simpson@dadeschools.net)

8/31-10/11- Teacher leaders will be available once a month to meet with teachers that need guidance in a specific subject and will share best practices. As a result, teacher leaders will enhance their ability to lead.

Person Responsible	Isis Piloto (ipiloto@dadeschools.net)

8/31-10/11- Identify four teachers by subject area who will attend PDs. After attending PDs, they will disseminate information learned with their collogues. As a result, teacher leaders will assume leadership roles and provide support for their team.

Person Responsible   Isis Piloto (ipiloto@dadeschools.net)

11/1- 12/21 In order to strengthen teacher leadership skills, teachers will be given the opportunity to share classroom instruction successes, share lessons, strategies, and best practices during faculty meetings and the PD days.

Person Responsible   Maribel Rivera (pr5101@dadeschools.net)

11/1- 12/21 Administration will Identify classrooms where teachers can visit and observe lessons. Collaborative conversations between teachers before and after these visits is important to have a support system in place.

Person Responsible   Isis Piloto (ipiloto@dadeschools.net)

1/31-4/29- SLT will organize Learning walks for teachers to participate with teachers in their same subject area. They will identify resources used, small group instruction, and technology used to implement lesson content.

Person Responsible   Isis Piloto (ipiloto@dadeschools.net)

1/31-4/29- In a meeting with administration, teachers and staff will be able to address concerns that are current and ask for resources to address the needs.

Person Responsible   Maribel Rivera (pr5101@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.

In comparison to the state of Florida, John I. Smith K-8 Center has a low incident ranking. In 2019, our school had no in-school or out-of- school suspensions. Our school reported 0.6 incidents per 100 students. This rate is less than the Statewide combination school rate of 1.6 incidents per 100 students. Our school culture and environment will be monitored by a needs survey provided to the parents and staff.

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.

At John I. Smith K-8 Center, the school counselors use the character education and values matter curriculum. For our older students, the students participate in the "Do the Right Thing" program. Students are motivated and rewarded for their exemplary behavior, accomplishments, and good deeds. Many students serve as role models for our school's vision and mission statement. Our administration engages parents and students in activities throughout the school year such as mom/son spring activity and dad/daughter dance. Since our students are coming back from a pandemic, our counselors school will provide mental health and wellness focused services that promote our students' social emotional development, prevent development of mental heath challenges and address social emotional problems.

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

Our school principal is responsible for disseminating up to date information to parents and teachers. She will partner with local business and establish relationships that will support school initiatives. Additionally, she will promote PTA support by recruiting parent volunteers and supporting PTA monthly activities.

Our school's assistant principals' role is to assist with planning and coordinating for special events. Additionally, they will identify the students that will participate in these events.

The school counselor will be responsible in promoting positive behavior and ensuring the implementation of the values matter district initiative. She will take an active role in morning announcements to show case students that are engaging in positive behavior.

Teacher leaders create social media pages to promote and highlight our school.