

Miami-Dade County Public Schools

Georgia Jones Ayers Middle School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	9
Planning for Improvement	17
Positive Culture & Environment	25
Budget to Support Goals	0

Georgia Jones Ayers Middle School

1331 NW 46TH ST, Miami, FL 33142

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

Demographics

Principal: Carol Sampson R

Start Date for this Principal: 7/19/2018

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 Economically Disadvantaged Students
School Grades History	2018-19: C (45%) 2017-18: D (38%) 2016-17: C (44%)
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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	9
Planning for Improvement	17
Title I Requirements	0
Budget to Support Goals	0

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p>	<p>2020-21 Title I School</p> <p>Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>90%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>99%</p>

School Grades History

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

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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.

Georgia Jones-Ayers Middle School seeks to create a challenging learning environment that encourages high expectations for success through development-appropriate instruction that allows for individual differences and learning styles. Our school promotes a safe, orderly, caring, and supportive environment. Each student's self-esteem is fostered by positive relationships with students and staff. We strive to have our parents, staff, and community members actively involved in our student's learning.

Provide the school's vision statement.

To provide a stimulating learning environment with a technological orientation across the whole curriculum, which maximizes individual potential and ensures students of all ability levels are well equipped to meet the challenges of education, work, and life.

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
Sampson, Carol	Principal	To oversee and ensure the appropriate execution of the School Improvement Plan.
Christian, Xiomara	Assistant Principal	To ensure appropriate execution of the School Improvement Plan
Morris, Corey	Assistant Principal	To ensure the appropriate execution of the School Improvement Plan
Harris, Gina	Instructional Coach	To support the execution of the School Improvement Plan.
Hicks, Ariel	Reading Coach	To support the execution of the School Improvement Plan.
Steed, Gollar	Reading Coach	To support the execution of the School Improvement Plan.

Demographic Information

Principal start date

Thursday 7/19/2018, Carol Sampson R

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.*

8

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.*

19

Total number of teacher positions allocated to the school

34

Total number of students enrolled at the school

501

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

11

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

5

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	189	139	188	0	0	0	0	516
Attendance below 90 percent	0	0	0	0	0	0	95	99	129	0	0	0	0	323
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	72	37	25	0	0	0	0	134
Course failure in Math	0	0	0	0	0	0	75	13	11	0	0	0	0	99
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	49	57	87	0	0	0	0	193
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	47	45	73	0	0	0	0	165
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	140	97	140	0	0	0	377
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	107	79	104	0	0	0	0	290

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	18	6	10	0	0	0	0	34
Students retained two or more times	0	0	0	0	0	0	10	9	7	0	0	0	0	26

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	164	204	176	0	0	0	0	544
Attendance below 90 percent	0	0	0	0	0	0	109	127	100	0	0	0	0	336
One or more suspensions	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	44	22	16	0	0	0	0	82
Course failure in Math	0	0	0	0	0	0	24	15	3	0	0	0	0	42
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	64	87	71	0	0	0	0	222
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	50	68	63	0	0	0	0	181

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	89	100	76	0	0	0	0	265

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	18	6	10	0	0	0	0	34
Students retained two or more times	0	0	0	0	0	0	12	7	5	0	0	0	0	24

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				18%	58%	54%	15%	56%	53%
ELA Learning Gains				44%	58%	54%	34%	56%	54%
ELA Lowest 25th Percentile				45%	52%	47%	36%	52%	47%
Math Achievement				25%	58%	58%	18%	56%	58%
Math Learning Gains				48%	56%	57%	40%	56%	57%
Math Lowest 25th Percentile				53%	54%	51%	45%	55%	51%
Science Achievement				23%	52%	51%	33%	52%	52%
Social Studies Achievement				62%	74%	72%	59%	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	16%	56%	-40%	52%	-36%
Cohort Comparison		-15%				
08	2021					
	2019	20%	60%	-40%	56%	-36%
Cohort Comparison		-16%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	17%	58%	-41%	55%	-38%
Cohort Comparison						
07	2021					
	2019	22%	53%	-31%	54%	-32%
Cohort Comparison		-17%				
08	2021					
	2019	23%	40%	-17%	46%	-23%
Cohort Comparison		-22%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	20%	43%	-23%	48%	-28%
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	59%	73%	-14%	71%	-12%

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	83%	63%	20%	61%	22%

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 data below is compiled for English Language Arts and Mathematics from the i-Ready Diagnostic Assessments, AP1, AP2, and AP3. The areas of Science and Civics are measured using district created and issued Mid Year Assessment. To progress monitor we will use i-Ready Growth monitoring, topic assessments, and formative assessments created by teachers and coaches in collaboration with our district support.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	12	19.8	20.8
	Economically Disadvantaged	11	16.7	19.4
	Students With Disabilities		2.9	11.1
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	10.4	16.8	21.5
	Economically Disadvantaged	10.2	15.1	20.2
	Students With Disabilities		8.8	11.1
	English Language Learners	5.6	2.8	5.7

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	10.6	16.7	15.6
	Economically Disadvantaged	9.8	16.2	14.2
	Students With Disabilities	3.2	12.1	10.3
	English Language Learners		4.8	8.9
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	7.1	10.6	13.4
	Economically Disadvantaged	6.8	10.5	12.7
	Students With Disabilities	6.1	8.1	10
	English Language Learners	4.5	4.5	8.6
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students		51	
	Economically Disadvantaged		50	
	Students With Disabilities		21	
	English Language Learners		44	

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	13.5	16.7	11.4
	Economically Disadvantaged	12.2	15.7	9.6
	Students With Disabilities	8.3	12.5	5
	English Language Learners	8.9	4.3	
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	7.8	11.1	13.9
	Economically Disadvantaged	8.6	11.3	13.5
	Students With Disabilities		16.7	15
	English Language Learners	3.9	4.2	2.2
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			5
	Economically Disadvantaged			3
	Students With Disabilities			8
	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	6	22	37	5	20	33	14	23			
ELL	11	32	34	11	24	41	18	32	36		
BLK	25	35	38	17	25	43	18	49	40		
HSP	13	31	30	12	22	41	20	36	25		
FRL	17	32	34	13	23	42	16	40	30		
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	9	39	39	9	45	52	5	43			
ELL	12	47	43	17	49	61	12	53			
BLK	19	42	48	28	45	48	24	66	80		
HSP	17	46	43	23	51	58	22	60			
FRL	17	44	46	25	48	52	23	60	83		

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	7	35	48	7	26	24	13	53			
ELL	7	29	32	15	40	48	24	41			
BLK	12	32	48	17	40	46	26	63	63		
HSP	17	35	33	21	42	47	43	56	57		
FRL	14	33	36	18	40	44	33	59	59		

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	29
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	32
Total Points Earned for the Federal Index	286
Total Components for the Federal Index	10
Percent Tested	90%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	20
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	27
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 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	32
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	26
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	28
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?

Rising 6th graders are an area of concern as over 70% of the incoming students entering Georgia Jones-Ayers have failed both Math and ELA courses.

iReady ELA/Reading data shows that student data decreased from Winter to Spring for all 6th, 7th, and 8th-grade students. There was a 12 percentage point decrease in Reading Learning Gains and a 24 percentage point decrease in Mathematic Learning Gains when comparing the 2021 FSA results to 2019.

Student attendance shows that 48% of students during the 2020-2021 school year missed 31+ days of school, compared to T1W/T2/T3 schools where only 28% of students missed 31+ days of school.

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

A contributing factor that impacted students in 6th grade was evidenced by the 38% attendance rate. Due to low attendance, students are in need of additional opportunities to interact with ELA and math standards and instruction as evidenced by 40% of students failing their ELA and Mathematics courses. In addition to failing courses, there was no growth in ELA proficiency and an eleven percent point decrease in Math proficiency when comparing the 2021 FSA results to 2019.

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

A factor that led to the need to address incoming 6th graders and 7th and 8th graders trend data was the overall attendance rate of 48% with 31+ instructional days missed. Future attendance initiatives and extracurricular programs will be adopted to increase attendance rates, as well as improve students' perspectives on the value of academic and social related activities conducted in school.

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

Data components that demonstrate the greatest area of improvement are specifically with our rising 7th grade students in the subject of Math. When in 6th grade the students moved from 15.7% to 19% from the Winter to Spring iReady Assessment.

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

Some contributing factors were the use of data to provide students with explicit instruction as well as, the ability for teachers to collaboratively plan in order to provide consistent instruction across the respective grade levels.

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

In addition to imploring explicit instruction, the school will implement differentiated instruction, data-driven intervention groups and standard-based collaborative planning to accelerate learning to increase ELA and Math student achievement.

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.

Professional development activities to promote student achievement and accelerate learning would include Student -Centered Learning strategies. These strategies would be comprised of a wide variety of learning experiences, instructional approaches, and academic-support strategies (physical or virtual) that intend to address the distinct learner needs.

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

In order to sustain student achievement and beyond, the school will implement various intervention structures during and outside instructional hours for literacy and mathematic courses. Additionally, the school will incorporate an SEL component where student recognition and incentivization will be used to enhance student and teacher motivation and growth mindset to ultimately yield long term academic and SEL results positively.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Small Group Instruction

Area of Focus Description and Rationale: Based on the data review, iReady ELA/Reading data shows that student data decreased from winter to spring for all 6th, 7th, and 8th-grade students by one percentage point, two percentage points, and three percentage points respectively. This decrease was evident across tiers indicating the unique needs of students have not been met. Additionally there was a 12 percentage point decrease in Reading Learning Gains and a 24 percentage point decrease in Mathematic Learning Gains when comparing the 2021 FSA results to 2019.

Measurable Outcome: At Georgia Jones-Ayers Middle School, grade 6-8 students will demonstrate a 5% increase in proficiency from AP1 to AP2.

Monitoring: This area will be monitored through the review of bi-weekly progress monitoring as well as growth monitoring assessments. Administration will also collaborate with instructional coaches to ensure that during department meetings and common planning, teachers are strategically planning for small group instruction as well as reviewing resulting assessment data (data binders, data walls, data chats) to inform instructional decisions pertaining to small groups. We will know that we are on track to meet the outcome above once assessment data begin to trend positively.

Person responsible for monitoring outcome: Corey Morris (275837@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Small group instruction, our school will focus on the evidence-based strategy of: RTI and Data-Driven Instruction. All frameworks will have an outlined Small Group Instruction time and this will be one of the outcomes of development and collaborative planning time with teachers.

Rationale for Evidence-based Strategy: This strategy will provide more on-on-one instruction with the teacher. This strategy is impactful with students who are more than two grade levels below because it provides an effective means of intervention for students, which will help lead to improvement in performance amongst students in tier 3. This strategy will also give teachers the opportunity to provide differentiated instruction and enrichment for tier 2 and 1 students. Using small group instruction will lead to growth in all tiers, which will help the school reach the target outcome.

Action Steps to Implement

9/27/21 - Coaches and teachers will meet via department meeting to engage in strategic planning that will ensure that effective lesson plans infuse small group best practices and instructions. This will be done by reviewing data, grouping students, and planning for teacher led lessons.

Person Responsible: Ariel Hicks (ahicks13@dadeschools.net)

8/30/21 - Coaches and teachers will meet weekly during collaborative planning to establish routine explicit instruction, and solidify resources (including, but not limited to i-ready toolbox, scaffolding for comprehension, and tools for instruction).

Person Responsible: Gollar Steed (gsteed@dadeschools.net)

10/4/21 - Coaches will meet with administration in order to debrief collaborative planning and implementation of small group resources. This will include discussion of delivery of explicit instruction as

well as coaching cycles. During this time, adjustments to resources and additional instructional support will be determined based on informal classroom walk-throughs and in-class coaching support.

Person Responsible Corey Morris (275837@dadeschools.net)

10/11/21 - After classroom observation, Coaches will meet with teachers to discuss the implementation of the high yield strategies and the desegregation of formative data from identified supplementary materials to adjust instructional practices based on student needs.

Person Responsible Gina Harris (gharris1@dadeschools.net)

11/17/21 - The Literacy Department will conduct a Lesson Study focused on Small Group Instruction, this will include planning, executing, and observing best practices as a department.

Person Responsible Ariel Hicks (ahicks13@dadeschools.net)

12/17/21 - The Leadership Team will provide job-embedded professional development on data disaggregation and application, the first PD will be on October 29th on Performance Matters and continue in Collaborative Planning or Faculty Meetings to include Power BI, iReady, and Read 180 platforms.

Person Responsible Gina Harris (gharris1@dadeschools.net)

2/11/22 - Coaches and teachers will meet via department meeting to engage in strategic planning that will ensure that effective lesson plans infuse small group best practices and instructions. This will be done by reviewing AP2 i-Ready & MYA data, grouping students, and planning for teacher led lessons.

Person Responsible Gollar Steed (gsteed@dadeschools.net)

2/25/22 - Coaches will create and execute an intervention plan that includes revised support plan for coaches to use push-in, pull-out, or parallel teaching approaches during small group instruction.

Person Responsible Xiomara Christian (xchristian@dadeschools.net)

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

Area of Focus Description and Rationale: Based on the data review of the Early Warning Systems, rising 6th graders are an area of concern as over 70% of the incoming students have failed both Math and ELA courses. In addition to failing courses, there was no growth in ELA proficiency and an eleven percent point decrease in Math proficiency when comparing the 2021 FSA results to 2019. This trend of failing classes was evident across grade-levels, ensuring all students are prepared to meet the standards and are ultimately successful in assessments is a priority at Georgia Jone-Ayers Middle School.

Measurable Outcome: At Georgia Jones-Ayers Middle School, students will demonstrate an 80% passing rate with a "C" or higher in their core ELA and Math classes.

Monitoring: The leadership team will conduct data chats by department, grade-level team meetings will include monitoring student academic progress and identify students at risk for failing, progress reports will be used to notify students and stakeholders of academic standing, and report cards will be use for measurement of progress towards student and school-wide goal.

Person responsible for monitoring outcome: Xiomara Christian (xchristian@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Standards-Aligned Instruction, our school will focus on the evidence-based strategy of not only standards-aligned instruction, but planning and grading as well. This will ensure that the lessons and activities students practice are preparing them to be successful on the standards.

Rationale for Evidence-based Strategy: Aligning the standards will assist with mitigating learning loss by providing instruction from where students are and bringing them up to current grade-level standards.

Action Steps to Implement

8/30/21 - Coaches and teachers will meet via department meeting to engage in strategic planning that will ensure that effective lesson plans incorporate standards-aligned instruction, and assessments, that will reinforce one another. This will include teachers having an open dialogue on student progress with standards and unified instructional high yield strategies implementation status and clarification.

Person Responsible Ariel Hicks (ahicks13@dadeschools.net)

9/20/21 - Coaches and teachers will meet weekly during collaborative planning to unpack standards and develop standard-aligned activities and assessments with tools such as the item specs and planning cards, as well as formative assessments aligned with focus standard and scaffolding questions that assist with student acquisition of content and skills.

Person Responsible Gollar Steed (gsteed@dadeschools.net)

9/27/31 - Coaches will meet with administration in order to debrief collaborative planning strategies and implementation of standard-aligned instruction during in-class support and coaching cycles.

Person Responsible Corey Morris (275837@dadeschools.net)

10/11/2 - After conducting in-class support, Transformation Coaches will engage in the debriefing process to discuss implementation of identified high yield strategies and student results from formative assessments like exit tickets.

Person Responsible Gina Harris (gharris1@dadeschools.net)

11/08/21 - Instructional Coaches will lead teachers in evaluating sample student work and formative data in Collaborative Planning sessions.

Person Responsible Gollar Steed (gsteed@dadeschools.net)

12/3/21 - Instructional Coaches will assist teachers in planning and modeling the Gradual Release strategy in their content area lessons.

Person Responsible Ariel Hicks (ahicks13@dadeschools.net)

2/25/22 - Coaches will support teachers to provide standard-aligned feedback to students, during Collaborative Plannings and department meetings and will monitor through walkthroughs and product reviews.

Person Responsible Ariel Hicks (ahicks13@dadeschools.net)

3/4/22 - During Leadership team meetings, coaches will provide administration with a debrief of collaborative planning strategies and implementation of standard-aligned instruction during in-class support and coaching cycles. In addition, coaches will continue to provide weekly look-fors to administration based on collaborative planning.

Person Responsible Gina Harris (gharris1@dadeschools.net)

#3. Culture & Environment specifically relating to Student Attendance

Area of Focus
Description and Rationale: Based on the data review, student attendance shows that 48% of students during the 2020-2021 school year missed 31+ days of school, compared to T1W/T2/T3 schools where only 28% of students missed 31+ days of school.

Measurable Outcome: If we successfully implement our Student Attendance initiatives, daily student attendance will increase by 3 percentage points.

Monitoring: Along with following district programs and recommendations we will start an initiative called Mustang Recognition Pillars. Recognition and incentives will be provided for students who not only attend their classes in a timely fashion but that also exhibit these pillars. Administration will monitor attendance bulletin and ensure the fidelity of the Pillar recognition.

Person responsible for monitoring outcome: Carol Sampson (pr6011@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Student Attendance, our school will focus on the following evidence-based strategies: active learning methods, student-centered learning, and monitoring attendance data (all examples of the GJAMS Pillars of Excellence).

Rationale for Evidence-based Strategy: Ensuring students are recognized when they exhibit active attendance, and that teachers use active learning and student-centered activities (some of the GJAMS Pillars outlined) will facilitate increasing student attendance.

Action Steps to Implement

8/30/21 - School leadership team/ Team leaders will meet on a weekly basis during Leadership Team Meetings (including Student Services) to review student attendance and identify students with excessive absences (10+). Staff will receive daily emails with the attendance bulletin and will discuss at their weekly grade-level team meetings.

Person Responsible: Carol Sampson (pr6011@dadeschools.net)

9/13/21 - Once students have been identified City Year corps members will make phone calls home. Success coach/Counselor will provide information for wrap-around services. Focusing on the whole child will ensure that stakeholders feel supported and that students have increased attendance at school.

Person Responsible: Xiomara Christian (xchristian@dadeschools.net)

9/13/21 - With the use of the Georgia Jones-Ayers Middle Pillars of Recognition administration will recognize and provide incentives for students at least monthly, but with more frequency at the beginning of the year.

Person Responsible: Xiomara Christian (xchristian@dadeschools.net)

9/20/21 - Team leaders will continue to monitor attendance and academic progress of students identified on target list. As outlined in the attendance plan this will include student services personnel to conduct student and parent conferences.

Person Responsible Gina Harris (gharris1@dadeschools.net)

11/12/21 - Administrative Team will solidify a system to communicate attendance list with City Year ACMs to partner with making phone calls.

Person Responsible Xiomara Christian (xchristian@dadeschools.net)

11/15/21 – Returning counselor and Admin team will train our new member of the student services team.

Person Responsible Carol Sampson (pr6011@dadeschools.net)

2/18/22 - Student services team will continue to sponsor the “Attendance Olympics” which will highlight students that have perfect attendance for the month. Students are rewarded and recognized for their efforts.

Person Responsible Xiomara Christian (xchristian@dadeschools.net)

3/4/22 - Student services team will meet and continue partnership with mental health coordinator from Jessie Trice community and the mental health coordinator from the department of Mental health services, will target students that need outside counseling services, as well as provide appropriate community resources and support services to students and parents.

Person Responsible Xiomara Christian (xchristian@dadeschools.net)

#4. Leadership specifically relating to Specific Teacher Feedback

Area of Focus
Description and Rationale: The 2020-2021 School Improvement Plan Survey results on PowerBi indicated that 41% of the staff believed that administration provides daily/weekly feedback to improve student outcomes.

Measurable Outcome: On the 21-22 SIP Survey the questions where teachers describe how often their receive feedback will demonstrate an increase in the daily/weekly category by 4 percentage points.

Monitoring: This data will be monitored through our monthly faculty meetings as well as the Mustang Recognition Pillars-This strategy is a cluster of evidence-based strategies that will support how Georgia Jones-Ayers Middle will provide incentives not only for student attendance as mentioned earlier but also staff recognition.

Person responsible for monitoring outcome: Carol Sampson (pr6011@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Specific Teacher Feedback, our school will focus on the evidence-based strategy of: staff recognition and empowering the team.

Rationale for Evidence-based Strategy: Implementing quality Teacher Feedback where staff is regularly highlighted and recognized will improve culture of the building and overall student outcomes.

Action Steps to Implement

8/31/21 - With the use of the Georgia Jones-Ayers Middle Pillars of Recognition administration will provide teachers with school-wide recognition monthly. Teachers will be announced in the building and on social media, they will receive a certificate and gift card. Success will be measured anecdotally based on teacher response as well as an increase in teachers volunteering to "go beyond."

Person Responsible Xiomara Christian (xchristian@dadeschools.net)

9/13/21 - Additionally, teachers will receive weekly feedback (grows and glows) based on a Microsoft Form and emails sent to teachers after administrators visit classrooms.

Person Responsible Xiomara Christian (xchristian@dadeschools.net)

9/27/21 - Administration will provide teachers with the opportunities to share these best practices through morning department meetings, as well as during weekly [collaborative] planning sessions.

Person Responsible Carol Sampson (pr6011@dadeschools.net)

12/13/21 - Administration will elicit anonymous feedback from teachers at midyear to measure effectiveness of recognition and its impact on admin visibility.

Person Responsible Carol Sampson (pr6011@dadeschools.net)

11/12/21 – Administrative Team will revise and implement a Walkthrough Microsoft Form to streamline the feedback teachers receive from classroom visits.

Person Responsible Carol Sampson (pr6011@dadeschools.net)

12/6/21 – Leadership Team will create a system to collaborate on shout out and recognition to staff in person and social media.

Person Responsible Xiomara Christian (xchristian@dadeschools.net)

2/4/22 – Administrative Team will meet to review and revise feedback provided by the Walkthrough Microsoft Form.

Person Responsible Carol Sampson (pr6011@dadeschools.net)

3/18/22 - Leadership Team will continue to shout out and recognize to staff in person and social media.

Person Responsible [no one identified]

Additional Schoolwide Improvement Priorities

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

Analyzing the discipline data by the SafeSchoolsforAlex.org website, Georgia Jones-Ayers Middle School ranked "very high" in violent incidents in the state of Florida during the 2019-2020 school year. The continued improvement of school culture and the perception of this culture is important to us. We will continue to foster student involvement in Positive Behavior Support, Restorative Justice Practices, grade-level team activities, afterschool enrichment (TALENTS and All Stars), and athletics. We will use the MTSS dashboard on Power Bi to track student behavior progress and analyze student needs through these initiatives.

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 Georgia Jones-Ayers building positive school culture and environment involves celebrating the success of students and staff by emphasizing accomplishments and collaboration along with ensuring that addressing the social-emotional wellness of students is a school priority.

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

The stakeholders involved in promoting a positive culture and environment and culture at the school are the school leadership team, the counselor, as well as, partnering agencies (City Year, Girl Power).