

Miami-Dade County Public Schools

# Ruben Dario Middle School



## 2021-22 Schoolwide Improvement Plan

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# Ruben Dario Middle School

350 NW 97TH AVE, Miami, FL 33172

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

## Demographics

**Principal: Juan Boue**

Start Date for this Principal: 1/19/2009

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	96%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Hispanic Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: B (59%) 2017-18: B (54%) 2016-17: C (52%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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](http://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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## Ruben Dario Middle School

350 NW 97TH AVE, Miami, FL 33172

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

### School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	80%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

### School Grades History

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

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<https://www.floridacims.org>.

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## Part I: School Information

### School Mission and Vision

#### **Provide the school's mission statement.**

The mission of Rubén Darío Middle Community School is to educate all students in a culturally diverse environment by adherence to the highest educational standards and the use of all relevant data for instruction that will empower our students to become productive and competitive citizens in a world of knowledge and technology.

#### **Provide the school's vision statement.**

Our vision at Rubén Darío Middle Community School is to provide students with a safe and structured learning environment that uses a challenging curriculum with data driven instruction and active parental involvement, to assure student learning, critical thinking, and high achievement in all their future endeavors.

### 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
Mccarthy, Verona	Principal	Oversees the daily activities and operations within a school, including carrying out the school's vision and mission. Additionally, the principal is responsible for articulating the school's goals to all constituents — students, faculty and staff, parents, and community members, ensuring the school environment is safe and nurturing for all stakeholders.
Torrens, Angela	Assistant Principal	Responsible for implementing district and school policies, handling administrative tasks, and assisting with curriculum development. In addition, the assistant principal promotes a positive, caring climate for learning, including participation in the development of improvement plans and effectively communicating school objectives with all stakeholders.
Walker, Barbara	Teacher, K-12	Develops and presents lesson plans to students, maintaining a safe and respectful classroom environment to optimize student learning. As ELA department chair, an additional responsibility is assisting in creating the school's yearly improvement plan and tracking students' academic progress in reading and writing.
Rozo, Ileana	Teacher, K-12	Plans and administers the social studies instructional program in compliance with district and state guidelines to encourage and motivate students during varied educational experiences, utilizing available resources to establish cooperative relationships with all stakeholders. Additionally, work collaboratively to supports the school's mission and vision, fostering an environment and culture which promotes respect, responsibility and trust.
Quintana, Vanessa	Other	A primary responsibility is to provide teachers with pedagogical support to effectively leverage technology in the classroom. Using the coaching model, the educator spearheads professional development activities, especially with the utilization of technology during instruction, tracking stakeholder progress.
Pena, Lourdes	Teacher, ESE	Responsible for providing support to ensure that students with disabilities demonstrate increased participation and performance in the standard curriculum, statewide assessments, and accountability systems. An additional responsibility is that of school testing coordinator, which entails coordinating and supervising the implementation of local, state and national standardized testing programs to ensure compliance.

## Demographic Information

### Principal start date

Monday 1/19/2009, Juan Boue

**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.*

16

**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.*

8

**Total number of teacher positions allocated to the school**

20

**Total number of students enrolled at the school**

530

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

4

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

2

### 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	176	166	188	0	0	0	0	530
Attendance below 90 percent	0	0	0	0	0	0	22	27	22	0	0	0	0	71
One or more suspensions	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	15	5	6	0	0	0	0	26
Course failure in Math	0	0	0	0	0	0	22	2	40	0	0	0	0	64
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	20	32	37	0	0	0	0	89
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	22	33	35	0	0	0	0	90
Number of students with a substantial reading deficiency	0	0	0	0	0	0	77	80	106	0	0	0	0	263

**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	31	30	34	0	0	0	0	95

**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	1	0	2	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	5	1	1	0	0	0	0	7

**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	183	193	209	0	0	0	0	585
Attendance below 90 percent	0	0	0	0	0	0	27	23	17	0	0	0	0	67
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	5	5	11	0	0	0	0	21
Course failure in Math	0	0	0	0	0	0	3	41	7	0	0	0	0	51
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	32	35	36	0	0	0	0	103
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	34	33	47	0	0	0	0	114

**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	32	35	35	0	0	0	0	102

**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	1	0	2	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	1	1	1	0	0	0	0	3

**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				55%	58%	54%	46%	56%	53%
ELA Learning Gains				62%	58%	54%	53%	56%	54%
ELA Lowest 25th Percentile				56%	52%	47%	57%	52%	47%
Math Achievement				51%	58%	58%	45%	56%	58%
Math Learning Gains				57%	56%	57%	55%	56%	57%
Math Lowest 25th Percentile				50%	54%	51%	47%	55%	51%
Science Achievement				41%	52%	51%	39%	52%	52%
Social Studies Achievement				72%	74%	72%	64%	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	45%	58%	-13%	54%	-9%
Cohort Comparison						
07	2021					
	2019	44%	56%	-12%	52%	-8%
Cohort Comparison		-45%				
08	2021					
	2019	50%	60%	-10%	56%	-6%
Cohort Comparison		-44%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	44%	58%	-14%	55%	-11%
Cohort Comparison						
07	2021					
	2019	24%	53%	-29%	54%	-30%
Cohort Comparison		-44%				
08	2021					
	2019	32%	40%	-8%	46%	-14%
Cohort Comparison		-24%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	29%	43%	-14%	48%	-19%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	90%	68%	22%	67%	23%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	58%	73%	-15%	71%	-13%
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	80%	63%	17%	61%	19%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	96%	54%	42%	57%	39%

### Grade Level Data Review - Progress Monitoring Assessments

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

The values displayed is percent of student proficiency based on iReady diagnostic results where available and Midyear assessments for Civics and Science.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	32.4	42.2	39.6
	Economically Disadvantaged	31.3	41.5	38.6
	Students With Disabilities		8.7	12.5
	English Language Learners	18.2	13.0	13.0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	16.9	35.8	54.1
	Economically Disadvantaged	16.2	34.6	53.3
	Students With Disabilities	4.2	25.0	33.3
	English Language Learners	4.3	13.0	26.1

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	37.4	45.9	38.5
	Economically Disadvantaged	36.2	46.1	38.7
	Students With Disabilities	21.7	26.1	17.4
	English Language Learners	3.2		3.2
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	27.5	41.6	41.7
	Economically Disadvantaged	27.3	42.7	42.4
	Students With Disabilities	13.0	33.3	27.3
	English Language Learners		6.7	9.7
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students		51.0	
	Economically Disadvantaged		50.0	
	Students With Disabilities		23.0	
	English Language Learners		17.0	

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	32.4	51.4	49.2
	Economically Disadvantaged	29.7	50.6	47.0
	Students With Disabilities	14.3	64.3	46.2
	English Language Learners	5.7	8.8	5.7
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	25.1	41.9	50.8
	Economically Disadvantaged	22.9	41.4	49.7
	Students With Disabilities	21.4	42.9	61.5
	English Language Learners	11.8	11.8	11.4
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students		24.0	
	Economically Disadvantaged		23.0	
	Students With Disabilities		23.0	
	English Language Learners		17.0	

## 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	22	25	22	18	16	19	40	35			
ELL	41	53	52	33	30	27	31	48	82		
HSP	49	54	48	35	32	28	41	51	74		
FRL	48	53	50	34	31	27	41	51	73		
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	42	55	44	31	49	38	40	58	83		
ELL	43	59	54	42	54	46	32	62	85		
HSP	55	62	56	50	57	50	41	72	85		
FRL	55	62	57	50	56	47	42	71	86		

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	19	54	65	23	37	35	13	59			
ELL	27	53	55	32	52	48	27	54	79		
HSP	46	53	57	45	55	47	40	65	83		
FRL	46	53	59	44	54	48	38	64	82		

### 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	46
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	45
Total Points Earned for the Federal Index	463
Total Components for the Federal Index	10
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	25
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	44
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	

Asian Students	
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	46
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	45
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?**

2021 data findings:

According to the 2021 FSA data report from the Florida Department of Education and the school profile report retrieved from Power BI, the following trends emerge across grade levels, subgroups, and core content areas:

Grade 6 ELA proficiency data shows an increase from 2018 through 2021: from 35.3% in 2018, to 44.6% in 2019, and 44.7% in 2021. This demonstrates an overall increase of 9.4 percentage points, representing a positive data trend. In addition, Grade 8 Science FCAT proficiency data shows an increase from 2018 through 2021: from 39% in 2018, to 41% in 2019, and 44% in 2021. This represents an overall increase of 5 percentage points, representing a positive data trend.

However, an analysis of data reports indicated areas where there are negative trends. The ELA L25 FSA learning gains data shows a decrease from 2018 through 2021: from 57% in 2018, to 56% in 2019, and 49% in 2021. This represents an overall decrease of 8 percentage points, representing a negative data trend. Also, grades 6-8 Math (FSA & EOC) student proficiency data shows a decrease from 2018 through 2021: from 24.7% in 2018, to 24.2% in 2019, and 6.7% in 2021. This represents an overall decrease of 20.3 percentage points.

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

2019 data findings:

According to Subgroup Data Review (Section II.D.), the data component that demonstrated the greatest need for improvement was the ELA Subgroup Learning Gains L25 for Students with Disabilities, which decreased by 21 percentage points, from 65% in 2018, to 44% in 2019.

2021 data findings:

Progress monitoring reports for 2020-2021 indicated the data component that demonstrated the greatest need for improvement was ELA Grade 6 English Language Learners, which decreased by 5.2 percentage points from Fall to Spring.

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

2019 data findings:

A contributing factor to this need for improvement was the inefficient implementation of the essential academic practice of blended learning, especially with teaching Students with Disabilities. The major challenge that hampered full implementation was managing and monitoring student progress. Previously, there were limited accessibility to technological resources and online curriculum to optimize student learning outcomes in all core classes, as well as adequate teacher training to implement the academic practice. To address these issues, on-going professional development, spearheaded by the VILS Technology Coach were arranged to advance the implementation of blended learning, especially with Students with Disabilities. Also, collegial meetings focused more on the utilization of disaggregated data during instructional planning, which bolstered teachers' efforts with implementation of blended learning during classroom instruction.

2021 data findings:

Over the past two years, Academic Vocabulary Instruction has been a focused instructional practice

over the past two years. Improvement is needed the utilization of research-based strategies in teaching academic vocabulary, especially with students with limited English language proficiency. Word knowledge is crucial to reading and determines how well students comprehend texts. To address this need, direct vocabulary instruction (word structure analysis) will improve students' word knowledge and reading comprehension. Therefore, members of the school's Literacy Team will share word learning strategies in collegial meetings, with the goal of promoting academic vocabulary instruction. Additionally, the school's i-Ready Reading program contact will form tiered groupings to track students' vocabulary progress and for teachers to access appropriate reading resources for remediation and reteaching.

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

2019 data findings:

According to the Needs Assessment/Analysis - Subgroup Data Review (Section II.D.), the data component that showed the most improvement was Science state assessment achievement, which improved from 13 percentage points in 2018 to 40 percentage points in 2019.

2021 data findings:

Progress monitoring reports indicate that the data component that demonstrated the most improvement was in the area of Math Grade 6 proficiency overall and for the Economically Disadvantaged. The number of proficient students in Grade 6 Math improved overall by 37.2 percentage points from Fall 2020 to Spring 2021, and for Economically Disadvantaged students by 37.1 percentage points over the same time period.

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

2019 data findings:

The contributing factor that led to improvement in Science achievement in 2019 was the utilization of data-driven instruction.

2021 data findings:

The contributing factors that led to improvement were ongoing progress monitoring and technology integration. Math teachers utilized technology tools to provide instruction and address students' needs during differentiated instruction. Additionally, teachers used multiple data points to gauge student mastery of content benchmarks and standards, which provided insight in adjusting classroom instruction to improve learning. School leaders continued to support the framework of the utilization of performance assessments to disaggregate student data to set learning goals, while administrators arranged and actively contributed to data chat sessions with all stakeholders that greatly enhanced student performance outcomes.

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

Academic Vocabulary Instruction, Blended Learning, Ongoing Progress Monitoring (OPM), Standards-Based Collaborative Planning, Technology Integration

**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.**

Selected Leadership Team members will develop small group sessions on bolstering academic vocabulary instruction beginning September, 2021. The VILS Technology Coach will facilitate ongoing professional development opportunities on technology integration and blended learning to accelerate student learning and engagement. Ongoing Progress Monitoring learning sessions will begin in October, 2021, including continuous data chats, individualized feedback, and next steps, making adjustments to instructional groups as data becomes available. Curriculum leaders will chair ongoing standards-based collaborative planning sessions during department meetings to guide the planning, implementation, and assessment of student learning.

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

Department meetings will be scheduled weekly and administration will ensure fidelity to the instructional strategies aligned to school-wide goals. Extended Learning opportunities will be provided with before and after school tutoring and interventions, including learning sessions for ELL, Medical Magnet, and STEM/Robotics.

### Part III: Planning for Improvement

#### Areas of Focus:

**#1. Culture & Environment specifically relating to Early Warning Systems**

<b>Area of Focus Description and Rationale:</b>	On the 2020-2021 administration of the School Climate Survey, 34% of the staff responded that their students are sometimes or never provided with intervention(s) when exhibiting early warning indicators. Based on the data review, there is a need for more consistency and timely monitoring in the use of an established system for identifying students who demonstrate behaviors and/or academic performances that put them at risk to experience adverse educational outcomes.
<b>Measurable Outcome:</b>	If school staff successfully implements the Response to Early Warning Systems (EWS), students will receive quality intervention(s) and support(s) that will contribute to improved student outcomes. With consistent and effective use of this essential practice, the school plans to reduce the number of faculty members that respond negatively on the 2021-2022 end-of-year School Climate Survey regarding students being provided interventions when exhibiting early warning indicators by 14 percentage points.
<b>Monitoring:</b>	Using electronic logs, key staff members will collaboratively indicate students that display school infractions, low academic performances, and/or poor class/school attendance in order to receive intervention(s). Administration will plan regular student incentives to promote student attendance and academic performance. Teachers will monitor daily attendance and academic course grades, noting student trends. To meet the measurable outcome, this data will be discussed during collaborative staff meetings so that appropriate interventions are provided to at-risk students, with parental contact as necessary.
<b>Person responsible for monitoring outcome:</b>	Angela Torrens (atorrens@dadeschools.net)
<b>Evidence-based Strategy:</b>	Response to Early Warning Systems is the strategy that will implemented to identify students who exhibit behaviors(s) and/or academic performance(s) that put them at risk of non-promotion. This collaborative framework also includes utilizing student attendance data patterns to provide appropriate behavioral and/or academic interventions to strategically support students in danger of being retained and/or at-risk of dropping out of school.
<b>Rationale for Evidence-based Strategy:</b>	The rationale for selecting the Response to Early Warning Systems strategy is to allow for the application of more effective prevention and early intervention services to positively affect student learning and achievement. The criteria used for selecting this strategy was an analysis of key indicators (school attendance, academic performances, and student referrals based on infractions of the Code of Student Conduct) to determine students in danger of retention, as well as stakeholder feedback from the School Climate Survey. During engaging collaboration sessions, students in need of additional support will be identified, so that appropriate intervention(s) can be implemented. An electronic system will be utilized to track students' academic performances, behavior infractions, and/or poor attendance/truancy.

**Action Steps to Implement**

9/10: Identify key personnel who will be trained in the effective implementation of the school's Response to Early Warning Systems. As a result, the selected faculty & staff will be enabled to share best practices in the early identification of students at risk of failing to achieve proficiency in core subjects and/or those exhibiting behaviors that can lead to negative consequences.

**Person Responsible** Angela Torrens (atorrens@dadeschools.net)

9/13 -- 10/15: The Technology Coach will provide teachers and staff with an online guide for assistance for tracking valid student data indicators for the EWS system via the electronic gradebook. As a result, faculty

members will have access for ascertaining students at-risk, to efficiently address academic and/or behavioral concerns.

**Person Responsible** Vanessa Quintana (vfquintana@dadeschools.net)

9/13 -- 10/15: The principal will facilitate collaborative meetings for staff to analyze data and to track student progress. As a result, staff, especially grade-level TEAM leaders and school counselors, will be enabled to foster positive relationships with at-risk students, promoting the usage of effective communication techniques and providing necessary support system(s) to meet students' needs.

**Person Responsible** Verona Mccarthy (vmccarthy@dadeschools.net)

9/13 -- 10/15: The ESE Program Specialist will oversee the implementation of effective intervention(s) that will help support and address students' needs. As a result, students who display signs of academic struggles and/or consistent off-task behaviors will be matched to the appropriate intervention(s) to monitor progress and to improve performances.

**Person Responsible** Lourdes Pena (lpena2@dadeschools.net)

**#2. Instructional Practice specifically relating to ELA**

<b>Area of Focus</b>	<p>The rationale that explains how the Instructional Practice specifically relating to ELA was identified as a critical need was based upon the reviewed FSA Reading proficiency data with students in the lowest 25 percentile. Data derived from Power BI shows a continuous decline in student performances in ELA L25 FSA learning gains. In 2018, 57% of ELA L25 demonstrated learning gains on FSA, while in 2019 the percentage of students demonstrating learning gains declined by one percentage point. And, on the most recent FSA ELA assessments in 2021, only 49% of L25 students demonstrated learning gains. Thus, the data shows an overall decrease of eight (8) percentage points, representing a negative data trend.</p>
<b>Description and Rationale:</b>	<p>In addition, a review of ELA grade level progress monitoring assessments revealed that in spite of overall increases in student reading proficiency data from the beginning of the year to mid-year [Grade 6 - (+9); Grade 7 - (+8); Grade 8 - (+19)] , when comparing the winter (mid-year) and spring (end-of-year) administration of the 2020-2021 i-Ready Reading diagnostic assessments, there were decreases in all grade levels: Grade 6 by 3 percentage points, grade 7 by 7 percentage points and grade 8 by 4 percentage points.</p> <p>Therefore, the previously mentioned data points denote a critical need to address practices relating to English/Language Arts instruction, especially with students in the lowest 25 percentile. These practices will also benefit students with unique learning needs, including Special Education students and English Language Learners.</p>
<b>Measurable Outcome:</b>	<p>If literacy teachers effectively utilize Data-driven instruction to identify student performance trends and address reading deficits, including adjusting instructional pacing and revisiting or reteaching standards and benchmarks, students will receive targeted instruction to meet learning needs. With efficient use of the essential practice, upon administration of the Spring 2021-2022 i-Ready Reading assessments, the measurable outcome the school plans to achieve is to increase the percentage of students scoring at or above grade level by a minimum of two (2) percentage points for all grade levels over the mid-year reading assessment scores (Winter 2021 i-Ready assessments).</p>
<b>Monitoring:</b>	<p>Based on diagnostic assessment data, instructional groups will be formed to monitor student progress in Reading and to ensure students are provided with interventions as needed to increase proficiency levels. Using baseline and mid-year data, teachers will be able to measure students' understanding of grade-level standards and get instructional supports to address next steps in specific reading domain(s). to minimize the negative impact of unfinished learning. To meet the measurable outcome, personalized and grade-level reading lessons will be assigned to facilitate teacher-led, small group interventions, meeting students' learning needs.</p>
<b>Person responsible for monitoring outcome:</b>	<p>Barbara Walker (bewalker@dadeschools.net)</p>
<b>Evidence-based Strategy:</b>	<p>Data-driven instruction is an educational approach that relies on teachers' use of performance data to inform instructional planning and delivery. Using this evidence-based strategy, teachers will analyze reading data to identify students' learning needs and to target specific learning standards to increase reading performances, providing instructional supports and/or remediation when necessary.</p>
<b>Rationale for</b>	<p>The rationale for selecting this specific strategy is to implement a set of ongoing practices that focuses on assessing student learning, analyzing assessment data and adjusting</p>

**Evidence-based Strategy:** instruction in response to assessment data results. The criteria used for selecting the evidence-based strategy was based on the data derived from i-Ready Reading AP 1, 2, and 3, as well as student data from PowerBI. Since all ELA grade levels and Subgroups (except Grade 6 Students with Disabilities, and Grades 6 & 7 English Language Learners), demonstrated performance declines from AP2 to AP3, there is a need to focus on using student data to drive instruction to meet students' learning needs.

### Action Steps to Implement

9/1 -- 10/8: Literacy teachers will administer baseline and/or diagnostic reading assessments to students. As a result, actionable school-wide data will be generated to monitor students' reading progress.

**Person Responsible** Lourdes Pena (lpena2@dadeschools.net)

9/13 -- 10/15: After the administration of baseline/diagnostic assessments, leadership team members will facilitate data discussions in weekly department meetings to analyze reading data results. As a result, literacy teachers will be enabled to pinpoint students' individualized ability levels to accelerate reading growth.

**Person Responsible** Verona Mccarthy (vmccarthy@dadeschools.net)

9/13 -- 10/15: Reading data results will be used by teachers to plan for classroom instruction that focuses on addressing unfinished learning. As a result, teachers will be adequately equipped in addressing skill gaps to improve reading outcomes.

**Person Responsible** Angela Torrens (atorrens@dadeschools.net)

9/20 -- 10/15: Using baseline reading data, the ELA department chair will ensure that teachers have access and are enabled to effectively analyze student testing results. As a result, teachers will be able to utilize student groupings according to mastery levels by domains to plan for weekly personalized reading instruction activities.

**Person Responsible** Barbara Walker (bewalker@dadeschools.net)



**#3. Instructional Practice specifically relating to Differentiation**

An analysis of multiple data points provide the rationale that explains why Differentiation was identified as a critical need. First, Math student performance data for both FSA and EOC assessments indicate downward trends. In 2018, students performing at proficiency was 24.7%; that number declined slightly in 2019 to 24.2%. However, in 2021, only 6.7% of students were performing at proficiency levels in Mathematics, demonstrating an overall decline of -20.3 percentage points.

**Area of Focus Description and Rationale:**

In addition, a review of Grade Level Data Review - Progress Monitoring Assessments (Section II.C.), overall student achievement data in Grade 6 and Grade 7 Reading and Math for Students with Disabilities (SWD) and for English Language Learners (ELL) lag their peers. In Grade 6 Reading, overall achievement in Spring 2021 was 39%, as compared to 12% for Students with Disabilities and 13% for English Language Learners. On the Spring 2021 Reading progress monitoring for Grade 7, overall achievement was 38%, Students with Disabilities was 17%, and only 3% for English Language Learners.

For Grade 6 Math, overall student achievement in Spring 2021 was 54%, while Students with Disabilities were 33% and English Language Learners were 26%. In Grade 7 Math, overall achievement was 41%, Students with Disabilities were 27%, and English Language Learners were at 9%. Therefore, the data demonstrates a need of tailoring instruction to meet students' unique learning and language needs in both Reading and Math.

**Measurable Outcome:**

If teachers implement differentiation by effectively responding to variance among learners in the classroom, advancement in student learning outcomes for Students with Disabilities and English Language Learners will result. With implementation of the instructional practice, the school plans to increase the percentages of Students with Disabilities and English Language Learners performing at or above grade level in Reading and Math by three (3) percentage points on the 2022 i-Ready AP 2 assessments when compared to AP 1 assessments, narrowing the achievement gap with their grade-level peers.

**Monitoring:**

Teachers will use formative assessment data to diagnose students' abilities in reading and math, differentiating instruction to maximize learning growth. Both formal and informal classroom observations will be utilized to improve the quality of instruction, helping teachers meet high expectations through quality feedback and support, using available resources to address area(s) of instructional improvement. Professional Learning Support Team (PLST) members will provide ongoing support in the development and implementation of a high-quality site-based professional development plan that enhances educators' professional growth and effectiveness, positively impacting student achievement. To meet the desired outcome, differentiated instruction strategies will be shared in various stakeholder meeting sessions (faculty, department, and grade-level meetings) so that all students have equitable access to educational opportunities and resources that meet their needs in achieving grade-level learning objectives.

**Person responsible for monitoring outcome:**

Angela Torrens (atorrens@dadeschools.net)

**Evidence-based Strategy:**

Differentiated Instruction is a framework for effective teaching that involves providing different students with different avenues of learning in terms of acquiring, processing, and mastering content standards and benchmarks, so that all students within a classroom can learn effectively, regardless of differences in ability. The evidence-based strategy considers students' individual needs and learning styles before lesson planning and instructional delivery, including adapting lessons to serve students' best interests.



**Rationale for Evidence-based Strategy:** The rationale for selecting the evidence-based strategy of Differentiated Instruction is to promote rigorous and relevant instruction for all students, including Students with Disabilities and English Language Learners, to maximize learning. The criteria used for selecting this specific strategy was based on an analysis of 2019 subgroup data from reading and math state assessments. Both traditional core resources and technological resources (including i-Ready) will be utilized to provide additional instructional supports to meet learner needs. Grouping reports via i-Ready will be used to track students' learning progress in Reading and Math.

### Action Steps to Implement

9/1 -- 10/15: The Technology Coach will schedule and lead school-based professional learning sessions based on data results and staff responses from 2020-2021 Professional Development Survey results. As a result, faculty members will be provided ongoing learning opportunities to improve knowledge and skills for the purpose of increasing student achievement.

**Person Responsible** Vanessa Quintana (vfquintana@dadeschools.net)

9/1 -- 10/15: The principal will schedule and facilitate weekly department meetings share strategies on the implementation of the instructional practice, focusing on the area of academic vocabulary instruction. As a result, best practices will be shared in addressing students' vocabulary needs, to enhance reading comprehension across the curriculum.

**Person Responsible** Verona Mccarthy (vmccarthy@dadeschools.net)

9/13 -- 10/15: Using reports from i-Ready, the ELA department chair, along with assistance from the Math Coach, will provide teachers with online access to Reading and Math subgroups. As a result, teachers will be enabled to monitor student academic progress and to provide individualized instruction to meet learner needs.

**Person Responsible** Barbara Walker (bewalker@dadeschools.net)

9/1 -- 10/15: The assistant principal will conduct formal observations and informal classroom walkthroughs. As a result, data analytics will be collected to make informed instructional decisions and determine colleagues in need of additional support and/or resources.

**Person Responsible** Angela Torrens (atorrens@dadeschools.net)

**#4. Leadership specifically relating to Specific Teacher Feedback****Area of Focus Description and Rationale:**

This area was identified as a critical need based on a review of the 2020-2021 School Climate Survey, where only 67% of staff either agreed or strongly agreed with the statement "I feel staff morale is high at my school." This represents a decline of 19 percentage points from the 2019-2020 survey results. The data demonstrates the need to improve the degree to which staff needs are satisfied. Since low teacher morale can negatively affect student achievement and performance, it is vital that constructive, strategic feedback is provided to teachers and staff regarding their practice and wellness, which are key factors that affect school climate.

**Measurable Outcome:**

If leadership team members successfully implement the practice of Specific Teacher Feedback, relationships among school staff will be strengthened, improving staff "buy in" to school goals and initiatives, ultimately leading to improved staff morale and student performances. With consistent implementation of the essential practice, the school plans to increase the percentage of those who agree or strongly agreed that staff morale is high at the school by 10 percentage points on the 2021-2022 School Climate Survey.

**Monitoring:**

Leadership team members will spearhead informal discussions that focus on constructive collegial feedback to enhance teacher practice. Various staff wellness activities will be scheduled on the school's monthly calendar to lessen stress and to build morale. Via social media platforms and the school's website, ongoing employee recognition activities will be spotlighted. To attain the stated measurable outcome, quarterly meetings will be conducted to review the degree of implementation of the essential practice.

**Person responsible for monitoring outcome:**

Verona Mccarthy (vmccarthy@dadeschools.net)

**Evidence-based Strategy:**

The evidence-based strategy of Specific Teacher Feedback consists of consistent, relevant feedback, imparting clear expectations that progress towards employees meeting set goals and objectives. Additionally, the regular feedback should emphasize employee praise and appreciation, as well as detailing and providing the support needed for professional growth and to promote staff morale.

**Rationale for Evidence-based Strategy:**

The rationale for selecting the specified strategy is to motivate and empower employees, leading to improvements in both student and staff performances. The criteria used for selecting the Specific Teacher Feedback strategy was after conducting a data analysis review of the 2020-2021 School Climate Survey of staff members. This helped determine the need to address staff morale with increased emphasis on implementing different strategies to help employees become more satisfied at work, lessening stress and frustration, which should lead to higher staff morale.

**Action Steps to Implement**

9/13 -- 10/15: The assistant principal, along with selected leadership team members, will conduct informal, non-punitive observations at least once per quarter within core departments. As a result, timely constructive feedback will be provided to all faculty members, with the two-fold goal of improving teacher practice and enhancing employee morale.

**Person Responsible**

Angela Torrens (atorrens@dadeschools.net)

9/1 -- 10/15: The "Movers and Shakers" club will be formed, to encourage faculty & staff participation in walking sessions during non-instructional time. As a result, improved staff health and wellness should become evident, reducing job-related stress, while also building collegial relationships.

**Person Responsible** Ileana Rozo (242194@dadeschools.net)

9/1 -- 10/15: The Technology Coach will utilize social media platforms and the school's website to highlight employee recognition and staff accomplishments. As a result, by recognizing high employee performances and achievements, it will help to create more inclusion amongst staff, building a more positive school climate.

**Person Responsible** Vanessa Quintana (vfquintana@dadeschools.net)

9/1 -- 10/15: The principal will plan periodic "brain breaks" to promote employee wellness. As a result, faculty and staff will be enabled to work at their peak performances, to avoid work exhaustion and burnout.

**Person Responsible** Verona Mccarthy (vmccarthy@dadeschools.net)

### Additional Schoolwide Improvement Priorities

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

**A primary area of concern that the school will monitor during the 2021-2022 school year is the number of written student disciplinary and student services referrals. During the 2020-2021 school year, the percentage of students with disciplinary and/or student services referrals per grade level were as follows: Grade 6 - 18%; Grade 7 - 20%; Grade 8 - 24%. Additionally, even though the school's overall rate of student referrals for the 2020-2021 school year was 2%, which is one percentage point lower than the district average, the average for grade 7 students was 3% for receiving 1 or more referrals. This demonstrates a need to implement a positive student behavior reinforcement program for meeting set expectations as a means of reducing negative student behaviors, which should lower the number of student referrals to administration. Since the school's area of focus for Culture and Environment specifically relates to Early Warning Systems, student referrals will be one of the indicators that will be monitored electronically to increase staff awareness of students' off-task behaviors and to provide early support interventions. Additionally, Team Leaders will involve students in creating grade-level incentives to generate student buy-in.**

**A secondary concern is with the number of reported incidents of students using tobacco, which will include vaping incidents. An analysis of 2019-2020 discipline data when compared to statewide results, Ruben Dario Middle has a reported incident rate of drug/public order incidents of 3.01, as opposed to an average of only 1.34 per 100 students statewide. This is an indication that strategic support is necessary to increase student awareness of the risks of vaping, providing tools and educational resources, including the implementation of the district's mental health curriculum, to empower students to take a stand against using tobacco products. Additionally, authentic school-family-community partnerships that feature trusting and collaborative relationships must be cultivated, to include counselors, the school social worker, and the MTSS (Multi-tiered system of supports) Coordinator, to foster Social and Emotional Development focusing on substance abuse prevention.**

## 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.

The school addresses building a positive school culture and environment by creating various outlets for students to develop and foster their sense of community and belonging, promoting a safe and supportive school environment. Staff members are provided with opportunities to celebrate success in various avenues to positively impact school culture. Staff members are also recognized during faculty meetings and via social media platforms for implementing innovative strategies that are exemplified during classroom instruction. Business partners promote positive culture by providing incentives and rewards for students, faculty, and staff, enhancing goodwill and engagement.

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

Stakeholders that are actively involved in promoting a positive culture and environment at the school are the Principal, Assistant Principals, Department Chairs, the Activities Director, and Counselors. It is the principal's responsibility to be a transformational leader to improve the educational experience for students and staff alike. The assistant principal helps to promote a positive culture and environment at the school by assisting in the creation of school-wide goals related to student learning and behavior. As instructional school leaders, departmental chairs support a culture of healthy and open discussion about school issues, while also showing active support for the school's decisions, actively promoting positive school culture. The Activities Director collaborates with families and stakeholders to build an authentic school-wide community to create a warm, supportive and nurturing school environment, including leading student and staff recognition activities. Lastly, school counselors respond to the need for mental health and behavioral prevention by addressing barriers to maximize students' success in school.

## Part V: Budget

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

1	III.A.	Areas of Focus: Culture & Environment: Early Warning Systems	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Differentiation	\$0.00
4	III.A.	Areas of Focus: Leadership: Specific Teacher Feedback	\$0.00

Total:	\$0.00
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