

Miami-Dade County Public Schools

Country Club Middle School



2021-22 Schoolwide Improvement Plan

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Country Club Middle School

18305 NW 75TH PL, Miami Lakes, FL 33015

<http://countryclubmiddle.dadeschools.net>

Demographics

Principal: Elv IR A Ruiz Carrillo

Start Date for this Principal: 7/29/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students White Students* Economically Disadvantaged Students
School Grades History	2018-19: C (49%) 2017-18: C (50%) 2016-17: C (47%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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Country Club Middle School

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<http://countryclubmiddle.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	89%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Country Club Middle School will support the unique needs of its students as they mature educationally, physically, and socially. All staff, students, and their families will work cooperatively in an atmosphere of mutual respect to help each individual reach their optimum academic and social potential in a safe, respectful, and widely diverse learning community through a broad range of academic and extracurricular activities.

Provide the school's vision statement.

Country Club Middle School will promote academic excellence for all students in a supportive and cooperative environment which encourages mutual respect of persons from diverse, ethnic, and economic backgrounds.

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
Ruiz-Carrillo , Elvira	Principal	Principal will be responsible for ensuring compliance of the SIP and that all members of the leadership team are fulfilling their responsibilities.
Villazon, Jacqueline	Assistant Principal	Assistant Principal will be responsible for ensuring compliance of the SIP and that all members of the leadership team are fulfilling their responsibilities.
Ahmed, Mohammed	Teacher, ESE	Mr. Ahmed will conduct a teacher needs assessment. Using the data he will create Professional Development sessions to address those needs.
Picado, Jessica	Teacher, Career/ Technical	Ms. Picado will help all teacher stakeholders with integrating technology into their instructional plans.
Karan-Miyar, Duysevi	Teacher, ESE	Dr. Karan-Miyar will be responsible for EESAC meetings as EESAC chair, as well as keeping the rest of the SIP team informed as to parent and community needs as they develop via the meetings.
Cannon, Claudette	Teacher, K-12	Ms. Cannon will work with teacher's to conduct teacher-led observations. She will work Mr. Ahmed on Professional Development sessions.

Demographic Information

Principal start date

Monday 7/29/2019, Elv IR A Ruiz Carrillo

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

24

Total number of students enrolled at the school

706

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

7

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	247	225	234	0	0	0	0	706	
Attendance below 90 percent	0	0	0	0	0	0	54	60	74	0	0	0	0	188	
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	27	20	54	0	0	0	0	101	
Course failure in Math	0	0	0	0	0	0	45	21	87	0	0	0	0	153	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	31	38	51	0	0	0	0	120	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	31	39	51	0	0	0	0	121	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	116	117	147	0	0	0	0	380	

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	51	44	94	0	0	0	0	189

The number of students identified as retainees:

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

Date this data was collected or last updated

Wednesday 6/30/2021

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	245	254	233	0	0	0	0	732	
Attendance below 90 percent	0	0	0	0	0	0	62	74	74	0	0	0	0	210	
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	19	51	34	0	0	0	0	104	
Course failure in Math	0	0	0	0	0	0	21	87	57	0	0	0	0	165	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	35	56	69	0	0	0	0	160	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	37	54	84	0	0	0	0	175	

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	42	94	100	0	0	0	0	236	

The number of students identified as retainees:

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

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				38%	58%	54%	35%	56%	53%
ELA Learning Gains				49%	58%	54%	51%	56%	54%
ELA Lowest 25th Percentile				51%	52%	47%	50%	52%	47%
Math Achievement				30%	58%	58%	31%	56%	58%
Math Learning Gains				37%	56%	57%	45%	56%	57%
Math Lowest 25th Percentile				44%	54%	51%	50%	55%	51%
Science Achievement				45%	52%	51%	34%	52%	52%
Social Studies Achievement				72%	74%	72%	72%	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	30%	58%	-28%	54%	-24%
Cohort Comparison						
07	2021					
	2019	33%	56%	-23%	52%	-19%
Cohort Comparison		-30%				
08	2021					
	2019	40%	60%	-20%	56%	-16%
Cohort Comparison		-33%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	25%	58%	-33%	55%	-30%
Cohort Comparison						
07	2021					
	2019	19%	53%	-34%	54%	-35%
Cohort Comparison		-25%				
08	2021					
	2019	17%	40%	-23%	46%	-29%
Cohort Comparison		-19%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	32%	43%	-11%	48%	-16%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	96%	68%	28%	67%	29%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	66%	73%	-7%	71%	-5%

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	83%	54%	29%	57%	26%

Grade Level Data Review - Progress Monitoring Assessments

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

Utilizing the 2021-2022 SIP Academic Programs Report the following progress monitoring tools will be used to compile the data. For 7th grade social Studies the district Mini-Assessments and Mid-Year for Civics will provide the data needed to monitor progress. For Mathematics Country Club will use the district Topic Assessments and Mid-Year, as well as the i-Ready AP1 & AP2. Language Arts will provide progress monitoring via i-Ready diagnostics assessments AP1 and AP2. 8th grade Science progress monitoring will be accomplished via Mid-Year, and district unit assessments.

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	32.4	34.6	33.9
	Economically Disadvantaged	32.3	32.9	32.5
	Students With Disabilities	17.1	18.4	13.9
	English Language Learners	2.9	7.7	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	26.4	30.7	22.9
	Economically Disadvantaged	25.3	28.9	23.4
	Students With Disabilities	2.7	10.8	7.7
	English Language Learners	2.8	8.1	9.5

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	33.2	35.1	27.8
	Economically Disadvantaged	32.2	34.2	28.2
	Students With Disabilities	2.9	14.8	10.5
	English Language Learners	0	2.9	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	20.5	30.9	30.8
	Economically Disadvantaged	19.5	29.2	30.8
	Students With Disabilities	0	13.6	17.6
	English Language Learners	3.4	10.7	29.2
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	66.0	0
	Economically Disadvantaged	0	64.0	0
	Students With Disabilities	0	62.0	0
	English Language Learners	0	37.0	0

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	31.9	33.7	32.4
	Economically Disadvantaged	30.1	31.2	30.8
	Students With Disabilities	10.0	13.8	12.0
	English Language Learners	3.4	14.3	10.0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	17.2	25.7	34.5
	Economically Disadvantaged	14.7	23.5	31.3
	Students With Disabilities	0	7.1	11.1
	English Language Learners	0	3.8	50.0
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	13.0	0
	Economically Disadvantaged	0	12.0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	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	24	24	20	23	21	20	23	32			
ELL	30	40	44	20	20	31	18	40	47		
BLK	42	35	19	23	16	15	36	48	61		
HSP	33	36	41	24	20	26	26	47	55		
FRL	33	33	33	21	17	21	26	45	55		
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	18	39	39	19	34	33	30	65			
ELL	29	53	54	23	38	43	42	59	76		
BLK	42	38	43	33	27	38	37	88	76		
HSP	36	52	52	29	39	44	47	66	79		
WHT	40	50		50	50						

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
FRL	35	48	52	30	36	42	44	71	77		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	23	41	45	20	48	51	27	36			
ELL	24	47	42	20	44	51	28	53	75		
BLK	43	51	80	33	40	32	32	88			
HSP	33	52	49	30	46	53	34	70	84		
WHT	50	50		40	60						
FRL	34	51	49	31	45	50	31	73	85		

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	34
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	31
Total Points Earned for the Federal Index	339
Total Components for the Federal Index	10
Percent Tested	93%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	23
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	32
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	

Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	33
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	34
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	32
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?

2019 Data Findings:

Learning Gains decreased for ELA and Math across all grade levels. Overall ELA Achievement increased by 3 percentage points from 35% in 2018 to 38% in 2019. However, ELA learning gain scores for ELL went up from 47% in 2018 to 53% in 2019. Math achievement scores also declined from 31% in 2018 to 30% in 2019. Science Achievement increased by 11 percentage points in 2019 when compared to the Science achievement scores in 2018 of 34%. Also, our ELL Science students' scores went up from 28% proficiency in 2018 to 42% proficiency in 2019. When looking at subgroups our Hispanic Science students' scores went up from 34% proficiency in 2018 to 47% proficiency in 2019. Social Studies scores stayed the same overall. However, our SWD students' scores went up from 36% proficiency in 2018 to 65% proficiency in 2019.

2021 Data Findings:

Learning Gains decreased for ELA and Math across all grade levels. Overall ELA Achievement decreased by 3 percentage points from 38% in 2019 to 35% in 2021. ELA learning gain scores for ELL also decreased from 53% in 2019 to 36% in 2021. Math achievement scores also declined from 30% in 2019 to 23% in 2021. Science Achievement decreased by 16 percentage points in 2021 when compared to the Science achievement scores in 2019 of 45%.

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

2019 Data findings:

A comparison of the 2018 versus the 2019 Mathematics learning gains percentage, exhibits a decrease of 8 percentage points from 45% in 2018 to 37% in 2019. Additionally, a decrease of 6 percentage points in Mathematics learning gains were demonstrated by the lowest 25 percent from 50% in 2018 to 44% in 2019.

2021 Data findings:

A comparison of the 2019 versus the 2021 Mathematics learning gains percentage, exhibits a decrease of 18 percentage points from 37% in 2019 to 19% in 2021. Additionally, a decrease of 20 percentage points in Mathematics learning gains were demonstrated by the lowest 25 percent from 44% in 2019 to 24% in 2021.

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

2021 Data findings:

Contributing to this data finding is the lack of courses providing interventions such as intensive mathematics, the lack of a mathematics coach, and tutoring to remediate deficiencies. To address this need intensive mathematics courses will be implemented, as well as an interventionist to conduct pull-outs to tutor students, and the hiring of a dedicated Math Coach.

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

2019 Data findings:

Based on a comparison of the results of the 2019 and 2018 state assessment, Science proficiency increased from 34% in 2018 to 45% in 2019 which represents an increase of 11 percentage points.

This increase demonstrated our greatest overall improvement from the 2018 to 2019 state assessment administration.

2021 Data findings:

Based on a comparison of the results of the 2021 and 2019 state assessment, Science proficiency decreased from 45% in 2019 to 29% in 2021 which represents a decrease of 16 percentage points. This decrease demonstrated our greatest overall improvement from the 2019 to 2021 state assessment administration.

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

2021 Data findings:

Factors that contributed to this increase in scores were the changing of instructional personnel. Science tutoring was also implemented which included both after school and Saturday Biology and Science camps. Informational parent meetings were held to inform parents about the end of the year assessment and resources available to help their child.

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

2021 Data findings:

In order to accelerate learning, teachers will incorporate a variety of strategies to ensure effective understanding of content being taught. These strategies include checking for understanding through bell ringers and exit tickets, conducting data chats with students after district assessments to identify areas of weakness, and then providing differentiated instruction based on the data derived to target identified weaknesses. Teachers will incorporate meaningful data-driven instruction that targets specific areas that need reinforcement to provide additional support based on progress monitoring data findings.

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.

2021 Data findings:

A professional development mini-session will be offered on effective data-driven instruction models. The Math Coach will provide data and assistance to teachers on conducting effective quarterly data chats with students. The Math Coach will identify students for need based pullouts based on data from district assessments and i-Ready.

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

2021 Data findings:

Mathematics teachers will implement the use of the online resource KnowreMath to provide additional support/tutoring based on data collected to target areas of need. The school will also provide targeted tutoring using an interventionist via need based pullout.

Part III: Planning for Improvement

Areas of Focus:

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

Area of Focus Description and Rationale:	Based on the 2019 and 2021 data review, the Leadership Team will implement additional curriculum support and closer monitoring of instruction. The data findings are significant due to the fact that mathematics is the area that had the greatest decrease in learning gains as compared to other accountability areas. This indicates a need for the Leadership Team to provide curriculum support during department meetings, and further constructive feedback from walkthroughs.
Measurable Outcome:	Successful implementation of additional curriculum support and closer monitoring of instruction will result in learning gains that will increase by at least 10 percentage points as demonstrated on the 2022 State Assessments.
Monitoring:	The School's Leadership Team will provide meaningful feedback from walkthroughs as part of our effort to closely monitor instruction. Additionally, The Leadership Team will provide curriculum support via departmental meetings and in-house professional development in order to ensure that instruction is more closely aligned to the standards tested on State Assessments. All core subject area teachers will utilize the feedback given to them to adjust their lessons and instructional strategies as needed while using assessment data to guide
Person responsible for monitoring outcome:	Elvira Ruiz-Carrillo (pr6611@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Standards-aligned Instruction, our school will focus on the evidence-based strategy of: curriculum support through Instructional Walkthroughs. In order to provide meaningful Curriculum Support, our school will focus on Data Chats to identify student needs and drive instruction. This Data Driven Instruction will provide the necessary supports to enable teachers to focus on areas of the curriculum that students exhibit deficiencies and are crucial for improved performance..
Rationale for Evidence-based Strategy:	As a result of the data chats, the instructor will be able to provide feedback and gain more in-depth understanding as to why the individual student exhibited the deficiency. Combining the quantitative data with conversation provides the context to enable remediation. Due to the data driven instruction, the instructor will be able to facilitate a more efficient targeted approach to remediation, and accelerate improvement.

Action Steps to Implement

08/31/21 - 10/11/21: 1. Administrators will conduct monthly data chats with core teachers, in reference to data collected from Performance Matters and i-Ready to assess student acquisition of the content and identify areas in need of remediation. As a result, teachers will use data to monitor student progress and adjust as necessary.

Person Responsible Elvira Ruiz-Carrillo (pr6611@dadeschools.net)

08/31/21 - 10/11/21: 2. Administration and core teachers will discuss plans for data-driven instruction using data collected from Performance Matters and i-Ready. As a result, teachers will use data to monitor student progress and adjust instruction as necessary.

Person Responsible Elvira Ruiz-Carrillo (pr6611@dadeschools.net)

08/31/21 - 10/11/21: 3. Survey will be conducted to identify teachers that need training on the use of Performance Matters and using reports to guide data-driven instruction. Mini-PDs will be conducted to

assist teachers who are unfamiliar with the platform. As a result, a PD will be planned based on teacher need to help further instruction based on Performance Matters data.

Person Responsible Mohammed Ahmed (mahmed@dadeschools.net)

08/31/21 - 10/11/21: 4. Survey will be conducted to identify teachers that need training on the use of i-Ready and using reports to guide data-driven instruction. Mini-PDs will be conducted to assist teachers who are unfamiliar with the platform. As a result, a PD will be planned based on teacher need to help further instruction based on i-Ready data.

Person Responsible Mohammed Ahmed (mahmed@dadeschools.net)

11/01/21 - 12/17/21: 5. Administrators will continue to conduct monthly data chats with core teachers, in reference to data collected from Performance Matters, i-Ready, and the Mid-Year assessments to assess student acquisition of the content and identify areas in need of remediation. As a result, teachers will use data to monitor student progress and adjust as necessary.

Person Responsible Elvira Ruiz-Carrillo (pr6611@dadeschools.net)

11/01/21 - 12/17/21: 6. As a result of the PD conducted on October 29, 2021, administration and core teachers will implement plans for data-driven instruction using data collected from Performance Matters. As a result, teachers will continue to use data to monitor student progress and adjust instruction as necessary.

Person Responsible Elvira Ruiz-Carrillo (pr6611@dadeschools.net)

01/31/22 - 04/29/22: 7. Administrators will continue to conduct monthly data chats with core teachers, in reference to data collected from the i-Ready AP2, and the remaining Mid-Year assessments throughout the assessment window to assess student acquisition of the content and identify areas in need of remediation. As a result, teachers will use data to monitor student progress and adjust as necessary.

Person Responsible Jacqueline Villazon (jvillazon@dadeschools.net)

01/31/22 - 04/29/22: 8. Administration and core teachers will continue to discuss plans for data-driven instruction using data collected from the i-Ready AP2, and Mid-Year assessments. As a result, teachers will use data to monitor student progress and adjust instruction as well as provide prescriptive tutoring.

Person Responsible Elvira Ruiz-Carrillo (pr6611@dadeschools.net)

#2. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus Description and Rationale:	Based on the data review from the school climate survey, our school will implement the Targeted Element of Positive Behavior Intervention and Supports. Positive behavior strategies will include restorative justice practices, rewards and incentives, and special privileges. This initiative will support the decrease of student referrals, increase student attendance thereby enhancing core instruction which will lead to raising total school performance.
Measurable Outcome:	Once the Positive Behavior Intervention and Supports are successfully implemented, student referrals will decrease by 15%. This improvement will indirectly improve student academic achievement as they will be learning in a safe, inclusive environment that is conducive to excelling in all academic areas.
Monitoring:	The Leadership Team will monitor adherence to the Positive Behavior interventions and Supports with set checkpoints to ensure fidelity of implementation. Reflective feedback will be provided to both teachers and students as positive behavior strategies are implemented and incentives provided. This will serve to verify effectiveness and allow for modification as we strive to improve.
Person responsible for monitoring outcome:	Elvira Ruiz-Carrillo (pr6611@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Positive Behavior Intervention and Supports, we will focus on three tiered evidence-based strategies of: Universal interventions, targeted interventions, and intensive individualized interventions. This will enable the school to reach students at all levels of need.
Rationale for Evidence-based Strategy:	As a result of the Positive Behavior Support, which includes proactive strategies for defining teaching and supporting appropriate student behavior. This will enhance stakeholder empowerment which will create a sense of community, ownership, and belonging, leading to accomplishment of set goals, and increased student achievement.

Action Steps to Implement

08/31/21 - 10/11/21: 1. The Professional Learning Support Team will introduce themselves and their roles to all members of the faculty in a faculty meeting. As a result the faculty will become familiar with all members.

Person Responsible Elvira Ruiz-Carrillo (pr6611@dadeschools.net)

08/31/21 - 10/11/21: 2. The PLST will review the goals in the SIP with the faculty to ensure that all stakeholders are aware and will participate in implementing the systems created to increase positive student outcomes. As a result, all teacher stakeholders will be expected to adhere to the SIP.

Person Responsible Elvira Ruiz-Carrillo (pr6611@dadeschools.net)

08/31/21 - 10/11/21: 3. Administrators will monitor adherence to the systems designed to ensure that members of the PLST are accessible to the faculty in assisting them with the implementation of the SIP. As a result, the members of the PLST will fulfill their assigned roles.

Person Responsible Elvira Ruiz-Carrillo (pr6611@dadeschools.net)

08/31/21 - 10/11/21: 4. A survey will be sent out to the faculty in order to receive feedback on the steps and systems implemented and improvements will be made based on the feedback. As a result, PD sessions will be adjusted or created to meet teacher needs.

Person Responsible Elvira Ruiz-Carrillo (pr6611@dadeschools.net)

11/01/21 - 12/17/21: 5. In order to ensure that Positive behavior strategies which include effective disciplinary measures are implemented with fidelity, the school will form a Discipline Committee. This initiative will support the decrease of student behavioral issues, and increase student attendance thereby enhancing core instruction which will lead to raising total school performance.

Person Responsible Elvira Ruiz-Carrillo (pr6611@dadeschools.net)

11/01/21 - 12/17/21: 6. The school will organize an incentives committee to address rewards and incentives that support Positive Behavior Intervention. In order to incentivize implemented positive behavior strategies the school will provide rewards, awards, and special privileges. This initiative will enhance and continue to support the decrease of student referrals, increase student attendance thereby enhancing core instruction which will lead to raising total school performance.

Person Responsible Elvira Ruiz-Carrillo (pr6611@dadeschools.net)

01/31/22 - 04/29/22: 7. The PLST will review the SIP Phase IV findings and next action steps with the entire faculty and EESAC to ensure that all stakeholders are aware and will participate in implementing the systems created to increase positive student outcomes. As a result, all teacher stakeholders will be expected to adhere to the SIP.

Person Responsible Elvira Ruiz-Carrillo (pr6611@dadeschools.net)

01/31/22 - 04/29/22: 8. In order to incentivize implemented positive behavior strategies, the school will continue to provide rewards, awards, and special privileges to those students that are making progress toward improvement goals. This initiative will enhance and continue to support the decrease of student referrals, and increase student attendance thereby enhancing core instruction which will lead to raising total school performance.

Person Responsible Elvira Ruiz-Carrillo (pr6611@dadeschools.net)

#3. Leadership specifically relating to Specific Teacher Feedback

Area of Focus Description and Rationale: Based on the qualitative 2021 staff climate survey data, teachers identified a need for an increase in walkthroughs and feedback to improve student learning. Feedback is an essential tool in improving learning, and ultimately student success. When feedback is provided with data it leads to meaningful conversations that are crucial in the improvement of the academic experience and the learning outcome.

Measurable Outcome: The successful implementation of providing meaningful feedback based on walkthrough observations, will provide all instructional staff with specific identified areas for improvement that will directly improve instruction. This constructive feedback practice will result in an overall increase of student performance by at least 10 percentage points as evidenced on the State Assessments.

Monitoring: The Administrative Team will conduct bi-weekly walkthroughs providing support and constructive feedback to teachers, and will keep a log of all visitations. This log will include notes on feedback provided as well as strategies identified during post walkthrough meetings.

Person responsible for monitoring outcome: Elvira Ruiz-Carrillo (pr6611@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Instructional Leadership, we will focus on the evidence-based strategy of: Instructional Support/Coaching. The school's leadership team will provide teachers support in meeting their teaching needs, via collaborative brainstorming sessions to select best strategies to address any teacher needs identified during walkthroughs.

Rationale for Evidence-based Strategy: Through instructional support and assessing team effectiveness, teachers will be given targeted feedback that will lead to improved classroom instruction, and ultimately student state assessment scores.

Action Steps to Implement

08/31/21 - 10/11/21: 1. The leadership team will create a walk-through schedule for informal teacher observations. As a result, the teachers will be observed at least once a month instead of quarterly.

Person Responsible Jacqueline Villazon (jvillazon@dadeschools.net)

08/31/21 - 10/11/21: 2. Administrators will create a structured walk-through document that they will use for all informal teacher observations. As a result, teachers will receive impartial and equitable feedback.

Person Responsible Jacqueline Villazon (jvillazon@dadeschools.net)

08/31/21 - 10/11/21: 3. Administrators will provide feedback to all instructional personnel on a monthly basis. This feedback will be based on informal instructional walk-throughs. As a result, the teachers will be able to adjust their instructional practices if needed.

Person Responsible Jacqueline Villazon (jvillazon@dadeschools.net)

08/31/21 - 10/11/21: 4. Involving Staff will assist in integrating the talents of teachers within the building to carry out the vision, the mission, and problem solve. As a result of this process the leadership team will create buy-in and bring creative and innovative solutions to the forefront.

Person Responsible Jacqueline Villazon (jvillazon@dadeschools.net)

11/01/21 - 12/17/21: 5. The leadership team will continue to utilize the walk-through schedule for informal teacher observations. As a result, the teachers will continue to be informally observed at least once a month.

Person Responsible Jacqueline Villazon (jvillazon@dadeschools.net)

11/01/21 - 12/17/21: 6. Administrators will continue to provide feedback to all instructional personnel on a monthly basis. This feedback will be based on informal instructional walk-throughs. Additionally, this feedback will incorporate data results from recent administrations of Performance Matters and i-Ready assessments. As a result, the teachers will be able to adjust their instructional practices as needed.

Person Responsible Jacqueline Villazon (jvillazon@dadeschools.net)

01/31/22 - 04/29/22: 7. The leadership team will continue to conduct monthly walk-throughs to obtain informal observation of instruction. Additionally, the administrative team will complete all formal annual observations which will provide more in-depth information on the classroom instruction taking place.

Person Responsible Jacqueline Villazon (jvillazon@dadeschools.net)

01/31/22 - 04/29/22: 8. Administrators will continue to provide feedback to all instructional personnel on a monthly basis. This feedback will be based on informal instructional walk-throughs. Additionally, this feedback will incorporate data results from the i-Ready AP2 and Midyear assessments. As a result, the teachers will be able to continue to adjust their instructional practices as needed.

Person Responsible Elvira Ruiz-Carrillo (pr6611@dadeschools.net)

#4. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:	Based on the review of FSA trend data through 2021, our school will implement the Targeted Element of Differentiation in all core courses. We selected the overarching area of Differentiation based on our findings that demonstrated Learning Gains for all students including the L25 subgroup were decreasing. It is evident that we did not meet the unique needs of all learners. Differentiation will enable us to reach all learners and improve learning gains as well as proficiency.
Measurable Outcome:	Successful implementation of Differentiation will demonstrate an increase in all student learning gains including those of our L25 students by an average of 10 percentage points as evidenced by the 2022 State Assessments.
Monitoring:	The core area Department Chairs will conduct quarterly data chats, adjust groups based on current data in real time, and school administration will follow-up with regular walkthroughs to ensure quality instruction is taking place. Administrators will also review bi-weekly lesson plans for evidence of differentiation for L25 students, in particular. Data Analysis of formative assessments of L25 students will be reviewed monthly to observe progress. All core subject area teachers will utilize PowerBi to monitor assessment data on a monthly basis. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards. Extended learning opportunities will be provided to those students who are not showing growth on ongoing progress monitoring.
Person responsible for monitoring outcome:	Elvira Ruiz-Carrillo (pr6611@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Differentiation, our school will focus on the evidence-based strategy of: Data-Driven Instruction. Data-Driven instruction will assist in accelerating the learning gains of our L25s as it is a systematic approach of instruction to meet the students' needs. Data-Driven instruction will be monitored through the use of PowerBi to drive instructional planning and data driven conversations to include ongoing progress monitoring.
Rationale for Evidence-based Strategy:	Data-Driven Instruction will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually modify their instruction, plans, and instructional delivery as new data becomes available.

Action Steps to Implement

08/31/21 - 10/11/21: 1. Department Chairs will provide information on DI models and strategies that can be implemented in their daily lessons. As a result, teachers will be able to meet the needs of their diverse students, through DI.

Person Responsible Claudette Cannon (cfcannon@dadeschools.net)

08/31/21 - 10/11/21: 2. Department chairs will provide information on Check for understanding, a formative assessment system in which teachers can plan instruction based on student's errors and misconceptions and student performance. As a result, teachers will incorporate check for understanding throughout lessons and units.

Person Responsible Claudette Cannon (cfcannon@dadeschools.net)

08/31/21 - 10/11/21: 3. Teachers will use data collected from Performance Matters, i-Ready, and classroom assessments to create individualized DI groups. As a result, teacher created lessons will address the distinct student learning needs of individual students and groups of students.

Person Responsible Jacqueline Villazon (jvillazon@dadeschools.net)

08/31/21 - 10/11/21: 4. On going student interventions using DI will be conducted in all core classes to address the distinct student learning needs of individual students and groups of students. As a result, students should exhibit progress on state benchmarks.

Person Responsible Jacqueline Villazon (jvillazon@dadeschools.net)

11/01/21 - 12/17/21: 5. Teachers will utilize skills acquired from in-house PD facilitated on October 29, 2021 to implement strategies that address deficiencies identified on Performance Matters. Teachers will continue to create individualized DI groups based on data pulled from Performance Matters as learned during the in-house PD. As a result, teacher created lessons will address the distinct student learning needs of individual students and groups of students.

Person Responsible Mohammed Ahmed (mahmed@dadeschools.net)

11/01/21 - 12/17/21: 6. Department chairs will continue to provide information on Check for understanding, a formative assessment system in which teachers can plan instruction based on student's errors and misconceptions and student performance. The PLST will follow-up on these practices to ensure fidelity and effectiveness of the implementation. As a result, teachers will incorporate check for understanding throughout lessons and units.

Person Responsible Jessica Picado (jpicado@dadeschools.net)

01/31/22 - 04/29/22: 7. Teachers will utilize data collected from the i-Ready AP2, and Midyear assessments to create individualized DI groups. As a result, teacher created lessons will continue to address the distinct student learning needs of individual students and groups of students.

Person Responsible Jacqueline Villazon (jvillazon@dadeschools.net)

01/31/22 - 04/29/22: 8. Ongoing student interventions using differentiated instruction will continue to be conducted in all core classes to address the distinct student learning needs of individual students and groups of students based on Midyear and i-Ready AP2 data. As a result, students should exhibit progress on state benchmarks.

Person Responsible Jacqueline Villazon (jvillazon@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.

Our school reported 2.5 incidents per 100 students. When compared to all middle/junior schools statewide, it falls into the low category. The primary area of concern is student use of tobacco/ vaping. The school will create an environment of zero tolerance for tobacco use and vaping. This will be monitored by our Dean of Discipline and informational materials will be distributed to teach students the dangers of tobacco use.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

All stakeholders have the opportunity to participate in our school's EESAC with representation from all aspects of our community which includes teachers, parents, students, business community, and school administrators. EESAC empowers our school community to make decisions at the school which affect all aspects of the success and development of our school.

Also, we created an incentives committee which is comprised of various stakeholders including students to identify rewards programs and incentives given for student accomplishments.

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

In order for our improvement plan to be successful in promoting a positive culture and environment the entire school community must have certain implementation roles. The Administrators will provide guidance, resources, and support. In order to obtain buy-in from all stakeholders the Leadership Team will present and promote the school goals and objectives pertaining to positive school culture and environment. Once buy-in has been achieved the Department Chairs will break down the school goals and objectives presented by the Leadership Team as they relate to their specific content/subject areas, and how their department affects the success of achieving the end product. Teachers will then implement the strategies as they relate to the students, and all stakeholders will be responsible for reflection and modification as implementation progresses.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
2	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports	\$0.00
3	III.A.	Areas of Focus: Leadership: Specific Teacher Feedback	\$0.00
4	III.A.	Areas of Focus: Instructional Practice: Differentiation	\$0.00
Total:			\$0.00