

Miami-Dade County Public Schools

Devon Aire K 8 Center



2021-22 Schoolwide Improvement Plan

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Devon Aire K 8 Center

10501 SW 122ND AVE, Miami, FL 33186

<http://devonaire.dadeschools.net>

Demographics

Principal: Milagros Arango

Start Date for this Principal: 7/1/2013

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	64%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (68%) 2017-18: A (66%) 2016-17: B (61%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-8	No	56%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	93%

School Grades History

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

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To develop each child intellectually, socially, and emotionally utilizing a team approach.

Provide the school's vision statement.

We strive to be the school that others aspire to be.

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
Audain, Dominique	Assistant Principal	middle school assistant principal and ESE supervisor
Arango, Milagro	Principal	principal
Pachon-reboredo, Ana	Assistant Principal	elementary assistant principal and curriculum supervisor
Baez, Miriam	Teacher, K-12	8th Grade Team Leader
Bello, Laura	Teacher, K-12	Assessment Coordinator
Bevilacqua, Michelle	Teacher, K-12	ELA Department Chair
Bostic, susan	ELL Compliance Specialist	ELL compliance liasion and EESAC Chair
Delcuadro, Mary	Teacher, K-12	4th Grade Team Leader
Griffith, Debi	Teacher, ESE	ESE program specialist
Macko, Andrea	Teacher, K-12	Science Department Chair
Martinez-Gonzalez, Manaure	Teacher, K-12	Math Department Chair
Milnes, Valerie	Teacher, K-12	3rd Grade Team Leader
Tamayo, Anthony	Teacher, K-12	Social Studies Department Chair
Verdeja, Rebecca	Teacher, K-12	1st Grade Team Leader
Medina, Monica	Teacher, K-12	6th Grade Team Leader
Poldo, Yvonne	Teacher, ESE	2nd Grade Team Leader
Fernandez, Lucia	Teacher, K-12	Kindergarten Team Leader
Villa, Catherine	Teacher, K-12	5th Grade Team Leader
Aleman, Monica	Teacher, K-12	7th Grade Team Leader

Demographic Information

Principal start date

Monday 7/1/2013, Milagros Arango

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.*

49

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.*

22

Total number of teacher positions allocated to the school

67

Total number of students enrolled at the school

1,035

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

2

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

0

Demographic Data

Early Warning Systems

2021-22

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	53	85	76	100	106	153	130	178	151	0	0	0	0	1032
Attendance below 90 percent	2	6	3	4	7	9	10	22	15	0	0	0	0	78
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	2	2	2	2	10	6	4	0	0	0	0	28
Course failure in Math	0	0	0	0	1	2	12	15	8	0	0	0	0	38
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	1	5	15	18	0	0	0	0	39
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	9	17	26	0	0	0	0	52
Number of students with a substantial reading deficiency	0	7	16	29	17	18	42	68	72	0	0	0	0	269

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	1	1	1	13	19	17	0	0	0	0	52

The number of students identified as retainees:

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

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	86	80	106	115	149	150	182	164	147	0	0	0	0	1179
Attendance below 90 percent	6	3	4	8	10	9	20	17	18	0	0	0	0	95
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	2	2	1	10	3	6	1	0	0	0	0	27
Course failure in Math	0	0	0	1	3	11	11	12	8	0	0	0	0	46
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	4	15	18	17	0	0	0	0	54
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	9	17	26	24	0	0	0	0	76

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	2	1	12	16	20	17	0	0	0	0	68

The number of students identified as retainees:

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

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				74%	63%	61%	70%	62%	60%
ELA Learning Gains				66%	61%	59%	62%	61%	57%
ELA Lowest 25th Percentile				58%	57%	54%	52%	57%	52%
Math Achievement				74%	67%	62%	75%	65%	61%
Math Learning Gains				61%	63%	59%	64%	61%	58%
Math Lowest 25th Percentile				50%	56%	52%	50%	55%	52%
Science Achievement				61%	56%	56%	57%	57%	57%
Social Studies Achievement				86%	80%	78%	88%	79%	77%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	74%	60%	14%	58%	16%
Cohort Comparison						
04	2021					
	2019	82%	64%	18%	58%	24%
Cohort Comparison		-74%				
05	2021					
	2019	73%	60%	13%	56%	17%
Cohort Comparison		-82%				
06	2021					
	2019	59%	58%	1%	54%	5%
Cohort Comparison		-73%				
07	2021					
	2019	69%	56%	13%	52%	17%
Cohort Comparison		-59%				
08	2021					
	2019	71%	60%	11%	56%	15%
Cohort Comparison		-69%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	78%	67%	11%	62%	16%
Cohort Comparison						
04	2021					
	2019	84%	69%	15%	64%	20%
Cohort Comparison		-78%				
05	2021					
	2019	68%	65%	3%	60%	8%
Cohort Comparison		-84%				
06	2021					
	2019	62%	58%	4%	55%	7%
Cohort Comparison		-68%				
07	2021					
	2019	71%	53%	18%	54%	17%
Cohort Comparison		-62%				
08	2021					
	2019	40%	40%	0%	46%	-6%
Cohort Comparison		-71%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	56%	53%	3%	53%	3%
Cohort Comparison						
08	2021					
	2019	53%	43%	10%	48%	5%
Cohort Comparison		-56%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	68%	32%	67%	33%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	85%	73%	12%	71%	14%
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	94%	63%	31%	61%	33%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	54%	46%	57%	43%

Grade Level Data Review - Progress Monitoring Assessments

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

Grades 1-8 English Language Arts and Mathematics progress-monitoring data was obtained from iReady AP1, AP2, and AP3. Grades 5 and 8 Science progress-monitoring data was obtained from the district's mid-year assessment. Grade 7 Civics progress-monitoring data was obtained from the district's mid-year assessment.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	56.6	89.5	79.0
	Economically Disadvantaged	55.8	83.7	72.1
	Students With Disabilities	28.6	42.9	57.1
	English Language Learners	20.0	60.0	60.0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	47.4	82.9	84.2
	Economically Disadvantaged	48.8	83.7	83.7
	Students With Disabilities	42.9	71.4	71.4
	English Language Learners	20.0	60.0	80.0

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	50.5	73.2	74.2
	Economically Disadvantaged	46.3	68.5	66.7
	Students With Disabilities	14.3	28.6	28.6
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	38.1	55.7	70.1
	Economically Disadvantaged	31.5	50.0	63.0
	Students With Disabilities	28.6	42.9	28.6
	English Language Learners	0	0	0

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	63.6	79.1	83.6
	Economically Disadvantaged	53.2	74.2	75.8
	Students With Disabilities	0	50.0	71.4
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	19.1	40.9	67.3
	Economically Disadvantaged	12.9	30.7	64.5
	Students With Disabilities	0	0	57.1
	English Language Learners	0	0	0
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	56.3	68.8	73.6
	Economically Disadvantaged	44.2	61.0	66.2
	Students With Disabilities	37.5	37.5	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	41.0	61.8	70.8
	Economically Disadvantaged	35.1	55.8	61.0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	42.1	49.6	54.9
	Economically Disadvantaged	40.0	42.4	42.4
	Students With Disabilities	0	38.9	38.9
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	34.6	36.8	57.1
	Economically Disadvantaged	29.4	30.6	49.4
	Students With Disabilities	0	0	50.0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	6.8	0
	Economically Disadvantaged	0	6.0	0
	Students With Disabilities	0	11.8	0
	English Language Learners	0	0	0

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	47.0	60.7	51.8
	Economically Disadvantaged	38.7	60.2	41.9
	Students With Disabilities	0	45.5	31.8
	English Language Learners	0	14.3	14.3
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	39.3	50.6	52.4
	Economically Disadvantaged	37.6	49.5	51.6
	Students With Disabilities	0	27.3	36.4
	English Language Learners	0	0	14.3

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	41.7	50.0	49.4
	Economically Disadvantaged	41.7	49.0	44.8
	Students With Disabilities	0	0	43.8
	English Language Learners	0	7.1	7.1
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	34.0	40.4	47.4
	Economically Disadvantaged	31.3	36.5	42.7
	Students With Disabilities	0	0	0
	English Language Learners	14.3	21.4	14.3
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	0	58.0	0
	Economically Disadvantaged	0	56.0	0
	Students With Disabilities	0	38.0	0
	English Language Learners	0	15.0	0

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	39.9	50.0	47.8
	Economically Disadvantaged	34.9	45.4	43.0
	Students With Disabilities	0	0	0
	English Language Learners	0	14.3	14.3
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	27.5	34.8	44.9
	Economically Disadvantaged	25.6	25.6	37.2
	Students With Disabilities	0	0	23.1
	English Language Learners	14.3	42.9	28.6
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	14.0	32.0
	Economically Disadvantaged	0	13.0	0
	Students With Disabilities	0	4.0	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	38	40	30	36	35	31	21	47			
ELL	56	47	43	48	31	23	27	61			
ASN	78	60		63	35						
BLK	59	29		50	31						
HSP	67	51	38	58	40	30	40	61	74		
WHT	72	61		56	42		25		80		
FRL	63	48	34	51	35	25	33	66	68		
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	34	51	47	41	50	39	37	63	40		
ELL	61	65	64	67	62	49	45	88	84		
ASN	71	70	60	77	74						

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
BLK	66	67	60	69	50	50	62				
HSP	73	66	58	74	61	49	59	85	78		
MUL	90			100							
WHT	81	64	57	79	65	56	87	88	84		
FRL	69	63	55	71	61	52	58	85	75		
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	30	40	35	33	40	31	16	68			
ELL	58	57	52	63	63	48	31	78			
ASN	76	75		85	63						
BLK	50	62	42	58	55	47	27				
HSP	69	60	51	74	64	51	56	88	77		
WHT	78	67	75	87	66		72	100	76		
FRL	63	59	50	68	61	44	51	85	72		

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	53
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	69
Total Points Earned for the Federal Index	528
Total Components for the Federal Index	10
Percent Tested	92%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
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	45
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
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	59
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	53
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	48
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	49
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?

2019 data findings:

Math learning gains decreased 3 percentage points (64% to 61%).

Math lowest 25 percentile is lower compared to the district (56% to 50%).

ELA achievement increased 4 percentage points (70% to 74%).

ELA learning gains increased 4 percentage points (62% to 66%).

ELA lowest 25 percentile increased 6 percentage points (52% to 58%).

Science achievement increased 4 percentage points (57% to 61%).

Civics achievement decreased 2 percentage points (88% to 86%).

Middle school acceleration course achievement increased 1 percentage point (78% to 79%).

2021 data findings:

ELA achievement decreased by 6 percentage points (72% to 66%)

Math achievement decreased by 16 percentage points (69% to 53%)

Science achievement decreased by 22 percentage points (54% to 32%)

Biology decrease by 5 percentage points (100% to 95%)

Geometry decreased by 6 percentage points (100% to 94%)

Algebra decreased by 11 percentage points (94% to 83%)

Civics decreased by 23 percentage points (85% to 62%)

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

2019 data findings:

While 2019 state assessment data shows an increase in Science achievement, current progress monitoring showcased only 6.8% of grade 5 students were proficient on the mid-year science assessment. Data is similar in grade 8, where only 5.1% are proficient on the mid-year science assessment.

2021 data findings:

Science proficiency demonstrated a 22 percentage point decrease from only a 54 percentage in proficiency from the 2019 assessment.

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:

We believe utilizing standards-based instruction contributed to a small growth in Science achievement scores. While our Science achievement scores do increase, we would like to see more

sufficient growth. In order to accomplish this, Science instruction needs to be vital in each grade level, not just the tested grade levels. Each grade level needs instruction centered on the scientific method.

2021 data findings:

Due to the pandemic, we were in a position to place 3 teachers from various elementary grade levels, including 1st grade into 5th grade in order to meet the scheduling demands. One of the teachers took a leave of absence and a new, temporary teacher, was placed in the position. There was some assistance provided by district staff. This year, we will continue provide professional development opportunities that are aligned to standards-based instruction. We are also completing the application process for STEAM. We will develop on-site staff professional development focused on dissecting the FCAT Science standards and implemented essential labs on a rotating basis.

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

2019 data findings:

Overall, growth is evident within our ELA data. ELA achievement increased 4 percentage points (70% to 74%).

ELA learning gains increased 4 percentage points (62% to 66%). ELA lowest 25 percentile increased 6 percentage points (52% to 58%).

2021 data findings:

Although there was a 6 point percentage decrease in ELA proficiency, we deem the decrease as minimal due to the challenges stemming from the pandemic.

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

2019 data findings:

We believe contributing factors towards growth in ELA included strategic planning and access to scaffolding resources provided by the district pacing guides. There was additional focus on Tier 2 and Tier 3 intervention for students.

2021 data findings:

We believe contributing factors towards growth in ELA included strategic planning and access to scaffolding resources provided by the iReady Teacher Toolbox. i-Ready was used to remediate schools as a tool for intervention, yet it did not prove to be an effective tool to use for differentiated instruction.

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

Various strategies will need to be implemented to accelerate learning. Weekly Standards-Based Collaborative Planning sessions will be held to analyze data and plan for Standards-Aligned Instruction. Grade-level chairs and department chairs will lead Data-Driven Decision Making sessions in which fluid differentiated groups will be discussed, planning for effective use of curriculum resources, and best practices will be shared to address the needs of all learners. Extending learning opportunities will be offered to address learning loss, and Reading Horizons will be utilized for intervention and to monitor students through Response to Intervention (RtI).

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.

The PLST will develop grade level sessions on dissecting subject resources (August 2021), disaggregate test specifications (September 2021), and decision making from progress monitoring

(December 2021). Coaching cycles will also be implemented individually with teachers to support specific needs (ongoing).

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

Collaborative planning will be scheduled weekly and a member of the school leadership team will attend to ensure fidelity to the strategies being implemented school-wide that are aligned to the goals. Extended Learning opportunities will be provided with before and after school tutoring in addition to routine interventions. Furthermore, after school enrichment clubs will be provided.

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 data review, our school will implement the targeted element of standards-aligned instruction. Science has been identified as an area of critical need based on our scoring results. The 2019 State assessment data shows an increase in Science achievement, current progress monitoring showcased only 6.8% of grade 5 students were proficient on the mid-year science assessment. Data is similar in grade 8, where only 5.1% are proficient on the mid-year science assessment. In 2021, the Science proficiency demonstrated a 22 percentage point decrease from only a 54 percentage in proficiency from the 2019 assessment. The scores indicate our students have maintained but have not increased. Science is a subject that unfortunately is not prioritized until exposure to the 5th-grade FCAT exam. We selected the overarching area of standards-aligned instruction based on our findings that did not demonstrate an expected increase. We are not meeting the needs of all learners. Therefore, it is evident that we must improve our ability to align our instruction based on the levels of the students we serve. We will provide the scaffolding necessary for our students to access grade-level content to make learning gains and move towards learning gains.

Measurable Outcome: If we successfully implement standards-aligned instruction, then our Science scores will increase by a minimum of 10 percentage points as evidenced by the 2022 State Assessments administered in May.

Monitoring: The Leadership Team will conduct quarterly data chats, adjust groups based on current data in real time, and follow-up with informal walkthroughs to ensure quality instruction is taking place. Data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on standards. Extended learning opportunities will be provided to those students who are not showing growth. This area of focus will be monitored for the desired outcome. A science liaison will assist in monitoring as well as teacher data tracking. The assistant principal overseeing the area of focus will also be involved.

Person responsible for monitoring outcome: Ana Pachon-reboredo (apachon-reboredo@dadeschools.net)

Evidence-based Strategy: The evidence-based strategies of Academic Vocabulary Instruction will be implemented for this area of focus. Within the Targeted Element of standards aligned instruction, our school will focus on the evidence-based strategy of: Academic Vocabulary Instruction. This will assist in accelerating the learning gains of students' as it is a learning approach to meet the students' needs. Academic Vocabulary Instruction will be monitored through student work, assessments, and teacher tracking.

Rationale for Evidence-based Strategy: Academic Vocabulary Instruction plays a critical role in improving vocabulary skills for all learners. It will be incorporated through effective lessons in various ways including the use of interactive journals, interactive word walls, exposure to diverse texts, visual stimuli, daily dialogue, and associated with the content being taught. This will assist in ensuring that teachers are using relevant, recent, and aligned information to plan lessons that are customized to student needs. Teachers will continually adjust their instruction, plans, and instructional delivery as new data becomes available.

Action Steps to Implement

09/02-09/09 Teachers will administer the Science Baseline Assessment and use Performance Matters to monitor student completion.

Person Responsible Laura Bello (laurabello@dadeschools.net)

09/10-09-14 Teachers will debrief Science Baseline data with students. As a result, certain areas of the assessment will demonstrate growth.

Person Responsible Ana Pachon-reboredo (apachon-reboredo@dadeschools.net)

09/16-10/27 Teachers will use common planning, District provided pacing guides, Instructional Block Framework, and Florida Elevate Science Textbook to plan for instruction. Teachers will plan for instruction inclusive of ELL strategies, as a result students in our ELL subgroup will gain knowledge of Tier II/III academic vocabulary words.

Person Responsible Ana Pachon-reboredo (apachon-reboredo@dadeschools.net)

09/16-09/27 Science vocabulary Instruction will be incorporated into lessons in various ways including the use of interactive journals and interactive word walls to meet the needs of our ELL students.

Person Responsible Ana Pachon-reboredo (apachon-reboredo@dadeschools.net)

11/01-12/21 Science Baseline Assessment Scores (54.8%) exceeded the district average (46.8%) by 6% in 5th grade and by 2% (40.2 district, 42.2 school) in 8th grade. Science teachers in grades 5 and 8 will collaborate and identify the two lowest performing standards on the baseline assessment. The teachers will create a mini-assessment on those standards and hold data chats with students specific to those standards.

Person Responsible Milagro Arango (pr1331@dadeschools.net)

11/01-12/21 The science teachers in grades 5 and 8 will create and implement essential labs targeting the two lowest performing standards from the baseline assessment.

Person Responsible Catherine Villa (cvilla@dadeschools.net)

1/31-4/29 Team members for fifth and eighth grades will use the Science Midyear Assessment results to target areas of need for the upcoming FCAT Science 2.0 Spring Assessment.

Person Responsible Ana Pachon-reboredo (apachon-reboredo@dadeschools.net)

1/31-4/29 Team members for fifth and eighth grades will collaborate to host a SWAT Night (Science with a Twist). The objective is an evening event for students and families to explore different areas of science using hands-on science activities.

Person Responsible Ana Pachon-reboredo (apachon-reboredo@dadeschools.net)

#2. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale: Based on the data review of our 2021 data our ELA achievement decreased by 6 percentage points (72% to 66%) and our Math achievement decreased by 16 percentage points (69% to 53%). As a result, our school will implement the targeted element of differentiation. Differentiation in the classroom is an important skill for teachers to give students the best chance at learning, regardless of their abilities. This was identified as a target for this school year as a way of trying to improve our test scores. Differentiation will also be implemented at the teacher level.

Measurable Outcome: If we successfully implement differentiation, then our student scores will increase by a minimum of 5 percentage points as evidenced by the 2022 State Assessments from 66% ELA proficiency to 71% ELA proficiency and 53% Math proficiency to 58% Math proficiency.

Monitoring: Data chats will be conducted by the Leadership Team after each i-Ready Diagnostic Assessment, AP1 and AP2. During the data chats, groups for differentiated instruction (DI) will be established and/or reviewed. The administration will conduct walkthroughs to monitor fidelity of DI.

Person responsible for monitoring outcome: Ana Pachon-reboredo (apachon-reboredo@dadeschools.net)

Evidence-based Strategy: The evidence-based strategies of hands-on learning will be implemented for this area of focus. Hands-On Learning is a learning style in which understanding takes place by the students carrying out physical activities, rather than listening to a lecture or watching demonstrations. Essential labs, project-based learning, and teacher led learning activities assist in this evidence-based strategy. Kinesthetic learning allows for movement and using the senses to enhance learning.

Rationale for Evidence-based Strategy: Hands-on learning plays a critical role in improving vocabulary skills for all learners. It will be incorporated through effective lessons in various ways including the use of district approved essential labs, interactive journals, and project-based learning. This will assist in ensuring that teachers are using relevant, recent, and aligned information to plan lessons that are customized to student needs. Teachers will continually adjust their instruction, plans, and instructional delivery as new data becomes available.

Action Steps to Implement

9/2- Provide Professional Development for teachers on effective implementation of differentiated instruction that is aligned to the school goals based on data. As a result, teachers will develop classroom systems that are conducive to small group instruction such as allocated space, student folders, and posted groups.

Person Responsible Debi Griffith (dgriffith@dadeschools.net)

8/31-10/11-Teachers will develop lesson plans that are inclusive of DI instruction. As a result, teachers will have student groups, appropriate resources, and lesson plans that reflect DI instruction.

Person Responsible Ana Pachon-reboredo (apachon-reboredo@dadeschools.net)

8/31-10/11- Facilitate weekly collaborative planning meetings to provide teachers with an opportunity to collaborate and brainstorm challenges, needs, and shared best practices. Teachers will attend collaborative planning and take turns taking the lead and modeling explicit instruction during small groups.

Person Responsible Ana Pachon-reboredo (apachon-reboredo@dadeschools.net)

8/31-10/11- Teachers will collaboratively develop data trackers that can be used to track mini-assessments that are aligned to weekly small group instruction. Teachers will use data trackers to monitor student progress and adjust as necessary.

Person Responsible Laura Bello (laurabello@dadeschools.net)

11/01-12/21 i-Ready diagnostic assessment (AP1) reflected 46% proficiency in Reading and 30% proficiency in Math. This allowed us to analyze and reevaluate our current intervention groups. Students not meeting expectations have been identified for intervention using the district's Horizons Program.

Person Responsible Laura Bello (laurabello@dadeschools.net)

11/01-12/21 i-Ready diagnostic assessment (AP1) identified 33% of students are one grade level below. Grade levels and departments will meet during common planning time to share best practices related to targeting bubble students (students who may be on the cusp of achieving proficiency). Sharing of best practices will provide teachers with strategies to implement prior to AP2 with the goal of pushing identified bubble students into the proficiency level.

Person Responsible Ana Pachon-reboredo (apachon-reboredo@dadeschools.net)

1/31-4/29 At the conclusion of AP2 testing, individual grade levels/departments will analyze their data. Each team will create a student friendly data sheet to be used between teacher and student to discuss performance.

Person Responsible Milagro Arango (pr1331@dadeschools.net)

2/4 In connection with the 100th day of school, students and instructional staff will participate in I Grew Day. This event will allow participants to reflect on their performance and growth. The focus can be on results from testing and/or performance in the classroom on a day to day basis. Growth will be celebrated throughout the school during an I Grew Parade.

Person Responsible Milagro Arango (pr1331@dadeschools.net)

#3. Culture & Environment specifically relating to Equity & Diversity

Area of Focus Description and Rationale: Based on qualitative data from the School Culture Climate Survey, we want we want to use the Targeted Element of Equity and Diversity. Teachers in the building did not feel that their ideas were listened to and considered. In addition, 39% of staff indicated a strong morale, meaning 61% see morale as low. Therefore, we want to acknowledge staff throughout the year. By implementing staff recognition initiatives, staff morale will improve and positively impact student success.

Measurable Outcome: If we successfully implement the Targeted Element of Equity and Diversity, our teachers will feel like valued, contributing members through staff recognition events. This will be a collaborated effort amongst stakeholders as various events are organized including a staff shout-out board, monthly raffles, and tokens of appreciation. We aim to increase morale by 10 percentage points during the 2021-2022 school year from 39% to 49%.

Monitoring: The school leadership team will coordinate and collaborate with PTSA and EESAC to design staff recognition events. By implementing a multitude of recognition strategies, various staff members will be honored which we hope will improve staff morale. This initiative will be evident by announcements and posting on school social media sites.

Person responsible for monitoring outcome: Miriam Baez (mbaez11@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Equity and Diversity, we will focus on the evidence-based strategy of Promoting the Morale and Performance of the Team. By creating monthly staff recognition events, we hope to increase staff morale by ten percentage points.

Rationale for Evidence-based Strategy: Promoting the Morale and Performance of the Team will assist in showing staff that their ideas are listened to and considered. Throughout this process, the school leadership team will highlight staff thereby improving morale and empowering teacher leaders.

Action Steps to Implement

08/31-10/11- The staff will use a "Staff Shout-out" board to identify, validate, and thank each other for random acts of kindness and display these tokens of gratitude.

Person Responsible Milagro Arango (pr1331@dadeschools.net)

08/31-10/11- Staff members who have been recognized by their colleagues with a "Shout-out" will be added to a raffle for a token of gratitude at each faculty meeting. The principal will share the shout-out and honor each recipient with a token of appreciation.

Person Responsible Milagro Arango (pr1331@dadeschools.net)

08/31-10/11- The school will feature teachers weekly using the district provided Social Media #hastags to recognize and validate teacher contributions. Schools can participate in District campaigns by posting using the following hashtags: #MondayMotivation: #TeacherTuesday: #ThrowbackThursday: #FlashbackFriday

#ShowUpMDCPS: Showcase the student learning experience and highlight the importance of school attendance by using the hashtag #ShowUpMDCPS. Refer to Weekly Briefing 29160 for social media attendance images to use.

#IGetMySelfietoSchool: Invite students to snap a selfie of themselves learning and post it on social media using the hashtag #IGetMySelfietoSchool to promote the importance of attending school.

Person Responsible Rebecca Verdeja (rverdeja@dadeschools.net)

08/31- 10/11- Staff members will be added to a monthly PTSA sponsored raffle to recognize perfect attendance. Teacher attendance will be track by the administrative team and sub locator.

Person Responsible Milagro Arango (pr1331@dadeschools.net)

11/1-12/21 Collaboration with local community businesses for donations (breakfast items and/or coupons/ vouchers) will be executed to provide staff with treats during the upcoming holiday season (November-December).

Person Responsible Miriam Baez (mbaez11@dadeschools.net)

11/1-12/21 The PTSA will include a page in their monthly newsletter to highlight teachers who are exhibiting teacher leader qualities.

Person Responsible Valerie Milnes (vmilnes@dadeschools.net)

2/22 Staff members will participate in the activity Dynamic Duo Trivia. Participants will have 22 hours to complete the Forms questionnaire highlighting duo teams. Rewards will be provided by the leadership team.

Person Responsible Valerie Milnes (vmilnes@dadeschools.net)

4/4 Instructional staff will be treated with breakfast to kickstart FSA/EOC testing.

Person Responsible Milagro Arango (pr1331@dadeschools.net)

#4. Leadership specifically relating to Instructional Leadership Team

Area of Focus Description and Rationale: Based on the data review, our school will implement the Targeted Element of Instructional Leadership Team. Through our data review, we noticed an 18 percentage point drop from 2019-2020 to 2020-2021. Currently only 39.58% of staff strongly agree that the PLST promotes a school culture of collaboration and creative responsibility for student learning. We recognize the need to redesign our PLST team and provide professional development relevant to staff needs.

Measurable Outcome: If we successfully implement the Targeted Element of Instructional Leadership Team, our staff will receive quality professional development that will contribute to the improvement of student outcomes. With improved professional development, we aim to increase this data point by 3 percentage points by June 2022.

Monitoring: The school leadership team will identify specific staff members with expertise that will serve as teacher leaders with new initiatives and development to redesign the PLST. By involving interested teachers, we hope to create an environment of shared leadership. This initiative will be evident by teacher leaders providing support and development to their colleagues in various areas. To ensure we are on the right track, teachers who receive support will share the knowledge of best practices during grade level and department meetings.

Person responsible for monitoring outcome: Lucia Fernandez (lucyfernandez@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Instructional Leadership Team, we will focus on the evidence-based strategy of Shared Leadership. The PLST will develop whole group sessions using data to drive instruction, align resources, and provide timely and relevant professional development based on needs assessments. The school leadership team will attend professional development sessions to ensure fidelity in addition to utilizing classroom walkthroughs to observe strategies in action.

Rationale for Evidence-based Strategy: Redesigning the PLST will increase the school culture of collaboration and collective responsibility for student learning gains. Throughout this process the LT will create buy in and bring creative and innovative solutions to the forefront.

Action Steps to Implement

08/26 Instructional staff will be sent a survey soliciting interest in serving in a leadership role: ESSAC, PLST, club sponsor, grade-level or department chair and or athletic coach.

Person Responsible Ana Pachon-reboredo (apachon-reboredo@dadeschools.net)

09/01 Survey results will be used to fill leadership roles within the school Leadership Team.

Person Responsible Milagro Arango (pr1331@dadeschools.net)

10/04 PD Liaison will create and send a PD survey to utilize when planning for the mandatory professional development day on October 29, 2021.

Person Responsible Lucia Fernandez (lucyfernandez@dadeschools.net)

10/29 Teacher leaders will be used to lead breakout sessions on the October 29th mandatory professional development day.

Person Responsible Ana Pachon-reboredo (apachon-reboredo@dadeschools.net)

11/1-12/21 Instructional staff will be provided with a Leadership Directory. This directory will specify the grade level and department chairs in addition to curriculum liaisons (Mathematics ICAD contact, ELA ICAD contact, Science contact, Social Studies contact, PTSA Liaison, etc). The directory will serve as a starting point when instructional staff needs support and/or has questions.

Person Responsible Ana Pachon-reboredo (apachon-reboredo@dadeschools.net)

12/1 This day will be our Test Prep Collaboration Planning Day. Grade levels and departments will meet to identify a framework for test preparation (student resources, teacher resources, and FLDOE Test Item Specs). This day will allow staff to collaborate on instructional plans to implement test preparation following the return from Winter Break.

Person Responsible Ana Pachon-reboredo (apachon-reboredo@dadeschools.net)

1/31-4/29 Administration will meet with members of the Leadership Team and PLST for training on how to access Power BI data. Members of the PLST will then meet with individual grade levels and departments for Power BI usage specific to their wants and needs.

Person Responsible Milagro Arango (pr1331@dadeschools.net)

1/31-4/29 PLST members will share pertinent professional development opportunities and related briefings with the instructional staff using email communication.

Person Responsible Ana Pachon-reboredo (apachon-reboredo@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.

The discipline data of the school to the discipline data across the state falls in the category of moderate for combination schools. The primary and secondary areas of concern are bullying and harassment. The school will continue to monitor this issue during the upcoming school year. It is a collaborative effort with teachers and counselors working cohesively alongside parents and administration to diffuse this behavior. The school culture and environment will be monitored as they align with our school values. Behavioral intervention plans are in effect. The middle school will continue to work on the state-mandated Youth Mental Health course modules via Edgenuity and the district initiative known as No Place for Hate.

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.

Our strengths within School Culture are in Engaging Learning Environment and Clearly Defined Expectations. We strive in continuing to build on established values and promotion of a positive learning ambiance and inclusivity. Teachers are constantly developing their skills through meaningful professional development. The school is also open to innovative ideas to motivate and bridge gaps in student learning. We recognize student achievement and celebrate successes. Furthermore, consistent discipline and pride creates meaningful parental involvement. Our school plans experiences throughout the year to engage with parents and families to ensure they have the necessary information to support their children.

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

The stakeholders that are involved in promoting a positive school culture and environment include the school leadership team, teacher leaders, EESAC, and PTSA. School improvement strategies are a collaborative effort and behaviors/expectations are modeled throughout the school campus. The Principal's role is to monitor and oversee all the school's initiatives and respond to concerns with morale by planning team-building and morale boosting activities. The Assistant Principals will monitor the mentorship programs and assist in ensuring all information is shared with stakeholders in a timely manner. Teacher leaders assist in providing and responding to feedback from stakeholders. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families.

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: Instructional Practice: Differentiation	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity	\$0.00
4	III.A.	Areas of Focus: Leadership: Instructional Leadership Team	\$0.00
Total:			\$0.00