

Miami-Dade County Public Schools

Jorge Mas Canosa Middle School



2021-22 Schoolwide Improvement Plan

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Jorge Mas Canosa Middle School

15735 SW 144TH ST, Miami, FL 33196

<http://jmcmiddle.dadeschools.net>

Demographics

Principal: Elio Falcon, Jr

Start Date for this Principal: 8/15/2006

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)	94%
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 White Students Economically Disadvantaged Students
School Grades History	2018-19: B (59%) 2017-18: A (63%) 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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Jorge Mas Canosa Middle School

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<http://jmcmiddle.dadeschools.net>

School Demographics

School Type and Grades Served (per MSID File) Middle School 6-8	2020-21 Title I School Yes	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) 79%
Primary Service Type (per MSID File) K-12 General Education	Charter School No	2018-19 Minority Rate (Reported as Non-white on Survey 2) 96%

School Grades History

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

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Jorge Mas Canosa Middle School is to provide a rigorous international education that challenges our students to become globally literate by inspiring them to achieve their maximum potential while meeting their personal, social, and cognitive needs.

Provide the school's vision statement.

To provide an environment conducive to developing global literacy.

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
Falconjr, Elio	Principal	Mr. Falcon leads teachers and staff, sets goals for the school, and ensure students meet their learning objectives. He oversees the school's day-to-day operations, including handling disciplinary matters, managing a budget, and hiring teachers and other personnel.
Casabielle, Melissa	Teacher, Adult	Ms. Casabielle serves as the 6th grade Language Arts leader. She plans and deliver lessons and ensures all teachers are covering the required curriculum and adhering to timelines outlined in the district pacing guide. She administers assessments and uses data to provide differentiated instruction.
Melchor, Lizet	Teacher, Adult	Ms. Melchor is a Language Arts through ESOL teacher. She collaborates with the Language Arts and ESOL departments to plan and deliver lessons that cover the required curriculum while adhering to timelines outlined in the district pacing guide. She administers assessments and uses data to provide differentiated instruction.
Smith, Christine	Assistant Principal	Ms. Smith is responsible for assisting the Principal in planning, organizing, administering, and directing the activities and functions of the school. She oversees the areas of curriculum, ESE, 7th grade discipline, EESAC, Language Arts, Reading, and testing.

Demographic Information

Principal start date

Tuesday 8/15/2006, Elio Falcon, Jr

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.*

44

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.*

51

Total number of teacher positions allocated to the school

91

Total number of students enrolled at the school

1,447

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

0

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	0	0	0	0	0	0	390	520	537	0	0	0	0	1447
Attendance below 90 percent	0	0	0	0	0	0	44	122	120	0	0	0	0	286
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	26	36	37	0	0	0	0	99
Course failure in Math	0	0	0	0	0	0	40	54	30	0	0	0	0	124
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	42	69	73	0	0	0	0	184
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	28	60	66	0	0	0	0	154
Number of students with a substantial reading deficiency	0	0	0	0	0	0	136	240	253	0	0	0	0	629

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	49	93	88	0	0	0	0	230

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	9	15	0	0	0	0	0	24
Students retained two or more times	0	0	0	0	0	0	6	7	5	0	0	0	0	18

Date this data was collected or last updated

Wednesday 7/21/2021

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	518	599	560	0	0	0	0	1677
Attendance below 90 percent	0	0	0	0	0	0	112	142	141	0	0	0	0	395
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	50	43	0	0	0	0	120
Course failure in Math	0	0	0	0	0	0	44	45	53	0	0	0	0	142
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	67	81	76	0	0	0	0	224
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	54	74	75	0	0	0	0	203

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	81	104	116	0	0	0	0	301

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	7	14	0	0	0	0	0	21
Students retained two or more times	0	0	0	0	0	0	6	10	7	0	0	0	0	23

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				61%	58%	54%	61%	56%	53%
ELA Learning Gains				59%	58%	54%	59%	56%	54%
ELA Lowest 25th Percentile				44%	52%	47%	51%	52%	47%
Math Achievement				65%	58%	58%	62%	56%	58%
Math Learning Gains				58%	56%	57%	63%	56%	57%
Math Lowest 25th Percentile				48%	54%	51%	54%	55%	51%
Science Achievement				56%	52%	51%	63%	52%	52%
Social Studies Achievement				73%	74%	72%	74%	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	62%	58%	4%	54%	8%
Cohort Comparison						
07	2021					
	2019	55%	56%	-1%	52%	3%
Cohort Comparison						
08	2021					
	2019	58%	60%	-2%	56%	2%
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	63%	58%	5%	55%	8%
Cohort Comparison						
07	2021					
	2019	59%	53%	6%	54%	5%
Cohort Comparison		-63%				
08	2021					
	2019	44%	40%	4%	46%	-2%
Cohort Comparison		-59%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	49%	43%	6%	48%	1%
Cohort Comparison						

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	71%	73%	-2%	71%	0%

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	88%	63%	25%	61%	27%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	94%	54%	40%	57%	37%

Grade Level Data Review - Progress Monitoring Assessments

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

The progress monitoring tools used for ELA and Math in grades 6, 7, and 8 was i-Ready Diagnostic Assessment. Midyear Assessments were utilized for Mathematics in grades 6, 7, and 8; Science grade 8; and Civics grade 7.

		Grade 6			
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		40.3	46.1	44.4
	Economically Disadvantaged		36.9	43.5	41.5
	Students With Disabilities		15.7	21.6	16.7
	English Language Learners		0	0	18.1
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		36	47.7	48.8
	Economically Disadvantaged		32.8	46.3	46.3
	Students With Disabilities		11.8	18.6	25.5
	English Language Learners		12.5	23.6	30.6

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	44.4	48.1	45.9
	Economically Disadvantaged	42.1	46.3	43
	Students With Disabilities	24.4	20.9	20.9
	English Language Learners	0	0	24.2
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	37.1	45.1	48.4
	Economically Disadvantaged	33.8	41.8	45.4
	Students With Disabilities	13	18.3	27
	English Language Learners	18.2	33.3	36.4
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	0	69.8	0
	Economically Disadvantaged	0	66.5	0
	Students With Disabilities	0	40.7	0
	English Language Learners	0	41.2	0

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	40.5	46.6	47.2
	Economically Disadvantaged	36.5	43.4	43.8
	Students With Disabilities	15.1	12.3	20.8
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	30.8	42.2	43.9
	Economically Disadvantaged	27.7	39.1	40.8
	Students With Disabilities	7.6	13.2	18.9
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	22.5	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring

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	28	30	23	32	33	29	24	39	12		
ELL	40	44	40	45	36	34	23	53	38		
ASN	81	67		80	59		82	92	93		
BLK	42	38	17	40	25	23	41	68	27		
HSP	55	48	38	55	39	33	46	61	47		
MUL	64	30		64	40						
WHT	67	54		58	43	23	56	69	50		
FRL	52	46	36	51	37	31	42	58	42		
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	25	39	33	35	48	39	30	39	36		
ELL	43	54	48	53	52	48	26	52	53		

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
ASN	63	55		77	58		87		100		
BLK	45	46	18	50	57	46	45	87	73		
HSP	61	59	46	65	58	48	55	72	70		
MUL	78	78		78	61		75				
WHT	65	61	42	68	56	36	55	79	83		
FRL	59	57	42	62	57	47	52	71	67		

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	24	44	42	31	50	46	30	38	50		
ELL	32	58	54	40	52	49	31	52	83		
ASN	73	62		81	81		85	82	77		
BLK	53	58	41	47	59	52	58	52	67		
HSP	61	59	51	62	62	54	61	76	79		
MUL	80	60		73	73			92			
WHT	67	59	47	69	73	67	76	68	74		
FRL	58	59	51	60	61	52	61	72	78		

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	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	65
Total Points Earned for the Federal Index	490
Total Components for the Federal Index	10
Percent Tested	93%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
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	42
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	79
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	36
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	49
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	50
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	53
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	46
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: Across all grade levels, there were comparable percentages between ELL (48%), BLK (46%), HSP (48%), and FRL (47%) for Math Learning Gains of the lower 25 percentile. There are comparable percentages for ELL (48%), HSP (46%), WHT (42%), and FRL (42%) for ELA learning gains for the lower 25 percentile. It is important to note that for ELA lower 25 percentile, the BLK subgroup had an 18% proficiency.

2021: Across all grade levels, there was a decrease in the percentage of students in the lowest 25% who made learning gains in the core content areas of ELA and Math. In ELA, the percentage of students in the lowest 25% who made learning gains decreased from 44% (2019) to 36% (2021). In math, the percentage of students in the lowest 25% who made learning gains decreased from 48% (2019) to 32% (2021).

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

Based off progress monitoring and 2019 state assessments, it is evident that Jorge Mas Canosa Middle School demonstrated a need for improvement in both ELA and Mathematics learning gains for the lowest 25th percentile. When compared to the district Jorge Mas Canosa Middle School demonstrated a 44% proficiency on ELA for lowest 25 percentile compared to the district which was 52% and the state which was 47% proficiency. When compared to the district Jorge Mas Canosa Middle School demonstrated a 48% proficiency on Mathematics for lowest 25 percentile compared to the district which was 54% and the state which was 51% proficiency. 2021 FSA data demonstrates that in ELA, the percentage of students in the lowest 25% who made learning gains decreased from 44% (2019) to 36% (2021). Furthermore, in math, the percentage of students in the lowest 25% who made learning gains decreased from 48% (2019) to 32% (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?

Contributing factors for our lowest 25th percentile in ELA and Mathematics include a greater need for differentiated instruction, intervention and progress monitoring. This can be attributed to a lack of data review and collaboration among teachers.

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

Based off progress monitoring and 2019 state assessments, the data showed improvements in ELA and Mathematics proficiency. The 2019 school data showed that students at Jorge Mas Canosa Middle School had a 61% achievement level compared to the districts 58% and the states 54%

proficiency. The 2019 Math data showed that Jorge Mas Canosa Middle School had a proficiency of 65% while the district and state had a 58% proficiency.

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

Contributing factors that helped with the improvement of ELA and Mathematics proficiency scores can be attributed to providing student incentives for iReady time completion and accuracy. After school tutoring opportunities for all students for ELA and Mathematics throughout the school year. Quarterly data chats amongst students and teachers also contributed to this improvement.

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

Intervention will be done before and after school using tutoring to target our lowest 25th percentile. In addition to intervention, differentiated instruction in mathematics class, intensive mathematics class and during the EDGE class will be critical to target the needs of these students. Strategic intervention aligned to student needs will help accelerate learning and increase student academic data.

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.

Based on the results for the School Climate Survey, professional developments will be implemented that directly target the needs of Jorge Mas Canosa Middle School. For the 2021-2022 school year, we will be completing a Schoology 101 training that will offer teachers the ability to collaborate with students on one platform. This platform will assist with the sharing of resources and collection of student work. During the School Climate Survey, 26% of teachers at Jorge Mas Canosa Middle School ranked Knowledge of Learners as the top category for PD needs. Based on this information, we will provide teachers with PDs that focus on differentiated instruction, data analysis and student data chats.

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

Additional services that will be implemented to ensure sustainability of improvement in the next year and beyond include collaborative learning structures for students that focus on individual needs based on data. In addition, mentoring programs which will include: teacher to teacher, student to student, and teacher/staff to student communication. Teachers will hold quarterly data chats with students and, when feasible, have competitions among class periods to attain goals and create a reward system for academic growth. Administration will utilize PowerBi to disseminate a list of the lowest 25/35 percentiles. This will be done at the beginning of the year and will be resent if/when data is updated in PowerBI.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:	Differentiation as an instructional practice was identified as a critical need because 2019 FSA data demonstrates that only 44% of students in the lowest 25% made learning gains in ELA and 48% of students in the lowest 25% made learning gains in math. Based on 2021 FSA data, only 36% of students in the lowest 25% made learning gains in ELA and only 32% of students in the lowest 25% in math demonstrated learning gains. Targeted differentiated instruction would lead to an increase in the number of students demonstrating learning gains in both ELA and math.
Measurable Outcome:	If teachers effectively utilize differentiation, the percentage of students demonstrating learning gains in ELA will increase by at least 5% (from 44% to 49%). Similarly, the percentage of students demonstrating learning gains in math will increase by at least 5% (from 48% to 53%).
Monitoring:	I-Ready diagnostic AP1 and AP2 test results will be used to monitor progress for ELA and math. AP1 results will be used in data chats so that teachers are able to target instruction and differentiate to meet students' needs. AP2 results will be used in data chats to determine the effectiveness of the differentiation and to modify differentiation based on the student's most recent educational needs.
Person responsible for monitoring outcome:	Christine Smith (christinesmith1@dadeschools.net)
Evidence-based Strategy:	Differentiated instruction, including the use of i-Ready lessons, scaffolding, and differentiation, has been proven to improve academic achievement. Therefore, if implemented with fidelity, differentiated instruction will increase the percentage of students in the lowest 25% who demonstrate learning gains both in ELA and math. Differentiated instruction will be monitored by administration during walk throughs as evidenced by lesson plans, instructional activities, and data chats.
Rationale for Evidence-based Strategy:	The rationale behind selecting this strategy is that if students in the lowest 25% are provided with targeted differentiation, a greater percentage of students will demonstrate learning gains on standardized tests. We used data from the grade level data review (assessments) to determine there was a need to implement differentiation as a strategy. The resources that will be used to provide differentiation include i-Ready toolbox, i-Ready lessons, supplemental workbooks, and guided notes.

Action Steps to Implement

9/2/21: A 2020 ELA FSA data spreadsheet is sent to teachers, including the breakdown in all FSA sub-categories. Teachers will utilize data to differentiate instruction based on students' needs. i-Ready AP1 diagnostic scores will be used in administrator-teacher data chats to assist in identifying students' differentiated instruction needs. This will be evidenced by an email sent to teachers containing a spreadsheet with ELA data, data chat notes, and the subsequent lesson plans that will include targeted differentiated instruction.

Person Responsible Christine Smith (christinesmith1@dadeschools.net)

8/31/21-10/11/21: Intensive Reading teachers will implement the Read 180 curriculum on a daily basis throughout the school year to provide differentiated Instruction. Based on assessment and progress monitoring data, students will experience differentiated instruction through rotations which include:

1. Small-group Teacher-Directed instruction
2. Student Computer application which is targeted to student reading level and adaptive
3. Differentiated independent reading (through the use of an extensive online reading library that contains

multiple books written at each student's appropriate level of readability spanning a wide range of high-interest genres).

This will be evidenced by student groups in Reading classes and witnessing the rotation of groups when conducting walk-throughs and observations.

Person Responsible Ivette Delgado (idelgado1@dadeschools.net)

8/31/21-10/11/21: Teachers will develop lesson plans that are inclusive of DI instruction. Teachers across the different departments will utilize technology on a weekly basis throughout the school year in order to differentiate instruction based on each student's individualized needs. The technologies used will include i-Ready, CommonLit, Edgenuity, Edusmart, and LearnSmart. As a result, teachers will have student groups, appropriate resources, and lesson plans that reflect DI instruction and the use of technology.

Person Responsible Michelle San (michsan@dadeschools.net)

8/31/21-10/11/21: Administrators will seek and provide Professional Development opportunities 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 spaces, student folders, and posted groups.

Person Responsible Christine Smith (christinesmith1@dadeschools.net)

11/1/21-12/17/21: Administrators will schedule and hold data chats with all ELA & Math teachers to review i-Ready AP1 data and create plans for differentiated instruction.

Person Responsible Christine Smith (christinesmith1@dadeschools.net)

11/1/21-12/17/21: Teachers will develop lesson plans that are inclusive of DI instruction. Teachers across the different departments will utilize technology on a weekly basis throughout the school year in order to differentiate instruction based on each student's individualized needs. The technologies used will include i-Ready, CommonLit, Edgenuity, Edusmart, and LearnSmart. As a result, teachers will have student groups, appropriate resources, and lesson plans that reflect DI instruction and the use of technology.

Person Responsible Elio Falconjr (pr6771@dadeschools.net)

2/1/22-2/11/22: Administrators will schedule and hold data chats with all ELA & Math teachers to review i-Ready AP1 data and create plans for differentiated instruction.

Person Responsible Christine Smith (christinesmith1@dadeschools.net)

1/31/22-4/29/22: Teachers will develop lesson plans that are inclusive of DI instruction. Teachers across the different departments will utilize technology on a weekly basis throughout the school year in order to differentiate instruction based on each student's individualized needs. The technologies used will include i-Ready, CommonLit, Edgenuity, Edusmart, and LearnSmart. As a result, teachers will have student groups, appropriate resources, and lesson plans that reflect DI instruction and the use of technology.

Person Responsible Elio Falconjr (pr6771@dadeschools.net)

#2. Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale:	<p>Collaborative planning was identified as a critical need based on a review of grade level data (assessments) and a review of subgroup data. Data indicates that only 25% of SWD demonstrated proficiency on the FSA ELA and only 35% of SWD demonstrated proficiency on the FSA math. Furthermore only 39% of SWD made learning gains on the FSA ELA. Only 33% of students in the lowest 25% made learning gains on the FSA ELA, and only 39% of students in the lowest 25% made learning gains on the FSA math. While SWD subgroup data is not yet available for 2021, general 2021 FSA data indicates that proficiency and learning gains decreased across all subject areas. ELA proficiency decreased from 61% (2019) to 56% (2021), while ELA learning gains decreased from 59% (2019) to 48% (2021). Math proficiency decreased from 65% to 55%, while math learning gains decreased from 58% (2019) to 39% (2021). Science proficiency decreased from 56% (2019) to 47% (2021). Social studies proficiency decreased from 73% (2019) to 63% (2021). Currently, 21.9% of students attending Jorge Mas Canosa Middle School are SWD. There is a critical need for teachers of SWD to be strategically paired with teachers whose students consistently demonstrate learning gains and proficiency. Through these strategic pairings, teachers are able to observe their peers, collaborate, and adjust their instructional methods to adapt to their students' needs.</p>
Measurable Outcome:	<p>The school's desired outcome is to have at least 41% of Students with Disabilities (SWD) demonstrate proficiency and learning gains on the FSA in both ELA and math. The goal is to attain this outcome as a result of teacher-directed observation and collaborative planning.</p>
Monitoring:	<p>I-Ready diagnostic AP1 and AP2 test results will be used to monitor progress of all students, including SWD in ELA and math. AP1 results will be used in data chats so that teachers of SWD are able to target instruction and differentiate to meet students' needs. AP2 results will be used in data chats to monitor progress and to modify instructional strategies based on the student's most recent educational needs.</p>
Person responsible for monitoring outcome:	<p>Christine Smith (christinesmith1@dadeschools.net)</p>
Evidence-based Strategy:	<p>We will be using the evidence strategy of collaboration and teacher-directed observation to address this area of focus. Teachers of SWD will be strategically paired with other teachers and opportunities for teacher-directed observation and collaboration will be created. Administrators will follow up with teachers through check-ins to gauge the effects of this strategy. As a result of this, there should be an increase in the percentage of SWD who achieve proficiency and learning gains in ELA and math.</p>
Rationale for Evidence-based Strategy:	<p>The strategies of collaboration and teacher-directed observation have been selected because they provide teachers with structured opportunities for professional growth so they may better meet the needs of their students with disabilities. By partnering teachers whose students have historically made learning gains or demonstrated proficiency with teachers of SWD, teachers of SWD will be able to witness different strategies and determine whether to implement those practices in their classrooms. They will also be able to debrief and collaborate with their partner teachers and administrators throughout the year.</p>

Action Steps to Implement

9/2/21: Departmental and interdepartmental collaboration will take place on a monthly basis as evidenced by meeting agendas and sign in sheets. Teacher-directed peer observations will be scheduled on a monthly basis so that teachers may witness engaging activities and a variety of instructional strategies.

This will be evidenced by a TDO schedule outlining the teachers who have been paired and when they are scheduled to observe their peer's class.

Person Responsible Elio Falconjr (pr6771@dadeschools.net)

8/31/21-10/11/21: Grade level team leaders will meet on a biweekly basis for horizontal curriculum alignment. Grade level team leaders will then communicate any concerns to department chairpersons. This will be evidenced by e-mails, agendas, and sign-in sheets.

Person Responsible Melissa Casabielle (melissacastrillon@dadeschools.net)

8/31/21-10/11/21: Intensive Reading teachers will collaborate with ESE Language Arts teachers on a biweekly basis to address the needs of the Students with Disabilities that they have in common. They will discuss student progress and areas where further intervention is needed. This will be evidenced by e-mails, agendas, and sign-in sheets.

Person Responsible Ivette Delgado (idelgado1@dadeschools.net)

8/31/21-10/11/21: Teachers will attend monthly collaborative planning meetings and take turns taking the lead and modeling explicit instruction during small groups, particularly focusing on best practices for ESE students. This will be evidenced by meeting agendas and sign-in sheets.

Person Responsible Christine Smith (christinesmith1@dadeschools.net)

11/1/21-12/17/21: Intensive Reading teachers will collaborate with ESE Language Arts teachers on a biweekly basis to address the needs of the Students with Disabilities that they have in common. They will discuss student progress and areas where further intervention is needed. This will be evidenced by e-mails, agendas, and sign-in sheets.

Person Responsible Ivette Delgado (idelgado1@dadeschools.net)

11/1/21-12/17/21: Departments will meet during common planning time on a monthly basis to plan collaboratively. Departmental and interdepartmental collaboration will take place on a monthly basis as evidenced by meeting agendas and sign in sheets.

Person Responsible Elio Falconjr (pr6771@dadeschools.net)

1/31/22-4/29/22: Intensive Reading teachers will collaborate with ESE Language Arts teachers on a biweekly basis to address the needs of the Students with Disabilities that they have in common. They will discuss student progress and areas where further intervention is needed. This will be evidenced by e-mails, agendas, and sign-in sheets.

Person Responsible Ivette Delgado (idelgado1@dadeschools.net)

1/31/22-4/29/22: Intensive Math teachers will collaborate with ESE math teachers on a biweekly basis to address the needs of the Students with Disabilities that they have in common. They will discuss student progress and areas where further intervention is needed. This will be evidenced by e-mails, agendas, and sign-in sheets.

Person Responsible Michelle San (michsan@dadeschools.net)

#3. Culture & Environment specifically relating to Parent Involvement**Area of****Focus****Description and Rationale:**

Based on the School Climate Survey, 53% of teachers felt a lack of concern and support from parents.

Measurable Outcome:

The school's desirable outcome is to increase the parental involvement so that 48% of teachers feel there is a lack of concern and support as opposed to the current 53%.

Monitoring:

Parental involvement will be monitored for the desired outcome through the use of attendance records for parent orientation, open house, magnet fairs, parent teacher conferences, EESAC meetings, and any other school events.

Person responsible for monitoring outcome:

Mavel Rodriguez-Cibran (mrcibran@dadeschools.net)

Evidence-based Strategy:

The evidenced-based strategy being implemented to increase parental involvement includes family engagement within the school. We will implement this strategy by making changes in order to enhance parent involvement to school events. As a result of these changes, the percentage of teachers who feel a lack of concern and support from parents should decrease on the 2021-2022 School Climate Survey.

Rationale for Evidence-based Strategy:

By increasing parental involvement, improved academic achievement and lower rates of disciplinary issues will be noted. Jorge Mas Canosa Middle School will work to create genuine and collaborative relationships with families, create interactive sessions between staff and families, and link all interactions to learning to help build families' capacities in supporting their students' academic growth. As a result of this, parents will be better equipped to support their students at home and the percentage of teachers who feel there is a lack of concern and support from parents will decrease.

Action Steps to Implement

9/2/21: Opportunities for parental involvement will be created, including interactive sessions between staff and families. Information will be shared and workshops will be held to help build families' capacities in supporting their students' academic growth.

Person Responsible

Mavel Rodriguez-Cibran (mrcibran@dadeschools.net)

8/31/21-10/11/21: Grade level team leaders will schedule parent-teacher conferences as needed. This will be evidenced by e-mails, Zoom meetings, and meeting notes. As a result of parent-teacher conferences, communication between parents and teachers increases and parents become informed and better able to assist and support students.

Person Responsible

Elio Falconjr (pr6771@dadeschools.net)

8/31/21-10/11/21: An annual informational FSA/Science night will be held. The meeting will be separated by grade level and teachers will explain effective strategies parents can use at home with their children and provide information about standardized assessments. This will be evidenced by sign-in sheets from FSA/Science night and messages/flyers/e-mails announcing the event.

Person Responsible

Iris Martin (irismartin@dadeschools.net)

8/31/21-10/11/21: School Messenger is used to communicate important information to parents via automated phone message, SMS text message, and e-mail on a regular basis. This will be evidenced by

School Messenger reports. As a result of these messages, parents are informed of school events and other relevant information, thereby increasing their involvement.

Person Responsible Mavel Rodriguez-Cibran (mrcibran@dadeschools.net)

11/1/21-12/17/21: Administrators will request workshops from the Parent Academy that are relevant to the school's goals and needs.

Person Responsible Mavel Rodriguez-Cibran (mrcibran@dadeschools.net)

11/1/21:12/17/21: Parent Academy workshop information will be shared with parents through social media and School Messenger platforms.

Person Responsible Mavel Rodriguez-Cibran (mrcibran@dadeschools.net)

1/31/22-4/29/22: Administrators will request workshops from the Parent Academy that are relevant to the school's goals and needs.

Person Responsible Mavel Rodriguez-Cibran (mrcibran@dadeschools.net)

1/31/22-4/29/22: Parent Academy workshop information will be shared with parents through social media and School Messenger platforms.

Person Responsible Mavel Rodriguez-Cibran (mrcibran@dadeschools.net)

#4. Leadership specifically relating to Leadership Development**Area of**

Focus Description and Rationale: According to the 2020-2021 School Climate Staff Survey, 31% of teachers felt supported by teacher leaders weekly as opposed to 52% during the 2019-2020 school year, demonstrating a 21% decrease.

Measurable Outcome:

Jorge Mas Canosa Middle School would like to see an increase of 5% in the amount of teachers who feel supported weekly by teacher leaders by the end of the 2021-2022 school year as evidenced by survey results at the end of the 2021-2022 school year.

Monitoring:

The School Leadership Team at Jorge Mas Canosa Middle School will use department meeting agendas, meeting attendance logs, and focus calendars to keep track of support provided by teacher leaders.

Person responsible for monitoring outcome:

Mavel Rodriguez-Cibran (mrcibran@dadeschools.net)

Evidence-based Strategy:

The evidence-based strategy being implemented to increase teacher support by teacher leaders is providing teachers with feedback. Providing feedback, including praise, helps teachers reflect upon their practices and work toward self-improvement.

Rationale for Evidence-based Strategy:

The school leadership team is committed to supporting teachers despite difficulties or challenges. School teacher leaders will provide teachers with constructive feedback and support. This will be evidenced by e-mails between teacher leaders and teachers. As a result, teachers will reflect upon their practices and feel better supported by the leadership team.

Action Steps to Implement

9/2/21: A survey will be created at the beginning of the school year. It will be sent to teachers in order to assess in what area(s) teachers are not being supported. Based on survey results, administrators and other teacher leaders will seek ways to better support teachers. This will be evidenced by a Microsoft Forms survey and e-mails.

Person Responsible

Elio Falconjr (pr6771@dadeschools.net)

8/31/21-10/11/21: Administrators will seek and provide leadership opportunities and share professional development opportunities with all teachers throughout the year in order to promote and enhance leadership roles. This will be evidenced by e-mails and PD attendance records.

Person Responsible

Christine Smith (christinesmith1@dadeschools.net)

8/31/21-10/11/21: Department Chairs in all departments will hold meetings to discuss curriculum, school policies and procedures, activities/events, and District Initiatives. They will provide teachers opportunities to take on leadership roles within their departments and within the school. This will be evidenced by meeting agendas and sign-in sheets.

Person Responsible

Michelle San (michsan@dadeschools.net)

8/31/21-10/11/21: Administrators will provide teachers with feedback after classroom walk-throughs on a weekly basis. This will be evidenced by e-mails. As a result of this feedback, teachers are able to reflect upon and improve their teaching practices.

Person Responsible Elio Falconjr (pr6771@dadeschools.net)

11/1/21-12/17/21: Administrators will seek and provide leadership opportunities and share professional development opportunities with all teachers throughout the year in order to promote and enhance leadership roles. This will be evidenced by e-mails and PD attendance records.

Person Responsible Christine Smith (christinesmith1@dadeschools.net)

11/1/21-12/17/21: Department chairs and team leaders will provide assistance to teachers in their department (or grade level) as needed on an ongoing basis. At a minimum, departments and grade levels will meet on a monthly basis as evidenced by meeting agendas and sign in sheets.

Person Responsible Michelle San (michsan@dadeschools.net)

1/31/22-4/29/22: Administrators will seek and provide leadership opportunities and share professional development opportunities with all teachers throughout the year in order to promote and enhance leadership roles. This will be evidenced by e-mails and PD attendance records.

Person Responsible Christine Smith (christinesmith1@dadeschools.net)

1/31/22-4/29/22: Department chairs and team leaders will provide assistance to teachers in their department (or grade level) as needed on an ongoing basis. At a minimum, departments and grade levels will meet on a monthly basis as evidenced by meeting agendas and sign in sheets.

Person Responsible Elio Falconjr (pr6771@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.

When compared to discipline data across the state, Jorge Mas Canosa Middle School falls into the "low" category, averaging 2.6 incidents per one hundred students. Our school's primary area of concern is drug/public order incidents, where 26 tobacco-related incidents took place in the 2019-2020 school year, obtaining a high rating on SafeSchoolsforAlex.org. Our school's secondary area of concern is violent incidents, where 18 fighting incidents were reported. The school's leadership team, faculty, and staff actively work toward prevention of disciplinary issues through the use of restorative justice practices, mental health services, growth mindset, and counseling. We hold discipline assemblies to review the Student Code of Conduct in detail. We promote the district's Values Matter campaign on a monthly basis, nominating students who exemplify the value of the month. All of these actions positively impact school culture and environment because they emphasize the importance of positive behaviors. Suspension data, particularly for incidents related to tobacco products and fighting, will be monitored throughout the year.

Part IV: Positive Culture & Environment

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

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

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

The school addresses building a positive school culture and environment by using the Counselors to provide all teachers with in-house professional development on Restorative Justice Practices. Our school will utilize Edge teachers to practice restorative practices and diffuse problems before they escalate. All counselors will be available throughout the year to ensure the continuity of RJP. The school will encourage teachers to invite counselors into classes, as needed, for support and collaboration. Staff members will be given school training on growth mindset and mindfulness in order to implement a positive classroom environment. Staff members will be given the opportunity to lead, share, and learn with their peers through various school initiatives. The administrative team will communicate with staff and monitor practices with the faculty and staff to ensure alignment with shared vision and promotion of shared decision-making process. A school-wide initiative will take place where staff will share best practices and provide collaborative spaces. Department chairs will facilitate in house professional development for department teachers biweekly to assist in the navigation of the virtual platform.

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

In order to promote a positive culture and environment at our school, all staff members will assist in working towards a common goal. Our principal (Elio Falcon, Jr.) and administrative team (Christine Smith and Mavel Rodriguez-Cibran) will work together to ensure RJP circles are being conducted, department chairs are meeting with their department and that students are responding to the implementation steps being given. Our guidance counselors (Danilda Fonseca and Ana Vega-Castillo) and TRUST Counselor (Michelle Perez-Gell) will work towards training, participating and assisting teachers with RJP circles and ensuring that the Values Matters M-DCPS initiative are being incorporated during the school year at Jorge Mas Canosa Middle School.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Differentiation	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Collaborative Planning	\$0.00

3	III.A.	Areas of Focus: Culture & Environment: Parent Involvement	\$0.00
4	III.A.	Areas of Focus: Leadership: Leadership Development	\$0.00
Total:			\$0.00