

Miami-Dade County Public Schools

Thomas Jefferson Biscayne Gardens K 8 Academy



2021-22 Schoolwide Improvement Plan

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Thomas Jefferson Biscayne Gardens K 8 Academy

525 NW 147TH ST, Miami, FL 33168

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

Demographics

Principal: Patrick Lacouty

Start Date for this Principal: 8/6/2020

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	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: B (57%) 2017-18: C (51%) 2016-17: D (40%)
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	Yes	91%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

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

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SIP Authority

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Thomas Jefferson Middle School provides a safe and caring learning environment that meets the needs of all students. Through the cooperative effort of staff, parents and the community, students are empowered to become successful life-long learners and productive citizens.

Provide the school's vision statement.

Thomas Jefferson Middle School's vision is such that all staff members will nurture and academically challenge our students to their highest potential and provide them with a safe and caring learning environment that leads to success.

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
Lacouty, Patrick	Principal	Oversee administrative tasks in schools and ensure that school academic goals are met by developing standardized curricula to assess teaching methods, monitor student achievement, evaluate staff, and oversee facilities.
Fleurissant, Micheka	Assistant Principal	Oversee administrative tasks in schools and ensure that school academic goals are met by developing standardized curricula to assess teaching methods, monitor student achievement, evaluate staff, and oversee facilities.
Macajoux, Roxan	Instructional Coach	Provide and support the development of engaging and meaningful lessons to students. I am working collaboratively with administrators, teachers, and parents to address the students' academic, social, and emotional needs. In addition, as a PLST member, I work collaboratively with administrators, teachers, and community stakeholders to promote school culture and student learning.

Demographic Information

Principal start date

Thursday 8/6/2020, Patrick Lacouty

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.*

0

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.*

1

Total number of teacher positions allocated to the school

45

Total number of students enrolled at the school

423

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

7

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

10

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	148	156	119	0	0	0	0	423
Attendance below 90 percent	0	0	0	0	0	0	52	81	59	0	0	0	0	192
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	28	22	27	0	0	0	0	77
Course failure in Math	0	0	0	0	0	0	39	32	36	0	0	0	0	107
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	24	34	29	0	0	0	0	87
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	25	36	28	0	0	0	0	89
Number of students with a substantial reading deficiency	0	0	0	0	0	0	63	106	76	0	0	0	0	245

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	51	57	49	0	0	0	0	157

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	12	12	2	0	0	0	0	26	
Students retained two or more times	0	0	0	0	0	0	11	7	6	0	0	0	0	24	

Date this data was collected or last updated

Wednesday 6/30/2021

2020-21 - As Reported**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

2020-21 - Updated**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

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

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				41%	63%	61%	38%	62%	60%
ELA Learning Gains				46%	61%	59%	48%	61%	57%
ELA Lowest 25th Percentile				46%	57%	54%	40%	57%	52%
Math Achievement				55%	67%	62%	39%	65%	61%
Math Learning Gains				60%	63%	59%	50%	61%	58%
Math Lowest 25th Percentile				55%	56%	52%	48%	55%	52%
Science Achievement				50%	56%	56%	40%	57%	57%
Social Studies Achievement				63%	80%	78%	67%	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					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					
	2019	30%	58%	-28%	54%	-24%
Cohort Comparison		0%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2021					
	2019	22%	56%	-34%	52%	-30%
Cohort Comparison		-30%				
08	2021					
	2019	38%	60%	-22%	56%	-18%
Cohort Comparison		-22%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					
	2019	40%	58%	-18%	55%	-15%
Cohort Comparison		0%				
07	2021					
	2019	35%	53%	-18%	54%	-19%
Cohort Comparison		-40%				
08	2021					
	2019	38%	40%	-2%	46%	-8%
Cohort Comparison		-35%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019					
Cohort Comparison						
08	2021					
	2019	40%	43%	-3%	48%	-8%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	58%	73%	-15%	71%	-13%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	63%	37%	61%	39%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

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

2020-2021 iReady AP1, AP2, AP3, Science and Social Studies data was used for grades 1-5.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	24.8%	22.7%	22.4%
	Economically Disadvantaged	25.0%	23.3%	23.1%
	Students With Disabilities	3.4%	9.1%	8.7%
	English Language Learners	7.1%		
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	16.5%	24.0%	23.5%
	Economically Disadvantaged	17.2%	23.9%	24.2%
	Students With Disabilities		8.7%	4.8%
	English Language Learners			3.8%
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	24.0%	22.6%	27.6%
	Economically Disadvantaged	24.7%	23.3%	28.6%
	Students With Disabilities			6.7%
	English Language Learners			5.0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	21.3%	27.2%	29.0%
	Economically Disadvantaged	21.0%	27.0%	28.9%
	Students With Disabilities		4.2%	5.0%
	English Language Learners	11.8%	17.6%	6.3%

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	31.1%	40.2%	31.0%
	Economically Disadvantaged	30.0%	39.4%	30.9%
	Students With Disabilities	7.7%	4.5%	5.0%
	English Language Learners	10.0%	37.5%	10.0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	25.0%	19.0%	16.0%
	Economically Disadvantaged	23.8%	18.2%	15.4%
	Students With Disabilities	4.0%		
	English Language Learners	20.0%	44.4%	40.0%

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	52	42	40	51	43	30	43	71			
ELL	23	34	35	22	22	27	28	50			
BLK	37	37	29	34	28	25	45	53	65		
HSP	40	36		27	32	50	40	57			
FRL	37	37	29	33	28	29	43	54	59		
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	53	60	58	57	60	54	48	56			
ELL	29	48	42	39	65	69	43	53			
BLK	42	46	47	56	62	54	48	65	100		
HSP	39	48	42	46	52	53	55	45			
FRL	42	45	45	56	61	59	50	63	100		
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	32	36	30	36	43	32	27	51			
ELL	20	32	32	30	51	50	21	47			
BLK	36	49	43	39	50	45	37	66	84		
HSP	48	43	10	40	58	62	64	65			
FRL	38	49	41	40	51	49	40	66	87		

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	40
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	43
Total Points Earned for the Federal Index	396
Total Components for the Federal Index	10
Percent Tested	85%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	47
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	32
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	40
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	40
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

- lower in Algebra 1 by 3 points
- lower in Civics by 8 percentage points
- lower in Science by 6 percentage points
- lower in ELA proficiency by 18 percentage points
- lower in ELA Learning Gains by 12 percentage points
- lower in ELA L25 by 8 percentage points
- lower in Math proficiency by 17 percentage points
- lower in Math Learning Gains by 3 percentage points
- equal performance to the district in Math L25 of 29 percentage points

- decrease in Science scores from 50% demonstrating proficiency to 43% proficiency.
- decrease in Social Studies scores from 63% demonstrating proficiency to 55% proficiency.

Proficiency

- decrease in ELA scores from 41% demonstrating proficiency to 38% proficiency. Performed lower than the previous year by 3% points.
- decrease in Math scores from 55% demonstrating proficiency to 33% proficiency. Performed lower than the previous year by 22% points.

Learning Gains

- decrease in ELA Learning Gains from 46% demonstrating points to 37% points. Performed lower than the previous year by 9% points.
- decrease in Math Learning Gains from 60% demonstrating points to 26% points. Performed lower than the previous year by 31% points.

- decrease in ELA L25 Learning Gains from 46% demonstrating points to 28% points. Performed lower than the previous year by 18% points.
- decrease in Math L25 Learning Gains from 55% demonstrating points to 29% points. Performed lower than the previous year by 26% points.

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

According to the FSA School Grade Results by Component data, it is evident that the school decreased in percentage points across all content areas. As a result, the greatest need for improvement is to increase the number of students at proficiency level and decrease the number of students of levels 1 and 2.

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

The most significant contributing factor to the steep decline in student performance is the decreased number of students physically in the building. Student engagement and authentic student learning were challenging because of quarantines, MSO, and dual-modality instruction. Having students physically in the building will help close the achievement gap and mitigate the learning loss while increasing student achievement. In addition, we will focus on differentiated instruction and remediation of ELA standards through scaffolding, small group instruction, and teacher-led centers.

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

Although Social Studies decreased from 63% 2019 to 55% 2021 EOC, the data is substantial considering the challenges last year. In addition, social Studies demonstrated the most robust data across all tested areas.

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

Conducted ongoing data analysis of mini/midyear assessments contributed to the success in Social Studies. Disaggregating mid-year data through student item analysis via Performance Matters was a pivotal factor. The teacher was able to use specific benchmarks to teach and remediate. The teacher created a growth mindset positive learning environment.

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

Strategies implemented to accelerate learning:

- Identify student learning
- Prioritize Academic Standards
- Student Engagement
- Focus on data-driven instruction
- Turning Data into Action (Differentiated Instruction)
- Ongoing Progress Monitoring
- Scaffolding to access grade-level content
- Positive Teacher-Student Relation
- Interventions to accelerate learning

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.

During selected department meetings or collaborative planning, academic coaches will facilitate PDs, that guide teachers through data disaggregation. They make data-driven decisions to drive standard-based planning. Teachers target specific data points from Performance Matters and the I-Ready platforms.

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

Implementing strategies and incentives to curb absenteeism and increase parental involvement will effectuate sustainability of improvement for high student achievement. If the students are in school, they will learn and meet their learning goals. Parental involvement will impact student achievement immensely. The parent academy is a great place to start and invite parents to come in and learn about the different components that impact student achievement. We can encourage parents and show them the importance of additional learning opportunities such as Extended learning before and after school and even on Saturdays.

Part III: Planning for Improvement**Areas of Focus:**

#1. Instructional Practice specifically relating to Differentiation

Based on the 2021 FSA data review demonstrated the following I:

- decrease in Science scores from 50% demonstrating proficiency to 43% proficiency.
- decrease in Social Studies scores from 63% demonstrating proficiency to 55% proficiency.

Proficiency

- decrease in ELA scores from 41% demonstrating proficiency to 38% proficiency.
- Performed lower than the previous year by 3% points.
- decrease in Math scores from 55% demonstrating proficiency to 33% proficiency.
- Performed lower than the previous year by 22% points.

**Area of
Focus
Description
and
Rationale:**

Learning Gains

- decrease in ELA Learning Gains from 46% demonstrating points to 37% points. Performed lower than the previous year by 9% points.
- decrease in Math Learning Gains from 60% demonstrating points to 26% points.
- Performed lower than the previous year by 31% points.

L25 Learning Gains

- decrease in ELA L25 Learning Gains from 46% demonstrating points to 28% points.
- Performed lower than the previous year by 18% points.
- decrease in Math L25 Learning Gains from 55% demonstrating points to 29% points.
- Performed lower than the previous year by 26% points.

Thomas Jefferson Middle School will implement the Target Element of Differentiation. We selected Differentiation based on the impending learning loss due to the Covid-19 pandemic. We will target students scoring in Tier 3 based on 2021-2022 iReady AP1 and provide differentiated instruction by scaffolding whole group instruction to access grade-level content. In addition, we will use small group instruction and teacher-led centers to meet the needs of the students, so they make learning grains and move towards proficiency.

**Measurable
Outcome:**

If we successfully implement Differentiation, we will decrease Tier 3 students by 5 percentage points.

Monitoring:

The Leadership Team will conduct data chats and follow up with walkthroughs to ensure quality instruction. We will be administering the iReady Growth Monitoring according to the district testing calendar for Tier 3 students based on iReady AP1. Teachers will conduct data chats with students based on current data. The data collected will be reviewed, monitored, and analyzed by the Leadership Team to ensure students are demonstrating growth.

**Person
responsible
for
monitoring
outcome:**

Micheka Fleurissaint (mfleurissaint@dadeschools.net)

**Evidence-
based
Strategy:**

Within the Targeted Element of Differentiation, we will focus on Data-Driven Instruction. The data collection will accelerate learning gains by providing a systemic approach to instruction to meet the students' needs. Data will be monitored and will drive instructional planning and realignment to ensure students are making learning gains.

Rationale

for Evidence-based Strategy: Data-driven instruction will ensure teachers use relevant, recent, and aligned data to plan for differentiated instruction. Teachers will consistently make adjustments to their instructional plans and delivery as data becomes available.

Action Steps to Implement

Data collection based on 2020-2021 school year and 2021-2022 iReady AP1 - August 24, 2021 to October 15, 2021.

Person Responsible Patrick Lacouty (pr6281@dadeschools.net)

Analyze areas of strength and areas of growth to determine placement-- August 24, 2021 to October 15, 2021.

Person Responsible Patrick Lacouty (pr6281@dadeschools.net)

Identify instructional materials for whole group/DI- August 24, 2021 to October 15, 2021.

Person Responsible Micheka Fleurissaint (mfleurissaint@dadeschools.net)

Teachers plan scaffolded lessons for Tier 1 and 2 Instruction based on data collected and administrators conduct walkthroughs to verify instructional planning is taking place. -August 24, 2021 to October 15, 2021.

Person Responsible Micheka Fleurissaint (mfleurissaint@dadeschools.net)

Ongoing Progress Monitoring and Data analysis and flexible student groupings based on OPM. November 1st, 2021 to December 17, 2021

Person Responsible Micheka Fleurissaint (mfleurissaint@dadeschools.net)

Teachers plan scaffolded lessons based on data collected to address deficiencies, and administrators conduct walkthroughs to verify instructional planning. November 1st, 2021 to December 17, 2021

Person Responsible Micheka Fleurissaint (mfleurissaint@dadeschools.net)

Administrators will conduct formal data chats with all teachers to review various data points such as I-Ready, Topic Assessments, Ready 180, and Systems 44. As a result, the teachers will better understand the data to maximize instruction during learning opportunities. January 31st, 2022, to April 29, 2022

Person Responsible Patrick Lacouty (pr6281@dadeschools.net)

Ongoing Progress Monitoring and Data analysis and flexible student groupings based on OPM. January 31st, 2022 to April 29, 2022

Person Responsible Micheka Fleurissaint (mfleurissaint@dadeschools.net)

#2. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale:	Based on the data review of the Attendance and EWI Student Level data on the SIP Dashboard, Thomas Jefferson will implement a Targeted Element of Student Attendance. We found that 59% of our students were absent 11 or more times in the 2020-2021 school year. Student attendance directly correlates with academic achievement. By improving student attendance, we will be able to increase student outcomes and increase access to education.
Measurable Outcome:	If we successfully implement the Targeted Element of Student Attendance, the percentage of students with 11 or more absences will decrease by 5 percentage points by June 2022.
Monitoring:	The Leadership Team will work with stakeholders such as teachers, the school counselor, Community Involvement Specialists, and the parents. We will also implement student incentives and promote a positive learning environment, so students feel safe and welcome at Biscayne Gardens. Teachers will monitor attendance regularly and report students who have more than 5 absences. Student attendance will also be discussed with students and parents during data chats to make a connection between attendance and performance.
Person responsible for monitoring outcome:	Patrick Lacouty (pr6281@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Student Attendance, our school will focus on the evidence-based strategy of Attendance Initiatives. Attendance Initiatives will consist of decreasing the percentage of students who are absent 11 or more times. Student absences will be monitored by classroom teachers and reported to student services. As a result, the percentage of students with excessive absences will decrease.
Rationale for Evidence-based Strategy:	Attendance Initiatives will provide students with incentives for improving attendance. As a result, students will have more learning opportunities and improve student performance. The Attendance Initiatives will also help identify the cause of chronic absenteeism, provide support to families, and incentivize present students.

Action Steps to Implement

Identify students with 11 or more absences during the 2020-2021 and Contact families of identified students - August 24, 2021 to October 15, 2021.

Person Responsible Zenaida Cook (zd@dadeschools.net)

Provide support to parents and students based on needs (transportation, health, homelessness, custody issues etc.) - August 24, 2021 to October 15, 2021.

Person Responsible Zenaida Cook (zd@dadeschools.net)

Teachers report students who have 5 or more absences in a grading period by referring the student to Student Services with a Student Case Management Referral - August 24, 2021 to October 15, 2021.

Person Responsible Patrick Lacouty (pr6281@dadeschools.net)

Students will receive incentives on a quarterly basis for perfect attendance. - August 24, 2021 to October 15, 2021.

Person Responsible Patrick Lacouty (pr6281@dadeschools.net)

Students with 5 or more absences will be tracked by the school CIS. The students will receive a daily tracker and must be checked daily. November 1, 2021 to December 17, 2021

Person Responsible Patrick Lacouty (pr6281@dadeschools.net)

Students with attendance issues are part of a STARS mentoring program (Students Taking Academic Responsibility for Their Success). These students will be assigned a mentor to track their academic and attendance. November 1, 2021 to December 17, 2021

Person Responsible Patrick Lacouty (pr6281@dadeschools.net)

School-wide incentive activities such as dances, no uniform days, etc., will be arranged as an incentive for students monthly based on attendance. January 31st, 2022, to April 29, 2022

Person Responsible Patrick Lacouty (pr6281@dadeschools.net)

Students with attendance issues are part of a STARS mentoring program (Students Taking Academic Responsibility for Their Success). These students will be assigned a mentor to track their academic and attendance. In addition, We will continue to conduct Truancy Meetings for chronically absent and tardy students. In addition, truant students will be referred to community organizations to assist families. January 31st, 2022, to April 29, 2022

Person Responsible Patrick Lacouty (pr6281@dadeschools.net)

#3. Instructional Practice specifically relating to Small Group Instruction

Area of Focus Description and Rationale:	Based on the data review, Biscayne Gardens will provide targeted small group instruction/intervention in ELA. The data shows that ELA scores continue to be an issue for our students. Reading will affect student performance in other areas, including Math, Science, and Social Studies assessments, due to the nature of the tests. All other academic areas require reading comprehension.
Measurable Outcome:	If we successfully implement small group instruction/interventions in Reading, then our L25 students' learning gains will increase by 10 percentage points on the 2022 Spring ELA Reading Assessment compared to 2021.
Monitoring:	The Leadership Team will conduct data chats and follow up with walkthroughs to ensure quality instruction. iReady Diagnostic Assessment will be administered according to the district testing calendar. And L25 students will be monitored to ensure progress on remediated standards through interventions. In addition, teachers will conduct data chats with students based on current data. The data collected will be reviewed, monitored, and analyzed by the Leadership Team to ensure students' progress.
Person responsible for monitoring outcome:	Micheka Fleurissaint (mfleurissaint@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Intervention, we will focus on data-driven instruction. Students identified in need of interventions will be offered assistance to improve learning outcomes and close the achievement gap due to learning loss caused by the pandemic. Students will be monitored, and data will be collected to accelerate learning gains. A systemic approach to instruction will be used to meet the students' needs.
Rationale for Evidence-based Strategy:	Ongoing Progress Monitoring will ensure that students make learning gains in ELA while providing interventions through data-driven instruction.

Action Steps to Implement

Data collection and analysis based on 2020-2021 school year and 2021-2022 iReady AP1. Analyze data to determine student placement. August 24, 2021 to October 15, 2021.

Person Responsible Patrick Lacouty (pr6281@dadeschools.net)

Teachers and administrators will identify materials for instruction based on students' needs .August 24, 2021 to October 15, 2021.

Person Responsible Patrick Lacouty (pr6281@dadeschools.net)

Ongoing Progress Monitoring using iReady Growth Monitoring Data according to the district testing calendar - August 24, 2021 to October 15, 2021.

Person Responsible Micheka Fleurissaint (mfleurissaint@dadeschools.net)

Teachers create student groupings that are flexible and fluid based on OPM. Administrators will monitor Intervention groupings and instruction through walkthroughs. September and October 2021. August 24, 2021 to October 15, 2021.

Person Responsible Micheka Fleurissaint (mfleurissaint@dadeschools.net)

Teachers plan scaffolded lessons based on data collected to address deficiencies. November 1, 2021 to December 17, 2021

Person Responsible Micheka Fleurissaint (mfleurissaint@dadeschools.net)

Administrators conduct walkthroughs to verify instructional planning and aligned instructional deliveries. November 1, 2021 to December 17, 2021

Person Responsible [no one identified]

Teachers create student groupings that are flexible, and fluid based on OPM. Administrators will monitor Intervention groupings and instruction through walkthroughs. January 31, 2022, to April 29, 2022

Person Responsible Micheka Fleurissaint (mfleurissaint@dadeschools.net)

Teachers plan scaffolded lessons based on data collected to address deficiencies. January 31, 2022, to April 29, 2022

Person Responsible Micheka Fleurissaint (mfleurissaint@dadeschools.net)

#4. Leadership specifically relating to Leadership Development

Area of Focus Description and Rationale:	Thomas Jefferson Middle School will implement the Target Element of Leadership Development. In addition, the area of leadership related to leadership development was selected to develop teacher leaders in the building who are interested in going to a leadership position.
Measurable Outcome:	The measurable outcome is the Florida Leadership competencies. These are leadership skills and behaviors that contribute to superior performance.
Monitoring:	The leadership team will conduct weekly meeting with the interested group of potential leadership. The team will be using a competency-based leadership approach to better identify and develop the interested group of leaders.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Within the Targeted Element of Leadership, our school will focus on the evidence-based strategy of Leadership Development. Leadership Development develops teachers who want to seek a leadership role in the future. As a result of the Jaguars LEAP program, our teachers will be equipped for a leadership position.
Rationale for Evidence-based Strategy:	Leadership Development will provide teachers with knowledge for improving their Leadership skills. As a result, Teachers will have more learning opportunities and improve their leadership performance.

Action Steps to Implement

Send an email to the faculty and staff introducing the Jaguars LEAP Program. August 24, 2021 to October 15, 2021.

Person Responsible Patrick Lacouty (pr6281@dadeschools.net)

Send an interest survey to the faculty and staff. -August 24, 2021 to October 15, 2021.

Person Responsible Patrick Lacouty (pr6281@dadeschools.net)

Send a congratulations email/letter to the staff who expressed interest in leading beyond the bell while growing professionally in the 2021-2022 Jaguar LEAP Cohort. August 24, 2021 to October 15, 2021.

Person Responsible Patrick Lacouty (pr6281@dadeschools.net)

Conduct weekly Jaguars LEAP meeting focusing on Leadership development. August 24, 2021 to October 15, 2021.

Person Responsible Patrick Lacouty (pr6281@dadeschools.net)

Assign leadership roles to the Jaguars LEAP members. November 1, 2021 to December 17, 2021

Person Responsible Patrick Lacouty (pr6281@dadeschools.net)

Conduct ongoing weekly Jaguars LEAP meeting focusing on Leadership development. November 1, 2021 to December 17, 2021

Person Responsible Patrick Lacouty (pr6281@dadeschools.net)

Conduct ongoing weekly Jaguars LEAP meeting focusing on Leadership development. January 31, 2022 to April 29, 2022

Person Responsible Patrick Lacouty (pr6281@dadeschools.net)

Continue to support and guide the potential administrators. January 31, 2022 to April 29, 2022

Person Responsible Patrick Lacouty (pr6281@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.

Step 3: Based on the data review, our school will implement the Targeted Element of Differentiation. We selected the overarching area of Differentiation based on our findings that demonstrated Learning Gains for the L25 subgroup were decreasing. We are not meeting the unique needs of all learners. Therefore, it is evident that we must improve our ability to differentiate instruction based on the levels of the students we serve. We will provide the scaffolding necessary for the L25 subgroup to access grade-level content, make learning gains, and move towards proficiency.

Step 4: If we successfully implement Differentiation, then our L25 students will increase by a minimum of 20 percentage points, as evidenced by the English Language Arts and Mathematics 2022 State Assessments .

Step 5: The Leadership Team will conduct quarterly data chats, adjust groups based on current data in real-time, and follow up with regular walkthroughs to ensure quality instruction is taking place. Administrators will review bi-weekly lesson plans for indication of Differentiation for L25 students, in particular. Data Analysis of formative assessments of L25 students will be reviewed monthly to observe progress. We will create an online tracker to monitor OPM data on a bi-weekly basis. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards. Extended learning opportunities will be provided to those students who are not showing growth on OPMs.

Step 6: Within the Targeted Element of Differentiation, our school will focus on the evidence-based strategy of Data-Driven Instruction. Data-Driven instruction will assist in accelerating the learning gains of our L25s as it is a systematic approach of teaching to meet the students' needs. Data-Driven instruction will be monitored using data trackers to drive instructional planning and data-driven conversations to include OPMs.

Step 7: Data-Driven Instruction will ensure that teachers use relevant, recent, and aligned data to plan lessons customized to student needs. Teachers will continually adjust their instruction, plans, and instructional delivery as new data becomes available.

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 primary goal is to build positive relationships with faculty members; it promotes unity and allows teamwork to coexist. Team building activities will be embedded in every faculty, department, and collaborative planning meeting to build a culture of harmony with faculty. Each activity will be highly relevant to specific issues and struggles that teachers deal with every day. At the end of the session, faculty members will debrief to make connections to turn critical strategies and lessons school-wide.

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

The stakeholders responsible for promoting a positive culture and environment at the school would be the administrative team, leadership team, and faculty members. The administrative and leadership team will ensure to cultivate all stakeholders in the school positively by providing all efforts are recognized and praised. The team will also ensure students are welcomed in a positive and nurturing manner every day. Furthermore, teachers will be encouraged to join grade-level teams with grade-level sponsors to implement incentives and culture-building activities for each grade level. Additionally, throughout the school year, opportunities will be provided to faculty and staff to connect with students through school-wide activities, and lastly, the adults in the building will publicize information geared towards student's social-emotional well-being through various modes of communication and advertisement.