

Miami-Dade County Public Schools

Miami Springs Middle School



2022-23 Schoolwide Improvement Plan

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Miami Springs Middle School

150 S ROYAL POINCIANA BLVD, Miami Springs, FL 33166

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

Demographics

Principal: Christian Saavedra

Start Date for this Principal: 7/20/2018

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (43%) 2018-19: C (47%) 2017-18: C (42%)
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	TSI
* 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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Miami Springs Middle School

150 S ROYAL POINCIANA BLVD, Miami Springs, FL 33166

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

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	100%
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	2021-22	2020-21	2019-20	2018-19
Grade	C	C	C	C

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The Mission of Miami Springs Middle School is to build relationships with students, faculty and staff, parents, and the community in an atmosphere that values equity, respect, and safety.

Provide the school's vision statement.

Miami Springs Middle School encourages our students to take an active role in their learning. In a safe and inclusive school environment, our students are learning how to share ideas and work with faculty and staff to create learning experiences that have a positive impact on their school and their communities.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Valero, Alina	Principal	Instructional leader supervising language Arts, reading, social studies, and electives and the overall curriculum/effective functioning of the school.
Gonzalez, Eric	Assistant Principal	Instructional leader supervising mathematics, science, student services, exceptional student education, ESOL, and gifted.
Borges, Rosa	Administrative Support	SCSI Instructor, Activities/Athletics Coordinator, Grade Level Team Leader, and Lead Mentor on the Professional Learning Support Team
Cuadra, Patrice	Teacher, K-12	Language Arts Department Chairperson
Rouco, Nuria	School Counselor	Student Services Department Chairperson, Testing Chairperson, and monitors student academic progress and address social emotional concerns to provide students with appropriate services and supports.

Demographic Information

Principal start date

Friday 7/20/2018, Christian Saavedra

Number of teachers with a 2022 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 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

8

Total number of teacher positions allocated to the school

32

Total number of students enrolled at the school

635

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

4

Identify the number of instructional staff who joined the school during the 2022-23 school year.

3

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	179	216	240	0	0	0	0	635
Attendance below 90 percent	0	0	0	0	0	0	36	56	78	0	0	0	0	170
One or more suspensions	0	0	0	0	0	0	2	42	60	0	0	0	0	104
Course failure in ELA	0	0	0	0	0	0	26	11	31	0	0	0	0	68
Course failure in Math	0	0	0	0	0	0	34	26	108	0	0	0	0	168
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	52	110	151	0	0	0	0	313
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	55	117	140	0	0	0	0	312
Number of students with a substantial reading deficiency	0	0	0	0	0	0	73	117	151	0	0	0	0	341

Using the table above, complete the table below with the number of students by current grade level who have 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	58	119	170	0	0	0	0	347

Using current year data, complete the table below with the number of students identified as being "retained.":

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	5	7	5	0	0	0	0	17
Students retained two or more times	0	0	0	0	0	0	3	5	7	0	0	0	0	15

Date this data was collected or last updated

Thursday 8/25/2022

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	213	229	207	0	0	0	0	649
Attendance below 90 percent	0	0	0	0	0	0	49	74	84	0	0	0	0	207
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	41	34	13	0	0	0	0	88
Course failure in Math	0	0	0	0	0	0	48	27	71	0	0	0	0	146
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	48	45	44	0	0	0	0	137
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	57	54	38	0	0	0	0	149
Number of students with a substantial reading deficiency	0	0	0	0	0	0	100	141	134	0	0	0	0	375

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	65	69	79	0	0	0	0	213

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	8	8	6	0	0	0	0	22
Students retained two or more times	0	0	0	0	0	0	4	7	6	0	0	0	0	17

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	213	229	207	0	0	0	0	649
Attendance below 90 percent	0	0	0	0	0	0	49	74	84	0	0	0	0	207
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	41	34	13	0	0	0	88	
Course failure in Math	0	0	0	0	0	0	48	27	71	0	0	0	146	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	48	45	44	0	0	0	137	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	57	54	38	0	0	0	149	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	100	141	134	0	0	0	375	

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	65	69	79	0	0	0	0	213

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	8	8	6	0	0	0	0	22
Students retained two or more times	0	0	0	0	0	0	4	7	6	0	0	0	0	17

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	29%	55%	50%				36%	58%	54%
ELA Learning Gains	36%						47%	58%	54%
ELA Lowest 25th Percentile	28%						44%	52%	47%
Math Achievement	29%	43%	36%				35%	58%	58%
Math Learning Gains	56%						41%	56%	57%
Math Lowest 25th Percentile	64%						47%	54%	51%
Science Achievement	29%	54%	53%				34%	52%	51%
Social Studies Achievement	62%	64%	58%				58%	74%	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	2022					
	2019	32%	58%	-26%	54%	-22%
Cohort Comparison						
07	2022					
	2019	31%	56%	-25%	52%	-21%
Cohort Comparison		-32%				
08	2022					
	2019	37%	60%	-23%	56%	-19%
Cohort Comparison		-31%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	31%	58%	-27%	55%	-24%
Cohort Comparison						
07	2022					
	2019	18%	53%	-35%	54%	-36%
Cohort Comparison		-31%				
08	2022					
	2019	18%	40%	-22%	46%	-28%
Cohort Comparison		-18%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	21%	43%	-22%	48%	-27%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	94%	68%	26%	67%	27%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	56%	73%	-17%	71%	-15%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	82%	63%	19%	61%	21%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	54%	46%	57%	43%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	8	26	21	7	41	52	4	24			
ELL	18	30	29	18	51	64	7	54	54		
BLK	21	36	27	24	52	55	24	54	43		
HSP	31	37	29	30	57	67	29	64	60		
FRL	28	36	28	28	55	63	27	61	55		
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	7	15	11	3	17	30		10			
ELL	22	32	33	18	19	24	11	42	26		
BLK	20	19	24	16	17	16	15	41	38		
HSP	30	31	32	24	18	25	27	50	41		
FRL	26	27	28	21	18	22	22	46	40		

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	13	30	37	13	26	21	19	43			
ELL	24	44	44	26	37	39	15	52	55		
BLK	27	42	40	24	33	53	24	53	83		
HSP	39	48	45	39	43	43	38	59	83		
WHT	33	40		42	64						
FRL	35	46	43	34	40	46	34	56	81		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TSI
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	32
Total Points Earned for the Federal Index	422
Total Components for the Federal Index	10
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	22
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
English Language Learners	
Federal Index - English Language Learners	36
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0

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%	0
Black/African American Students	
Federal Index - Black/African American Students	37
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	44
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0
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%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	41
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Based on the 2022 FSA/EOC Data, proficiency increased from 2021 to 2022 in ELA, Math, Science, Social Studies, and Middle School Acceleration from 2021 to 2022 by 5, 9, 6, 18, and 25 percentages points respectively. Learning gains in ELA and Math increased from 2021 to 2022 by 9 and 40 percentage points respectively.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The data components that demonstrated the greatest need for improvement are proficiency levels in ELA and Math, Learning Gains, including Learning Gains in L25%, in ELA and Science proficiency. Compared to other Tier 1 Supported Schools in the District, we are underperforming in ELA proficiency, Math proficiency, and Science by 27, 19, 25 percentage points respectively.

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 contributing factor to this need for improvement include addressing social emotional issues among students, the teacher's ability to effectively group and implement differentiated instruction in their classroom, and the incorrect placement of students in select accelerated and advanced courses. To address these needs for improvement, student services personnel will schedule select students based on early warning indicators and meet with these students to provide additional support and teachers will receive professional development, support from curriculum support specialists, instructional coaches, and department chairs to support implementation of differentiated instruction to meet the needs of all students. A more systematic and data driven decision making process will be used to place students in the appropriate classes to meet their needs.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The data components that demonstrated the most improvement were learning gains and learning gains of the lowest 25 in mathematics, proficiency in Civics, and Middle School Acceleration. Compared to 2021, our Math Learning Gains increased by 40 percentage points, Civics proficiency increased by 18 percentage points, and Middle School Acceleration increased by 25 percentage points.

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

The contributing factors to this improvement include teachers collaborating during department meetings and common planning, the strategic allocation of supplemental materials, resources, and technology for instruction, and support provided by district and school site curriculum leaders. The school implemented a differentiated instruction plan through Language Arts, Math, Science, and Social Studies. Teachers in Civics and Math planned collaboratively and used data to target students and create relevant lessons plans.

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

In order to accelerate learning, the school will adopt a school-wide differentiated instruction framework. The School Leadership Team will discuss results and instructional decisions with teachers. Through department planning sessions, teachers will continue to utilize progress monitoring protocols and

conduct data chats with students. Elective teachers will support reading skills through a vocabulary program bell ringer each day. Students will be provided with opportunities to engage in free before and after school tutoring. Interventionists will provide pull out support through elective classes to targeted students to remediate select standards.

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.

Professional development opportunities will be provided in how to use PowerBi and analyzing data to meet the needs of all students and plan instructional activities to support all students. Instructional coaches will provide support to teachers on conducting data chats with students and setting goals for improvement. Teachers will be provided with professional development on implementing the new B.E.S.T Standards in English Language Arts and Mathematics to assist students with meeting mastery or learning objectives of the new standards. The Professional Learning Support Team (PLST) will develop whole group sessions and job-embedded sessions on differentiated instruction, data analysis, and decision making along with social emotional learning at various points of the year.

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

Administrative walkthroughs will be conducted to support sustainability of improvement in the current, next year and beyond. The administrative team (principal and assistant principal) will take a tiered approach at accountability and support through the use of school leaders such as department chairpersons, team leaders, and instructional coaches. The Professional Learning Support Team (PLST) will provide ongoing support for the professional development of teachers. Curriculum leaders will provide support and opportunities to engage in conversation on data through department and leadership meetings. Curriculum leaders will provide time and resources for collaborative planning among teachers to ensure fidelity in the implementation of instructional strategies and curricular resources. Extended learning opportunities will be provided with before and after school tutoring and interventions as well as academic focused school clubs.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on the data review, our school will implement the Targeted Element of Differentiation. In 2022, our ELA proficiency was 28 percentage points, Math was 25 percentage points, and 8th grade Science was 22 percentage points compared to 2021 where our proficiency was 23, 16, and 16 percentage points respectively. This does represent an increase, however, when compared to 2019, our ELA, Math, and 8th grade Science did not return to previous proficiency levels of 33, 25, and 28 percentage points respectively. We do not have the same level of understanding on creating and delivering effective differentiated instruction across all disciplines. We will provide the structure and resources for teachers to engage in a streamlined process of planning instructional activities for differentiation. We will equip the curriculum leaders and instructional coaches with the tools to drive such conversations and processes.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If we successfully implement Differentiation, then our proficiency in ELA, Mathematics, and Science Statewide Assessments will increase by a minimum of 5 percentage points as evidenced by the 2023 State Assessments.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

The Leadership Team will create a monthly calendar with specific dates designated for departmental meeting and planning on a bi-monthly basis. Administrators will attend meetings and monitor conversations during departmental meetings. Administrators will conduct classroom walkthroughs to monitor the implementation of differentiated instruction to meet the diverse needs of learners. Data will be collected using district and state assessments during various points in the school year to monitor student progress as a result of differentiated instruction. Administrators will engage with teachers on reviewing data and debrief with teachers on future action steps through administrative data chats.

Person responsible for monitoring outcome:

Alina Valero (pr6521@dadeschools.net)

Evidence-based Strategy: Describe the evidence-based strategy being

Within the Targeted Element of Differentiation, our school will focus on the evidence-based strategy of Differentiated Instruction (DI). Differentiated Instruction will assist in accelerating proficiency in English Language Arts, Mathematics and Science. Differentiated Instruction will be monitored through the use of classroom walkthroughs and monitoring of assessment data for each content area.

implemented for this Area of Focus.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy.

Describe the resources/ criteria used for selecting this strategy.

Differentiated Instruction will ensure that teachers are reviewing their own data and making instructional decisions aligned to the needs of their students. Additionally, teachers will be able to strengthen their skills supporting all learners in meeting state standards based on a data driven process and be able to seek assistance, as needed, from their peers.

Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/31/22 - The school leadership team will create a monthly calendar with specific biweekly dates designated for departmental or grade level planning as evidenced by the meeting calendar and meeting agendas. As a result, teachers will implement strategies discussed in such meetings in their lesson plans, curricular activities, and differentiated instruction plans as evidenced through classroom walkthroughs, teacher lesson plans, and portfolio of student work.

Person Responsible Eric Gonzalez (egonzalez8@dadeschools.net)

8/31/22 - 10/11/22 - Teachers will be provided with differentiated instruction strategies and opportunities for collaborative discussions by their curriculum leader and/or instructional coach through biweekly department and biweekly grade level teams. As a result, teachers will implement strategies discussed in such meeting in their lesson plans, differentiated instruction plans, and curricular activities as evidenced through classroom walkthroughs, teacher lesson plans, and portfolio of student work.

Person Responsible Eric Gonzalez (egonzalez8@dadeschools.net)

8/31/22 - 10/11/22 - Teachers will infuse acquired strategies learned from departmental meetings and professional development into their differentiated instruction plans as evidenced by, classroom walkthroughs conducted by the school leadership team weekly. As a result, teachers will develop lessons that provide students with remediation and/or enrichment opportunities, as evidenced through classroom walkthroughs, teacher lesson plans, and portfolio of student work.

Person Responsible Alina Valero (pr6521@dadeschools.net)

8/31/22 - 9/30/22 - Teachers will create a differentiated instruction plan based on FAST PM 1 and/or i-Ready AP1 Diagnostic Data to group students based on needs. The differentiated instruction plan will be submitted to the administrative team. As a result, teachers will be able to identify and target students to provide tiered instruction to meet their needs.

Person Responsible Alina Valero (pr6521@dadeschools.net)

10/31/22 - 12/16/22 - Teachers will implement a differentiated instruction framework by content area to structure differentiated instruction in their classroom. As a result, teachers will develop instructional activities that align to the instructional needs of their students and maximize instructional time.

Person Responsible Alina Valero (pr6521@dadeschools.net)

10/31/22 - 12/16/22 - Teachers will develop and/or use student end products that are aligned to the standards and expose students to context and task demands. As a result, a review of student work will demonstrate mastery of the standards and demonstrate that students are meeting grade level expectations.

Person Responsible Alina Valero (pr6521@dadeschools.net)

#2. Instructional Practice specifically relating to Instructional Coaching/Professional Learning**Area of Focus**

Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on the data review, our school will implement the Targeted Element of Instructional Coaching/Professional Learning. In 2022, our ELA proficiency was 28 percentage points, Math was 25 percentage points, and 8th grade Science was 22 percentage points compared to 2021 where our proficiency was 23, 16, and 16 percentage points respectively. This does represent an increase, however, when compared to 2019, our ELA, Math, and 8th grade Science did not return to previous proficiency levels of 33, 25, and 28 percentage points respectively. We want to ensure that teachers are participating in professional learning related to their own areas of need and applying learned strategies in their classroom so that student achievement can continue to increase.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If we successfully implement Instructional Coaching/Professional Learning, then our proficiency on the FSA ELA, FSA Math, and Science Statewide Assessment will increase by 5 percentage points as evidenced by the 2023 State Assessments.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

The Professional Learning Support Team (PLST) will provide professional development opportunities based on the needs of teachers as identified on the 2021-2022 PD Needs Survey. The PLST will periodically survey teachers during the school year to determine additional professional growth needs and adjust offerings accordingly. Administrators will collaborate with the PLST to provide feedback and additional resources and support as needed. Curriculum leaders, instructional coaches, and district curriculum support specialists will assist with providing opportunities for formal and informal professional development to meet the needs of all teachers.

Person responsible for monitoring outcome:

Alina Valero (pr6521@dadeschools.net)

Evidence-based Strategy: Describe the evidence-based strategy being

Within the Targeted Element of Instructional Coaching/Professional Learning, our school will focus on the evidence-based strategy of Job-Embedded Professional Development. Job-Embedded Professional Development will assist teachers in accelerating learning by identifying professional development that is content specific and relevant to their needs and the needs of their students. Job-Embedded Professional Development will be monitored through classroom walkthroughs by administrators and evaluated as a result of the implementation of learning in the classroom

implemented for this Area of Focus.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Job-Embedded Professional Development will ensure that teachers are using relevant and recent evidence based practices to plan and deliver lessons. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/31/22 - 10/11/22 - Teachers will engaged in various Miami LEARNS professional development provided by the school's Professional Learning Support Team (PLST) and/or district curriculum support specialists as determined by their individual needs outlined in their Deliberate Professional Growth Target (DPGT). As a result, teachers will engage in a variety of professional learning experiences that will help them develop their skill sets and improve their instructional practices and other IPEGS related areas.

Person Responsible Eric Gonzalez (egonzalez8@dadeschools.net)

8/31/22 - 10/11/22 - During faculty meetings, teachers will highlight selected, vetted, and evidence based reading instructional strategies that can be used across content areas to promotes learning that is interrelated and connected as evidenced by faculty meeting agendas. As a result, we expect teachers to provide students with instruction on evidenced based reading strategies to increase comprehension of text and impact student achievement.

Person Responsible Alina Valero (pr6521@dadeschools.net)

8/31/21 - 10/11/22 - During grade level team meetings, teachers will be provided with strategies to increase social emotional learning and Restorative Justice Practices in their classrooms. As a result, teachers will be able to further meet the social and emotional needs of students in their classroom. The impact of this job-embedded professional learning will be made evident through meeting agendas, teacher lesson plans, and classroom walkthroughs.

Person Responsible Rosa Borges (rmborges@dadeschools.net)

8/31/22 - 10/11/22 - Curriculum Leaders, Instructional Coaches, and District Curriculum Support Specialists will share best practices with teachers through informal professional learning opportunities. As a result, teachers will use the latest evidence based practices for instruction and positively impact student achievement.

Person Responsible Alina Valero (pr6521@dadeschools.net)

10/31/22 - 12/16/22 - Instructional Coaches will begin coaching cycles and lesson modeling with teachers based on previously observed needs and needs shared by teachers and administrators. As a result, teachers will be provided with guidance and support in aligning instruction to standards and maximizing student achievement.

Person Responsible Alina Valero (pr6521@dadeschools.net)

10/31/22 - 12/16/22 - Instructional Coaches and Department Chairpersons will develop an Instructional Focus Calendar to share with teachers to ensure an alignment to standards and that all teachers stay on pace. As a result, teachers will be provided with guidance and support in driving instruction and maximizing student achievement.

Person Responsible Alina Valero (pr6521@dadeschools.net)

#3. Positive Culture and Environment specifically relating to Attendance**Area of Focus**

Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on the attendance data review, the area that showed the greatest need for improvement was that 40% of our students were absent 16 or more days as compared to 27% across the school district. Additionally, in 2021-2022, 18% of students had between 11 and 15 absences compared to 11% in 2020-2021. We recognize that quarantine protocols and lack of engagement were factors that caused student attendance to decrease. We recognize the need to tailor our attendance initiatives and improve in making connections with families and the community to ensure attendance is consistently high. We will work with grade level team leaders to develop attendance incentives for students. We will work with our Community Liaison Specialist to provide parents with support and resources on how to engage their students and monitor their progress.

Measurable Outcome:**State the specific measurable outcome the school plans to achieve.****This should be a data based, objective outcome.****Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

If we successfully implement the Targeted Elements of Student Attendance, then our percentage of students with 0-11 absences will decrease by 5 percentage points as evidenced by the 2022-2023 Student Attendance Data.

Person responsible for monitoring outcome:**Evidence-based Strategy: Describe the evidence-based strategy being**

The Leadership Team will work to connect families who struggle with attendance and identify the root cause of absences and create a plan of action to ensure students are able to be present daily. Grade level team leaders, the school social worker, and teachers will support attendance initiatives by communicating with families about attendance expectations. Attendance will be tracked on daily attendance reports by the Attendance Review Committee and attendance referrals, referrals to the school social worker, or truancy interventions will be provided as needed. The grade level team leaders will plan regular student incentives to promote consistent student attendance. To ensure we are on track to meeting the outcome above, this data will be discussed during data chats with teachers and students and parental contact will be made when necessary.

Eric Gonzalez (egonzalez8@dadeschools.net)

Evidence-based Strategy: Describe the evidence-based strategy being

Within the Targeted Element of Student Attendance, our school will focus on the evidence-based strategy of: Attendance Initiatives. Attendance Initiatives will assist in narrowing the absence gap amongst our students. Student absences will be monitored on a weekly basis to prevent a pattern of excessive absences.

Person responsible for monitoring outcome:

Eric Gonzalez (egonzalez8@dadeschools.net)

implemented for this Area of Focus.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Attendance Initiatives will assist in decreasing the number of student absences. The initiatives will provide the Leadership Team with a systematic approach to identify attendance issues, remediation, and rewards.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/31/22 - 10/11/22 - Grade Level Team Leaders will meet to create goal based incentives that motivate attendance and positive student behavior for each grading period. As a result, students will develop a sense of belonging and we expect to see increases in our daily attendance rates.

Person Responsible Rosa Borges (rmborges@dadeschools.net)

8/31/22 - The Administrative Team will form an Attendance Review Committee to monitor the daily attendance bulletin, track progress towards attendance goals, and communicate with parents and students with issues as they arise. As a result, interventions will be provided, when appropriate, to improve student attendance and parents will be equipped with resources to engage their students.

Person Responsible Alina Valero (pr6521@dadeschools.net)

9/10/22 - The School Leadership Team will develop an engaging school-wide activities calendar that shares events aimed at motivating students to come to school and participate in fun and educational experiences. As result, we expect for students to develop positive social and emotional character, build a connecting environment with their peers, increase attendance, and ultimately, impact academic achievement.

Person Responsible Rosa Borges (rmborges@dadeschools.net)

8/31/22 - 10/11/22 - Home visits will be conducted by our Community Liaison Specialist to find ways to best address the needs of students and families by providing them with resources and support systems based on their individual needs. As a result, students and families will be better supported, given guidance, and students will attend school each day.

Person Responsible Eric Gonzalez (egonzalez8@dadeschools.net)

10/31/22 - 12/16/22 - The Attendance Review Committee will review attendance data and make recommendations of students and families to refer through the i3 Attendance Referral Initiative. As a

result, students and families will be supported and provided with guidance from community based organizations.

Person Responsible Eric Gonzalez (egonzalez8@dadeschools.net)

10/31/22 - 12/16/22 - Grade level attendance incentives will be developed and measured on a monthly basis. As a result, students will develop a sense of belonging and we expect to continue to see increases in our daily attendance rates.

Person Responsible Rosa Borges (rmborges@dadeschools.net)

#4. Transformational Leadership specifically relating to Instructional Leadership Team

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>Based on the qualitative data from the SIP survey and review of the Core Leadership Competencies, we want to use the Targeted Element of the Instructional Leadership Team. In the area of Commitment to Students, teachers felt that they are provided with the appropriate resources to address the needs of all their students 58% in 2021-2022 compared to 74% in 2020-2021 which is a decrease. In the area of Focus on Sustainable Results, 41% of teachers said that administrative instructional walkthroughs were conducted monthly in 2021-2022 when compared to 58% in 2020-2021. In the area of Developing Others, 19% of teachers said that they received guidance in using data to plan instruction in 2021-2022 when compared to 26% in 2020-2021.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>If we successfully implement the Targeted Element of the Instructional Leadership Team, our teachers will be empowered and provided with resources, support, and guidance from our Instructional Leadership Team. This will be realized through allocating time, creating systems, and providing professional learning support to all our teachers. The percentage of teachers who can better support their students (Commitment to Students) will increase by 10% during the 2022-2023 school year.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>Administrators will monitor teacher participation in department and grade level team meetings based on meeting attendance provided by curriculum leaders and grade level team leaders. Administrators will conduct classroom walkthroughs to identify changes made in instructional practices due to support provided by the Instructional Leadership Team. To ensure we are on the right track, teachers can share their knowledge and best practices during designated meetings. The Instructional Leadership Team will maintain a calendar of meetings to ensure we provide equal amount of support across content areas and that we can back track to teachers who need more assistance and/or are willing to be part of the instructional growth process.</p>
Person responsible for monitoring outcome:	<p>Alina Valero (pr6521@dadeschools.net)</p>
Evidence-based Strategy: Describe the evidence-based strategy being implemented	<p>Within the Targeted Element of the Instructional Leadership Team, we will focus on the evidence-based strategy of Shared Leadership. Through Shared Leadership, the Instructional Leadership Team will be provided with clear expectations on the vision for the school year. The Instructional Leadership Team will be empowered with the skills and knowledge to effectively lead their content areas towards improvement and be able to monitor progress, using formal and informal data, as they work to meet school goals and support all the students.</p>

for this Area of Focus.**Rationale for Evidence-based Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Shared Leadership provides the opportunity to develop leadership capacity among all members of the school community and assist with the implementation, execution, and progress monitoring of school goals. Throughout the process, the Instructional Leadership Team will create buy in among all teachers and bring a creative and innovative problem solving approach.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/31/22 - 10/11/22 - The Administrative Team (the Principal and Assistant Principal) will conduct informal professional learning on how the Instructional Leadership Team can support their teachers with resources, best practices, and modeling lessons. As a result, we expect teachers to implement shared practices and resources towards improvements student achievement and instructional planning, delivery, and engagement evidenced by classroom walkthroughs and/or observations.

Person Responsible Alina Valero (pr6521@dadeschools.net)

8/31/22 - 10/11/22 - The Instructional Leadership Team will allocate the time and resources for teachers to share content area and cross curricular best practices for remediation and/or enrichment based on the data. As a result of these presentation, during faculty and department meetings, we expect to nurture a learning and innovative culture through collaborative practices and teacher feedback.

Person Responsible Alina Valero (pr6521@dadeschools.net)

8/31/22 - 10/11/22 - The Instructional Leadership Team will meet to review and analyze trends in academic data from the various content areas to determine future course of action for the departments. As a result of this data analysis, teachers will be guided and supported during department meetings in making data driven decisions that align to the needs of their students based on the data examined.

Person Responsible Alina Valero (pr6521@dadeschools.net)

8/31/22 - 10/11/22 - The Instructional Leadership Team and Student Services Team will meet to review and analyze student disciplinary referral data. As a result of this data analysis, we will be able to identify trends and possible solutions to improve student behavior and services offered to our struggling students and ultimately impact student achievement and engagement for these students.

Person Responsible Alina Valero (pr6521@dadeschools.net)

10/31/22 - 12/16/22 - The Instructional Leadership Team will continue to review and analyze data available in i-Ready, Power Bi, and Performance Matter with teachers. The team will place a strong emphasis on creating actionable plans for improvement in instruction and student achievement based on

the data. As a result of this data analysis, teachers will work towards improvements in student achievement and instructional planning, delivery, and engagement as evidenced by classroom walkthroughs and/or observations.

Person Responsible Alina Valero (pr6521@dadeschools.net)

10/31/22 - 12/16/22 - The Administrative Team (the Principal and Assistant Principal) will evaluate the impact of coaching cycles on teacher instruction and make recommendations to the Instructional Coaches. As a result, teachers should be implementing changes in instructional practices as evidenced by administrative classroom walkthroughs and/or observations.

Person Responsible Alina Valero (pr6521@dadeschools.net)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

The school addresses building a positive school culture and environment by using Restorative Justice Practices and positive incentives for students. Restorative Justice Practices are used to build relationships with our students and teachers during faculty meetings, department meetings, grade level team meetings, and in the classrooms. We continue to ensure that addressing the social emotional wellness of students is a school priority. Students are recognized for their academic achievement every grading period through honor roll ceremonies. Teachers build relationships with each other through activities embedded during faculty meetings, department meetings, and grade level team meetings. Throughout the school year, teachers have multiple opportunities to engage in collaboration through departmental common planning, STEAM meetings, and Professional Learning Support Team (PLST) meetings. Parents are invited to connect with school staff through parent workshops, family nights, and other engagements in an effort to build a positive culture and environment with all stakeholders.

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

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principal, Instructional Coaches, Teacher Leaders, and Counselors. The SCSI Instructor uses a token system of positive reinforcement with students on select days which allows them the ability to self select their morning area where engaging activities are planned. During morning areas, teachers have the opportunity to develop positive relationships and interact with their students. The counselors and mental health coordinator promote a positive school culture and environment by assisting students in communicating and conflict resolution. Counselors provide push-in support through elective classes and SEL Strong Seminars are held on a monthly basis to address various topics. Grade level team leaders promote team building and celebrating student successes throughout the school year.