

Miami-Dade County Public Schools

Jose De Diego Middle School



2022-23 Schoolwide Improvement Plan

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Jose De Diego Middle School

3100 NW 5TH AVE, Miami, FL 33127

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

Demographics

Principal: Teandre Calixte E

Start Date for this Principal: 7/14/2022

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 White Students* Economically Disadvantaged Students
School Grades History	2021-22: C (41%) 2018-19: C (42%) 2017-18: C (43%)
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	ATSI
* 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)	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

School Board Approval

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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.

Jose de Diego Middle School serves to develop and nurture the whole student; intellectually, socially, and emotionally in a safe and positive learning environment. Faculty and staff provide standard-based instruction to ensure all students are supported with excellent educational opportunities that actively engages students in their own learning.

Provide the school's vision statement.

Jose de Diego Middle School (JDD) fosters a culture of achievement and social awareness among its students, faculty, staff, and community members. Through high expectations, student centered instruction, rigorous curricula, and a positive learning environment; JDD Jaguars will be equipped with a stronger foundation to become college and career ready.

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
Calixte, Teandra	Principal	The role of a principal is to provide strategic direction to the school. Develops standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff and oversee facilities. Other important duties entail developing safety protocols and emergency response procedures.
Deroscar, Anna	Assistant Principal	Assist the school principal in overall administration of instructional program and campus level operations. Coordinate assigned student activities and services.
Chaine, Juan	Assistant Principal	Serves as an educational leader and assists the principal in the planning, coordination, and directing of activities and programs related to the administration of the school.
Weaver, Lynette	Reading Coach	Will provide direct instructional services related to improving and supporting classroom instruction at schools. Emphasis will be on utilizing the coaching model to support teachers in effective evidenced-based instructional strategies that will improve students' academic success.

Demographic Information

Principal start date

Thursday 7/14/2022, Teandre Calixte E

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.*

8

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.*

36

Total number of teacher positions allocated to the school

32

Total number of students enrolled at the school

84

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

15

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

9

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	0	0	0	0	0	0	0		
Attendance below 90 percent	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		
Course failure in ELA	0	0	0	0	0	0	53	51	50	0	0	0	0	154	
Course failure in Math	0	0	0	0	0	0	83	61	31	0	0	0	0	175	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0		

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	0	0	0	0	0	0	0	

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	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	

Date this data was collected or last updated

Thursday 7/14/2022

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	350	282	241	0	0	0	0	873
Attendance below 90 percent	0	0	0	0	0	0	176	175	153	0	0	0	0	504
One or more suspensions	0	0	0	0	0	0	0	0	2	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	80	56	50	0	0	0	0	186
Course failure in Math	0	0	0	0	0	0	132	78	18	0	0	0	0	228
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	97	77	80	0	0	0	0	254
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	85	80	81	0	0	0	0	246
Number of students with a substantial reading deficiency	0	0	0	0	0	0	218	200	152	0	0	0	0	570

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	159	145	110	0	0	0	0	414

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	16	4	6	0	0	0	0	26
Students retained two or more times	0	0	0	0	0	0	17	12	8	0	0	0	0	37

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	350	282	241	0	0	0	0	873
Attendance below 90 percent	0	0	0	0	0	0	176	175	153	0	0	0	0	504
One or more suspensions	0	0	0	0	0	0	0	0	2	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	80	56	50	0	0	0	0	186
Course failure in Math	0	0	0	0	0	0	132	78	18	0	0	0	0	228
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	97	77	80	0	0	0	0	254
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	85	80	81	0	0	0	0	246
Number of students with a substantial reading deficiency	0	0	0	0	0	0	218	200	152	0	0	0	0	570

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	159	145	110	0	0	0	0	414

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	16	4	6	0	0	0	0	26
Students retained two or more times	0	0	0	0	0	0	17	12	8	0	0	0	0	37

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	23%	55%	50%				24%	58%	54%
ELA Learning Gains	36%						35%	58%	54%
ELA Lowest 25th Percentile	37%						40%	52%	47%
Math Achievement	24%	43%	36%				24%	58%	58%
Math Learning Gains	47%						42%	56%	57%
Math Lowest 25th Percentile	51%						54%	54%	51%
Science Achievement	24%	54%	53%				33%	52%	51%
Social Studies Achievement	35%	64%	58%				53%	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	15%	58%	-43%	54%	-39%
Cohort Comparison						
07	2022					
	2019	19%	56%	-37%	52%	-33%
Cohort Comparison		-15%				
08	2022					
	2019	19%	60%	-41%	56%	-37%
Cohort Comparison		-19%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	14%	58%	-44%	55%	-41%
Cohort Comparison						
07	2022					
	2019	11%	53%	-42%	54%	-43%
Cohort Comparison		-14%				
08	2022					
	2019	10%	40%	-30%	46%	-36%
Cohort Comparison		-11%				

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	24%	43%	-19%	48%	-24%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	47%	73%	-26%	71%	-24%
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	77%	63%	14%	61%	16%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

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	20	29	38	22	42	48	20	27			
ELL	16	37	38	17	43	45	13	24			
BLK	24	31	27	25	46	43	23	41	94		
HSP	23	40	41	23	48	55	24	31	86		
FRL	23	35	38	24	46	51	23	36	89		
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	25	33	28	20	26	27	27	30			
ELL	18	32	31	14	24	30	17	33	45		
BLK	22	29	29	20	21	26	22	36	45		
HSP	26	35	33	20	28	38	26	35	58		
FRL	24	31	30	20	25	32	24	34	52		

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	27	44	54	30	44	46	38	41			
ELL	15	34	34	18	44	58	25	41	79		
BLK	26	35	47	25	39	43	31	58	75		
HSP	21	34	36	23	44	59	36	49	78		
MUL	30	70		20	60						
FRL	23	35	40	24	41	52	35	54	77		

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)	ATSI
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	52
Total Points Earned for the Federal Index	419
Total Components for the Federal Index	10
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
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%	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	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	42
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?

When comparing 2021-2022 FSA data results in Need Assessment and Analysis section of the CIMS, ELA FSA data shows a 2% decrease in proficiency from 25% to 23%. In addition, ELA learning gains increased by 4 percentage points from 32% to 36%. ELA's lowest quartile also increased by 6 percentage points from 31% to 37%. Math FSA data from 2021-2022 shows an increase of 3 percentage points from 21% to 24%. Math learning gains data shows an increase of 22 percentage points from 25% to 47% while the lowest quartile also increased by 19 percentage points from 32% to 51%. Moreover, 2021-2022 Science EOC data yielded a 1 percent decrease from 25% to 24%. The Social Studies EOC data from 2021-2022 yielded a 1 percent decrease from 36% to 35%. The acceleration subgroup data for all subgroups increased, the BLK subgroup increased by 49 percentage points from 45% to 94%; the Hispanic subgroup increased by 28 percentage points from 58% to 86%, and the Free and Reduced Lunch subgroup increased by 37 percentage points from 52% to 89%.

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

Based off progress monitoring and 2021 - 2022 FSA assessments results the greatest need for improvement is in the proficiency achievement level. In Reading grades 6-8 the school is currently a 23% proficiency achievement, in Mathematics grades 6-8 the school is currently at a 24% proficiency achievement, and in Science grade 8 the school is currently a 24% proficiency achievement, and Civics grade 7 is currently a 35% proficiency achievement. According to the data results, all the school grade components except the acceleration subgroup data are below the state and district average on the 2022 state assessment.

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

Faculty and staff provide standard-based instruction to ensure all students are supported with excellent educational opportunities that actively engages students in their own learning. The contributing factors that led to this need for improvement were low attendance. Based on data from the Early Warning Indicator 59% of students had attendance below 90%. Moreover, due to high turnover rates, the mathematics, science and reading department operated with the loss of instructional personnel. Approximately 65 percent of teachers have less than two years of education experience who were getting acclimated to analyzing data, instructional planning, and delivery. Attendance incentives and ongoing professional development with follow up and support from administration and instructional coaches will take place to address this need for improvement.

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

Based off progress monitoring and state assessments, the 6th grade Math cohort and 7th grade ELA cohort showed the most improvement. The 2020-2021 6th grade Math iReady data shows an increase in students who are on and above grade level from 9% on the Baseline Assessment to 17% in the End of the year Assessment, an 8 percentage point increase. The 6th grade cohort also scored 3% points higher than the 7th and 8th grade cohort in their state assessments. The 2020-2021 7th grade ELA iReady data shows an increase in students who are on or above grade level from 14% on the Baseline Assessment to 21% in the Mid-year Assessment which is a 7 percentage point increase.

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

Differentiated instruction and ongoing pull-out interventions with researched based curriculum took place in the ELA department were the contributing factors that led to this improvement. Also, during collaborative planning sessions teachers analyzed student work in order to plan for instruction. New actions taken in this area consisted of developing Instructional Focus Calendars to prioritize standards and assist with pacing.

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

Instructional Coaches will model the strategies listed below for teachers. In return, teachers will incorporate these strategies into their instructional practices and routines. Administration and instructional coaches will perform walk-throughs and observations to ensure that strategies are being implemented with fidelity and provide ongoing support as needed.

Strategies:

Checks for Understanding (Incorporating questions into the whole group of the lesson)
 Prioritizing Standards (Utilizing Standard Trackers and IFCs)
 Progress Monitoring (Utilizing Data Trackers to modify groups, materials, and intervention)
 Differentiating Instruction (Maximizing the use of effective resources)
 Disaggregating Data (Using data from assessment and student product reviews to modify instruction and student grouping)
 Collaborative Evaluation of student work (Analyzing student end products to determine mastery)

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.

Upon the return to school, teachers will receive professional development in the following areas; Using Data to Drive Instruction, Incorporating Effective Questioning, Differentiating Instruction, and Front loading Vocabulary for Success. In addition, teachers will continue to partake in professional development through collaborative planning and teacher planning days where instructional coaches will facilitate mini Professional Development sessions to address the following topics; Evaluating Student End products, Cross Curricular Writing – Teaching the R.A.C.E.S writing strategy explicitly, Vocabulary Instruction, and Prioritizing Standards .

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

Additional services that will be provided to students are extended learning opportunities such as: before and after school tutoring, specialized academies on Saturdays and during spring and winter breaks.

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 B.E.S.T. Standards**Area of Focus**

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

According to the 2022 Florida State Assessment (FSA) data results, the proficiency rate in ELA was 23%, in Mathematics it was 24%, in Science it was 24%, and in Civics it was 35%. In comparison, the 2022 FSA proficiency data shows a 2 percent decrease in ELA, a 3 percent increase in Mathematics, a 1 percent decrease in Science and Civics. According to research, executing Standards-aligned instruction to learning targets will ensure that all student products and teaching techniques are aligned to the intended standards. We will focus on Standards-aligned Instruction to address this critical need.

Measurable**Outcome:**

State the specific measurable

outcome the school plans to achieve.

This should be a data based, objective outcome.

With the implementation of Standards-aligned Instruction, an additional 2% of the population will be proficient in area of ELA, an additional 3% in the area of mathematics, an additional 4% in the area of Civics, and an additional 4% in the area of science by 2022-2023 state assessment.

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

The Leadership Team will conduct quarterly data chats, and follow-up with daily walkthroughs to ensure that instruction and student end product align to the B.E.S.T Standards. Administrators will review bi-weekly lesson plans for indication of Standards-aligned Instruction. Data Analysis of formative assessments of students approaching proficiency and proficient students will be reviewed monthly to monitor progress. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating mastery on the B.E.S.T. standards. Extended learning opportunities will be provided to those students who are not showing mastery.

Person responsible for monitoring outcome:

Teandra Calixte (pr6361@dadeschools.net)

Evidence-based

Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

At the end of the common planning session, teachers will have deliverables, such as end products that are aligned to the B.E.S.T. standards. Additionally, teachers will have alignment with their common board configuration, lesson plans, and the utilization of the gradual release model. Based on the standard-aligned instruction, students will show evidence of mastering the lesson objective through their work samples or tasks.

Rationale for Evidence-based Strategy: Explain the

Standards-aligned Instruction will ensure that teachers are delivering instruction to the rigor necessary for students to achieve mastery of the Florida's B.E.S.T. Standards. During common planning and professional learning communities, teachers will continually analyze the B.E.S.T. standards to make adjustments to their instructional delivery and lesson plans.

rationale for selecting this specific strategy.

Describe the resources/ criteria used for selecting this strategy.

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.

Starting on 8/22, the transformational coaches / assistant principal /curriculum support specialist will facilitate common planning meetings to provide teachers opportunities to unwrap the Florida B.E.S.T. Standards in Math and ELA. As a result of this action step, teachers will gain the necessary knowledge to create lesson plans that address all components of the standard.

Person Responsible Anna Deroscar (aderoscar@dadeschools.net)

Starting on 8/22, the administrative team will attend common planning weekly in all core subjects to ensure that teachers are using the B.E.S.T. Math and ELA standards, as well as NGSSS standards in Civics and Science as the foundation of their lesson plans. As a result of this action step, teachers will leave common planning with standards-aligned lesson plans as their end product.

Person Responsible Anna Deroscar (aderoscar@dadeschools.net)

Starting 8/22 the administrative team will conduct weekly walkthroughs to ensure that the end products in common planning are aligned to the end product of the students during the instructional delivery. As a result of this action step, the administrative team will account for teachers executing standards-based lessons and end products with fidelity.

Person Responsible Teandra Calixte (pr6361@dadeschools.net)

Starting 8/23 the administrative team will assess weekly student end products/graded work in the classroom and common planning to ensure that corrective feedback is provided with opportunities for next step revisions. As a result of this action step, students will have the opportunity to gauge their own understanding by reviewing their work and improving on the previously taught standard.

Person Responsible Teandra Calixte (pr6361@dadeschools.net)

#2. 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.

According to the 2021-2022 academic year Attendance Data Summary, 42% of sixth grade students, 33% of seventh grade, and 42% of eighth grade students missed 31+ days of school. In comparison, the data for T1W/T2/T3 schools reflect 15% points below this average of 31+ days. According to research, the most important key to student academic success is having them attend school regularly. To address this critical need, we will focus on providing personal outreach (calls home, home visits, updating contact information, monitoring, etc.) to all T2 and T3 students. Additionally, we will collaboratively work with parents, community partners, and other essential stakeholders on mitigating and removing barriers that keep students from attending school (e.g., mental health needs, transportation, homelessness, abuse, and other issues identified by stakeholders).

Measurable Outcome:**State the specific**

measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The Parent Academy, Attendance Review Committee (ARC) and the school leadership team will lead the attendance drive in ensuring that students attend school regularly. We will educate our parents and our community on the critical importance of student attendance to decrease the attendance gap by 22 percentage points by the end of the school year.

Monitoring:**Describe how this**

Area of Focus will be monitored for the desired outcome.

The Parent Academy will hold monthly meetings and parent conferences to align parents and families to resources that focus on responsibility of attendance on both the student and parent side. The ARC committee will conduct weekly meetings and parent conferences with students that have excessive consecutive absences within a single month. Ongoing feedback will be provided to parents, students, and stakeholders to the progress of the attendance initiative. The school attendance committee will follow the attendance protocol, to ensure accuracy of attendance on a daily basis.

Person responsible for monitoring outcome:

Teandra Calixte (pr6361@dadeschools.net)

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

The leadership team will create an attendance tracker and incentivize attendance by promoting school-wide activities for students who have perfect attendance. The Community Involvement Specialist will conduct home visits and call parents for students who have 10 or more absences within the 1st quarter in order to identify the cause of excessive absences. The Leadership team will then create an action plan for those specified students to ensure they are present daily. At the start of the school year, counselors will stress the importance of attendance during Grade Level assemblies. Teachers will monitor the attendance bulletin to ensure accuracy and update attendance.

**implemented
for this Area
of Focus.**

**Rationale for
Evidence-
based**

Strategy:

**Explain the
rationale for
selecting
this specific
strategy.**

Parent and family engagement studies show that parent involvement is a major factor in student attendance and supports the bridge of closing the deficiency gap in student academic progress.

**Describe the
resources/
criteria used
for selecting
this
strategy.**

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.

By September 30, 2022 the leadership team and the Parent Academy Team will inform parents of the School Board Policy on the responsibilities for attendance via phone, mail and or in person meetings. With the attendance policies being publicized, understanding by all stakeholders will take place, thus leading to improved attendance. Students and parents will clearly understand the difference between an excused and unexcused absence, and the alignment to student success.

**Person
Responsible** Juan Chaine (chainej@dadeschools.net)

Starting 9/1 the ARC will conduct weekly attendance cohort trainings with habitual absentee students on their role in their attendance. As a result of these trainings, the expected goal is to develop attendance contracts among students, administration, teachers, and families that delineate standards of performance for the student, services the school will provide, or changes the school will make.

**Person
Responsible** Anna Deroscar (aderoscar@dadeschools.net)

Starting 9/1 Counselors will discuss the importance of attendance and the ramifications of poor attendance during our monthly grade level orientations. Consistent sharing of policies and consequences are expected to result in an increase in student accountability.

**Person
Responsible** Anna Deroscar (aderoscar@dadeschools.net)

Starting 9/1 the Community Involvement Specialist will conduct weekly home visits and daily phone calls for students with 3 or more consecutive absence. Full family involvement, with parent notification and frequent home-school contact will result in tackling the potential home issues negatively impacting student attendance, thus decreasing student absenteeism.

**Person
Responsible** Juan Chaine (chainej@dadeschools.net)

#3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	According to the 2021-2022 Florida State Assessment (FSA), the proficiency rate for the ELL subgroup in ELA was 16%. In comparison, the 2020-2021 FSA proficiency rate for ELL students in ELA was 18%, thus yielding a 2 percent decrease in ELA. As reported in Survey 3, our 2021-2022 Economically Disadvantaged (FRL) Rate is 89 percent. The implementation of standards-aligned instruction will assist in the development of ELL and Economically Disadvantaged students. We will focus on Differentiated Instruction to address this critical need.
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Measurable Outcome:

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

If we successfully implement differentiated instruction targeting both subgroups, by the end of the 2022-2023 school year, both subgroups will demonstrate an increase of 4 percentage points in proficiency on the 2022-2023 FAST ELA Assessment.

Monitoring:

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

During the scheduled progress monitoring assessments, we will monitor our both subgroups using our school wide data tracker. Both subgroups will also be targeted for our extended learning opportunities, specifically, for before and after school tutoring.

Person responsible for monitoring outcome:

Teandra Calixte (pr6361@dadeschools.net)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

The evidence based strategy that will be used is differentiated instruction. The use of differentiated instruction in the classroom will ensure students receive specific intervention support and will remediate their deficient skills to promote academic proficiency. Differentiated instruction will support teachers in meeting our students' academic needs.

Rationale for Evidence-based Strategy:

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

Differentiated instruction is a researched based strategy that has proven to be effective in targeting student deficiencies. Differentiated instruction will ensure that teachers use qualitative and quantitative data to drive instruction that will meet students where they are.

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.

Starting 8/22 the Instructional coaches, assistant principal, and support personnel will focus on weekly planning and modeling for differentiated instruction to ensure all students are targeted according to their needs. As a result of this action step, students will receive individualized instruction that will ensure their academic needs are met.

Person Responsible

Lynette Weaver (316015@dadeschools.net)

Starting 8/22 the administrative team will conduct walkthroughs to ensure that ELL strategies and data are being used to address students' learning needs. As a result of this action step, students will receive instruction that focuses on their areas of lowest proficiency.

Person Responsible

Juan Chaine (chainej@dadeschools.net)

Starting 8/22, teachers, coaches and administrative team will conduct product review of student artifacts in common planning. As a result of this action step, teachers will be able to better gauge students' progress as it pertains to their understanding of standards.

Person Responsible Anna Deroscar (aderoscar@dadeschools.net)

Starting 10/1 students in both subgroups will have bi-weekly data chats with teachers and administration. As a result of this action step, students will have a grasp of their data and individual academic goals and will be able to track their progress toward those goals. Teachers will also use ongoing data to track student progress and modify groups as needed.

Person Responsible Teandra Calixte (pr6361@dadeschools.net)

#4. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs**Area of Focus****Description and****Rationale:**

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

Specific Teacher Feedback was selected as a critical need because, according to the School Improvement Plan - School Culture Leadership Competencies Survey, 3% of the staff said they received feedback daily, 23% percent said they received feedback weekly and 29% responded they received feedback monthly.

Measurable**Outcome:**

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

If we successfully implement specific teacher feedback and the use of our walkthrough form created, the teachers will have a better understanding of the Framework of Effective Instruction and how the support will help them to develop their instructional pedagogy. By the end of the 2023 academic school year, the data from the 22-23 SIP Survey will demonstrate an increase of 50 percentage points for the daily and weekly feedback categories.

Monitoring:

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

The leadership team will monitor feedback using instructional walkthrough form monthly. Our walkthroughs will focus on teacher development following feedback and next action steps. The data will also be monitored through a monthly anonymous teacher survey using the SIP Climate Survey questions.

Person responsible for monitoring outcome:

Teandra Calixte (pr6361@dadeschools.net)

Evidence-based**Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

For the instructional leadership team our school will focus on the evidence based strategy of providing feedback. The leadership team will provide consistent developmental feedback to the team after walkthroughs have been conducted.

Rationale for Evidence-based**Strategy:**

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

Providing teachers with specific feedback will allow them to make necessary adjustments to their lessons and instructional delivery.

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.

Starting 8/22/22 and running through 10/14/22, the administration team will conduct daily walkthroughs with specific foci and provide written and verbal feedback within the week. Firsthand observations can paint a picture to inform improvement efforts. As a result of walkthroughs aligned with timely feedback, both administrators and teachers will learn more about instruction and be able to identify what training and support are needed.

Person Responsible Teandra Calixte (pr6361@dadeschools.net)

Starting 8/22/22 the administrative team will conduct monthly meetings with teachers individually to address targeted professional practices that will further develop their pedagogy. The expected outcome of these one-on-ones is an improvement in teacher curriculum development, support, and the use of data-based decision making to improve student performance; resulting in having an overall positive impact on students.

Person Responsible Anna Deroscar (aderoscar@dadeschools.net)

Starting 9/9 the administrative team will develop a Schoology based document that teachers will use to receive feedback and request additional support. By implementing forward-thinking strategies and creating a culture where teachers are supported and made aware of important information and performance, we can improve retention efforts and create a legacy of strong teachers and student achievement

Person Responsible Anna Deroscar (aderoscar@dadeschools.net)

Starting 10/11 – The administrative team will develop a survey to gauge teacher receptivity to the walkthrough feedback protocol process as a form of progress monitoring. As a result of this action step, teachers will have the opportunity to voice their needs and concerns. The administrative team will have the opportunity to reflect on teachers' needs and concerns and respond accordingly.

Person Responsible Teandra Calixte (pr4401@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.

All stakeholders address building a positive school culture and environment by maintaining supportive, positive staff and student relationships. Our school currently has various mentorship programs such as: 5000 Role Models, 100 Black Men, and Over town Youth outreach program. These programs provide assistance to students by creating relationships where staff interact and support students academically and emotionally. Moreover, our school addresses building positive school culture and environment by encouraging family and community participation and engagement within the school. Our school utilizes social media to promote parental involvement for our school initiatives such as the Parent Academy, where we host monthly meetings with parents to keep them informed and engaged. Social media is also utilized to assist students in connecting with resources available to support their physical and emotional challenges.

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

The administration team will continue to meet with community partners to sustain mentorship programs for students. The principal will provide teachers and staff with professional development opportunities that reinforce the school's mission and vision. The administration team will empower staff by celebrating their successes. Moreover, the principal and assistant principals will create protocols that allow for open and

honest communication and feedback amongst all stakeholders while continuing to establish a shared school vision. The Reading coach will provide support to first and second year teachers through NEST.