Arthur And Polly Mays Conservatory Of The Arts

2022-23 Schoolwide Improvement Plan

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Arthur And Polly Mays Conservatory Of The Arts

11700 SW 216TH ST, Goulds, FL 33170

http://apmays.dadeschools.net

Demographics

Principal: Carmen Jones Carey

Start Date for this Principal: 11/19/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
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)	98%
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: A (63%) 2018-19: A (64%) 2017-18: B (55%)
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	N/A
* 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.](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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Arthur And Polly Mays Conservatory Of The Arts

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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)
High School 6-12	Yes	98%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	95%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

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SIP Authority

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Arthur and Polly Mays Conservatory of the Arts will:
•Provide a seamless fine arts college preparatory curriculum for students from 6th to12th grade.
•Prepare students for college and careers in the Visual, Performing, and Expressive Arts industries.

Provide the school's vision statement.

Arthur & Polly Mays Conservatory of the Arts will ensure that students receive a top-notch academic and artistic education through a rigorous technologically-based curriculum that provides students with the ability to earn up to two years of college credits while receiving award-winning instruction from our Arts magnet programs.

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
Jones-Carey, Carmen	Principal	Dr. Carmen Jones-Carey oversees all higher-level operations in our school. She to creates a safe learning environment and sets performance goals both for students and teachers, and oversees the process so that those goals are attained. She oversees the development and evaluation of educational programs. She encourages and supports development of innovative instructional programs, helping teachers pilot such efforts when appropriate. She promotes the use of technology in teaching/learning process. She promotes a positive, caring climate for learning. She deals sensitively and fairly with persons from diverse cultural backgrounds. Additionally, she communicates effectively with students, staff, parents, and the community.
Farrell, Janice	Assistant Principal	Assists the Principal with the following: The development and evaluation of educational programs. Encouraging and supporting the development of innovative instructional programs, helping teachers pilot such efforts when appropriate. Promoting the use of technology in teaching/learning process. Promoting a positive, caring climate for learning. Dealing sensitively and fairly with persons from diverse cultural backgrounds. Communicating effectively with students, staff, parents and, the community.
Cargill, Carlene	Teacher, K-12	Language Arts Department Head
Green-David, Khyanne	Teacher, K-12	As the Science Department Head she has the following responsibilities: 1. Serves as curriculum leader by assisting in the review of lesson plans, and in the development of curriculum, goals, and philosophies. Assists teachers with the development of strategies to improve instruction, including classroom management techniques, and serves as a resource person in professional growth activities. 2.Provides guidance and assistance in the maintenance of required diagnostic/prescriptive profiles, records, and classroom folders. 3. Assists in the evaluation, selection, distribution, and inventory of textbooks, materials, supplies, and equipment. 4. Makes classroom visitations during the school year as deemed necessary by the principal's designee. 5. The department chairperson provides teacher support and assistance with professional growth and plans with the principal/designee.
Whitaker, Tina	Teacher, K-12	As the Social Studies Department Head she has the following responsibilities: 1. Serves as curriculum leader by assisting in the review of lesson plans, and in the development of curriculum, goals, and philosophies. Assist teachers with the development of strategies to improve instruction, including classroom management techniques, and serve as a resource person in professional growth activities. 2.Provides guidance and assistance in the maintenance of required diagnostic/prescriptive profiles, records, and classroom folders.

Name	Position Title	Job Duties and Responsibilities
		3. Assists in the evaluation, selection, distribution, and inventory of textbooks, materials, supplies, and equipment. 4. Makes classroom visitations during the school year as deemed necessary by the principal's designee. 5. The department chairperson provides teacher support and assistance with professional growth and plans with the principal/designee.
Scavella, Arthur	Teacher, K-12	As the testing Chairperson and the Activities Director, he has the following responsibilities: 1. Organize, train, and administer all testing sessions. 2.Oversee all school-wide activities
Ceschin, Mary	ELL Compliance Specialist	As the ELL Department Department Head, she has the following responsibilities: 1. Serves as curriculum leader by assisting in the review of lesson plans, and in the developing of curriculum, goals, and philosophies. Assists teachers with the development of strategies to improve instruction, including classroom management techniques, and serves as a resource person in professional growth activities. 2.Provides guidance and assistance in the maintenance of required diagnostic/prescriptive profiles, records, and classroom folders. 3. Assists in the evaluation, selection, distribution, and inventory of textbooks, materials, supplies, and equipment. 4. Makes classroom visitations during the school year as deemed necessary by the principal's designee. 5. The department chairperson provides teacher support and assistance with professional growth and plans with the principal/designee. 6.ELL compliance and Ell Testing.
Cobb, Ronda	Teacher, K-12	As the SCSI Instructor, she has the responsibility of overseeing the in-school suspension program.
Colli, Maria	Teacher, K-12	As the Mathematics Department Head she has the following responsibilities: 1. Serves as curriculum leader by assisting in the review of lesson plans, and in the development of curriculum, goals, and philosophies. Assist teachers with the development of strategies to improve instruction, including classroom management techniques, and serve as a resource person in professional growth activities. 2.Provides guidance and assistance in the maintenance of required diagnostic/prescriptive profiles, records, and classroom folders. 3. Assists in the evaluation, selection, distribution, and inventory of textbooks, materials, supplies, and equipment. 4. Makes classroom visitations during the school year as deemed necessary by the principal's designee. 5. The department chairperson provides teacher support and assistance with professional growth and plans with the principal/designee.

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	61	76	100	81	74	61	59	512
Attendance below 90 percent	0	0	0	0	0	0	6	12	13	9	9	13	9	71
One or more suspensions	0	0	0	0	0	0	0	4	14	4	6	4	6	38
Course failure in ELA	0	0	0	0	0	0	2	3	7	0	4	2	6	24
Course failure in Math	0	0	0	0	0	0	1	4	16	13	12	12	9	67
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	4	15	31	19	9	12	0	90
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	4	17	29	15	12	14	6	97
Number of students with a substantial reading deficiency	0	0	0	0	0	0	11	32	41	19	10	13	9	135

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	4	17	29	15	12	14	6	97

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	1	8	1	0	0	0	10
Students retained two or more times	0	0	0	0	0	0	1	1	2	1	2	0	0	7

Date this data was collected or last updated

Tuesday 9/13/2022

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	56	99	109	109	72	67	55	567
Attendance below 90 percent	0	0	0	0	0	0	4	32	33	31	22	14	12	148
One or more suspensions	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	4	9	9	8	9	8	2	49
Course failure in Math	0	0	0	0	0	0	7	17	41	32	23	22	11	153
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	2	9	18	9	8	7	6	59
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	6	11	18	13	11	10	15	84
Number of students with a substantial reading deficiency	0	0	0	0	0	0	9	41	52	36	9	0	0	147

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	5	22	33	26	23	22	14	145

The number of students identified as retainees:

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

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	56	99	109	109	72	67	55	567
Attendance below 90 percent	0	0	0	0	0	0	4	32	33	31	22	14	12	148
One or more suspensions	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	4	9	9	8	9	8	2	49
Course failure in Math	0	0	0	0	0	0	7	17	41	32	23	22	11	153
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	2	9	18	9	8	7	6	59
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	6	11	18	13	11	10	15	84
Number of students with a substantial reading deficiency	0	0	0	0	0	0	9	41	52	36	9	0	0	147

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	5	22	33	26	23	22	14	145

The number of students identified as retainees:

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

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	56%	54%	51%				60%	59%	56%
ELA Learning Gains	55%						57%	54%	51%
ELA Lowest 25th Percentile	39%						48%	48%	42%
Math Achievement	49%	42%	38%				53%	54%	51%
Math Learning Gains	65%						54%	52%	48%
Math Lowest 25th Percentile	63%						57%	51%	45%
Science Achievement	62%	41%	40%				60%	68%	68%
Social Studies Achievement	66%	56%	48%				68%	76%	73%

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	64%	58%	6%	54%	10%
Cohort Comparison						
07	2022					
	2019	54%	56%	-2%	52%	2%
Cohort Comparison		-64%				
08	2022					
	2019	61%	60%	1%	56%	5%
Cohort Comparison		-54%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	50%	58%	-8%	55%	-5%
Cohort Comparison						
07	2022					
	2019	48%	53%	-5%	54%	-6%
Cohort Comparison		-50%				
08	2022					
	2019	52%	40%	12%	46%	6%
Cohort Comparison		-48%				

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	42%	43%	-1%	48%	-6%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	86%	68%	18%	67%	19%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	64%	73%	-9%	71%	-7%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	71%	71%	0%	70%	1%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	59%	63%	-4%	61%	-2%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	55%	54%	1%	57%	-2%

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	33	38	25	30	62	57	42	43		100	73
ELL	38	34	28	39	64	67	41	59			
BLK	49	50	38	38	57	59	46	61	42	95	86
HSP	60	58	42	53	69	68	68	67	59	100	88
WHT	74	65		71	57						
FRL	54	52	38	46	65	64	59	63	53	98	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	27	40	35	14	18	13	28	32		100	75
ELL	45	48	45	36	23	17		50			
BLK	44	42	29	27	22	18	53	42	72	100	85
HSP	57	53	41	43	30	19	71	62	74	97	84
WHT	91	67		53	44		100				
FRL	51	49	36	34	24	17	61	50	71	100	85
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	43	43	29	36	40	35	32			
ELL	42	52	41	51	51	63	38	48			
BLK	50	56	48	46	53	55	52	62	76	100	79
HSP	68	61	48	57	55	67	67	71	67	87	80
MUL	64	36		60	60						
WHT	76	65		83	59						
FRL	57	55	46	49	53	58	57	65	69	92	79

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)	N/A
OVERALL Federal Index – All Students	63
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	62
Total Points Earned for the Federal Index	760
Total Components for the Federal Index	12
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	50
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	48
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	56
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	66

Hispanic Students	
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	67
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	62
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?

Across all grade levels, excluding 8th grade, proficiency was increased on the FSA 2021-2022 compared to the
FSA 2020- 2021 scores. Sixth through 8th-grade students demonstrated an increase in proficiency in the 2021-2022 FSA Math compared to 2020- 2021. Proficiency in the Geometry EOC increased from 33 percent in 2020-2021 to 56 percent in the 2021-2022 EOC. Civics EOC proficiency scores increased from 57 percent in 2020 - 2021 to 71 percent in 2021-2022. This score surpassed the district score of 72 percent. According to the data, all of our subgroups met the ESSA requirement.

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

Only 36 percent of the 6th-grade students scored proficiency on the 2021-2022 FSA Math assessment. Although this was an increase from the previous year, it is below the 50 percent threshold. Analysis of the FSA 2021-22 data also showed that all subgroups met the requirement. 8th-grade students scoring proficiency on the FSA ELA 2021-2022 decreased from 62 to 51 percent compared to 2020-2021. The middle school acceleration category on the school grade component decreased from 73 percent in 2020-2021 to 57 percent in 2021-2022. In Addition, 135 of the 513 students enrolled have a substantial reading deficiency compared to only 119 in the 2021-2022 school year, a decline in student performance.

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 factors to this need for improvement include students' inability to attend extended learning opportunities due to lack of transportation, shortage of internet-ready devices, and increase in the achievement gap due to Covid-19. The following steps will be initiated to address the needs. Afterschool enrichment/tutoring with bus transportation will foster increased growth in proficiency. Community Partnerships with Schools and district allocation will increase the availability of mobile devices and the hiring of interventionists to facilitate interventions needed to address the decline in student performance for the 135 students with substantial reading deficiencies.

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

According to the data, all our subgroups, met the ESSA requirement. The ninth grade FSA proficiency scores increased from 63 percent in 2021-2022, to 71 percent in 2020-2021. Eighth grade students increased in proficiency from 13 percent on the 2021-2022 FSA Math to 41 percent on the 2020-2021 FSA Math. Sixth and seventh grade also demonstrated an increase in proficiency on the 2021-2022 FSA Math compared to 2020- 2021. Sixth grade increased from 30 percent to 36 percent and seventh grade increased from 37 to 47 percent. Proficiency in the Geometry EOC increased from 33 percent in 2020-2021 to 56 percent on the 2021-2022 EOC. Civics EOC proficiency scores increased from 57 percent in 2020 -2021 to 73 percent in 2021-2022. This score surpassed the district average score of 72 percent.

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

The ELA teachers conducted Writing workshops in all grades before the FSA Writing assessments. These workshops contributed to an increase in FSA ELA proficiency. Also, ELA instructors analyzed formal and informal assessments and tailored instruction to address areas of need. Math instructors analyzed topic assessments and tailored instruction to address deficiencies.

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

ELA instructors will continue to analyze formal and informal assessments and tailor instruction to address areas of need. Math instructors will continue to analyze topic assessments and tailor instruction to address deficiencies. Science instructors will be providing more focus on the 6th, and 7th-grade annually assessed benchmarks to ensure mastery for the 8th-grade science test.

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 will focus on instructional planning and delivery, including strategies such as scaffolding and differentiated instruction.

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

Implementing the All-stars and Talents enrichment programs will ensure the sustainability of improvement. Students will have the opportunity to attend as bus transportation is available through the programs.

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

:

#1. Positive Culture and Environment specifically relating to On the mid -year school climate survey the Branding, School Spirit and School Pride

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The 2021-22 Climate survey indicated that the percent of teachers who like working at the school decreased from 97% in 2020-2021 to 54% in 2021-2022. This data is significant as it is essential for staff to feel valued and validated in order to be positive and impactful instructional leaders. A positive school culture, combined with a positive school climate, results in a positive school environment.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By focusing on branding, school spirit and school pride and creating a positive school culture, the second quarter 2022-2023 school year in-house school climate survey will indicate that 75 percent of teachers like working at the school, an increase of 21 percent.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Impact of initiatives will be monitored by responses to surveys provided at the beginning of the year and at the end of the 2nd quarter of the 2022-2023 school year. Additionally, artifacts will include pictures, certificates, correspondences, and school social media.
Person responsible for monitoring outcome:	Carmen Jones-Carey (pr7351@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The focus this year will be on school spirit and pride in order to increase the percentage of teachers who like working at the school. By implementing initiatives that focus on recognition, comradery, and teambuilding we hope to improve the percent of teachers who indicate that they " like working at this school".
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Research states that positive school climates increase attendance rates, academic achievement, students' physical and mental well-being, teacher retention, and reduce violence. Therefore, we decided to focus on Positive Culture and Environment to address the drastic decrease in the percent of teachers who indicated that they do not like working on the school campus.

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.

Teacher of the month recognition on Friday September 30, 2022.

Person Responsible	Janice Farrell (jfarrell@dadeschools.net)

Attendance certificates and gift cards

Person Responsible	Carmen Jones-Carey (pr7351@dadeschools.net)

First Friday Celebrations will be held on 9/2/2022 and 10 /7/22. This celebrations will be held in the Teacher's lounge.

Person Responsible   Carmen Jones-Carey (pr7351@dadeschools.net)

Creation of a "COTA Committee" will be chosen by Friday 9/16/22. This committee will acknowledge staff members that have had important/significant events occur during that month.

Person Responsible   Maria Colli (mcolli@dadeschools.net)

We will continue with first Friday celebration for teachers, and it will be held in teacher COTA cove November 4, 2022 and December 2, 2022. Light refreshments will be served.

Person Responsible   Carmen Jones-Carey (pr7351@dadeschools.net)

Teacher and student of month recognition will take place on November 30,2022 and December 21, 2022. Certificates and gift cards will be awarded.

Person Responsible   Carmen Jones-Carey (pr7351@dadeschools.net)

#2. 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.	Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability. There was as decrease in students soring proficient on the 8th grade Science NGSSS from 51 to 50 percent . In addition, there was a decrease in students soring proficient on 8th grade FSA ELA from 62 to 51. The number of students having a substantial reading deficiency school-wide increased from 119 in 2021-2022 school year to 135 for the 2022-2023 school year, indicating a decline in student performance. Focusing on DI will increase proficiency and reduce the number of students with a substantial reading deficiency.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By implementing differentiated instruction practices, students scoring proficiency will increase by 5 percent from PM1 to PM2 on both the FAST Math and FAST ELA for the 8th grade students.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Informal assessments, topic assessments, observations, and surveys will be utilized to monitor the focus area.
Person responsible for monitoring outcome:	Carmen Jones-Carey (pr7351@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being	Differentiated instruction is the practice of developing the understanding of how each student learns best and tailoring instruction to meet student's individual needs.

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.	DI is the practice of developing the understanding of how each students learn best and tailoring instruction to meets students' individual needs. Differentiated instruction will address the needs of the diverse learners within the classroom. According to the research, differentiated instruction is efficient and effective for all students. The results from the study show that when boys and girls are exposed to differentiated instruction, there is an improvement in their scores.

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.

The Leadership Team will develop a DI survey at the Leadership Meeting on 10/3/22.

Person Responsible	Tina Whitaker (tinaywhitaker@dadeschools.net)

The Leadership team will survey teachers on DI strategies to assess areas of focus for professionals development opportunities. This survey will be completed by the departments by 9/28/22.

Person Responsible	Tina Whitaker (tinaywhitaker@dadeschools.net)

Analysis of the survey and next steps for training implementation will formulated at the Leadership meeting on 10/3/22.

Person Responsible	Carmen Jones-Carey (pr7351@dadeschools.net)

The first DI training will be take place the week of 10/10/22.

Person Responsible	Carlene Cargill (ccargill@dadeschools.net)

Due to unforeseen circumstances, the training for October 22, 2022, did not occur. After in depth evaluation of DI survey results, it was determined the need for schoolwide clarification on theoretical framework of differentiated instruction. The theoretical framework of DI will be presented at the faculty meeting on November 7, 2022. Each department will then complete the DI framework chart.

Person Responsible	Janice Farrell (jfarrell@dadeschools.net)

Each Department will present their DI framework chart at the faculty meeting on December 7, 2022. The facilitator will coordinate the DI discussion on the presentation.

Person Responsible	Carlene Cargill (ccargill@dadeschools.net)

#3. Instructional Practice specifically relating to Student Engagement	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Student Engagement refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught (physical or virtual), which extends to the level of motivation they have to learn and progress in their education. This deals with student engagement, cognitively, behaviorally, physically, and emotionally. There was as decrease in students soring proficient on the 8th grade Science NGSSS from 50 to 51 percent . In addition, there was a decrease in students soring proficient on 8th grade FSA ELA from 62 to 51.The number of students having a substantial reading deficiency school-wide increased from 119 in 2021-2022 school year to 135 for the 2022-2023 school year, indicating a widening of the achievement gap. Focusing on student engagement strategies will increase proficiency and reduce the number of students with a substantial reading deficiency.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By focusing on student engagement activities and strategies in Instructional planning and delivery, students scoring proficiency will increase by 5 percent from PM1 to PM2 on both the FAST Math, and FAST ELA.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Informal assessments, topic assessments, observations, and surveys will be utilized to monitor area of focus.
Person responsible for monitoring outcome:	Carmen Jones-Carey (pr7351@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being	Student Engagement refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught (physical or virtual), which extends to the level of motivation they have to learn and progress in their education. This deals with student engagement, cognitively, behaviorally, physically, and emotionally. Focusing on student engagement strategies will provide the necessary support to promote student access and engagement.

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.	The decrease in 8th grade proficiency in Science NGSSS and 8th grade FSA ELA, along with the increase in the number of students having a substantial reading deficiency indicate a need for student engagement strategies being implemented in the classroom. Focusing on student engagement will increase proficiency and will assist in decreasing the number students with a substantial reading deficiency.

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.

The Leadership team will survey teachers on student engagement strategies to assess areas of focus for professional development opportunities the week of 9/19/22.

Person Responsible	Carmen Jones-Carey (pr7351@dadeschools.net)

On 10/3/22 the Leaderships team will create a professional development action plan to address student engagement strategies based on the survey.

Person Responsible	Arthur Scavella (ascavella@dadeschools.net)

The week of 10/3/22 the Leadership team will formalize the first student engagement strategy training.

Person Responsible	Janice Farrell (jfarrell@dadeschools.net)

At the October 12th faculty meeting, the identified Leadership team members, will facilitate the presentation of a student engagement strategy.

Person Responsible	Carmen Jones-Carey (pr7351@dadeschools.net)

At the leadership meeting on November 7, 2022, the team will discuss and create the guidelines for each department to determine the best practices for student engagement.

Person Responsible	Janice Farrell (jfarrell@dadeschools.net)

During the department meeting of week of November 14, 2022, each department will share their best practice and select one to showcase it at the faculty meeting on November 22, 2022.

Person Responsible	Tina Whitaker (tinaywhitaker@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.**	Engaging the team and involving staff in essential decisions allow the staff to gain a professional and personal stake in the school. The 2022 School Climate survey indicated that 54 percent of the teachers liked working at the school compared to 97 percent in 2021. A decline of 43 percent. Additionally, the 2022 School Climate survey indicated that 43 percent felt that staff morale was high compared to 65 percent in 2021, a decline of 22 percent.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By involving staff in shared decision-making, the total number of staff responding that morale is high on the mid-year school climate survey will increase by 15 percent.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Departmental feedback will be used to monitor progress in the area of focus. Agendas and sign-in sheets will provide evidence of feedback.
Person responsible for monitoring outcome:	Janice Farrell (jfarrell@dadeschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Involving staff in decision-making allows the staff to gain a professional and personal stake in the school and fosters the team-building process.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	This strategy was selected based on the results of the Teacher 2022 climate survey which indicated a 22 percent drop in staff responding that morale was high.

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.

Team building activities will be researched, presented, and discussed in the leadership meeting on September 12, 2022.

Person Responsible Janice Farrell (jfarrell@dadeschools.net)

Department heads will meet with their departments the week of September 19-23 to solicit feedback and involve their departments in the decision-making process in choosing a team-building activity.

Person Responsible   Janice Farrell (jfarrell@dadeschools.net)

At the Faculty Meeting on September 28, 2022, a mini trust building/team building activity with a focus on shared decision making will be implemented.

Person Responsible   Janice Farrell (jfarrell@dadeschools.net)

During the weeks of October 3-7, each department will meet for half day departmental symposiums to address and to promote the moral and performance of the team.

Person Responsible   Tina Whitaker (tinaywhitaker@dadeschools.net)

Teacher-led team building activities will take place on the professional development day scheduled on November 8, 2022 and the presenters will select the departments responsible for the next team building presentation.

Person Responsible   Khyanne Green-David (kgreen@dadeschools.net)

The selected departments will meet the week of December 5-9, 2022 to plan virtual team building activities for January 11, 2022 faculty meeting.

Person Responsible   Khyanne Green-David (kgreen@dadeschools.net)

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

N/A

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring

N/A

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.

A Schoolwide growth mindset philosophy adopted three years prior continues to promote positive school culture and environment for teachers and students. The counselors, nurses, and social workers are available throughout the school day to address student needs. The social-emotional learning (SEL) presented through the Language Arts department is used to assist students in identifying SEL areas that they may encounter and inform them on how to address these issues or seek help. The teacher and student of the month recognition program promotes a positive culture. The annual college fair and DE course embody our Vision of creating a seamless transition from secondary to post-secondary.

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

Using the language of a growth mindset, the faculty and staff promote a positive school culture. The counselors, social workers, nurses, and Language Arts teachers, use the SEL tool to assist students.