

Miami-Dade County Public Schools

Miami Dade Virtual High School Franchise



2022-23 Schoolwide Improvement Plan

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Miami Dade Virtual High School Franchise

560 NW 151ST STREET, Miami, FL 33169

mdvs.dadeschools.net

Demographics

Principal: Ivette Diaz Rubio

Start Date for this Principal: 10/21/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	11%
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: I (%) 2018-19: No Grade 2017-18: No Grade
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	CSI
* 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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560 NW 151ST STREET, Miami, FL 33169

mdvs.dadeschools.net

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-12	No	11%
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
Grade	I	

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

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

We are committed to providing a comprehensive educational opportunity that meets the individual needs of each student in a unified K-12 school setting that has high expectations and encourages students to achieve their full potential. Furthermore, our goal is to develop student proficiency through recognizing and valuing individual learning styles via the creation of a balanced educational environment that addresses intellectual, social-emotional, and physical development while fostering communication, cooperation, and support between home, school, and community.

Provide the school's vision statement.

To provide Miami-Dade County Public Schools K – 12 students with an academically rigorous, safe, virtual learning environment. Our aim is to continuously improve and evolve, via the use of innovative digital technologies, while always addressing the intellectual and social-emotional development of our students.

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
Diaz-Rubio, Ivette	Principal	As the school's principal, Ms. Diaz-Rubio provides a mission and shapes a vision for academic success for all students, grades, K - 12. Data is utilized to drive decision-making, cultivate leadership in others whilst building capacity, and provide the appropriate curriculum offerings. Ms. Diaz-Rubio establishes high expectations for all students and ensures that the school-based team is implementing a Multi-Tiered System of Support (MTSS).
Hindle, Blanca	Assistant Principal	Ms. Hindle is the assistant principal assigned to support the elementary grades. She is also the acting (APC - Assistant Principal over Curriculum) and facilitates the monthly Curriculum Council Meetings. Ms. Hindle collaborates closely with teachers in the MINT program and provides assistance to probationary teachers during their induction. Additionally, she is directly responsible for monitoring the ESE and ESOL programs, including but not limited to: acting as the LEA for IEP, EP, and 504 Plans, creating schedules for ESOL testing, and participating in LEP committee meetings. Ms. Hindle is also a part of the MTSS process for the elementary students.
Lopez, Denise	Assistant Principal	Ms. Lopez is the assistant principal assigned to support the secondary grades. She works collaboratively with the Attendance Committee, Student Services, and the Social Worker to monitor attendance and convene Attendance Meetings to address student truancy. Ms. Lopez oversees the Student Services department and works closely with all members on the master schedule, tracking students to ensure that they are on the correct path to graduation, and is also involved with the MTSS process. Additionally, Ms. Lopez works closely with the Testing Department Chairs to create schedules for testing in grades K - 12, monitor testing, and coordinate make up exams as needed.
Morrison, Amy	Teacher, ESE	Ms. Morrison is the ESE Consultation Teacher for students in grades, K-12. She assists general education teachers with accommodations, services, and goals relating to their Students With Disabilities. Ms. Morrison is also the Professional Learning and Growth Leader, assisting in the design, planning, and execution of professional development sessions, and a member of the Professional Support Learning Team. This year, Ms. Morrison is a MINT Mentor to two faculty members. Additional duties include the management of the Schoology Learning Management System as well as working closely with all faculty and staff on addressing their needs and questions relating to Schoology.
Collier, Renette	Teacher, K-12	Ms. Collier one of the Language Arts and Social Studies Teachers for students in grade 3. She implements a variety of instructional techniques levels through rigorous instruction which includes, but not limited to, guided reading groups, whole group instruction, and the use of various ESOL strategies. She observes and assesses student performance and keeps thorough records of progress. As a teacher, Ms. Collier also provides differentiated instruction according to the student ability and skill level. As the expert content of the Professional Support Learning Team, she collaborates with teachers to share expertise about content and best practices to deepen the professional practice. She creates opportunities for practice in authentic settings with varied support, such as modeling, peer

Name	Position Title	Job Duties and Responsibilities
		groups, co-planning and providing feedback promoting learning and student engagement. She participates in professional development to strengthen pedagogy and shares the content with school site personnel. Additionally, Ms. Collier also serves as the Alternate Union Steward who cultivates positive relationships between fellow teachers and school administrators.
Valdes, Nancy	Teacher, K-12	As a 5th grade language arts and social studies teacher, Ms. Nancy Valdes, National Board Certified, is responsible for assuring that students are prepared to comprehend a variety of texts using researched-based strategies. Additionally, she provides an equitable learning environment that addresses the social emotional needs of her students to reach their fullest potential. A member of the Professional Learning Support Team (PLST), Ms. Valdes' role as the Lead Mentor is to facilitate the mentoring and induction of new teachers. With the goal of retaining new teachers, her responsibilities include but are not limited to: providing resources and workshops. She also conducts individual and group conferences for MINT Mentors, Buddy Teachers, and New Teachers. She consistently monitors the Mentor Tracking Tool to assist administration with the most appropriate pairings.

Demographic Information

Principal start date

Thursday 10/21/2021, Ivette Diaz Rubio

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

0

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

0

Total number of teacher positions allocated to the school

63

Total number of students enrolled at the school

1,200

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

50

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

0

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	5	53	102	168	130	158	155	129	118	114	102	121	127	1482
Attendance below 90 percent	0	6	10	24	9	23	23	40	42	30	37	39	40	323
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	8	19	6	25	17	8	20	20	17	38	11	189
Course failure in Math	0	0	2	13	2	16	9	32	25	18	1	5	15	138
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	11	27	23	36	14	28	19	11	19	0	188
Level 1 on 2022 statewide FSA Math assessment	0	0	0	6	52	49	75	29	38	25	26	32	4	336
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	5	22	24	39	48	37	46	34	25	42	19	341	

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	14	0	0	0	0	0	0	0	0	2	16	
Students retained two or more times	0	0	0	3	0	0	0	1	1	1	3	2	6	17	

Date this data was collected or last updated

Thursday 7/7/2022

The number of students by grade level that exhibit each early warning indicator:

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

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

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

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	111	178	247	237	240	267	225	252	231	175	192	164	152	2671
Attendance below 90 percent	19	30	34	33	38	43	97	103	72	76	78	60	60	743
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	19	24	35	41	33	26	63	56	42	68	28	27	462
Course failure in Math	0	12	18	22	28	22	63	73	42	1	9	27	22	339
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of sutdents with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	17	20	61	61	71	81	105	77	58	75	36	29	691

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	2	7	3	5	1	2	4	11	5	4	0	2	46
Students retained two or more times	0	0	0	0	1	1	3	4	7	4	5	6	3	34

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		62%	55%					63%	61%
ELA Learning Gains								61%	59%
ELA Lowest 25th Percentile								57%	54%
Math Achievement		51%	42%					67%	62%
Math Learning Gains								63%	59%
Math Lowest 25th Percentile								56%	52%
Science Achievement		60%	54%					56%	56%
Social Studies Achievement		68%	59%					80%	78%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019					
Cohort Comparison		0%				
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019					
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
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					
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					
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	31	38	33	21	32	33	26	47	31		
ELL	49	48	42	26	33	37	36	42	25		
ASN	80	91		67	80						
BLK	44	47	40	22	39	43	31	65	26		
HSP	58	55	40	35	38	32	44	70	37		
MUL	50			46							
WHT	60	63		53	39		63				
FRL	53	51	40	28	37	36	41	68	36		
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
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

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)	CSI
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	36
Total Points Earned for the Federal Index	400
Total Components for the Federal Index	10
Percent Tested	78%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	37
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
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	80
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	44
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	48
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	56
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	43
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?

Students in grades 3 - 9 scored at 50% proficiency or higher in the FSA ELA assessments. Students in grade 11 scored at 65% proficiency, the same as the state average in the U.S. History EOC. Students in grade 8 scored at 39% proficiency in the science state assessment, 10 percentage points higher than the state average.

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

According to the 2022 FSA proficiency data, students in grades 3 - 7 demonstrated less than 50% proficiency in mathematics. Students that participated in the FSA Algebra 1 EOC scored at 40% proficiency or higher. Students that participated in the FSA Geometry EOC scored at 28% proficiency or higher. Based on the data, proficiency in mathematics was found to be the area of greatest need for improvement.

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

Teaching mathematics in an all virtual setting is extremely difficult because it contains many abstract concepts. Differentiation is needed to address the diverse levels of understanding that learners at at. To address understanding of mathematical concepts, an additional 30 minutes were added to the schedules of the elementary students so that teachers can deliver differentiated instruction. In the middle and high school grades, collaborative planning was added to the teachers' schedules to provide them with the opportunity to share best practices and analyze data as a department.

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

This was the first year of Miami-Dade Virtual School so there was no previous state assessment data available. The 2021 - 2022 school year established our benchmark.

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

2021 - 2022 was the first year of Miami-Dade Virtual School and therefore no School Improvement Plan was established last year. The new actions that the school will take to ensure continuous improvement is the addition of the opportunity for weekly collaborative planning for teachers in grades K - 5 by grade level to discuss data trends, research virtual math tools that can be used to make more concrete connections in mathematics, and plan for differentiated instruction. Teachers in grades 6 - 12 will have

the opportunity to meet with their subject chairs bi-weekly to disaggregate data and share best practices.

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

Standards-Based Instruction, Collaborative Planning, Differentiated Instruction, and Interventions - RTI

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.

The PLST will conduct professional development sessions on: Backwards Planning (08/22), Breaking down Standards/Benchmarks (10/22), Aligning Curriculum Resources to Standards (11/22). Coaching cycles will also be implemented by the administrative team to support the specific needs of teachers (ongoing)

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

Extended learning opportunities will be provided such as before school book club and STEM-based activities that include participation in the 2023 STEM Expo.

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 11/03 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 our attendance data in the Power BI SC-Attendance & EWI Report for the 2021 - 2022 school year, 44% of students were absent 11 or more days. Of the currently enrolled students, 323 had attendance that fell below 90%. Chronic truancy has a direct impact on student performance and academic achievement. There is no comparison data available because the 2021 - 2022 school year was Miami-Dade Virtual School's inaugural year.

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

With the successful implementation of attendance initiatives, we will reduce the percentage of students absent 11 or more days from 44% to 37%.

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

The Area of Focus will be monitored by an Attendance Committee, a team comprised of Ms. Lopez (Assistant Principal), Ms. Pinilla (Registrar), and Ms. Baez (Counselor). Teachers will report accurate attendance on a daily basis in their gradebook. SchoolMessenger will be utilized to contact the parent/guardian of the student that has one unexcused absence. When students have three unexcused absences, the parent/guardian will be contacted to submit an Admit Request. Attendance Intervention Strategies will be initiated when a student accrues five unexcused absences. At ten unexcused absences, administration will input an SCM referral form into the DSIS system.

**Person
responsible
for monitoring
outcome:**

Ivette Diaz-Rubio (diazrubio@dadeschools.net)

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

Within the Targeted Element of Attendance, we will focus on Attendance Initiatives to increase attendance and incentivize students to achieve perfect attendance. The attendance initiatives will include the monitoring and reporting student absences, calling parent/guardians, and more direct measures including but not limited to home visits as well as referrals to outside agencies.

**Rationale for
Evidence-**

With 44% of our student population displaying truancy with ten or more absences, it is imperative that Attendance Initiatives be implemented to diminish excessive truancy. We

based

Strategy:

Explain the rationale for selecting this specific strategy.

Describe the resources/ criteria used for selecting this strategy.

decided to focus on attendance initiatives to address the needs of students that are truant and therefore reduce the percentage of students that have ten or more absences. There is a direct correlation between being present in school and academic achievement.

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.

08/12 Provide professional development for all teachers on attendance procedures for the start of the school year. As a result of this professional development, teachers will be able to take accurate attendance and identify students that are no-shows during the first week of school.

Person Responsible Denise Lopez (268413@dadeschools.net)

08/17 - 08/24 Teachers will take accurate attendance, identify students that are no-show during the first week of school, and contact parents to notify them of the student's no-show status.

Person Responsible Ivette Diaz-Rubio (diazrubio@dadeschools.net)

09/07 Attendance Intervention Strategies will be reviewed during the second faculty meeting of the year.

Person Responsible Denise Lopez (268413@dadeschools.net)

0928 - 10/26 The Attendance Committee will meet at least twice to review truancy reports and brainstorm incentives to increase attendance.

Person Responsible Denise Lopez (268413@dadeschools.net)

10/31 - 11/02 Administration will review the attendance procedures with the faculty during the November faculty meeting.

Person Responsible Denise Lopez (268413@dadeschools.net)

11/03 - 12/16 Teachers will review the attendance bulletin daily, to identify discrepancies, and report corrections to the Attendance Clerk via the MDVS Attendance Bulletin Correction Form.

Person Responsible Denise Lopez (268413@dadeschools.net)

11/03 - 12/16 Teachers will make parent contact with the parents/guardians of students that have three consecutive absences to their class and document the communication on their gradebook.

Person Responsible Denise Lopez (268413@dadeschools.net)

#2. Instructional Practice specifically relating to Collaborative Planning

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 FSA proficiency data, students in grades 3 - 7 demonstrated less than 50% proficiency in math. Students that participated in the FSA Algebra 1 EOC scored at 40% proficiency or higher. Students that participated in the FSA Geometry EOC scored at 28% proficiency or higher. In contrast, the 2022 FSA proficiency data in ELA, shows that students in grades 3 - 9 scored at 50% proficiency or higher. The only grade level that scored at less than 50% proficiency in ELA was tenth grade with 49% of the students scoring at or above proficiency.

During the 2021 - 2022 school year, opportunities for collaborative planning were limited to once a month, the third Wednesday of the month, during grade-level or subject matter meetings. Although 97% of the 76 teachers that submitted responses to the 2021 - 2022 school climate survey answered that school personnel works as a team, opportunities to further collaboration among professionals were identified.

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

With the implementation of collaborative planning, students in grades K - 12 will demonstrate an increase in achievement, scoring at proficiency or higher, in the following academic areas: 5% increase in ELA, 10% increase in mathematics, and 7% increase in science as evidenced by the scores of the state assessments.

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

Collaborative planning for the elementary grades and the middle and high school subjects will be added to the master schedule. Teachers will be provided with an opportunity to engage in collaborative planning with a member of the administrative team, on a designated day, once a week, for a duration of one hour. Once a month, the collaborative planning session will focus on data analysis of formative assessments to determine necessary changes to instructional planning and delivery.

Person responsible for monitoring outcome:

Blanca Hindle (228433@dadeschools.net)

Evidence-based Strategy:

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

Within the Targeted Element of Collaborative Planning, we will focus on Standards-Based Collaborative Planning to bring teachers together to learn from one another and collaborate on lessons that will lead to improvements in standards-aligned lesson quality, instructional effectiveness, and student achievement.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.

Providing the faculty with Standards-Based Collaborative Planning, will increase the time teachers have to share best practices, align new resources tied to the recently adopted state benchmarks, and engage in the disaggregation of data to drive instructional decisions.

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.

08/01 - 08/11 Create a master schedule that provides teachers with opportunities to engage in collaborative planning.

Person Responsible Blanca Hindle (228433@dadeschools.net)

08/15 Provide professional development for faculty on backwards planning. As a result of the professional learning experience, teachers will develop lesson plans that include formative assessments aligned to the state standards.

Person Responsible Blanca Hindle (228433@dadeschools.net)

08/16 - 10/14 Teachers will be provided with weekly opportunities to engage in collaborative planning to share best practices, align curriculum resources, and engage in data discussions.

Person Responsible Blanca Hindle (228433@dadeschools.net)

08/16 - 10/14 Teachers will work collaboratively to align the FLVS modules to the new state standards/ benchmarks and create a "pacing" that meets the needs of their instructional groups.

Person Responsible Blanca Hindle (228433@dadeschools.net)

11/03 - 11/04 Provide professional development for faculty on differentiated instruction and lesson planning. As a result of the professional learning experience, teachers will be able to use data to tier students, form fluid groups, and provide differentiated instruction.

Person Responsible Blanca Hindle (228433@dadeschools.net)

11/07 - 12/16 Teachers will be provided with opportunities to co-facilitate collaborative planning and share out an effective instructional practice they are using their classrooms with success.

Person Responsible Blanca Hindle (228433@dadeschools.net)

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>According to the 2022 FSA proficiency data, students in grades 3 - 7 demonstrated less than 50% proficiency in mathematics.</p> <p>Below is the breakdown of scores by grade level: Third Grade - 33% of students scored a level three or above. Fourth Grade - 44% of students scored a level three or above. Fifth Grade - 20% of students scored a level three or above. Sixth Grade - 34% of students scored a level three or above. Seventh Grade - 39% of students scored a level three or above. Eighth Grade - 62% of students scored a level three or above.</p> <p>Students that participated in the FSA Algebra 1 EOC scored at 40% proficiency or higher. Students that participated in the FSA Geometry EOC scored at 28% proficiency or higher.</p> <p>Additionally, three subgroups fell below the Federal Index of 41%. Thirty-two percent of Students with Disabilities (SWD) are proficient in ELA and Math, 40% of Black/ African American students are proficient in ELA and Math, and 37% of English Language Learners (ELL) students are proficient in ELA and Math.</p> <p>Based on the data, proficiency in mathematics was found to be a critical need. To address this need further, two changes will be made to master schedules for the 2022 - 2023 school year: collaborative planning and an additional 30 minutes will be allotted to mathematics instruction in grades K - 5 to allow for differentiation.</p>
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Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of differentiation in mathematics, an additional 10% of students in grades K - 12 will score at or above proficiency in the 2022 - 2023 state assessments.

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

The Leadership Team will conduct data chats after each mathematics state assessment (3 times in the year) and monthly data chats (to review formative assessment results) to adjust groups based on the most current data during collaborative planning. Furthermore, administration will conduct virtual walkthroughs to ensure that differentiation of content is aligned to state benchmarks and the needs of the students. The mathematics lesson plans of teachers in grades K - 5 will be checked on a weekly basis to ensure that differentiation is being planned for with fidelity.

Person responsible for monitoring outcome:

Blanca Hindle (228433@dadeschools.net)

Evidence-based Strategy:
Describe the

Within the Targeted Element of Math, our school will focus on the evidence-based strategy of: Differentiation. Differentiation in mathematics will assist in the increase of

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

proficiency by providing students with a systematic approach of instruction to meet their individual needs.

Rationale for Evidence-based Strategy:

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

Differentiation will ensure that teachers deliver standards-aligned instruction, based on data, that meets the needs of individual students.

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.

08/15 Provide professional development for faculty on backwards planning. As a result of the professional learning experience, teachers will be able to develop lesson plans that include how differentiation will be used during instruction and formative assessments aligned to the state standards.

Person Responsible Blanca Hindle (228433@dadeschools.net)

08/16 - 10/14 Teachers will be provided with weekly opportunities to engage in collaborative planning to share best practices, align curriculum resources, engage in data discussions to determine how differentiation will be implemented.

Person Responsible Blanca Hindle (228433@dadeschools.net)

09/12 - 10/14 Teachers will develop lesson plans that are inclusive of differentiated instruction practices for the Math DI block, per the master schedule in the elementary grades. As a result, teachers will create student groups based on data to address challenges in students' understanding of core content.

Person Responsible Blanca Hindle (228433@dadeschools.net)

09/12 - 10/14 Teachers will develop data chat tools to monitor student progress and adjust differentiated instruction, as necessary.

Person Responsible Blanca Hindle (228433@dadeschools.net)

11/03 - 11/04 Provide professional development for faculty on differentiated instruction and lesson planning. As a result of the professional learning experience, teachers will be able to use data to tier students, form fluid groups, and provide differentiated instruction.

Person Responsible Blanca Hindle (228433@dadeschools.net)

11/03 - 12/16 The Administrative Team will provide opportunities for teachers to shadow members of the same grade level or subject matter during the differentiated instruction block. Furthermore, teachers will be given the opportunity to collaborate on D.I. lessons that they can implement as a team.

Person Responsible	Blanca Hindle (228433@dadeschools.net)
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#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.

According to the data from the 2021 - 2022 School Climate Survey, 87% of teachers reported that they didn't receive sufficient support from administration. This indicates that there is a critical need in the area of specific teacher feedback. By providing teachers with meaningful feedback, administration can identify areas of strengths/challenges and further build the professional capacity of teachers. Furthermore, by teachers and administration debriefing regularly, it creates opportunities for teachers to communicate concerns they may have and have them addressed in a more expeditious manner.

Measurable**Outcome:**

State the specific

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

If the Administrative Team successfully increase the number of classroom walkthroughs conducted throughout the year and provide consistent, development feedback, then the percentage of teachers that feel that they are supported by administration will increase from 8% to 25%.

Monitoring:

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

The Administrative Team will conduct classroom walkthroughs on a bi-weekly basis. During the walkthroughs, areas of strengths and weaknesses will be identified for each teacher. After the walkthrough, the administrator will debrief with the teachers and provide specific feedback on how to further enhance the area(s) of strength and how to improve areas in need of further development.

Person

responsible for monitoring outcome:

Ivette Diaz-Rubio (diazrubio@dadeschools.net)

Evidence-based**Strategy:**

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

Within the Targeted Element of Specific Teacher Feedback/Walkthroughs, our school will focus on the evidence-based strategy of: Consistent, Developmental Feedback. Providing faculty members with consistent, developmental feedback will provide opportunities for professional growth, will further build the capacity of teachers, and should lead to an positive impact on student achievement.

Rationale for Evidence-based**Strategy:**

Explain the rationale for selecting this specific strategy.

Implementing Consistent, Developmental Feedback will ensure that teachers are provided with up-to-date qualitative data on how to strengthen their professional practice and receive support in areas they may not have a high level of comfort in.

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.

08/15 Provide professional development on IPEGs for instructional personnel. As a result of the professional learning, teachers will have an in-depth understanding of the professional learning standards.

Person Responsible Nancy Valdes (241943@dadeschools.net)

08/24 Identify members of the school community to serve in the Curriculum Council and be part of the Instructional Leadership Team.

Person Responsible Ivette Diaz-Rubio (diazrubio@dadeschools.net)

09/05 - 10/14 The Administrative Team will conduct virtual walkthroughs to identify areas of strengths and challenges. As a result of these walkthroughs, feedback will be shared with the teachers and support provided as needed.

Person Responsible Ivette Diaz-Rubio (diazrubio@dadeschools.net)

09/05 - 10/14 The Administrative Team will provide teachers with opportunities to engage in coaching cycles to build their capacity and strengthen professional practice.

Person Responsible Blanca Hindle (228433@dadeschools.net)

10/31 - 12/16 The Administrative Team will provide opportunities for teachers to shadow members of the same grade level or subject matter to gain insight on effective instructional strategies and share best practices.

Person Responsible Blanca Hindle (228433@dadeschools.net)

10/31 - 12/16 The Administrative Team will be provide teachers with personalized suggestions on professional learning opportunities that align to the Framework of Effective Instruction based on the qualitative data collected during classroom walkthroughs.

Person Responsible Blanca Hindle (228433@dadeschools.net)

#5. 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.	Three subgroups fell below the Federal Index of 41%. Thirty-two percent of Students with Disabilities (SWD) are proficient in ELA and Math, 40% of Black/African American students are proficient in ELA and Math, and 37% of English Language Learners (ELL) students are proficient in ELA and Math. To address this need further, an additional 30 minutes will be allotted to mathematics instruction in grades K - 5 to allow for differentiation. Reading already has 30 minutes embedded in the block for differentiated instruction.
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Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of differentiation in reading and mathematics, an additional 5% of students in the following subgroups: Students with Disabilities (SWD), Black/African American students, and English Language Learners (ELL), in grades K - 12 will score at or above proficiency in the 2022 - 2023 state assessments.

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

The Leadership Team will conduct data chats after each ELA and mathematics state assessment (3 times in the year) and monthly data chats (to review formative assessment results) to adjust groups based on the most current data. Furthermore, administration will conduct virtual walkthroughs to ensure that differentiation of content is aligned to state benchmarks and the needs of the students.

Person responsible for monitoring outcome:

Ivette Diaz-Rubio (diazrubio@dadeschools.net)

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

Within the Targeted Elements of ELA and Math, our school will focus on the evidence-based strategy of: Differentiation. Differentiation will assist in the increase of proficiency by providing students with a systematic approach of instruction to meet their individual needs.

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

Differentiation will ensure that teachers deliver standards-aligned instruction, based on data, that meets the needs of individual students.

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.

08/15 Provide professional development for faculty on backwards planning. As a result of the professional learning experience, teachers will be able to develop lesson plans that include how differentiation will be used during instruction and formative assessments aligned to the state standards.

Person Responsible

Blanca Hindle (228433@dadeschools.net)

08/16 - 10/14 Teachers will be provided with weekly opportunities to engage in collaborative planning to share best practices, align curriculum resources, engage in data discussions to determine how differentiation will be implemented.

Person Responsible Blanca Hindle (228433@dadeschools.net)

09/12 - 10/14 Teachers will develop lesson plans that are inclusive of differentiated instruction practices for the ELA and Math DI block, per the master schedule in the elementary grades. As a result, teachers will create student groups based on data to address challenges in students' understanding of core content.

Person Responsible Blanca Hindle (228433@dadeschools.net)

09/12 - 10/14 Teachers will develop lesson plans that are inclusive of differentiated instruction practices for the ELA and Math DI block, per the master schedule in the elementary grades. As a result, teachers will create student groups based on data to address challenges in students' understanding of core content.

Person Responsible Blanca Hindle (228433@dadeschools.net)

09/12 - 10/14 Teachers will develop data chat tools to monitor student progress and adjust differentiated instruction, as necessary.

Person Responsible Blanca Hindle (228433@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.

During our inaugural year 2021 - 2022, we strove to provide a safe virtual learning environment to all students. Although instruction at Miami-Dade Virtual School takes place exclusively online, our teachers planned activities, during their spare time, that allowed their students to gather in public places such as parks to gather and form connections. Administration planned before school activities, such as read alongs, to engage with students and promote literacy. Incentives such as movie and popcorn days were provided to celebrate student achievement.

The school website and Microsoft Teams were used as the primary communication tools with students and their families. There was one Team dedicated to announcements for students. Miami-Dade Virtual School began implementing the use of social media in late October 2021 and established accounts on Twitter and Instagram to communicate news quickly and highlight activities involving students and staff. Teachers used social media extensively, as well as other communication tools, such as Class Dojo and Remind to provide parents/guardians with multiple avenues to receive and exchange pertinent information.

Due to the unique nature of our school, we were spread out across six different campuses and three different regions. This presented logistical challenges when planning activities such as technology

distribution or meetings with faculty and staff. To mitigate these challenges, administration traveled to all six campuses on a regular basis and alternated between each one to ensure that all stakeholders received the support they needed. Teachers also commuted to collaborate with each other and the administrative team. One of our biggest strengths is the collaboration among all stakeholders.

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

The stakeholders involved in building a positive school culture and environment are the: Principal, Assistant Principals, Lead Teacher, Grade Level Chairs, Subject Area Chairs, Testing Chairs, ESE Specialists, and Counselors. The role of the Principal is to oversee the successful implementation of the school's initiatives as well as respond to any issues with morale. The Assistant Principals are responsible for communicating with all stakeholders in a timely manner and sharing information effectively. The Lead Teacher, Grade/Subject/Test Chairs are responsible for communicating directly with faculty and addressing content specific concerns and sharing the qualitative data collected with the Administrative Team. The ESE Specialists collaborate closely with administration and the teachers to ensure that students with special plans are being afforded the same opportunities to be successful in a safe learning environment. During the 2022 - 2023 school year, an EESAC Committee was founded, and Miami-Dade College South Campus became a business/community partner to Miami-Dade Virtual School. Furthermore, with the founding of the EESAC, four parents and two students became active stakeholders, engaging in the school's decision-making process.