North Dade Center For Modern Languages

2022-23 Schoolwide Improvement Plan

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North Dade Center For Modern Languages

1840 NW 157TH ST, Miami Gardens, FL 33054

http://cml.dadeschools.net

Demographics

Principal: Latoya James A

Start Date for this Principal: 6/24/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
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)	89%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	English Language Learners Black/African American Students Hispanic Students Economically Disadvantaged Students
School Grades History	2021-22: A (72%) 2018-19: A (71%) 2017-18: A (69%)
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.

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	Yes	89%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

School Grades History

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

School Board Approval

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SIP Authority

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The school motto "Preparing Global Thinkers for a Multicultural World" represents the educational philosophy of North Dade Center for Modern Languages (CML). The school's mission is to prepare all students for the challenges ahead by providing an academically enriched environment. We encourage creativity and promote analytical and reflective thinking. It is hoped that our students will acquire multicultural experiences and mutual respect on the road to becoming multilingual and multi-literate citizens in an increasingly internationalized workforce.

Provide the school's vision statement.

The vision of North Dade Center for Modern Languages is to develop an academically enriched environment, preparing our students to become contributing citizens and global thinkers in a multicultural society.

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
James, Latoya	Principal	Provides a common vision for the use of data-based decision making, ensures the school based team implements the MTS/RTI process, ensures implementation of intervention and Differentiated Instruction, ensures adequate professional development to meet the needs of the staff, and effectively communicate with all stakeholders.
Valdes, Edric	Assistant Principal	Ensures that the School Leadership Team is applying the MTSS/Rti to assist struggling students and bridge the achievement gaps. Provides support and resources to staff so they are prepared to effectively deliver instruction. Communicates with all stakeholders about the schools programs, activities, and progress.
Alonso, Maria	Other	Provide support to the Instructional staff in developing strategies to infuse standard-based curriculum within our language magnet curriculum.
Vickers, Cecilia	Teacher, K-12	Provides support through leading the Reading intervention program and ensuring that all Tier II and Tier III students are receiving additional academic instruction through targeted lessons.

Demographic Information

Principal start date
Friday 6/24/2022, Latoya James A

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.*

7

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.*

12

Total number of teacher positions allocated to the school

23

Total number of students enrolled at the school

348

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

2

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

4

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	54	47	71	57	52	63	0	0	0	0	0	0	0	344
Attendance below 90 percent	3	6	4	5	9	4	0	0	0	0	0	0	0	31
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	2	0	1	0	0	0	0	0	0	0	0	3
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	1	4	0	0	0	0	0	0	0	5
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

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

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

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

Date this data was collected or last updated

Friday 7/15/2022

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	30	57	51	60	70	72	0	0	0	0	0	0	0	340
Attendance below 90 percent	3	4	2	9	2	8	0	0	0	0	0	0	0	28
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in Math	0	0	0	0	0	2	0	0	0	0	0	0	0	2
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	4	0	0	0	0	0	0	0	4
Number of students with a substantial reading deficiency	0	5	10	9	3	4	0	0	0	0	0	0	0	31

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

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

The number of students identified as retainees:

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

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	30	57	51	60	70	72	0	0	0	0	0	0	0	340
Attendance below 90 percent	3	4	2	9	2	8	0	0	0	0	0	0	0	28
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in Math	0	0	0	0	0	2	0	0	0	0	0	0	0	2
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	4	0	0	0	0	0	0	0	4
Number of students with a substantial reading deficiency	0	5	10	9	3	4	0	0	0	0	0	0	0	31

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

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

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	85%	62%	56%				85%	62%	57%
ELA Learning Gains	78%						73%	62%	58%
ELA Lowest 25th Percentile	71%						74%	58%	53%
Math Achievement	80%	58%	50%				78%	69%	63%
Math Learning Gains	70%						70%	66%	62%
Math Lowest 25th Percentile	61%						56%	55%	51%
Science Achievement	60%	64%	59%				63%	55%	53%

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	79%	60%	19%	58%	21%
Cohort Comparison		0%				
04	2022					
	2019	92%	64%	28%	58%	34%
Cohort Comparison		-79%				
05	2022					
	2019	86%	60%	26%	56%	30%
Cohort Comparison		-92%				

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	69%	67%	2%	62%	7%
Cohort Comparison		0%				
04	2022					
	2019	89%	69%	20%	64%	25%
Cohort Comparison		-69%				
05	2022					
	2019	78%	65%	13%	60%	18%
Cohort Comparison		-89%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					
	2019	63%	53%	10%	53%	10%
Cohort Comparison						

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
ELL	100			88							
BLK	81	75	67	76	70	60	54				
HSP	95	88		87	73		74				
FRL	84	77	71	78	71	67	62				

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
ELL	75			75							
BLK	72	58	42	55	42	31	50				
HSP	82	43		73	52		76				
FRL	74	47	38	62	51	20	56				

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
ELL	82	79		71	68		60				
BLK	82	72	67	72	66	50	55				
HSP	91	75	83	87	73		71				
FRL	85	76	76	75	69	58	61				

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	72
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	
Total Points Earned for the Federal Index	505
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	94
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	69
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	83
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	73
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?

2021 Data findings:
ELA Learning Gains decreased 10 percentage points and Math Learning Gains decreased by 24 percentage points in comparison to the 2019 FSA data.
ELA L25 decreased 33 percentage points and Math L25 decreased 25 percentage points.

2022 Data Findings:
ELA Learning Gains increased by 19 percentage points and Math Learning Gains increased by 25 percentage points in comparison to the 2021 FSA data.
ELA L25 increased 34 percentage points and Math L25 increased 30 percentage points in comparison to 2021 FSA data.

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

The 2022 FSA data reflects a need to increase math and science proficiency in Grade 5.

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

We will continue to implement standards-based instruction in all classrooms. During collaborative planning, we will continue to share best practices and resources. We will be strategic with aligning resources, on-going progress monitoring, and implementing data chats with students and teachers. We will strengthen our focus of science across all grade levels, including essential labs.

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

2022 data findings reflect an increase in proficiency in ELA and Math. Overall, when comparing FSA data, ELA proficiency increased 10 percentage points from 75 to 85 percent; math proficiency increased 20 percentage points from 61 to 81 percent.

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

The contributing factors were before and after school tutoring, differentiated instruction, collaborative planning, intervention, school wide incentives and quarterly data-chats. These best practices will continue to contribute to areas of improvement.

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

In order to accelerate learning, the following strategies will be implemented:
Extended learning activities
Standards-based collaborative planning
Differentiated instruction
Enrichment activities

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 professional development opportunities that will be provided to support teachers are:
MTSS and RTI
Best Practices Training
Differentiated Instruction

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

To ensure sustainability, North Dade Center for Modern Languages will continue to conduct data chats and walk throughs.

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

:

#1. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	2022 data findings reflect ELA learning gains increased by 19 percentage points. Math learning gains increased by 25 percentage points in comparison to 2021 FSA data. ELA L25 increased 34 percentage points and Math L25 increased by 30 percentage points. The use of data driven instruction with fidelity will allow teachers to be informed of student performance which will assist teachers in adjusting instructional planning and delivery as needed. Data driven instruction can include the use of instructional focus calendars to target specific standards based on data.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With the implementation of data driven instruction, there will be a 5 percent increase in proficiency in the area of ELA and Mathematics. There will be a 10 percent increase in proficiency in the area of science by 2022-2023 state assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The school leadership team will conduct quarterly data chats, make adjustments to student groups based on data, and conduct regular focused walkthroughs to ensure effective instruction is taking place. Data analysis of formative assessments of L25 students will be reviewed monthly to monitor progress. Ongoing progress monitoring (OPM) charts will be utilized by teachers and monitored by administration bi-weekly. This data will be analyzed during school leadership team meetings to ensure students are demonstrating growth on the standards. Extended learning opportunities will be provided to those students who demonstrate a need for remediation based on OPMs.
Person responsible for monitoring outcome:	Latoya James (pr5131@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within a targeted element of Differentiation, CML will focus on the evidence-based strategy of instruction. Data-driven instruction will assist in an increase of proficiency and accelerate the learning gains of our L25s to meet the needs of our students. Data driven instruction will be monitored through the use of data driven trackers and OPMs.
Rationale for Evidence-based	Data-Driven instruction will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually

Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	make adjustments to their instruction, plans and instruction delivery as new data become available.

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

8/22-10/14 Ongoing progress monitoring charts will be reviewed to assist the teachers in realigning their differentiated groups.

Person Responsible	Latoya James (pr5131@dadeschools.net)

8/22-10/14 Focus walkthroughs will be conducted by administration to provide feedback to teachers on classroom instruction strategies.

Person Responsible	Edric Valdes (emvaldes@dadeschools.net)

8/22-10/14 L25 students in grades 4 and 5 will be to the school administration and school counselor to conduct Bi-weekly data chats and set attainable academic goals for the students to motivate them. (ongoing)

Person Responsible	Latoya James (pr5131@dadeschools.net)

8/22-10/14 i-Ready "Get on the Green" incentive program will be implemented to motivate the students to perform at the highest level on the AP2 diagnostic assessment to provide data points that can be compared to AP1.

Person Responsible	Edric Valdes (emvaldes@dadeschools.net)

10/31-12/16 Tier II and III students will be provided remediation through the use of supplemental instruction, materials, and web-based programs

Person Responsible	Edric Valdes (emvaldes@dadeschools.net)

10/31-12/16 i-Ready "Get on the Green" incentive program will be implemented to motivate the students to perform at the highest level on the AP2 diagnostic assessment to provide data points that can be compared to AP1.

Person Responsible	Edric Valdes (emvaldes@dadeschools.net)

10/31-12/16 Utilize Ongoing Progress Monitoring Charts to monitor the effectiveness of Differentiated Instruction and the remediation of standards.

Person Responsible	Latoya James (pr5131@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.	2022 data findings reflect ELA learning gains increased by 19 percentage points. Math learning gains increased by 25 percentage points in comparison to 2021 FSA data. ELA L25 increased 34 percentage points and Math L25 increased by 30 percentage points. The use of data driven Standard-Based Collaborative Planning with fidelity will assist teachers in adjusting instructional planning and delivery as needed. Standard-Based Collaborative Planning will provide the teachers with opportunities to implement various instructional strategies to foster academic achievement.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With the implementation of Standard-based collaborative planning, there will be a 5 percent increase in proficiency in the area of ELA and Mathematics. There will be a 10 percent increase in proficiency in the area of science by 2022-2023 state assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The school leadership team will conduct quarterly data chats, make adjustments to student groups based on data, and conduct regular focused walkthroughs to ensure effective instruction is taking place. Data analysis of formative assessments of L25 students will be reviewed monthly to monitor progress. Ongoing progress monitoring (OPM) charts will be utilized by teachers and monitored by administration bi-weekly. This data will be analyzed during school leadership team meetings to ensure students are demonstrating growth on the standards. Extended learning opportunities will be provided to those students who demonstrate a need for remediation based on OPMs.
Person responsible for monitoring outcome:	Latoya James (pr5131@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within a targeted element of collaborative planning, CML will focus on the evidence-based strategy of instruction. Data-driven instruction will assist in an increase of proficiency and accelerate the learning gains of our L25s to meet the needs of our students. Data driven instruction will be monitored through the use of data driven trackers and OPMs.
Rationale for Evidence-based	Data-Driven instruction will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to their student needs. Teachers will continually

Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	make adjustments to their instructional planning and delivery as new data become available.

Action Steps to Implement

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

8/22-10/14- Facilitate weekly collaborative planning meetings to provide teachers with an opportunity to collaborate and brainstorm challenges, discuss needs, and share best practices.

Person Responsible	Edric Valdes (emvaldes@dadeschools.net)

8/22-10/14- Walkthroughs will be conducted by school admin team to provide effective feedback to the teachers on classroom instructional strategies.

Person Responsible	Latoya James (pr5131@dadeschools.net)

8/22-10/14- Extended learning opportunities will be provided to students that need further remediation based on data results.

Person Responsible	Edric Valdes (emvaldes@dadeschools.net)

8/22-10/14- Data chats will be conducted quarterly with instructional staff to review student performance data.

Person Responsible	Latoya James (pr5131@dadeschools.net)

10/31-12/16 Professional development will be conducted to provide support to teachers to increase their knowledge base on various topics, improve instructional strategies, and enhance instructional delivery.

Person Responsible	Edric Valdes (emvaldes@dadeschools.net)

10/31-12/16 Administrative team will conduct focused walkthroughs to ensure resources being utilized are aligned to the standards.

Person Responsible	Latoya James (pr5131@dadeschools.net)

#3. Positive Culture and Environment specifically relating to Student Attendance	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Based on the data review, our school will implement the Targeted Element of Student Attendance. Through our data review, we noticed that students who struggle with daily attendance are also students who are not meeting expectations for learning gains as well as proficiency. We recognize the need to tailor our attendance initiatives and improve in making connections with families and the community to ensure attendance is consistently high.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	If we successfully implement the Targeted Element of Student Attendance, our students will receive high quality instruction that will contribute to overall improved student achievement. With consistent student incentives, attendance at North Dade Center for Modern Languages will increase 5 percentage points by June 2023.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The School Leadership Team will work to connect families who struggle with attendance and identify the root cause for absences/tardiness and create a plan of action to ensure students are able to be present daily. The School Leadership Team will plan regular student incentives to promote consistent student attendance. Teachers will continue to monitor daily attendance and inform the SLT of any student with inconsistent attendance. Reviewing student attendance will be included in our data chats. Follow-up contact will be made with parents when necessary.
Person responsible for monitoring outcome:	Latoya James (pr5131@dadeschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Within the Targeted Element of Student Attendance, our school will focus on the evidence-based strategy of Attendance Initiatives. These initiatives will assist in narrowing the achievement gap amongst our students. Weekly monitoring of student attendance will prevent excessive absences.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Attendance initiatives will assist in decreasing the number of student absences. The initiatives will provide the School Leadership Team with a systematic approach to identify attendance issues, remediation, and rewards.

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

8/22-10/14- An attendance plan will be used to monitor individual student attendance and will also be used to track student attendance throughout the school year.

Person Responsible   Edric Valdes (emvaldes@dadeschools.net)

8/22-10/14- "Punch Out" card attendance incentive program will be used to promote positive reinforcement and reduce the poor attendance and tardy rates. Selected classes will be reward for having 100% attendance with no tardies on a monthly and quarterly basis.

Person Responsible   Edric Valdes (emvaldes@dadeschools.net)

8/22-10/14- School Messenger will be used to communicate with families in reference to daily student attendance. This will provide a daily reminder to parents of the importance of school attendance.

Person Responsible   Latoya James (pr5131@dadeschools.net)

8/22-10/14- Support services will be provided to students that may have outside factors influence school attendance. School Counselor will monitor students attendance and meet with the students as needed.

Person Responsible   Latoya James (pr5131@dadeschools.net)

10/31-12/16 Continue the "Punch Out" Card attendance incentive program to promote positive reinforcement and reduce poor attendance and tardy rates. Selected classes will be rewarded for having 100% attendance with no tardies on a monthly and quarterly basis.

Person Responsible   Edric Valdes (emvaldes@dadeschools.net)

10/31-12/16 School Counselor and/or student services support will be meeting with individual students that have 10 or more absences weekly to monitor their attendance and implement a "check in " program to positively encourage the student's attendance.

Person Responsible   Edric Valdes (emvaldes@dadeschools.net)

#4. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Based on qualitative data from the School Climate survey and the SIP survey and review of the Core Leadership Competencies, we want to use the Targeted Element of Walkthroughs. The School Leadership Team wants to ensure quality instruction that will increase student achievement is taking place.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	If we successfully implement the Targeted Element of Walkthroughs, our School Leadership Team will provide teachers with ample resources to support the implementation of quality instructional lessons that will enhance student achievement and bridge learning gaps.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The School Leadership Team will identify specific members that are experts in core content areas that will serve as leads with new initiatives and development to support instructional practices. By involving teachers, we hope to create an environment of shared leadership. To ensure we are on track, the School Leadership Team will conduct quarterly data chats with teachers to review student progress.
Person responsible for monitoring outcome:	Latoya James (pr5131@dadeschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Within the Targeted Element of Walkthroughs, we will focus on the evidence-based strategy of: Standards-aligned Instruction. By focusing on standards-aligned instruction, strategic instructional planning and increased student achievement will be evident. The School Leadership Team will provide ongoing support to instructional staff that will promote student achievement.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy.**	Providing teachers with adequate resources and support will ensure high quality instruction

Describe the resources/criteria used for selecting this strategy.

is evident. Teachers will feel supported as they carry out the vision and mission in their instructional practices. The School Leadership Team will continue to assist teachers to be innovative in their instructional practices to increase student 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.

8/22-10/14- Weekly assessment data will be reviewed to track student academic performance and determine
the level of academic support needed.

Person Responsible   Latoya James (pr5131@dadeschools.net)

8/22-10/14- Teacher "shout outs" will be shared via email, PA announcements, and/or faculty meetings to positively reinforce the outstanding efforts made by our staff.

Person Responsible   Edric Valdes (emvaldes@dadeschools.net)

8/22-10/14- Extended learning opportunities will be provided to teachers through peer to peer observations to foster improvement in the quality of their instruction

Person Responsible   Edric Valdes (emvaldes@dadeschools.net)

8/22-10/14- Leadership team will conduct learning walks to gage teacher instruction and provide appropriate feedback to ensure that students are actively involved in academic learning.

Person Responsible   Latoya James (pr5131@dadeschools.net)

10/31-12/16 The administrative team will conduct walkthroughs with a focused lens, focusing on components such as: small group instruction, Intervention, and student work folders.

Person Responsible   Latoya James (pr5131@dadeschools.net)

10/31-12/16 Administration will conduct focused walkthroughs and provide teachers with ongoing, timely, and specific feedback to promote professional growth.

Person Responsible   Latoya James (pr5131@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. Â§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

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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.

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

North Dade Center for Modern Languages strengths within School Culture are in Celebrating Successes and
Staff Recognition. Our school creates experiences throughout the year to support staff and student achievements. Highlighting students monthly for 'Do the Right Thing' or 'Student of the Month' promotes positive student behavior; implementing student incentives like 'Level-Up' recognizes students that show significant improvement on i-Ready Diagnostic Assessments. Appreciation of staff is evident by recognizing staff accomplishments in and out of the classroom. Special 'shout-outs' via email or during morning announcements further highlights staff for outstanding performance. We will continue to promote positive school culture by celebrating successes and staff recognition.

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 our School Leadership Team which includes the Principal, Assistant Principal, Department Chairpersons, Teacher Leaders, and Counselor. The Principal's role is to monitor and oversee all the school's initiatives and respond to concerns with morale by planning Team-building and morale boosting activities. The assistant principal will monitor the mentorship programs and assist in ensuring all information is shared with stakeholders in a timely manner. Department Chairpersons along with Teacher Leaders assist in providing and responding to feedback from stakeholders. Building strong partnerships with business partners like Global Church assist us in promoting positive school culture at CML. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families