Kinloch Park Middle School

2022-23 Schoolwide Improvement Plan

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Kinloch Park Middle School

4340 NW 3RD ST, Miami, FL 33126

http://kpms.dade.k12.fl.us/

Demographics

Principal: Trellany Parrish Gay M

Start Date for this Principal: 7/27/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	97%
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 Hispanic Students Economically Disadvantaged Students
School Grades History	2021-22: C (47%) 2018-19: C (46%) 2017-18: C (52%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	97%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	100%

School Grades History

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

School Board Approval

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To provide each student with a diverse education in a safe environment that promotes self-discipline, motivation, and strong academic skills.

Provide the school's vision statement.

Kinloch Park Middle School will providethe highest quality of education for every child through collaboration and communication with all stakeholders.

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
COTO-GONZALEZ, SYLVIA	Principal	The principal's main role is to oversee the daily activities and operations of a school, including, but not limited to building maintenance, instructional and non-instructional personnel, assessing teaching methods, monitoring student achievement and discipline, administering the budget, evaluating staff, and ensure implementation of District policies and procedures.
Hewitt, Desiree	Assistant Principal	The assistant principal's main responsibility is to oversee the daily physical operations of a school, including but not limited to ensuring coverage for instructional and non-instructional personnel, building maintenance, monitoring student discipline and achievement, and bridging community relations with all stakeholders.
Bonce, Carmen	Reading Coach	The Academic Recovery Coach is responsible for providing school-wide professional developments using reading strategies and Best Practices, implementing the coaching cycle for targeted teachers, providing and interpreting current data to all instructional staff, working with all Intensive Reading and Language Arts teachers, and providing students with push-in and pull-out tutoring.
Gardner, Robert	Teacher, K-12	Mr. Gardner is the Science Department Chair and the 8th-grade science teacher and is responsible for meeting with science teachers to ensure all teachers are developing lesson plans that follow the pacing guides and target the grade-level benchmarks. He is also responsible for evaluating the baseline and mid-term science data with each teacher to develop strategies and DI instruction for the areas of deficiency. Mr. Gardner also serves as our ESSAC Chair and 8th-grade Team Leader.
Boza, Francisco	Teacher, K-12	Mr. Boza is the Math Department Chair and responsible for meeting with science teachers to ensure all teachers are developing lesson plans that follow the pacing guides and target the grade-level benchmarks. He is also responsible for tracking the math data taken from the FAST and I-ready diagnostics and helping teachers develop a plan of action to target benchmark deficiencies.
Ibanez, Orlando	Teacher, K-12	Mr. Ibanez is our Culinary, Business, and SCSI teacher. He assists in reducing disciplinary incidents and bullying using RJP circles and also works on repairing relationships at school and at home.
Sabillon, Eduardo	School Counselor	Mr. Sabillon serves as a bridge between school and mental health organizations and resources outside of school. He also manages a student load where he follows a cohort of students academic and disciplinary plan for the three years.
Roine, Maritza	ELL Compliance Specialist	As the ESE coordinator, Mrs. Roine maintains Individual Educational Plan (IEP) documents and plans, coordinates, conducts and/or facilitates IEP

Name	Position Title	Job Duties and Responsibilities
		Team meetings, IEP annual reviews and 3-year evaluations for a caseload of students with disabilities.

Demographic Information

Principal start date

Saturday 7/27/2019, Trellany Parrish Gay M

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.*

1

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.*

17

Total number of teacher positions allocated to the school

35

Total number of students enrolled at the school

614

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

3

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

2

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	193	207	222	0	0	0	0	622
Attendance below 90 percent	0	0	0	0	0	0	25	25	36	0	0	0	0	86
One or more suspensions	0	0	0	0	0	0	4	16	14	0	0	0	0	34
Course failure in ELA	0	0	0	0	0	0	20	5	4	0	0	0	0	29
Course failure in Math	0	0	0	0	0	0	24	3	5	0	0	0	0	32
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	71	72	89	0	0	0	0	232
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	106	96	97	0	0	0	0	299
Number of students with a substantial reading deficiency	0	0	0	0	0	0	93	100	120	0	0	0	0	313
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	80	83	89	0	0	0	0	252

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	1	5	1	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	0	0	3	0	0	0	0	3

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	0	0	0	0	0	0	183	147	197	0	0	0	0	527
Attendance below 90 percent	0	0	0	0	0	0	33	16	60	0	0	0	0	109
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	17	5	21	0	0	0	0	43
Course failure in Math	0	0	0	0	0	0	25	4	45	0	0	0	0	74
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	23	37	64	0	0	0	0	124
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	22	35	73	0	0	0	0	130
Number of students with a substantial reading deficiency	0	0	0	0	0	0	85	106	146	0	0	0	0	337

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	4	3	4	0	0	0	0	11

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	1	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	4	3	4	0	0	0	0	11

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	183	147	197	0	0	0	0	527
Attendance below 90 percent	0	0	0	0	0	0	33	16	60	0	0	0	0	109
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	17	5	21	0	0	0	0	43
Course failure in Math	0	0	0	0	0	0	25	4	45	0	0	0	0	74
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	23	37	64	0	0	0	0	124
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	22	35	73	0	0	0	0	130
Number of students with a substantial reading deficiency	0	0	0	0	0	0	85	106	146	0	0	0	0	337

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	4	3	4	0	0	0	0	11

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	1	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	4	3	4	0	0	0	0	11

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	35%	55%	50%				38%	58%	54%
ELA Learning Gains	50%						49%	58%	54%
ELA Lowest 25th Percentile	46%						36%	52%	47%
Math Achievement	33%	43%	36%				38%	58%	58%
Math Learning Gains	61%						49%	56%	57%
Math Lowest 25th Percentile	62%						48%	54%	51%
Science Achievement	15%	54%	53%				27%	52%	51%
Social Studies Achievement	58%	64%	58%				63%	74%	72%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	26%	58%	-32%	54%	-28%
Cohort Comparison						
07	2022					
	2019	34%	56%	-22%	52%	-18%
Cohort Comparison		-26%				
08	2022					
	2019	42%	60%	-18%	56%	-14%
Cohort Comparison		-34%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	21%	58%	-37%	55%	-34%
Cohort Comparison						
07	2022					
	2019	39%	53%	-14%	54%	-15%
Cohort Comparison		-21%				
08	2022					
	2019	22%	40%	-18%	46%	-24%
Cohort Comparison		-39%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	25%	43%	-18%	48%	-23%
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	57%	73%	-16%	71%	-14%
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	67%	63%	4%	61%	6%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	54%	46%	57%	43%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	14	45	57	15	53	49	3	22			
ELL	27	48	45	27	59	62	8	51	52		
HSP	35	51	46	32	61	62	14	58	61		
FRL	35	50	46	33	62	62	15	58	59		
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	11	22	18	11	22	25	9	20			
ELL	22	34	36	17	31	43	11	29	38		
HSP	28	36	36	20	32	46	19	33	48		
FRL	29	36	33	20	33	45	18	34	47		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	21	47	44	22	40	44	17	46	50		
ELL	28	43	31	30	46	47	22	56	66		
HSP	38	49	36	38	49	48	28	63	68		
FRL	39	48	33	38	49	48	28	64	67		

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	68
Total Points Earned for the Federal Index	488
Total Components for the Federal Index	10
Percent Tested	98%

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	45
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	49
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	49
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?

Except for Science FSSA, the Geometry EOC, and the 6th grade FSA ELA which remained unchanged, all other tested subgroups and content areas made gains when compared to the 2021 FSA/EOC assessments. In ELA, our 6th-grade students' proficiency percentage remained unchanged from 2021, but it did increase 7 percentage points from the 2019 ELA FSA. In 7th grade, there was a 13 percentage point increase and in 8th grade, there was a 2 percentage point increase. In math the 6th grade increased by 8 percentage points, the 7th grade increased by 12 percentage points, the 8th grade increased by 17 percentage points, and Algebra EOC increased by 8 percentage points. The Civics EOC increased by 17 percentage points. Geometry scored 77% proficiency, which was down from the 2018 Geometry EOC which was 100%(we had no students test for Geometry in 2021), and Science decreased by 2 percentage points. When comparing i-Ready AP3 to AP1, in reading our 6th-grade students decreased 1 percentage point, while our 7th grade increased 15 percentage points and 8th grade increased 7 percentage points. In math, all grade levels made a significant increase from AP1 to AP3 with 6th grade increasing 17 percentage points, 7th grade increasing 26 percentage points, and 8th grade increasing 20 percentage points.

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

Based on the data analysis, the areas of greatest need of improvement are 8th-grade science and our current 7th-graders in reading.

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

In order to address the 8th grade science, we will be moving our level 3's and 4's students to a Research class that will focus on a hands-on approach to reviewing 6th and 7th grade standards. The eighth grade EDGE classes will provide science intervention to all 8th grade students. We will also integrate a Spiral Curriculum, having the same science teacher move with 6th, 7th, and 8th grade students.

For reading, even though our focus group is next year's 7th graders, we will implement a school-wide reading plan which will help all students in reading, science, and all core classes. We will continue to implement the RACE writing strategy across all curricula. Our Academic Recovery Coach will hold monthly professional developments at common department planning focusing on evidence-based CRISS Strategies and Higher Order Thinking Questions. Our ARC will focus on pulling out 7th grade bubble and regressed students and will hold weekly meetings with the language arts and reading departments to make sure all lessons address the new BEST standards.

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

Based on the 2022 FSA, the area of most improvement was Mathematics L25, at 65%.

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

Our school focused on Math pull-out, added IXL, and had our math level 2's in an intensive math class.

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

To accelerate learning, we will need to increase the rigor and student engagement components in lesson planning, add more experiments, hands-on projects, and presentations, and implement reading and strategies across all curricula, all the while addressing the needs of our most fragile students through targeted differential instruction. Having our Math and Reading Coaches pull-out targeted students will also help accelerate learning.

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.

Our Academic Recovery Coach will hold monthly professional developments at department common plannings focusing on evidence-based CRISS Strategies and Cambridge Higher Order Thinking strategies. In addition to the PDs, she will also help teachers implement effective reading strategies and lesson planning through Coaching Cycles elected teachers. She will also focus on pulling out 7th-grade bubble and regressed students and will hold weekly meetings with the language arts and reading departments to make sure all lessons address the new BEST standards.

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

Before and after school interventions for reading, math, and science will continue for targeted students, and incentives for academic achievement and improvement will take place throughout the academic year.

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 Science	
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 FSSA proficiency data, 15% of 8th-grade students are proficient in Science. The 2021 data shows that 17% of 8th-grade students were proficient in Science. The 2020 data shows that the 8th-grade students were 27% proficient in Science. In the past three years, we have decreased 12 percentage points and will focus on Science to address this critical need.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With the implementation of research classes for our level 3s and 4s, providing science intervention through our 8th-grade EDGE classes, and adding a Spiral Curriculum in science, an additional 15% of our 8th graders will score proficient on the 2023 Science FSSA.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Administrators will review lesson plans for indication of rigorous and hands-on lessons, along with differentiated instruction for L25 students based on data results. Data analysis of progress monitoring assessments will be discussed with the administration and the science department during common planning and followed up with a strategic plan to address areas of concern. The administration will also review lessons for 8th-grade EDGE teachers and observation of those lessons.
Person responsible for monitoring outcome:	SYLVIA COTO-GONZALEZ (pr6331@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	To improve students' science comprehension and assessment proficiency on the 2023 FSSA, our school will focus on evidenced-based CRISS and Cambridge Higher Order Thinking strategies to help all students understand grade-level texts. We will also incorporate targeted differential Instruction with our L25 and ELL students.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	CRISS and Cambridge strategies are evidence-based long-standing strategies that give students reading below grade level a chance at understanding what is being taught and then apply it to other forms of assessments. That, along with using progress monitoring data to drive DI, will provide the teacher and students with the best opportunity to be successful.

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.

August 22- October 14, 2022 the administration will conduct frequent walk-throughs/observations to ensure the Research course for levels 3s and 4s is in fact focusing on hands-on experiments to review and solidify science standards that were taught in 6th and 7th grades and that 8th-grade EDGE classes are providing science remediation to all students.

Person Responsible	SYLVIA COTO-GONZALEZ (pr6331@dadeschools.net)

September 19, 2022- October 14, 2022 The Academic Recovery Coach will conduct mini-professional developments. As a result, they will implement CRISS/ Cambridge strategies in science classes.

Person Responsible	Carmen Bonce (carbon92@dadeschools.net)

August 22, 2022 - October 14, 2022 Weekly common planning will be utilized by teachers. As a result, they will develop lesson plans, discuss data, and develop differentiated instruction for all students.

Person Responsible	SYLVIA COTO-GONZALEZ (pr6331@dadeschools.net)

August 22, 2022 - October 14, 2022 the Science department chair will provide the 8th-grade EDGE teacher with tested 6th grade and 7th grade standards that will be tested. As a result, 6th and 7th-grade science standards will be implemented with fidelity.

Person Responsible	Robert Gardner (rgardner@dadeschools.net)

October 31, 2002 - December 16, 2022: Using the data from the Science Baseline assessment, each teacher will analyze students' data and create DI groups. Teachers will target each group at least once a week.

Person Responsible	SYLVIA COTO-GONZALEZ (pr6331@dadeschools.net)

October 31, 2002 - December 16, 2022: During Common Planning, teachers will look at the baseline assessment data and develop activities that address the lowest-performing benchmarks in 6th and 7th grade. In 8th grade, teachers will use the Unit Tests to target the lowest-performing benchmarks.

Person Responsible	Robert Gardner (rgardner@dadeschools.net)

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	According to the 2021-2022 FSA, 33% of 6th-grade students are proficient on ELA, which was the same percentage scored by 6th-grade students on the 2020-2021 FSA in ELA, a 0 percentage point change. Additionally, based on the 2019-2020, 2020-2021, and 2021-2022 FSA in ELA, our overall proficiency percentages were 38%, 28%, and 35%, respectively, our learning gains percentages were 39%, 36%, and 50%, respectively, and our L25 learning gains were 46%, 35%, and 46%, respectively. Based on this data, our students are stagnant and struggling with reading comprehension. We will focus on implementing reading strategies and differentiated instruction at all levels and across all curricula to address this critical need.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With the implementation of Project CRISS, RACE, and Cambridge Higher Order Thinking strategies in all subjects, an additional 10% of our students will score proficient on the 2022-2023 FAST.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Administration and Academic Recovery Coach will conduct data chats after each F.A.S.T. progress monitoring assessment to ensure teachers understand their data and what areas they need to differentiate with their students, especially their L25. The ARC will meet with language arts and reading teachers during common planning to discuss data and ensure all lessons are aligned to the new B.E.S.T. standards. The administration will conduct observations/walkthroughs looking for evidence of Project CRISS/RACE strategies in lesson plans and student work in all subjects.
Person responsible for monitoring outcome:	SYLVIA COTO-GONZALEZ (pr6331@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented	Project CRISS and Cambridge are evidence-based strategies that help students with reading, writing, and learning. It helps them integrate new information with prior learning, keeps students actively engaged in their learning, and monitors their learning through teacher-created assessments. It can be used in all classes and by all grade levels and abilities. Specific CRISS strategies will be selected for school-wide implementation and modeled through common planning.

for this Area of Focus.

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

If students are actively engaged in what they are learning, they are more likely to understand it and apply it to other areas of study. It puts students in control of their learning, with the teacher as the facilitator. It also offers the teacher multiple opportunities to gauge their students' comprehension of the subject and adjust their instruction.

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.

August 22, 2022- October 14, 2022 the Academic Recovery Coach will introduce CRISS reading strategies to all departments during their common planning time and model lessons incorporating these strategies. As a result, teacher will introduce and implement collaborative activities to their lessons.

Person Responsible	SYLVIA COTO-GONZALEZ (pr6331@dadeschools.net)

August 22, 2022- October 14, 2022 weekly Common Planning will take place in the Reading and Language Arts department. As a result, teachers a focus on developing grade-level lesson plans, analyze data, and share BEST Practices.

Person Responsible	Desiree Hewitt (dhewitt@dadeschools.net)

As of October 10, 2022, once the FAST PM1 and i-Ready AP1 have been completed, the Academic Recovery Coach will begin pull-out tutoring. As a result, the Academic Recovery Coach will focus on level 2 bubble students and fragile level 3 students to reach proficiency.

Person Responsible	SYLVIA COTO-GONZALEZ (pr6331@dadeschools.net)

August 22, 2022- October 14, 2022 our Curriculum Support Specialist, will work with teachers in the Language Arts and Reading departments helping them develop and model lessons that are aligned to the new BEST standards. As a result, teachers will be able to develop grade-level lesson plans that include engaging activities that are align to the BEST standards.

Person Responsible	SYLVIA COTO-GONZALEZ (pr6331@dadeschools.net)

October 31, 2022 - December 16, 2022: The Academic Recovery Coach will help Language Arts teachers develop DI groups based on their FAST PM1 and i-REady AP1.

Person Responsible	SYLVIA COTO-GONZALEZ (pr6331@dadeschools.net)

October 31, 2022- December 16, 2022: Language Arts teachers will use their FAST PM1 and i-Ready AP1 data to create differentiated instruction groups and will target each group in the last 20 minutes of each class.

Person Responsible	Carmen Bonce (carbon92@dadeschools.net)

#3. Positive Culture and Environment specifically relating to student behavior

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	According to the 2021-2022 School Climate Survey, 55% of students disagreed or strongly disagreed with the statement that the students at our school follow the rules. In comparison, to 27% in the 2020-2021 School Climate feedback. This indicates an increase of 28 percentage points.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we successfully develop and implement a School-wide Student Contract (based on behavior and attendance), with clear behavior expectations, consequence and rewards, we hope to decrease the number of students who believe students do not follow the school rules by 20 percentage points on the 2022-2023 School Culture Climate Survey.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Prior to the beginning of the academic school year, the Leadership Team met to revise the Student Contract. The contract was presented to teachers through Team Meetings to have discussions and offer constructive feedback. A final Student Contract will be shared and discussed with students during the grade-level orientations and with parents during our school orientation before the commencement of the school year and at Open House. We also hope to improve student behaviors by implementing a grade-level lunch schedule, incentivizing positive behavior, and developing an Activities Calendar to reward students who do follow the rules.
Person responsible for monitoring outcome:	SYLVIA COTO-GONZALEZ (pr6331@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the Area of Incentives/Rewards, we will focus on rewarding all students who display good behavior and are positive role models for the entire school body. We will use the Positive Behavior Support strategy when developing the verbiage of the contract so that will focus on being rewarded for a positive behavior instead of being punished for negative behavior.
Rationale for Evidence-based Strategy: Explain the	Too often we spend the majority of our time focused on students who do not follow the school rules and neglect those who do. By flipping this process, we hope to reward those who deserve it most, and hopefully, it will incentivize all students to follow the rules all the time.

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

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

August 22, 2022- October 14, 2022 a discipline committee was formed and met to revise the existing discipline plan and student behavior contracts. As a result, the Teams will meet monthly by grade level to discuss/review student behaviors, academics and to plan incentives.

Person Responsible	SYLVIA COTO-GONZALEZ (pr6331@dadeschools.net)

August 22, 2022- October 14, 2022, student behavior contracts will have been distributed and discussed with all students. An incentive contract with tentative activities, fieldtrips and rewards will be shared with students via quarterly student/principal zoom meetings. As a result, we hope to decrease negative student behaviors and referrals.

Person Responsible	Desiree Hewitt (dhewitt@dadeschools.net)

August 22, 2022- October 14, 2022 we will create a monthly activity calendar with weekly club meetings, incentives, shout-outs and school spirit activities sponsored by teachers and input collected by the Student Government Association (SGA). As a result, we plan to increase positive student teacher connections.

Person Responsible	SYLVIA COTO-GONZALEZ (pr6331@dadeschools.net)

August 22, 2022- October 14, 2022 we will meet with SGA and small focus groups to develop and approve the school pride activities. As a result, students will have more by-in and positive behaviors will increase.

Person Responsible	SYLVIA COTO-GONZALEZ (pr6331@dadeschools.net)

From August 2022- October 14, 2022, we will issue monthly calendars during the 1st of the month. We will communicate with all stake-holders all activities, incentives, meetings, success, etc. via school connect, morning announcements, social media and website at the beginning of each month.

Person Responsible	SYLVIA COTO-GONZALEZ (pr6331@dadeschools.net)

From October 31- Dec. 16 we will continue to implement the new student contract that has helped decrease negative classroom behaviors. We will add presentation via the EDGE classes that will include vaping and bullying to continue to educate students on how to make better choices.

Person Responsible	Eduardo Sabillon (esabillon@dadeschools.net)

From October 31- December, we will continue to issue monthly calendars during the 1st week of the month. We will use our Techy classes to make daily announcements, and the student information board in front of the main office will be updated weekly maintaining all parties involved and connected.

Person Responsible SYLVIA COTO-GONZALEZ (pr6331@dadeschools.net)

#4. Transformational Leadership specifically relating to Leadership Development	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	We decided to focus on Transformational Leadership specifically relating to Leadership Development. According to the the 2022 School Climate Survey, 70% of teachers feel that students are not coming prepared with basic academic skills as compared to 68% in 2021. This continues to be a challenge as we increased by 2% points.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The goal is to reduce this increase by 5% points by providing different level classes in all core classes and ensuring the proper placement of students in classes when they register. We will also include intensive Reading classes for all FSA level 1 and 2 and in Math for all FSA level 2. Additionally we will continue to double up all ELL students in their appropriate developmental classes.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The administration will monitor enrollment and the master schedule quarterly and make changes as needed to ensure success of basic academic skills.
Person responsible for monitoring outcome:	SYLVIA COTO-GONZALEZ (pr6331@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Taking ownership for students' learning will be our evidence based strategy. Administration will revisit progress towards outcome and determine proper remediation groups of students to support and track quarterly. We will use the iReady data, FAST progress monitoring assessments and topic assessments to provide pull-out remediation.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	The strategy chosen was selected to ensure that we focus on those students that are most fragile and to provide them with the support needed to close the gap and be successful.

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.

August 22, 2022- October 14, 2022, we will identify talents of personnel within our building to carry out the strategies necessary to meet the Areas of Focus in getting implementing the CAMBRIDGE classroom strategies with fidelity. As a result, teachers will add hands on, engaging strategies to increase student performance.

Person Responsible	SYLVIA COTO-GONZALEZ (pr6331@dadeschools.net)

August 22, 2022- October 14, 2022, provide teachers the time to attend professional development and/or meetings. As a result, teachers will understand the process of implementing the new Schoology platform.

Person Responsible	Desiree Hewitt (dhewitt@dadeschools.net)

August 22, 2022- October 14, 2022, the administration will communicate and model the new policies and procedures, routines and system for discipline to the entire staff. As a result, everyone will be required to reflect on current practices and provide input to carry out a well-defined product, quarterly.

Person Responsible   SYLVIA COTO-GONZALEZ (pr6331@dadeschools.net)

August 22, 2022- October 14, 2022 new articulation materials will be developed to reflect The Cambridge/ Magnet Program and classes. As a result, we will attend magnet fairs and provide elementary feeder pattern parents and the community with information regarding our new programs to increase our enrollment and bring students that are better prepared with basic skills.

Person Responsible   SYLVIA COTO-GONZALEZ (pr6331@dadeschools.net)

From October 31, 2022- December 16, 2022 we will attend magnet fairs, and meeting to inform incoming students of the new opportunities at the school. We will also have monthly wednesday tours for any parents that want to come and walk the building.

Person Responsible   SYLVIA COTO-GONZALEZ (pr6331@dadeschools.net)

From October 31, 2022 - December 16, 2022 we will also invite our current 6th and 7th grade advanced students and their parents to a presentation on our new magnet program and teach them how to navigate the magnet miami website. We will also schedule high school fair and program presentations to assist the 8th grade students with their articulation process.

Person Responsible   SYLVIA COTO-GONZALEZ (pr6331@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.

In 2021-2022 we worked on increasing positive school culture and environment and the data on school climate survey reflected that we did very well. Students feel safe, feel happy coming to school. We build connection and inspired students by providing a monthly calendar that included opportunities to interact with teachers outside the classroom. We will refine that calendar to include the activities that had most value, for example, morning clubs, afternoon sports hour on Wednesdays, sports team, weekly RJP messages to encourage conversations and circle time in the MSR classes. We will also continue to have FUN Friday activities and to use social media to promote the activities and connections. This year we are focusing on being better, structuring events and activities to encourage better behavior.

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

Student Services- Mental Health Club, Peace Room and RJP.
Team leaders- will work balancing celebrating success and increasing good behavior.
Department chairs- will work developing incentive to increase academic performance and in class behavior.