

Miami-Dade County Public Schools

Ponce De Leon Middle School



2022-23 Schoolwide Improvement Plan

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Ponce De Leon Middle School

5801 AUGUSTO ST, Coral Gables, FL 33146

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

Demographics

Principal: Anthony Balboa

Start Date for this Principal: 7/27/2021

| | |
|--|--|
| 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) | 92% |
| 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: B (60%) 2018-19: B (59%) 2017-18: A (63%) |
| 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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| Planning for Improvement | 15 |
| Title I Requirements | 0 |
| Budget to Support Goals | 0 |

Ponce De Leon Middle School

5801 AUGUSTO ST, Coral Gables, FL 33146

<http://ponce.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) |
|--|------------------------|--|
| Middle School 6-8 | Yes | 92% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 94% |

School Grades History

| Year | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|-------|---------|---------|---------|---------|
| Grade | B | | B | B |

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

Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

It is the mission of Ponce de Leon Middle School to provide its students with a safe, academically challenging, and culturally diverse learning environment which fosters the development of a strong character and intellect. Furthermore, we aim to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. We strive to impress in our students the principles which will enable them to positively and actively contribute to an ever-changing global society. As such, Ponce de Leon Middle School students are expected to be inquisitive, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective in their pursuit of life-long learning.

Provide the school's vision statement.

Ponce de Leon Middle IB World School is committed to producing global students who are responsible members of 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 |
|----------------------|---------------------|---|
| Balboa, Anthony | Principal | Principal |
| Anderson, Kimberly | Assistant Principal | Assistant Principal |
| Campos, Stephanie | Teacher, K-12 | PLST Team Member |
| Foderick, Christiane | Teacher, K-12 | SPED Chairperson and PLST Member |
| Junious, Toni | Teacher, K-12 | Teacher |
| Joseph, Giovannah | Teacher, K-12 | 7th Grade team Leader, PLST Team Member |
| Ramos, Marlene | Magnet Coordinator | Magnet Lead Teacher/Coordinator/ Activities |
| Alvarez, Anay | Teacher, K-12 | IB World Language Department Chair |
| Falcon, Diego | Teacher, K-12 | Dean of Discipline |
| Gelin, Eliza | Teacher, K-12 | ESE Teacher |

Demographic Information

Principal start date

Tuesday 7/27/2021, Anthony Balboa

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.*

20

Total number of teacher positions allocated to the school

41

Total number of students enrolled at the school

902

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

8

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

1

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 | 247 | 370 | 309 | 0 | 0 | 0 | 0 | 926 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 65 | 124 | 96 | 0 | 0 | 0 | 0 | 285 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 28 | 21 | 0 | 0 | 0 | 0 | 59 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 51 | 9 | 0 | 0 | 0 | 0 | 64 |
| Level 1 on 2022 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 70 | 139 | 119 | 0 | 0 | 0 | 0 | 328 |
| Level 1 on 2022 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 114 | 141 | 160 | 0 | 0 | 0 | 0 | 415 |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 0 | 0 | 87 | 127 | 109 | 0 | 0 | 0 | 0 | 323 |

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 | 99 | 163 | 144 | 0 | 0 | 0 | 0 | 406 | |

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 | 2 | 9 | 1 | 0 | 0 | 0 | 0 | 12 | |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 9 | 7 | 0 | 0 | 0 | 0 | 19 | |

Date this data was collected or last updated

Thursday 8/11/2022

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 | 254 | 350 | 312 | 0 | 0 | 0 | 0 | 916 | |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 42 | 67 | 61 | 0 | 0 | 0 | 0 | 170 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 2 | |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 31 | 14 | 14 | 0 | 0 | 0 | 0 | 59 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 26 | 37 | 40 | 0 | 0 | 0 | 0 | 103 | |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 29 | 38 | 38 | 0 | 0 | 0 | 0 | 105 | |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 37 | 32 | 45 | 0 | 0 | 0 | 0 | 114 | |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 0 | 0 | 100 | 120 | 117 | 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 | 38 | 51 | 53 | 0 | 0 | 0 | 0 | 142 | |

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 | 1 | 0 | 0 | 0 | 0 | 2 | |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 3 | 3 | 0 | 0 | 0 | 0 | 8 | |

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 | 264 | 261 | 377 | 0 | 0 | 0 | 0 | 902 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 30 | 76 | 117 | 0 | 0 | 0 | 0 | 223 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 18 | 21 | 20 | 0 | 0 | 0 | 0 | 59 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 17 | 15 | 45 | 0 | 0 | 0 | 0 | 77 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 46 | 72 | 145 | 0 | 0 | 0 | 0 | 263 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 76 | 122 | 147 | 0 | 0 | 0 | 0 | 345 |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 0 | 0 | 72 | 87 | 126 | 0 | 0 | 0 | 0 | 285 |

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 | 55 | 106 | 166 | 0 | 0 | 0 | 0 | 327 |

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 | 4 | 11 | 0 | 0 | 0 | 0 | 0 | 15 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 2 | 9 | 0 | 0 | 0 | 0 | 17 |

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 | 57% | 55% | 50% | | | | 65% | 58% | 54% |
| ELA Learning Gains | 61% | | | | | | 59% | 58% | 54% |
| ELA Lowest 25th Percentile | 46% | | | | | | 44% | 52% | 47% |
| Math Achievement | 52% | 43% | 36% | | | | 60% | 58% | 58% |
| Math Learning Gains | 64% | | | | | | 52% | 56% | 57% |
| Math Lowest 25th Percentile | 61% | | | | | | 47% | 54% | 51% |
| Science Achievement | 47% | 54% | 53% | | | | 57% | 52% | 51% |
| Social Studies Achievement | 67% | 64% | 58% | | | | 72% | 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 | 60% | 58% | 2% | 54% | 6% |
| Cohort Comparison | | | | | | |
| 07 | 2022 | | | | | |
| | 2019 | 60% | 56% | 4% | 52% | 8% |
| Cohort Comparison | | -60% | | | | |
| 08 | 2022 | | | | | |
| | 2019 | 65% | 60% | 5% | 56% | 9% |
| Cohort Comparison | | -60% | | | | |

| MATH | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2022 | | | | | |
| | 2019 | 59% | 58% | 1% | 55% | 4% |
| Cohort Comparison | | | | | | |
| 07 | 2022 | | | | | |
| | 2019 | 51% | 53% | -2% | 54% | -3% |
| Cohort Comparison | | -59% | | | | |
| 08 | 2022 | | | | | |
| | 2019 | 36% | 40% | -4% | 46% | -10% |
| Cohort Comparison | | -51% | | | | |

| 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 | 44% | 43% | 1% | 48% | -4% |
| Cohort Comparison | | 0% | | | | |

| BIOLOGY EOC | | | | | |
|--------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | 91% | 68% | 23% | 67% | 24% |
| CIVICS EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | 69% | 73% | -4% | 71% | -2% |
| 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 | 70% | 63% | 7% | 61% | 9% |
| GEOMETRY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | 88% | 54% | 34% | 57% | 31% |

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 | 25 | 46 | 43 | 19 | 39 | 34 | 15 | 44 | | | |
| ELL | 41 | 54 | 50 | 38 | 60 | 60 | 27 | 53 | 83 | | |
| BLK | 32 | 47 | 32 | 27 | 53 | 55 | 25 | 39 | | | |
| HSP | 59 | 61 | 49 | 53 | 64 | 62 | 47 | 68 | 81 | | |
| WHT | 69 | 68 | | 67 | 73 | | 71 | 79 | 100 | | |
| FRL | 54 | 59 | 46 | 46 | 61 | 60 | 43 | 64 | 80 | | |
| 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 | 23 | 30 | 27 | 13 | 15 | 14 | 14 | 26 | 38 | | |
| ELL | 48 | 47 | 40 | 37 | 23 | 26 | 18 | 53 | 36 | | |
| BLK | 28 | 20 | 11 | 11 | 7 | 8 | 18 | 31 | 47 | | |
| HSP | 59 | 50 | 40 | 38 | 20 | 23 | 47 | 56 | 48 | | |

| 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 |
| WHT | 65 | 53 | | 63 | 34 | | 38 | 81 | 89 | | |
| FRL | 54 | 46 | 33 | 33 | 18 | 19 | 40 | 53 | 45 | | |
| 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 | 26 | 43 | 30 | 28 | 46 | 41 | 23 | 41 | | | |
| ELL | 53 | 58 | 51 | 51 | 50 | 49 | 30 | 56 | 59 | | |
| BLK | 34 | 36 | 21 | 37 | 44 | 29 | 26 | 59 | 65 | | |
| HSP | 67 | 60 | 48 | 61 | 53 | 52 | 59 | 72 | 71 | | |
| WHT | 79 | 68 | | 80 | 60 | | 89 | 90 | 85 | | |
| FRL | 62 | 56 | 43 | 56 | 50 | 46 | 53 | 70 | 69 | | |

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 | 60 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 2 |
| Progress of English Language Learners in Achieving English Language Proficiency | 64 |
| Total Points Earned for the Federal Index | 602 |
| Total Components for the Federal Index | 10 |
| Percent Tested | 99% |
| Subgroup Data | |
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 33 |
| 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 | 53 |
| 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 | 39 |
| 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 | 61 |
| 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 | 75 |
| 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 | 57 |
| 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?

Based on 2022 Math FSA data, our school learning gains among students identified in the lowest quartile increased forty percentage points from 21% to 61%. In ELA, our lowest quartile gained eleven percentage points from 35% to 46%. However, our SWD and Black student subgroups consistently scored below our school's averages, as did our ELL and FRL subgroups. In math LG 25 subgroups SWD 34%, BLK 55%, ELL 50% & FRL 46% all of which are lower than the school wide score of 61%. In ELA LG 25 SWD 43% , BLK 32% all of which are lower than the schoolwide score of 46%. Based on 2022 iReady data, our 6th graders had the lowest growth from AP1 to AP3 in ELA and in Math our 8th graders had the lowest growth.

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

Based on 2021-2022 FSA data, our science students demonstrate the greatest need for improvement scoring 47% in comparison to prior pre-pandemic 3 year average of 55%. Furthermore our SWD and Black subgroups significantly lower 15% and 25% respectfully. Based on 2022 iReady progress monitoring data, our 6th and 8th graders have the most room for growth from AP1 to AP3. ELA increases could also be improved across grade levels to correlate more closely to increase in ELA.

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

Contributing factors might have included: general lack of student engagement and motivation, negative attitudes toward schooling, and lack of resources to monitor these students as closely as they might need.

New actions might include: 1) a mentorship program and family engagement initiative (through community involvement specialist), 2) in-school support (push-in/ pull-out tutoring, instructional coach support), 3) more regular monitoring of lowest quartile students supervised and directed by team leaders, 4) more consistent use and monitoring of iReady across subgroups (gamify, increase recognition, school wide classroom competition). 5) Open media center twice week for study hall and support for lowest quartile students.

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

Based on 2022 data, our average school achievement levels in ELA 57% and Math 52% met or exceeded both district and state averages. Our Hispanic and White student subgroups consistently met or exceeded our school's average achievement and learning gain levels. Based on 2022 iReady data, our 7th grade Math students showed the largest improvement from AP1 to AP3 and our 7th grade ELA students showed the largest ELA improvement as compared to the other grade levels.

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

Contributing factors to this improvement include consistent overall implementation of district and state curricula and resources. New actions we took included increased student access to technology through

issuing student laptops, incorporating digital tools, such as iReady, more consistently during class time and home learning.

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

Using resources more effectively (including human resources), shared leadership by including team and student leaders in assisting our lowest quartile, clearly defining priorities by setting mini-goals that reward learning gains versus just achievement. Adding enrichment courses such as STEM, Creative Writing, and Foundational Mathematics to support the core curriculum.

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.

Sessions targeting student engagement across all our various subgroups (magnet IB, lowest quartile, ELL, SWD, Black, Hispanic, etc.) as well as sessions unpacking instructional planning and delivery to more intentionally and effectively meet the unique needs of all our learner groups. Technological integration will be incorporated in the school PDs (Schoology, Power BI, IB Focus, and School Culture).

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

Continuing to implement district and state suggested resources with fidelity to meet state standards and continuing to offer enrichment opportunities to all students.

Areas of Focus

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

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#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.**

Based on our 2021-2022 FSA data, our science students showed the smallest increase of only three percentage points from 44% to 47%. Although there was only an increase of 1% point in ELA there can be no true measure of any progress due to the migration from ELA/FSA to B.E.S.T standards. This point was emphasized during the Synergy SIP strategic planning session.

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

Our students Students demonstrated a need for support in science, through our newly created STEM science elective students will be exposed to project based learning and school-wide proficiency will increase in Science 5% points from 47% to 52% evidenced by the 2023 state assessment.

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

The Leadership Team will conduct quarterly data chats, adjust groups based on current data in real time, and follow-up with regular walk-throughs to ensure quality instruction is taking place. Data Analysis of formative assessments of L25 students proficiency will be reviewed monthly to observe progress. Data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards.

Person responsible for monitoring outcome:

Anthony Balboa (pr6741@dadeschools.net)

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

The Differentiated Instructional strategy (DI) was selected to ensure that teachers are utilizing the newly created STEM class using resources effectively, and ensuing the students' individual needs are being met by assessing student readiness, adjusting the amount of content, adjusting the difficulty of science material, remediating for mastery , increasing student participation in labs for hands on experiences and scaffolding questions so students have a structured path showing their deeper understanding of class content.

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

DI was chosen as an evidenced based strategy that facilitates a wide variety of learning strategies to reach a diverse group of students in the same classroom setting. This was chosen to overcome the limitations of not having a science instructional coach or common planning. This strategy will assist the school in increasing 5% points proficiency from 47% to 52%.

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.

8/31-10/14 Science will participate in STEM professional development to further their knowledge with the performance matters platform and reports via their department meetings. Teachers will analyze and disaggregate the performance matters reports to develop strategies, plan lessons, and differentiate instruction to improve students achievement.

Person Responsible Anthony Balboa (pr6741@dadeschools.net)

8/31-10/14 Science teachers will meet to discuss assessment scores and data through performance matters, curriculum resources , examine current procedures, and participate in professional development sessions in order to implement strategies to differentiate instruction through science core classes and the STEM elective. Teachers will be using both formative (journals, exit tickets, and anecdotal notes) and summative assessment (performance matters) to drive instruction.

Person Responsible Eugenio Machado (emachado@dadeschools.net)

8/31-10/14 Administrators and Department Chairs will engage in Quarterly Data Chats and will analyze and disaggregate data to measure the impact of strategies in place.

Person Responsible Anthony Balboa (pr6741@dadeschools.net)

8/31-10/14 Teachers will continue to receive quarterly performance matters support and differentiated instruction professional development. Teachers will continuously engage in ongoing professional development to further their knowledge to enhance their lessons and increase students' learning.

Person Responsible Kimberly Anderson (kimanderson@dadeschools.net)

10/31-12/16 STEM Teachers will participate in Performance Matters professional development to further their knowledge on the platform and reports via department and leadership meetings. Teachers will analyze and disaggregate the data to develop groups, plan lessons, and differentiate instruction.

Person Responsible Anthony Balboa (pr6741@dadeschools.net)

10/31-12/16 Science Teachers will meet to discuss assessment scores and data, examine current procedures, and participate in professional development sessions in order to implement strategies to differentiate instruction.

Person Responsible Eugenio Machado (emachado@dadeschools.net)

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**Area of Focus****Description and Rationale:**

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

According to the 2022 FSA subgroup data, two subgroups did not meet the 41 percent threshold for the federal index. Students with disabilities and Black/African American students. Students with disabilities earned a 33 percent federal index. Black/African American students earned a 39 percent federal index. Based on this data, we want to continue to provide scaffolded rigorous instruction to all subgroups by utilizing Student Engagement.

Measurable**Outcome:**

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

With the implementation of Student Engagement, an additional 5% of Students with Disabilities and Black/African American students will score at grade level or above as evidenced by the Science by the 2022-2023 state assessment.

Monitoring:

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

This area of Focus will be monitored by consistent administrative walk throughs , participation in the two administrative events (SWD Curriculum Night and Reading Under the Stars). Additionally Student grades will be monitored by curriculum council, counselors and administration through the electronic grade book. We will meet with students with D's or below to remediate their deficiencies and provide academic assistance through Homework help.

Person responsible for monitoring outcome:

Anthony Balboa (pr6741@dadeschools.net)

Evidence-based Strategy:

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

As a evidence based strategy Student Engagement is designed to get the students involved, interested and motivated. Shared leadership (Administration, Curriculum Council, Counselors and Community Partners) will ensure that the two sub groups (SWD & Black) are progressing in their education.

Rationale for Evidence-based Strategy:

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

The rationale for selecting the evidence based strategy of student Engagement is to increase motivation through activities, recognition and monitoring of students and creating a desire to learn through the elective STEM course, increase lab activities, and project based learning.

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.

9/27-10/14 Curriculum Council members will be assigned a group of SWD & BLK students needing support; meet with them monthly to check academic and disciplinary progress. As a result of creating a

mentoring program, these students will perform better academically and disciplinary as evidenced by academic grades and schoolwide data (I-ready and performance matters)

Person Responsible Anthony Balboa (pr6741@dadeschools.net)

8/31-10/14 Administrative team will work with SPED department Chair & Core teachers to promote the following activities to promote SWD & BLK student engagement:

1. Reading Under the Stars
2. Math & Science STEM Learning Activities (Cross Curricular Activities)
3. Family Dinner (Curriculum/ Resource Fair)
4. Data Chats w/ Community Partners

Person Responsible Anthony Balboa (pr6741@dadeschools.net)

9/30 We will conduct a Club Rush Week where all school related clubs will recruit SWD and BLK students interested in participating in and joining School related service clubs. Student and parent participation and engagement in school related clubs will increase as evidenced by sign-in sheets.

Person Responsible Marlene Ramos (mramos2@dadeschools.net)

SWD and Blk students will be recognized monthly with the IB learner profiles for small achievements (grades, attendance and behaviors). Qualifying SWD and BLK students will participate in an honor roll ceremony quarterly. Students meeting grading criteria will be honored and recognized in the main office and through social media.

Person Responsible Kimberly Anderson (kimanderson@dadeschools.net)

10/31-12/16 Club sponsors and team leaders created the club fair exposition during lunch to provide information and access of clubs available to students. Team Leaders created the Fall Harvest to encourage student and parent participation in school wide events.

Person Responsible Kimberly Anderson (kimanderson@dadeschools.net)

10/31-12/16 Administrator and SPED department chair created data chats with community partners targeting these subgroups. Special recognition was awarded to participants. SPED department chair hosted a SPED information parent and student breakfast to discuss intervention programs available to students.

Person Responsible Kimberly Anderson (kimanderson@dadeschools.net)

#3. Positive Culture and Environment specifically relating to Administrator and Department Chairs will engage in data chats A Positive Behavior Intervention and Supports

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 Results Q 14, 38% of students feel that they are not given enough resources to meet their needs in relation to their future career goals. If students do not feel a connection to what they are learning and their future goals, they will not feel motivated to continue learning. In turn; attendance, behavior, and academic progress will be impacted.

Measurable Outcome:

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

If the leadership team provides resources to support and promote future goal-planning, then there will be a 2% decrease in students who respond that they do not feel that their teachers are interested in their future on the 2022-2023 Student Climate Survey.

Monitoring:

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

We will conduct Curriculum Council meetings that include team leaders and help insure that students are exposed to activities that promote post-secondary options. There will be quarterly check-ins with team leaders and student services staff.

Person responsible for monitoring outcome:

Anthony Balboa (pr6741@dadeschools.net)

Evidence-based

Strategy:

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

The Evidence based strategy celebrating successes with Effective Use of School and District Support Personnel - counselors, team leaders, PTSA, community stakeholders will create opportunities and activities to recognize students and their future goals.

Rationale for Evidence-based Strategy:

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

If students feel that there are post-secondary options they will feel hopeful and valuable; in turn they will be engaged, feel connected, and perform better academically and display better behavior.

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.

8/31 - 10/14

The administrative team will establish a PBS Plan integrating the IB Learner Profiles, present PBS Plan to faculty to communicate expectations, and will review the established plan and data on a quarterly basis. As a result, students will feel engaged and connected and perform better academically.

Person Responsible

Anthony Balboa (pr6741@dadeschools.net)

8/31-10/14

Counselors, Interdisciplinary Team Leaders, and community stakeholders will meet and communicate on a monthly basis to discuss intervention for targeted students with poor attendance. Students indicating

poor attendance will be monitored. As a result, their attendance will improve as evidenced on Power Bi attendance reports. Community stakeholders will assist in organizing a career and magnet fair.

Person Responsible Kimberly Anderson (kimanderson@dadeschools.net)

8/31-10/14

Administrators will encourage teachers to model and promote a growth mindset. As a result of modeling and promoting a growth mindset, the notion that almost anything is attainable via focus, hard work, and willingness to learn from failure will be achieved. Teachers will notice more positive, confident learners that feel connected to the lessons being taught.

Person Responsible Anthony Balboa (pr6741@dadeschools.net)

8/31-10/14

Administrators will encourage teachers to communicate with students regarding academic, behavior, and social issues. As a result of effective communication between teachers and students, teachers will be aware of how students are progressing academically, behaviorally, and socially and will be able to provide the necessary resources and/support.

Person Responsible Anthony Balboa (pr6741@dadeschools.net)

10/31-12/16 Counselor will work with PTSA to recognize students for their academic achievement (Honor Roll) with the Spill Out Jam. Students will receive treats, and a certificate. Team leaders will promote the IB learner profiles monthly and promote on social media.

Person Responsible Kimberly Anderson (kimanderson@dadeschools.net)

10/31-12/16 Counselor will host the high school magnet fair and provide academic and career counseling to students to promote future goals and plans.

Person Responsible Kimberly Anderson (kimanderson@dadeschools.net)

#4. Transformational Leadership specifically relating to Instructional Leadership Team**Area of Focus****Description and****Rationale:**

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

According to the 2021-2022 School Climate Survey Staff Survey, 44% of teachers disagreed with the statement " My principal is supportive of teachers". This data reveals a need to focus on what teachers may feel they need more support with.

Measurable Outcome:

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

If the leadership team focuses on communication, collaboration, and consistency, which will promote and be key to the school's success by supporting teachers, then there will be an increase of 20% positive responses for the "My principal is supportive of teachers" statement on the 2022-2023 School Climate survey.

Monitoring:

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

We will keep copies of all faculty meeting presentations to help develop and foster consistency. Clearly Define Priorities - stated goals and expectations, keeping everyone accountable, weekly timelines and to-dos, make sure everyone is on the same page, know the school goals, deadlines, etc.

Person responsible for monitoring outcome:

Anthony Balboa (pr6741@dadeschools.net)

Evidence-based Strategy:

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

The evidence based strategy Communicate with Stakeholders keeping all stakeholders informed and involved will be conducted weekly during leadership meetings. We will discuss the progress of our students, faculty, and stakeholders -- not only academic success, but also cultural success. Additionally, we will provide support for teachers and allow opportunities for them to engage stakeholders.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy.

Describe the resources/criteria used for selecting this strategy.

We selected Communicate with Stakeholders to focus on the need to develop relationships and build a family of support to provide teachers with various avenues of support. Administration will work to ensure trust and a shared vision for success.

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.

8/31-10/14

The leadership team will meet weekly to discuss data, trends, and school culture. Support teachers with disaggregating student data and ensuring teachers have resources/ materials. As a result, it will open/ lead to collaboration and communication among the staff and administration.

Person Responsible

Anthony Balboa (pr6741@dadeschools.net)

8/31-10/14

The leadership team will conduct instructional walk throughs, provide teacher support and provide

feedback to ensure instructional focus is being met. As a result, communication with administration will lead to school success.

Person Responsible Anthony Balboa (pr6741@dadeschools.net)

11/08/22

Leadership team and Curriculum Council will conduct teacher PD on Schoology. As a result, it will keep everyone accountable for school/student success.

Person Responsible Anthony Balboa (pr6741@dadeschools.net)

8/31- 10/14

Leadership team will provide support to teachers by offering opportunities to engage parents. We will promote parent engagement through activities such as principal's tea and ESE informational session for parents, to offer potential solutions to their concerns. As a result, the school will build on communication efforts with parents. Collaboration will lead to building a team with all stakeholders.

Person Responsible Anthony Balboa (pr6741@dadeschools.net)

The leadership team will conduct instructional walk throughs and discuss findings to ensure instructional focus is being met.

Person Responsible Anthony Balboa (pr6741@dadeschools.net)

Leadership team will meet to conduct Curriculum Council monthly meetings to discuss academic progress, school and to ensure shared vision.

Person Responsible Anthony Balboa (pr6741@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.

Ponce De Leon Middle School has taken various steps to build a positive school culture and environment. The school will focus on building a positive school moral and culture. We will recognize faculty, staff, students and parents for successes inside and out of the classroom through various methods like Social Media Outlets, our school website, and our school announcements. Through our mentorship program, we will be able to form a connection between teachers and students that will better influence academic performance and behavior.

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

Teachers will work with our students through opting to participate in mentorship programs and completing Values Matters Initiatives. Students will be identified and celebrated for academic successes and positive behavior.

EESAC members will meet to identify Explorers of the Month; a teacher recognition program.

PTSA members will meet with parents and work with the school to ensure teachers and students have the necessary support to be successful.