

Miami-Dade County Public Schools

Devon Aire K 8 Center



2022-23 Schoolwide Improvement Plan

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Devon Aire K 8 Center

10501 SW 122ND AVE, Miami, FL 33186

<http://devonaire.dadeschools.net>

Demographics

Principal: Milagros Arango

Start Date for this Principal: 7/1/2013

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	64%
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 Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (66%) 2018-19: A (68%) 2017-18: A (66%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Combination School PK-8</p>	<p>2021-22 Title I School</p> <p>No</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>64%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>93%</p>

School Grades History

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

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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 develop each child intellectually, socially, and emotionally utilizing a team approach.

Provide the school's vision statement.

We strive to be the school that others aspire to be.

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
Arango, Milagro	Principal	Mr. Hamilton manages the operation and the educational programs of the school.
Audain, Dominique	Assistant Principal	Ms. Audain manages the educational programs of the school focusing on grade 4-8 and the ESE department.
Pachon-reboredo, Ana	Assistant Principal	Ms. Pachon manages the educational programs of the school focusing on grades K-4. She also oversees professional development.
Milnes, Valerie	Teacher, K-12	Ms. Milnes facilitates communication between administration and the third grade department and the gifted department.
Aronowsky-Kunkel, Jennifer	Teacher, K-12	Ms. Kunkel facilitates communication between administration and the middle school departments.
Fernandez, Lucia	Teacher, K-12	Ms. Fernandez is the school assessment coordinator.
Mitchell, Jeannie	Teacher, K-12	Ms. Mitchell facilitates communication between administration and the first grade department.
Delcuadro, Mary	Teacher, K-12	Ms. Del Cuadro facilitates communication between administration and the fourth grade department.
Villa, Catherine	Teacher, K-12	Ms. Villa facilitates communication between administration and the fifth grade department.
Verdeja, Rebecca	ELL Compliance Specialist	Ms. Verdeja manages the ELL program.
Baez, Miriam	Teacher, K-12	Ms. Baez facilitates communication between administration and the eighth grade department. She also serves as the PTSA liaison.
Martinez-Gonzalez, Manaure	Teacher, K-12	Ms. Martinez-Gonzalez facilitates communication between administration and the mathematics department.
Medina, Monica	Teacher, K-12	Ms. Medina facilitates communication between administration and the sixth grade department.
Aleman, Monica	Teacher, K-12	Ms. Aleman facilitates communication between administration and the seventh grade department.

Demographic Information

Principal start date

Monday 7/1/2013, Milagros Arango

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.*

5

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.*

30

Total number of teacher positions allocated to the school

60

Total number of students enrolled at the school

998

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

13

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	76	76	87	84	95	107	141	140	184	0	0	0	0	990
Attendance below 90 percent	0	0	9	7	6	3	7	10	15	25	0	0	0	82
One or more suspensions	0	0	0	0	0	0	0	10	6	0	0	0	0	16
Course failure in ELA	0	4	4	2	2	0	5	2	3	0	0	0	0	22
Course failure in Math	0	0	1	0	1	1	10	8	4	0	0	0	0	25
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	2	7	4	21	38	23	0	0	0	0	95
Level 1 on 2022 statewide FSA Math assessment	0	0	0	2	9	5	35	40	27	0	0	0	0	118
Number of students with a substantial reading deficiency	0	4	7	11	11	0	7	36	53	44	0	0	0	173

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	4	4	2	7	1	20	31	16	0	0	0	0	85

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	4	4	2	1	0	1	0	0	0	0	0	0	12
Students retained two or more times	0	0	0	0	0	0	0	0	1	0	0	0	0	1

Date this data was collected or last updated

Saturday 8/20/2022

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	53	85	76	100	106	153	130	178	151	0	0	0	0	1032
Attendance below 90 percent	2	6	3	4	7	9	10	22	15	0	0	0	0	78
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	2	2	2	2	10	6	4	0	0	0	0	28
Course failure in Math	0	0	0	0	1	2	12	15	8	0	0	0	0	38
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	1	5	15	18	0	0	0	0	39
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	9	17	26	0	0	0	0	52
Number of students with a substantial reading deficiency	0	7	16	29	17	18	42	68	72	0	0	0	0	269

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	1	1	1	13	19	17	0	0	0	0	52

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	1	0	2	0	1	0	4	2	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	0	0	1	0	0	0	0	0	1

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	53	85	76	100	106	153	130	178	151	0	0	0	0	1032
Attendance below 90 percent	2	6	3	4	7	9	10	22	15	0	0	0	0	78
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	2	2	2	2	10	6	4	0	0	0	0	28
Course failure in Math	0	0	0	0	1	2	12	15	8	0	0	0	0	38
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	1	5	15	18	0	0	0	0	39
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	9	17	26	0	0	0	0	52
Number of students with a substantial reading deficiency	0	7	16	29	17	18	42	68	72	0	0	0	0	269

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	1	1	1	13	19	17	0	0	0	52

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	1	0	2	0	1	0	4	2	0	0	0	10
Students retained two or more times		0	0	0	0	0	0	0	1	0	0	0	0	1

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	70%	62%	55%				74%	63%	61%
ELA Learning Gains	62%						66%	61%	59%
ELA Lowest 25th Percentile	44%						58%	57%	54%
Math Achievement	70%	51%	42%				74%	67%	62%
Math Learning Gains	74%						61%	63%	59%
Math Lowest 25th Percentile	64%						50%	56%	52%
Science Achievement	53%	60%	54%				61%	56%	56%
Social Studies Achievement	85%	68%	59%				86%	80%	78%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	74%	60%	14%	58%	16%
Cohort Comparison		0%				
04	2022					
	2019	82%	64%	18%	58%	24%
Cohort Comparison		-74%				
05	2022					
	2019	73%	60%	13%	56%	17%
Cohort Comparison		-82%				
06	2022					
	2019	59%	58%	1%	54%	5%
Cohort Comparison		-73%				
07	2022					
	2019	69%	56%	13%	52%	17%
Cohort Comparison		-59%				
08	2022					
	2019	71%	60%	11%	56%	15%
Cohort Comparison		-69%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	78%	67%	11%	62%	16%
Cohort Comparison		0%				
04	2022					
	2019	84%	69%	15%	64%	20%
Cohort Comparison		-78%				
05	2022					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	68%	65%	3%	60%	8%
Cohort Comparison		-84%				
06	2022					
	2019	62%	58%	4%	55%	7%
Cohort Comparison		-68%				
07	2022					
	2019	71%	53%	18%	54%	17%
Cohort Comparison		-62%				
08	2022					
	2019	40%	40%	0%	46%	-6%
Cohort Comparison		-71%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	56%	53%	3%	53%	3%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-56%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	53%	43%	10%	48%	5%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	68%	32%	67%	33%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	85%	73%	12%	71%	14%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	94%	63%	31%	61%	33%
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	37	50	34	45	63	63	30	60			
ELL	51	52	41	58	64	57	33	80			
ASN	85	73		73	86		85				
BLK	56	37		72	74		55				
HSP	69	61	46	70	73	63	49	83	65		
WHT	84	78		72	80	60	92	100			
FRL	64	58	45	62	70	63	42	85	54		
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	38	40	30	36	35	31	21	47			
ELL	56	47	43	48	31	23	27	61			
ASN	78	60		63	35						
BLK	59	29		50	31						
HSP	67	51	38	58	40	30	40	61	74		
WHT	72	61		56	42		25		80		
FRL	63	48	34	51	35	25	33	66	68		
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	34	51	47	41	50	39	37	63	40		
ELL	61	65	64	67	62	49	45	88	84		
ASN	71	70	60	77	74						
BLK	66	67	60	69	50	50	62				
HSP	73	66	58	74	61	49	59	85	78		

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
MUL	90			100							
WHT	81	64	57	79	65	56	87	88	84		
FRL	69	63	55	71	61	52	58	85	75		

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	67
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	76
Total Points Earned for the Federal Index	667
Total Components for the Federal Index	10
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	48
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	57
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	80
Asian Students Subgroup Below 41% in the Current Year?	NO

Asian Students	
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	59
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	66
Hispanic Students 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	81
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	62
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The year to year school comparison shows an increase in proficiency in all tested areas.

ELA proficiency scores increased 3 percentage points from 67% in 2021 to 70% in 2022.

ELA learning gains increased 10 percentage points from 52% in 2021 to 62% in 2022.

ELA learning gains for L25 increased 6 percentage points from 38% in 2021 to 44% in 2022.

Math proficiency scores increased 12 percentage points from 58% in 2021 to 70% in 2022.

Math learning gains increased 34 percentage points from 40% in 2021 to 74% in 2022.

Math learning gains for L25 increased 37 percentage points from 27% in 2021 to 64% in 2022.

Science learning gains increased 15 points from 38% in 2021 to 53% in 2022.

Civics learning gains increased 21 points from 64% in 2021 to 85% in 2022.

Acceleration proficiency decreased 6 points from 75% in 2021 to 69% in 2022.

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

While a majority of data shows increases, ELA proficiency had the smallest increase of just 3 percentage points. Additionally, it is noted that while there is an increase in ELA learning gains for L25 (38% to 44%), the school site did not meet or exceed the district average of 48%.

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

During the 2021-2022 school year, we implemented standards-based instruction and differentiation in ELA. With the return of face to face instruction, it was critical for teachers to provide targeted instruction. This allowed teachers to address skills students may have missed during online instruction. While increases in proficiency occurred, the increase rate amongst ELA categories was the smallest compared to Math, Science, and Civics.

To address ELA proficiency moving forward, faculty needs to participate in professional development focused on the B.E.S.T. Standards. In addition, collaborative planning needs to occur on a regular basis which will allow instructional staff to share best practices.

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

Math learning gains for L25 increased from 27 percentage points in 2021 to 64 percentage points in 2022 (a 37% increase). AP1 Mathematics data shows 30% of students were on or above grade level. However, AP3 Mathematics data shows a doubling of percentage points (60% of students were on or above grade level).

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

During the 2021-2022 school year, instructional staff incorporated the use of hands-on activities, manipulatives, and differentiated instruction in the area of Mathematics. In addition to these face to face instructional strategies, immediate feedback was provided to students during daily instruction.

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

Differentiated instruction, job embedded professional development, checks for understanding, data-driven decision making, technology integration, effective questioning and response techniques.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The PLST will develop whole group sessions and job-embedded sessions on using the new B.E.S.T. Standards during August. In November, professional development on progress monitoring will be targeted. Following the administration of AP2, a mid-year data chat job-embedded session will occur in February. Finally, continuous data chats with individualized feedback will be ongoing.

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

Extended learning opportunities which include before and after school tutoring, intervention, and Spring Break Academy will be provided.

Areas of Focus

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

:

#1. Positive Culture and Environment specifically relating to Staff Morale

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 feedback, 37% of respondents strongly agree or agree that staff morale is high at our school in comparison to 75% during the 2020-2021 School Climate Survey feedback. This indicates a decrease of 38 percentage points. In addition, the 2020-2021 School Climate Survey feedback from staff indicated that 73% of respondents strongly agree that they like working at their school in comparison to 41% during the 2021-2022 School Climate Survey feedback. This is a decrease of 32 percentage points. This data indicates that there is a critical need to increase staff morale.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.
 If we successfully implement Team Building Activities, our staff morale will increase 10 percentage points on the 2022-2023 School Climate Survey by June 2023.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.
 A social committee will be created to coordinate in-house and off campus events so that staff can build a positive rapport amongst themselves. The school leadership team will survey teachers interested in leading the social committee. The committee will then coordinate and collaborate with the school leadership team, PTSA, and EESAC to implement incentives, recognitions, and events targeted at increasing staff morale. In doing so, staff engagement will be strengthened, personal relationships will be formed, and stress levels will decrease.

Person responsible for monitoring outcome:
 Jennifer Aronowsky-Kunkel (jkunkel@dadeschools.net)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.
 Within the Area of Focus of Positive Culture and Environment, we will focus on Team Building Activities to ensure that the mental and emotional well-being of our staff is addressed.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific
 We want to incorporate Team Building Activities into our school to increase staff morale. A high morale promotes improved productivity, higher retention, better customer service, and decreased stress levels.

**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.

8/16 - The administrative team in collaboration with PTSA will provide an Opening of Schools lunch to staff. As a result, this will encourage staff to mingle with one another and form relationships.

Person Responsible Milagro Arango (pr1331@dadeschools.net)

8/22 - 10/14 The administrative team in collaboration with PTSA will provide teachers with personalized door magnets and school spirit shirts. As a result, teachers will be able to easily locate colleagues amongst current room changes thereby minimizing frustration. Furthermore, a school spirit shirt can promote school pride when the staff plans to wear the shirts on a particular day.

Person Responsible Milagro Arango (pr1331@dadeschools.net)

8/31 - 9/9 - The leadership team will survey teachers interested in serving on the Jaguar Fun Squad Committee. This social committee will be tasked with coordinating in-house and off campus events aimed at staff recognition and team building events.

Person Responsible Jennifer Aronowsky-Kunkel (jkunkel@dadeschools.net)

9/10 - 9/16 - The Jaguar Fun Squad will meet and create a tentative calendar of staff events. As a result, teachers can plan accordingly to participate in events aimed to increase staff morale.

Person Responsible Jennifer Aronowsky-Kunkel (jkunkel@dadeschools.net)

11/16 - Staff will be invited to an on-campus Friendsgiving feast. As a result, staff will be able to mingle and further strengthen their interpersonal relationships.

Person Responsible Jennifer Aronowsky-Kunkel (jkunkel@dadeschools.net)

12/14 - The administrative team in collaboration with PTSA will provide a winter holiday lunch to staff. As a result, staff will feel valued and appreciated.

Person Responsible Milagro Arango (pr1331@dadeschools.net)

#2. Transformational Leadership specifically relating to Leadership Development

Area of Focus
Description and Rationale: According to the 2021-2022 School Improvement Survey, 79% of respondents indicated all staff members have the opportunity annually to be considered for leadership roles in comparison to 81% during the 2020-2021 School Improvement Survey. This is a 2 percentage point decrease. In addition, the 2021-2022 School Climate Survey feedback indicates 93% of respondents feel school personnel works together as a team in comparison to 98% during the 2020-2021 school year. This is a decrease of 5 percentage points. This data indicates the need to increase leadership development.
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.
 If we successfully implement the Targeted Element of Leadership Development, we will influence the capacities of our teachers. This will be realized through teachers fulfilling leadership roles and taking an active approach in decision making. The percentage of teachers feeling they have been offered opportunities to hold a leadership position will increase by 2% as evidenced on the School Improvement Survey in June 2023.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.
 The school leadership team will provide opportunities for staff development based on the identified needs of the staff and by encouraging teachers to take on various leadership roles in order to build capacity. This will be monitored by agendas, sign in sheets, and participation in various committees throughout the school year

Person responsible for monitoring outcome:
 Milagro Arango (pr1331@dadeschools.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.
 Within the Targeted Element of Leadership Development, we will focus on the evidence-based strategy of Shared Leadership. By encouraging teachers to use their professional expertise, we hope to improve the feelings of leadership opportunities and teamwork.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the
 Shared Leadership will promote innovative leadership and active participation to reach the school's identified instructional and cultural goals.

**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.

8/16 - The administrative team will share information with staff about the available leadership positions during the Opening of Schools meeting. As a result, teachers will be aware of leadership roles within the school.

Person Responsible Milagro Arango (pr1331@dadeschools.net)

8/31 - 9/14 - Teachers will be surveyed in order to identify those interested in serving as a teacher leader (for example department chair, committee sponsor, and/or club sponsor). As a result, the administrative team will have knowledge of which teachers are interested in fulfilling a leadership role.

Person Responsible Milagro Arango (pr1331@dadeschools.net)

9/14 - 10/14 - The Leadership Team will meet with grade levels/departments and school committees monthly. As a result, the Leadership Team will generate ideas and set goals, offer choices, and implement change, through teacher leaders in the building.

Person Responsible Milagro Arango (pr1331@dadeschools.net)

9/21 - 10/14 - The administration will meet with grade level/department chairs, committee sponsors, and club sponsors to create a schoolwide tentative activities calendar. As a result, such a calendar will allow for efficient scheduling of events.

Person Responsible Dominique Audain (audaind@dadeschools.net)

10/31 - 11/6 - The Teacher of the Year committee will meet to discuss recognizing the selected Teacher of the Year candidate. As a result, the committee will have a voice in how colleagues should be celebrated.

Person Responsible Valerie Milnes (vmilnes@dadeschools.net)

11/1 - 12/16 - The African American History committee will meet to discuss the implementation of a variety of schoolwide activities to honor African Americans. As a result, teachers on the committee will be empowered to share best practices geared towards building community between elementary and secondary teachers.

Person Responsible Monica Aleman (alemanmonica@dadeschools.net)

#3. 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 Science proficiency data, 36% of our eighth graders are at or above grade level. This is just one percentage point higher compared to the district performance (35%), yet two percentage points lower compared to other Tier 1 schools (38%). A similar trend is noted in schoolwide Science proficiency data with 49% of students at or above grade level. Again, this is one percentage point higher compared to the district at 48%; however, three percentage points lower compared to other Tier 1 schools (52%). Based on the data, high quality science instruction is needed in order for our proficiency to meet or exceed comparable schools.

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

With the implementation of high quality science instruction, there will be a 5% increase in Science proficiency as measured on the May 2023 Statewide Science Assessment.

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

The administrative team along with the fifth and eighth grade teams will participate in quarterly data chats focusing on student success and targeting areas for improvement. In addition, the science liaison will disseminate pertinent information from the district level to stakeholders along with organizing science themed events. The administrative team will conduct informal walkthroughs to ensure high quality instruction is evident.

Person**responsible for****monitoring****outcome:**

Milagro Arango (pr1331@dadeschools.net)

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

Within the Targeted Element of high quality Science instruction, our school will focus on the evidence-based strategy of: Collaborative Learning/Structures. Students will utilize this strategy by working collaboratively to complete project-based assignments and by completing district recommended lab assignments shared through various avenues including the Schoology science page and via ICAD meetings. Collaboration will increase student engagement by maximizing science content exploration as students work and are guided by teachers facilitating.

Rationale for**Evidence-****based****Strategy:****Explain the****rationale for**

Collaborative Learning/Structures aid students in cultivating science concepts through discussions with peers. Through collaborative discussions, students will develop high-level thinking by articulating their knowledge to find solutions and/or create a product. A variety of collaborative structure strategies can be used in the classroom to encourage student exploration and application of content.

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.

8/31 - 9/16 - Teachers in grades 5 and 8 will administer the district Science baseline to students. As a result, grade teams will be able to analyze the data. Teachers will be able to group students by strengths and areas for improvement. These groups will be the basis for collaborative learning activities and will remain fluid for adjustment as needed.

Person Responsible Catherine Villa (cvilla@dadeschools.net)

9/14 - 10/14 - After attending the September ICAD, the science liaison will meet with individual grade levels to model district recommended essential labs. As a result, by modeling an actual essential lab and having teachers participate as "students", the teachers will be able to collaboratively plan and anticipate needed scaffolding for students to be successful in the collaborative environment.

Person Responsible Catherine Villa (cvilla@dadeschools.net)

9/20 - 9/27 - The leadership team in collaboration with PTSA will meet to discuss the 2022-2023 Science Initiative Proposal. As a result, grade levels will select an interdisciplinary enrichment in-house field trip designed by STEAM City Kids. Activities relate to Life Science, Physical Science, and Earth and Space Science and are student centered, designed specifically to promote collaboration amongst students.

Person Responsible Milagro Arango (pr1331@dadeschools.net)

8/31 - 10/14 - The administrative team will conduct informal walkthroughs. As a result, administration can provide feedback ensuring the implementation of essential labs utilizing student collaboration.

Person Responsible Milagro Arango (pr1331@dadeschools.net)

10/31 - 12/16 - The Gifted department will meet to discuss participation in the Fairchild Challenge. As a result, students will have the opportunity to participate in various collaborative learning challenges centered on improving and enhancing science knowledge.

Person Responsible Dominique Audain (audaind@dadeschools.net)

10/31 - 12/16 - A science lab will be created by administration for lab activities. Teachers will be able to schedule time in the science lab. As a result, students will be able to collaborate in the completion of hands-on science lessons.

Person Responsible Ana Pachon-reboredo (apachon-reboredo@dadeschools.net)

#4. Instructional Practice specifically relating to Standards-aligned Instruction**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 ELA proficiency data there was a 4 percentage point increase from 2021 to 2022 (66% to 70%). Math proficiency data also shows an increase from 52% in 2021 to 67% in 2022. Furthermore, Science proficiency data increased 12 percentage points between 2021 and 2022 (37% to 49%) and Social Studies proficiency data demonstrated a 22 percentage point increase between 2021 and 2022 (62% to 84%). It should be noted ELA proficiency appears stagnant or unremarkable with the smallest increase from 2021 to 2022. Based on the data, Standards-Aligned Instruction has proven effective in Math, Science, and Social Studies due to the large increase in proficiency. We will focus on Standards-Aligned Instruction in ELA to increase proficiency.

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

With the implementation of Standards-Aligned Instruction, an additional 3% of the student population in grades 3-8 will score at grade level or above in the area of ELA as measured on the F.A.S.T. Progress Monitoring 3 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 walkthroughs to ensure that ELA instruction is aligned to current standards. Data will be analyzed during leadership team meetings to ensure students are demonstrating growth on standards. Extended learning opportunities will be provided to those students who are not showing growth.

Person responsible for monitoring outcome:

Milagro Arango (pr1331@dadeschools.net)

Evidence-based Strategy: Describe the evidence-based strategy being

Within the Targeted Element of Standards-Aligned Instruction, our school will focus on the evidence-based strategy of: Ongoing Progress Monitoring (OPM). Ongoing Progress Monitoring will ensure teachers are evaluating student responsiveness to instruction. Ongoing Progress Monitoring will be monitored through data sheets and data chats between individual students and grade levels.

implemented for this Area of Focus.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy.

Ongoing Progress Monitoring encourages teachers to collect and analyze useful data. In doing so, teachers can evaluate and improve their instructional practice to ensure instruction is standards-aligned. Additionally, Ongoing Progress Monitoring highlights student achievement and areas for improvement. With Ongoing Progress Monitoring, teachers are provided a frequent checks and balance system to drive instruction rooted in the standards.

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.

8/31 - 9/30 - Teachers will administer the F.A.S.T Progress Monitoring 1 Assessment. As a result, teachers will have a baseline of each student's strengths and areas for improvement.

Person Responsible Lucia Fernandez (lucyfernandez@dadeschools.net)

8/31 - 9/16 - The Horizons Intervention Liaison will meet with grade levels to disseminate important information regarding the administration of the Horizons intervention program's computerized assessment. As a result, teachers will understand how to administer the test to identified students. Additionally, teachers will receive information on how to interpret results and create a schedule for ongoing intervention and progress monitoring.

Person Responsible Ana Pachon-reboredo (apachon-reboredo@dadeschools.net)

9/16 - 10/14 - Grade levels will create grade specific student friendly data sheets. As a result, teachers can provide students with information on their strengths and areas for growth. In addition, teachers and students can collaborate one on one to develop goals for the next assessment window.

Person Responsible Milagro Arango (pr1331@dadeschools.net)

10/4 - The Leadership Team will meet to analyze schoolwide baseline data from F.A.S.T. Progress Monitoring 1 Assessment. As a result, intermediate goals can be set schoolwide to show growth during the second assessment window.

Person Responsible Milagro Arango (pr1331@dadeschools.net)

10/31 - 12/16 - Administration will conduct walkthroughs of tier 2 and 3 intervention. As a result, administration will be able to monitor the implementation of the Horizons intervention program.

Person Responsible Ana Pachon-reboredo (apachon-reboredo@dadeschools.net)

12/5 - 12/16 - Teachers will administer the F.A.S.T Progress Monitoring 2 Assessment. As a result, teachers will receive current performance data to determine areas of growth from PM1 to PM2.

Person Responsible Lucia Fernandez (lucyfernandez@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.

Our strengths within School Culture are in Engaging Learning Environment and Clearly Defined Expectations. We strive in continuing to build on established values and promotion of a positive learning ambiance and inclusivity. Teachers are constantly developing their skills through meaningful professional development. The school is also open to innovative ideas to motivate and bridge gaps in student learning. We recognize student achievement and celebrate successes. Furthermore, consistent discipline and pride creates meaningful parental involvement. Our school plans experiences throughout the year to engage with parents and families to ensure they have the necessary information to support their children.

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

The stakeholders that are involved in promoting a positive school culture and environment include the school leadership team, teacher leaders, EESAC, and PTSA. School improvement strategies are a collaborative effort and behaviors/expectations are modeled throughout the school campus. The Principal's role is to monitor and oversee all the school's initiatives and respond to concerns with morale by planning team-building and morale boosting activities. The Assistant Principals will monitor the mentorship programs and assist in ensuring all information is shared with stakeholders in a timely manner. Teacher leaders assist in providing and responding to feedback from stakeholders. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families.