

Miami-Dade County Public Schools

Eugenia B. Thomas K 8 Center



2022-23 Schoolwide Improvement Plan

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Eugenia B. Thomas K 8 Center

5950 NW 114TH AVE, Doral, FL 33178

<http://ebt.dadeschools.net/>**Demographics****Principal: Julio Fong A**

Start Date for this Principal: 7/19/2020

| | |
|--|--|
| 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) | 48% |
| 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 White Students Economically Disadvantaged Students |
| School Grades History | 2021-22: A (67%) 2018-19: A (68%) 2017-18: A (68%) |
| 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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| Title I Requirements | 0 |
| Budget to Support Goals | 0 |

Eugenia B. Thomas K 8 Center

5950 NW 114TH AVE, Doral, FL 33178

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

School Demographics

| School Type and Grades Served (per MSID File) | 2021-22 Title I School | 2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|--|
| Combination School PK-8 | No | 48% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 97% |

School Grades History

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

School Board Approval

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SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Eugenia B. Thomas K-8 Center is to provide our students with a structured educational foundation, dynamic learning opportunities, and comprehensive innovative programs to maximize each child's potential within a safe environment. We will establish partnerships with our community that will encourage global awareness and social consciousness as we prepare our students to become world leaders.

Provide the school's vision statement.

The vision of Eugenia B. Thomas K-8 Center is to provide our students with a structured educational foundation, dynamic learning opportunities, and comprehensive innovative programs to maximize each child's potential within a safe environment. We will establish partnerships with our community that will encourage global awareness and social consciousness as we prepare our students to become world leaders.

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 |
|----------------------|---------------------------|--|
| Alen, Ariani | Assistant Principal | <p>Oversee the implementation of the School Improvement Plan.</p> <p>Attend and collaborate during Synergy with team members.</p> <p>Review and utilize all SIP feedback from all grade levels and departments to create SIP Action Steps.</p> <p>Create and monitor elementary master schedule.</p> <p>Meet monthly with grade level or departments for Common Planning.</p> <p>Meet with the Leadership Team monthly.</p> <p>Engage in data chats with teachers and key stakeholders.</p> <p>Celebrate accomplishments and provide incentives to groups of teachers.</p> |
| Barnet, Merlys | Other | <p>Attend monthly Leadership Team meetings.</p> <p>Attend and collaborate during Synergy with teammates.</p> <p>Participate in weekly Common Planning on Tuesdays.</p> <p>Provide input for Action Steps.</p> <p>Implement Action Steps.</p> <p>EESAC Chair overseeing School Improvement Plan.</p> <p>Engage in data chats with students to discuss areas of strengths, in need of improvement and steps to improve.</p> |
| Gonzalez, Angie | Other | <p>Attend monthly Leadership Team meetings.</p> <p>Engage in data chats with teachers and key stakeholders.</p> |
| Esquijarosa, Yesenia | Other | <p>Train and follow up with teachers in grades K-5 with the Reading Horizons intervention program.</p> <p>Participate in weekly Common Planning on Tuesdays.</p> <p>Provide input for Action Steps.</p> <p>Implement Action Steps.</p> <p>Engage in data chats with students to discuss areas of strengths, in need of improvement and steps to improve</p> |
| Hernandez, Connie | ELL Compliance Specialist | <p>Attend monthly Leadership Team meetings.</p> <p>Engage in data chats with teachers and key stakeholders.</p> <p>Ensure ESOL testing and documentation is in compliance.</p> |
| Ramirez, Maria | School Counselor | <p>Attend monthly Leadership Team meetings.</p> <p>Engage in data chats with teachers and key stakeholders.</p> <p>Engage in data chats (academic advising) with students to discuss areas of strengths, in need of improvement and steps to improve.</p> <p>Assist in monitoring and incentives for students in grades 6-8</p> |
| Sotolongo, Maria | Other | <p>Attend monthly Leadership Team meetings.</p> <p>Provide input for Action Steps.</p> <p>Implement Action Steps.</p> |

| Name | Position Title | Job Duties and Responsibilities |
|-----------------------|------------------------|---|
| Tyler, Heather | Principal | Oversee the implementation of the School Improvement Plan. Oversee all school-wide initiatives. Attend and collaborate during Synergy with team members. Review all SIP feedback from all grade levels and departments. Meet monthly with grade level or departments for Common Planning. Meet with the Leadership Team monthly. Engage in data chats with teachers and key stakeholders. |
| Smith, Ladema | Assistant Principal | Monitor the implementation of the School Improvement Plan. Meet monthly with grade level or departments for Common Planning. Meet with the Leadership Team monthly. Engage in data chats with teachers and key stakeholders. Celebrate accomplishments and provide incentives to groups of teachers. |
| Hernandez, Jennica | Other | Attend monthly Leadership Team meetings. Assist in monitoring and incentives for students in grades 6-8. |
| Inguanzo, Sofia | Teacher, K-12 | Attend monthly Leadership Team meetings. Participate in weekly Department Common Planning on Tuesdays. Provide input for Action Steps. Implement Action Steps. Engage in data chats with students to discuss areas of strengths, in need of improvement and steps to improve. |

Demographic Information

Principal start date

Sunday 7/19/2020, Julio Fong A

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

14

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.*

25

Total number of teacher positions allocated to the school

71

Total number of students enrolled at the school

1,065

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.

7

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 | 63 | 90 | 101 | 127 | 120 | 165 | 121 | 160 | 173 | 0 | 0 | 0 | 0 | 1120 |
| Attendance below 90 percent | 0 | 12 | 14 | 12 | 5 | 13 | 6 | 11 | 15 | 0 | 0 | 0 | 0 | 88 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 4 |
| Course failure in ELA | 0 | 3 | 4 | 4 | 1 | 7 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 23 |
| Course failure in Math | 0 | 2 | 3 | 4 | 9 | 14 | 19 | 2 | 0 | 0 | 0 | 0 | 0 | 53 |
| Level 1 on 2022 statewide FSA ELA assessment | 0 | 0 | 0 | 5 | 20 | 28 | 38 | 27 | 54 | 0 | 0 | 0 | 0 | 172 |
| Level 1 on 2022 statewide FSA Math assessment | 0 | 0 | 0 | 3 | 20 | 24 | 36 | 42 | 44 | 0 | 0 | 0 | 0 | 169 |
| Number of students with a substantial reading deficiency | 0 | 5 | 12 | 21 | 33 | 36 | 49 | 54 | 82 | 0 | 0 | 0 | 0 | 292 |

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 | 5 | 5 | 20 | 23 | 37 | 24 | 36 | 0 | 0 | 0 | 0 | 154 |

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 | 5 | 5 | 1 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 18 |
| 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

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 | 47 | 87 | 113 | 102 | 166 | 128 | 153 | 153 | 169 | 0 | 0 | 0 | 0 | 1118 |
| Attendance below 90 percent | 3 | 6 | 8 | 5 | 7 | 7 | 15 | 12 | 22 | 0 | 0 | 0 | 0 | 85 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 1 | 1 | 3 | 11 | 7 | 5 | 0 | 16 | 0 | 0 | 0 | 0 | 44 |
| Course failure in Math | 0 | 0 | 1 | 3 | 12 | 9 | 16 | 0 | 10 | 0 | 0 | 0 | 0 | 51 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 6 | 21 | 24 | 40 | 0 | 0 | 0 | 0 | 91 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 4 | 22 | 25 | 34 | 0 | 0 | 0 | 0 | 85 |
| Number of students with a substantial reading deficiency | 3 | 14 | 46 | 39 | 27 | 26 | 46 | 75 | 98 | 0 | 0 | 0 | 0 | 374 |

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 | | 1 | 1 | 1 | 5 | 10 | 8 | 20 | 17 | 36 | 0 | 0 | 0 | 99 |

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 | | 4 | 3 | 2 | 5 | 8 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 25 |
| Students retained two or more times | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--|-------------|----|-----|-----|-----|-----|-----|-----|-----|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 47 | 87 | 113 | 102 | 166 | 128 | 153 | 153 | 169 | 0 | 0 | 0 | 0 | 1118 |
| Attendance below 90 percent | 3 | 6 | 8 | 5 | 7 | 7 | 15 | 12 | 22 | 0 | 0 | 0 | 0 | 85 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 1 | 1 | 3 | 11 | 7 | 5 | 0 | 16 | 0 | 0 | 0 | 0 | 44 |
| Course failure in Math | 0 | 0 | 1 | 3 | 12 | 9 | 16 | 0 | 10 | 0 | 0 | 0 | 0 | 51 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 6 | 21 | 24 | 40 | 0 | 0 | 0 | 0 | 91 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 4 | 22 | 25 | 34 | 0 | 0 | 0 | 0 | 85 |
| Number of students with a substantial reading deficiency | 3 | 14 | 46 | 39 | 27 | 26 | 46 | 75 | 98 | 0 | 0 | 0 | 0 | 374 |

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 | 1 | 1 | 1 | 5 | 10 | 8 | 20 | 17 | 36 | 0 | 0 | 0 | 0 | 99 |

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 | 4 | 3 | 2 | 5 | 8 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 25 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

Part II: Needs Assessment/Analysis

School Data Review

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

| School Grade Component | 2022 | | | 2021 | | | 2019 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement | 66% | 62% | 55% | | | | 70% | 63% | 61% |
| ELA Learning Gains | 66% | | | | | | 70% | 61% | 59% |
| ELA Lowest 25th Percentile | 55% | | | | | | 59% | 57% | 54% |
| Math Achievement | 66% | 51% | 42% | | | | 65% | 67% | 62% |
| Math Learning Gains | 71% | | | | | | 65% | 63% | 59% |
| Math Lowest 25th Percentile | 73% | | | | | | 53% | 56% | 52% |
| Science Achievement | 52% | 60% | 54% | | | | 57% | 56% | 56% |
| Social Studies Achievement | 71% | 68% | 59% | | | | 80% | 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 | 67% | 60% | 7% | 58% | 9% |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |
| | 2019 | 62% | 64% | -2% | 58% | 4% |
| Cohort Comparison | | -67% | | | | |

| ELA | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2022 | | | | | |
| | 2019 | 56% | 60% | -4% | 56% | 0% |
| Cohort Comparison | | -62% | | | | |
| 06 | 2022 | | | | | |
| | 2019 | 49% | 58% | -9% | 54% | -5% |
| Cohort Comparison | | -56% | | | | |
| 07 | 2022 | | | | | |
| | 2019 | 58% | 56% | 2% | 52% | 6% |
| Cohort Comparison | | -49% | | | | |
| 08 | 2022 | | | | | |
| | 2019 | 62% | 60% | 2% | 56% | 6% |
| Cohort Comparison | | -58% | | | | |

| MATH | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 01 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | | | | | |
| 02 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 03 | 2022 | | | | | |
| | 2019 | 69% | 67% | 2% | 62% | 7% |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |
| | 2019 | 65% | 69% | -4% | 64% | 1% |
| Cohort Comparison | | -69% | | | | |
| 05 | 2022 | | | | | |
| | 2019 | 58% | 65% | -7% | 60% | -2% |
| Cohort Comparison | | -65% | | | | |
| 06 | 2022 | | | | | |
| | 2019 | 36% | 58% | -22% | 55% | -19% |
| Cohort Comparison | | -58% | | | | |
| 07 | 2022 | | | | | |
| | 2019 | 53% | 53% | 0% | 54% | -1% |
| Cohort Comparison | | -36% | | | | |
| 08 | 2022 | | | | | |
| | 2019 | 31% | 40% | -9% | 46% | -15% |
| Cohort Comparison | | -53% | | | | |

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

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| | 2019 | 49% | 53% | -4% | 53% | -4% |
| Cohort Comparison | | | | | | |
| 06 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | -49% | | | | |
| 07 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 08 | 2022 | | | | | |
| | 2019 | 39% | 43% | -4% | 48% | -9% |
| 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 | 74% | 73% | 1% | 71% | 3% |
| 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 | 98% | 63% | 35% | 61% | 37% |
| 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 | 32 | 49 | 46 | 36 | 57 | 55 | 20 | 54 | | | |
| ELL | 60 | 66 | 57 | 58 | 70 | 74 | 34 | 58 | 85 | | |
| ASN | 86 | 92 | | 79 | 85 | | | | | | |
| BLK | 62 | 50 | | 54 | 80 | | | | | | |
| HSP | 65 | 65 | 55 | 65 | 71 | 73 | 50 | 69 | 86 | | |
| WHT | 79 | 58 | | 76 | 71 | | 67 | | | | |
| FRL | 63 | 64 | 57 | 62 | 68 | 72 | 49 | 65 | 85 | | |
| 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 | 26 | 31 | 31 | 22 | 26 | 31 | 18 | 29 | | | |
| ELL | 56 | 64 | 66 | 48 | 44 | 48 | 49 | 42 | 79 | | |
| ASN | 86 | 82 | | 90 | 73 | | | | | | |
| BLK | 46 | | | 38 | | | | | | | |
| HSP | 63 | 61 | 65 | 52 | 43 | 46 | 55 | 55 | 77 | | |
| WHT | 63 | 62 | | 59 | 38 | | 40 | | | | |
| FRL | 61 | 59 | 67 | 49 | 45 | 52 | 51 | 51 | 80 | | |
| 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 | 42 | 50 | 38 | 40 | 45 | 43 | 17 | 70 | | | |
| ELL | 60 | 68 | 61 | 59 | 64 | 52 | 46 | 66 | 89 | | |
| ASN | 89 | 82 | | 84 | 65 | | | | | | |
| BLK | 67 | | | 73 | | | | | | | |
| HSP | 70 | 70 | 59 | 65 | 66 | 51 | 57 | 80 | 93 | | |
| WHT | 72 | 70 | | 61 | 59 | | | | | | |
| FRL | 64 | 65 | 57 | 57 | 61 | 50 | 46 | 74 | 88 | | |

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 | 68 |
| Total Points Earned for the Federal Index | 673 |
| Total Components for the Federal Index | 10 |
| Percent Tested | 100% |

| Subgroup Data | |
|--|-----|
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 45 |
| 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 | 63 |
| 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 | 86 |
| Asian Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Asian Students Subgroup Below 32% | 0 |
| Black/African American Students | |
| Federal Index - Black/African American Students | 62 |
| 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 | 67 |
| 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 | |
|--|-----|
| 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 | 70 |
| 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 | 65 |
| 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?

According to 2022 data findings:

- ELA Achievement increased 2 percentage points
- ELA Learning Gains increased 5 percentage points
- ELA L25 Learning Gains decreased 9 percentage points
- Math Achievement increased 13 percentage points
- Math Learning Gains increased 27 percentage points
- Math L25 Learning Gains increased 26 percentage points
- Science Achievement decreased 3 percentage points
- Social Studies Achievement increased 14 percentage points
- Middle School Acceleration increased 8 percentage points

According to 2022 data trends:

- In ELA Achievement, there is a decrease in percentage points as the grade levels increase from grades 3 to 8. The percentage of students on or above grade level per grade are third grade 85%, fourth grade 79%, fifth grade 71%, sixth grade 63%, seventh grade 56%, and eighth grade 49%.
- In Math Achievement, there is a decrease in percentage points as the grade levels increase from grades 3 to 8. The percentage of students on or above grade level per grade are third grade 87%, fourth grade 81%, fifth grade 68%, sixth grade 57%, seventh grade 42%, and eighth grade 36%.
- In Science Achievement, the percentage of students with disabilities that scored at or above grade level have increased from 2019 at 17% to 2021 at 18% and 2022 at 20%.

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

Based on the data, the areas in greatest need for improvement are the Lowest 25th students in ELA and the Science Achievement in grades 5 and 8.

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

The contributing factors to this need for improvement in the Lowest 25th for ELA are a new intervention program for grades 3-5 that was not implemented from the very beginning of the school year, teachers were not proficient in the program's implementation, and usage was not done with fidelity. In grades 6-8, students were lacking motivation.

The contributing factors to this need for improvement in Science Achievement is the performance of eighth grade students. Eighth grade students had the lowest ELA proficiency compared to other grade levels and the Science Assessment relies heavily on students reading abilities.

The new action to address this need for improvement for the Lowest 25th for ELA is teachers in grades 3-5 will participate in a refresher intervention training, learning walks will be conducted during intervention and differentiated instruction will be implemented with fidelity. In grades 6-8, incentives will be provided to students in the intensive reading class and quarterly academic advisement will be provided to students not making progress.

The new action to address this need for improvement for Science Achievement will be the implementation of the EduSmart program with fidelity for grades 3-5 and 8. Teachers will be trained on the EduSmart program, teachers will participate in learning walks during Science instruction, and teachers in grades 5 and 8 will participate in collaborative planning to share best practices in preparation for the Science Assessment.

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

The data components that showed the most improvement are:

- Math Achievement increased from 53 percentage points in 2021 to 66 percentage points on the 2022 FSA. Math Achievement increased 13 percentage points.
- Math Learning Gains increased from 44 percentage points in 2021 to 71 percentage points on the 2022 FSA. Math Learning Gains increased 27 percentage points.
- Math L25 Learning Gains increased from 47 percentage points in 2021 to 73 percentage points on the 2022 FSA. Math L25 Learning Gains increased 26 percentage points.
- Social Studies Achievement increased from 57 percentage points in 2021 to 71 percentage points on the 2022 FSA. Social Studies Achievement increased 14 percentage points.
- Middle School Acceleration increased from 77 percentage points in 2021 to 85 percentage points on the 2022 FSA. Middle School Acceleration increased 8 percentage points.

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

The contributing factors and new actions to Math were, the Math Learning Walks teachers participated in, weekly grade level and/or department planning, the implementation of Checks for Understanding, the implementation of IXL Math, pure intensive math courses in grades 6-8, Math weekly DI day implementation, and Math remediation for grades 3-5 during special areas.

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

The strategies needed in order to accelerate learning are the implementation of the Reading intervention in grades K-5, differentiated instruction in all content areas based on data, Standards-Based instruction and assessments, academic advisement for students not making progress, the implementation of the EduSmart program with fidelity for grades 3-5 and 8, the implementation of IXL and i-Ready, implementation of the Accelerated Reader programs for students in grades 2-5,

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

The professional development opportunities that will be provided at the school to support teachers and leaders will be during professional development days, faculty meeting breakout sessions, during grade level/department planning sessions are:

- Reading Horizons refresher training and follow-up sessions
- Accelerated Reader refresher training
- i-Ready refresher training
- IXL refresher training
- Monthly Aspiring Administrator meetings
- Monthly New Teachers to EBT meetings
- EduSmart training and follow up sessions
- Monthly Digital Cafe best practices sessions on topics designated by teachers

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

In order to ensure sustainability of improvement, data will be closely monitored and data chats will take place with students and teachers. Purposeful learning walks will take place for teachers to learn from one another and assist in teacher buy in and implementation. Administrative walkthroughs will be conducted to monitor the implementation of programs, strategies and effectiveness of instruction.

Areas of Focus

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

:

#1. Instructional Practice specifically relating to ELA**Area of Focus
Description
and****Rationale:
Include a
rationale that
explains how
it was
identified as a
critical need
from the data
reviewed.**

The 2021 ELA L25 Learning Gains were 64% compared to the 2022 ELA L25 Learning Gains which were 52%. Our ELA L25 Learning Gains decreased by 12 percentage points. Based on the data, our critical need is improving proficiency for students in the Lowest 25th percentile in ELA. Based on the data, we will implement interventions with fidelity and monitor students who may need additional support through RtI to ensure we increase proficiency with the lowest 25th percentile in ELA.

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

With the implementation of Interventions/RtI, we will increase an additional 5 percentage points of students scoring at grade level or above in the area of ELA by the 2023 PM 3 F.A.S.T. administration.

The Leadership Team will conduct data chats to monitor progress of students in the lowest 25th percentile in ELA and adjust students in intervention as needed.

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

Teachers in grades K-5 will participate in intervention trainings, learning walks during intervention instruction will be planned and differentiated instruction will be implemented with fidelity. In grades 6-8, incentives will be provided to students in the intensive reading classes that are making gains and quarterly academic advisement will be provided to students not making progress.

Administration will conduct walkthroughs to ensure the effective implementation of intervention, learning walks and differentiated instruction. Administration will monitor the progress of students in the lowest 25th percentile in ELA in grades 6-8 and ensure incentives are provided and academic advisement takes place.

**Person
responsible
for
monitoring
outcome:**

Ariani Alen (aalen1@dadeschools.net)

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

Within the Targeted Element of ELA, our school will focus on the evidenced-based strategy: Intervention/Response to Intervention. Response to Intervention (RtI) is a multi-tier approach to the early identification and support of students with learning needs. The RtI process begins with high-quality instruction and universal screening of all children in the general education classroom and includes providing aligned interventions and on-going progress monitoring. Students identified as needing intervention in grades K-5, will

being implemented for this Area of Focus.

receive daily instruction utilizing the Horizons Reading program. Students in grades 6-8 that earned a level 1 or 2 in the FSA ELA in 2022 will take the Intensive Reading course.

Rationale for Evidence-based

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

Interventions/Rtl will ensure that students are receiving the additional support needed in reading to become skilled readers. Interventions/Rtl will ensure that teachers are providing targeted instruction for intervention to improve students' decoding, phonics and reading comprehension abilities. Based on our 2022 FSA data, the learning gains of students in the lowest 25th percentile in ELA needs improvement. With the implementation of Interventions/Rtl, the percentage of students scoring at or above grade level in ELA should increase.

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.

On September 7th, K-5 Reading teachers of tier 2 and tier 3 students will participate in a refresher Reading Horizons intervention training provided by our Intervention liaison, Ms. Esquijarosa. As a result, teachers will implement the Reading Horizons intervention program with fidelity following the updated district guidelines and recommendations.

Person Responsible Ariani Alen (aalen1@dadeschools.net)

During September 27th to October 7th, K-5 Reading teachers of tier 2 and tier 3 students will participate in Learning Walks during Reading Horizons intervention instruction. As a result, teachers will be able to observe, share and learn best practices to appropriately implement the Reading Horizons intervention program.

Person Responsible Ariani Alen (aalen1@dadeschools.net)

During August 22nd to October 14th, an incentive program for students in grades 6-8 enrolled in Intensive Reading classes based on Read 180 usage and performance will be implemented. As a result, teachers will be able to monitor and encourage students to use the program with fidelity to increase student usage and performance.

Person Responsible Ariani Alen (aalen1@dadeschools.net)

During August 22nd to October 14th, students in grades 6-8 that are enrolled in Intensive Reading and are not meeting usage and performance goals will receive Academic Advisement. As a result, the counselor, Ms. Ramirez, will be able to monitor and meet students that need academic advisement to increase student usage and performance.

Person Responsible Ariani Alen (aalen1@dadeschools.net)

During October 31st to December 16th, K-8 ELA teachers will implement differentiated instruction groups during the ELA block. Teachers will differentiate instruction based on students' reading levels, progress on standards, or relevant data from assessments. As a result, teachers will be able to reteach, reinforce and enrich students as needed to improve their reading proficiency.

Person Responsible Ariani Alen (aalen1@dadeschools.net)

On November 30th, we will host a breakout session for ELA teachers focused on the B.E.S.T. Standards for ELA, how to implement Reading DI and the ELA resources. As a result, teachers will be able share and learn about the new standards and their implementation, as well as share best practices for DI and learn about all the resources available for ELA instruction.

Person Responsible Ariani Alen (aalen1@dadeschools.net)

#2. 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.

The 2021 Science Achievement scores were 55% compared to the 2022 Science Achievement scores which were 52%. Our Science Achievement scores decreased by 3 percentage points. Our critical need is to implement Standards-Aligned Instruction in Science for students in grades 5 and 8.

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, we will increase the number of students earning a level 3 or above by 10 percentage points on the grade 5 and 8 2022-2023 Science State Assessment.

The Leadership Team will conduct data chats to monitor progress of students in grades 5 and 8 in Science and will adjust instruction, as needed.

Monitoring:

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

Teachers in grades 3-5 and 8 will participate in EduSmart trainings, learning walks during Science instruction will be planned and differentiated instruction will be implemented with fidelity. In grades 5 and 8, quarterly academic advisement will be provided to students not making progress.

Administration will conduct walkthroughs to ensure the effective implementation of EduSmart, learning walks and differentiated instruction. Administration will monitor the progress of students in grades 5 and 8 and ensure academic advisement takes place.

Person

responsible for monitoring outcome:

Ladema Smith (lsmith3@dadeschools.net)

**Evidence-based
Strategy:**

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

Standards-Aligned Instruction refers to teachers executing lessons based on the standards and ensure all student products and teaching techniques are aligned to the intended standards. Teachers will deliver planned lessons to guide students through the demands of the standards. Students will show evidence of mastering the lesson objectives through their work tasks. The EduSmart program, that is standards-aligned to the NGSSS benchmarks, will be implemented in grades 3-5 and 8, in Science.

**Rationale for
Evidence-based****Strategy:**

Explain the rationale for selecting this specific strategy.

Standards-Aligned Instruction will ensure that students are receiving instruction aligned with the NGSSS. Based on our 2022 SSA data, the Science Achievement data needs improvement.

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.

On August 16th, Science teachers in grades 3-5 and 8 will participate in an EduSmart initial training. As a result of this training, Science teachers will be able to implement the program with students utilizing the EduSmart standards-aligned resources.

Person Responsible Ariani Alen (aalen1@dadeschools.net)

From August 22nd to October 14th, the EduSmart program will be implemented with fidelity for students in grades 3-5 and 8. As a result, teachers will be incorporating EduSmart standards-aligned resources for instruction, reteaching, enrichment and assessment to improve Science achievement.

Person Responsible Ariani Alen (aalen1@dadeschools.net)

From August 22nd to October 14th, Science teachers will implement Differentiated Instruction based on baseline data and topic assessments. As a result, teachers will be able to target students' standards in need of improvement to improve students' Science achievement.

Person Responsible Ariani Alen (aalen1@dadeschools.net)

During September 27th to October 7th, Science teachers will participate in learning walks during the implementation of the EduSmart program. As a result, teachers will be able to observe, share and learn best practices to effectively implement the EduSmart program.

Person Responsible Ariani Alen (aalen1@dadeschools.net)

During October 31st to December 16th, K-8 Science teachers will implement differentiated instruction groups during the Science block on a bi-weekly basis. Teachers will differentiate instruction based on students' progress on standards based relevant data from classroom or topic assessments. As a result, teachers will be able to reteach, reinforce and enrich students as needed to improve their Science proficiency.

Person Responsible Ariani Alen (aalen1@dadeschools.net)

During October 31st to December 16th, K-8 Science teachers will refer to the the Science DI Toolkit which will include various programs, ideas and resources that Science teachers may choose to use during their bi-weekly implementation of Science DI with students. As a result, Science teachers will have readily available a variety of ideas on how to implement DI into the classroom and what resources they may use to improve students' Science proficiency.

Person Responsible Ariani Alen (aalen1@dadeschools.net)

#3. Positive Culture and Environment specifically relating to +Social and Emotional Learning**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 School Climate Survey completed by students, 20% of students agreed or strongly agreed with the statement, "Bullying is a problem at my school." The 2022 School Climate Survey completed by students, 31% of students agreed or strongly agreed with the statement, "Bullying is a problem at my school." The results increased by 11 percentage points. Our critical need is to decrease bullying through the implementation of Social and Emotional Learning so that students feel safer at the school site.

Measurable**Outcome:**

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

With the implementation of Social Emotional Learning, we will decrease by 5 percentage points the students agreeing with the statement, "Bullying is a problem at my school," by the 2022-2023 end-of-year School Climate Survey completed by students.

Monitoring:

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

This Area of Focus will be monitored for the desired outcome by ensuring the implementation of the Action Steps. Our Student Services Team will make this Area of Focus their priority this school year. The master calendar will be used to ensure that the assemblies, contest, meetings and follow up sessions are scheduled.

Person

responsible for monitoring outcome:

Ariani Alen (aalen1@dadeschools.net)

Evidence-based Strategy:

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

The strategy being. Inclusivity, Tolerance, and Anti-Bullying ensures staff supports schoolwide programs that promote inclusivity, build tolerance, and reduce bullying. Inclusivity, Tolerance, and Anti-Bullying establishes an environment where students and staff feel safe from physical harm, teasing, gossip, and exclusion in school and/or social media.

Rationale for Evidence-based Strategy:

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

Inclusivity, Tolerance, and Anti-Bullying will promote inclusivity, build tolerance, and reduce bullying by creating awareness and ensuring that students and staff feel safe. Based on our 2022 School Climate Survey results of the statement, "Bullying is a problem at my school," the amount of students agreeing with the statement needs to decrease.

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.

During August 22nd to October 14th, we will host anti-bullying assemblies by grade levels for all students to attend. As a result, students will gain a better understanding of how to identify a bully, how to report and seek support.

Person Responsible Ariani Alen (aalen1@dadeschools.net)

From October 3rd to the 14th, the Student Services Team will visit classrooms to discuss bullying-related topics. As a result, students will be able to engage in a discussion with the Student Services Team and have their questions answered about bullying-related topics.

Person Responsible Ariani Alen (aalen1@dadeschools.net)

From October 3rd to the 14th, the Student Services Team will implement an anti-bullying contest for all students to participate in. As a result, students will be able to demonstrate what they learned about bullying.

Person Responsible Ariani Alen (aalen1@dadeschools.net)

On October 4th, with the input from students of every grade level in collaboration with the Student Services Team an EBT pledge will be developed that promotes inclusivity, tolerance, and anti-bullying. The pledge will be played daily during morning announcements. As a result, all students will be able to understand the expectation to be inclusive, tolerant and not allow bullying.

Person Responsible Ariani Alen (aalen1@dadeschools.net)

During October 31st to December 16th, one student from each grade level in Pre-K to eighth grade will be recognized for Doing the Right Thing. Teachers will nominate students from their class to be selected for the Do the Right Thing campaign and the counselors based on the submissions will select one student per grade level. As a result, this will promote students that exhibit positive behaviors in alignment with being inclusive, tolerant, and kind.

Person Responsible Ariani Alen (aalen1@dadeschools.net)

During October 31st to December 16th, one student from each grade level in Pre-K to eighth grade will be recognized for the core value of the month as part of the Values Matter campaign. Teachers will nominate students from their class to be selected for the core value of the month and the counselors based on the submissions will select one student per grade level. As a result, this will promote and recognize students that exhibit behaviors aligned with the core value of the month and in alignment with being inclusive, tolerant, and kind.

Person Responsible Ariani Alen (aalen1@dadeschools.net)

#4. Transformational Leadership specifically relating to Teacher Recruitment and Retention

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 School Climate Survey completed by the staff, 90% of staff members agreed or strongly agreed with the statement, "I like working at my school." The 2022 School Climate Survey completed by the staff, 22% of staff members agreed or strongly agreed with the statement, "I like working at my school." The results decreased by 68 percentage points. Our critical need is to increase staff morale and improve performance of the team.

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

With the implementation of Teacher Recruitment and Retention, we will increase by 10 percentage points the amount of staff members agreeing or strongly agreeing with the statement, "I like working at my school." by the 2022-2023 end-of-year School Climate Survey completed by staff members.

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

This Area of Focus will be monitored for the desired outcome by administration. The Administrative Team will ensure that incentives and recognition initiatives highlighting and celebrating teachers are done with fidelity and make an effort to ensure that teachers feel appreciated and valued.

Person responsible for monitoring outcome:

Ariani Alen (aalen1@dadeschools.net)

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

The evidence-based strategy being implemented for this Area of Focus is Promoting the Morale and Performance of the Team. Promoting the Morale and Performance of the Team means that leaders check in with team members regularly and identify the need for boosting morale through incentive programs, rewards for positive performance, or other positive reinforcement. Motivational efforts are employed regularly to ensure the morale remains high. Leaders also incorporate opportunities to elevate the team's morale during struggle or opportunities for improvement.

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

Promoting the Morale and Performance of the Team will ensure the teachers and staff feel appreciated and valued and improve school morale and therefore performance. Based on the 2022 School Climate Survey completed by the staff, 22% of staff members agreed or strongly agreed with the statement, "I like working at my school," the amount of teachers and staff agreeing with the statement needs improvement.

**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.

Implement a Re-energized Teachers of the Month initiative recognizing teachers based on administrators' input in the month of October. As a result, teachers will feel valued and appreciated as they are celebrated for their best practices observed by the Administrative Team.

Person Responsible Ariani Alen (aalen1@dadeschools.net)

Implement a Teacher Tuesday initiative highlighting one teacher every Tuesday based on nominations from students, parents, staff members and the community. Teacher Tuesdays will be featured every Tuesday on the different social media platforms. As a result, staff morale will increase and our EBT family can have an opportunity to recognize our teachers dedication and commitment. Teacher Tuesdays will be August 23rd and 30th; September 6th, 13th, 20th and 27th; and October 4th and 11th.

Person Responsible Ariani Alen (aalen1@dadeschools.net)

On October 26th, we will implement a Monthly "Digital Cafe" to discuss school-related topics based on teachers' survey results. As a result, teachers will be able to collaborate and discuss ideas on the implementation of programs or strategies of importance to teachers.

Person Responsible Ariani Alen (aalen1@dadeschools.net)

During August 22nd to October 14th, The Administrative Team will participate in grade level/department meetings at least once a month to check in with teams and provide support as needed. As a result, the Administrative Team can elevate the team's morale during struggle or opportunities for improvement.

Person Responsible Ariani Alen (aalen1@dadeschools.net)

Continue Teacher Tuesday initiative highlighting one teacher every Tuesday based on nominations from students, parents, staff members and the community. Teacher Tuesdays will be featured every Tuesday on the different social media platforms. Teacher Tuesdays will be November 1st, 8th, 15th, 29th, December 6th and 13th. As a result, staff morale will increase and our EBT family can have an opportunity to recognize our teachers dedication and commitment.

Person Responsible Ariani Alen (aalen1@dadeschools.net)

Continue Re-energized Teachers of the Month initiative recognizing teachers based on administrators' input in the month of November and December. As a result, teachers will feel valued and appreciated as they are celebrated for their best practices observed by the Administrative Team.

Person Responsible Ariani Alen (aalen1@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 school creates experiences throughout the year to engage with parents and families to ensure they have the necessary information to support their children. We collaborate with our Parent Teacher Student Association (PTSA) on a monthly basis to communicate school wide concerns and plan family nights. Parent Workshops on a variety of topics are held throughout the year in English and Spanish to keep parents informed. Communication with stakeholders is key in creating and maintaining a positive culture and environment and we utilize various platforms such as our school website, SchoolMessenger, Instagram, Twitter, Facebook, ClassDojo, Remind, Microsoft Teams, Schoology, Zoom, emails and phone calls. Our Administrative Team, teachers, counselors, mental health coordinator and mental health professional provide support to our students. Students participate in schoolwide programs such as Values Matter, Do The Right Thing, Youth Crime Watch, Safety Patrols and the Bullying/Harassment Prevention Curriculum. Students and teachers' success on attendance and programs such as Imagine Learning, Accelerated Reader, i-Ready, and Edgenuity will be celebrated. High expectations are held for all students.

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

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principals and the Leadership Team. The Principal's role is to monitor and oversee all the school's initiatives. The Assistant Principal's will collaborate with stakeholders in a timely manner and monitor assigned areas. The Leadership Team assists in providing and responding to feedback to stakeholders. All stakeholders play a role in making specific efforts to connect and build relationships with students, parents and families.